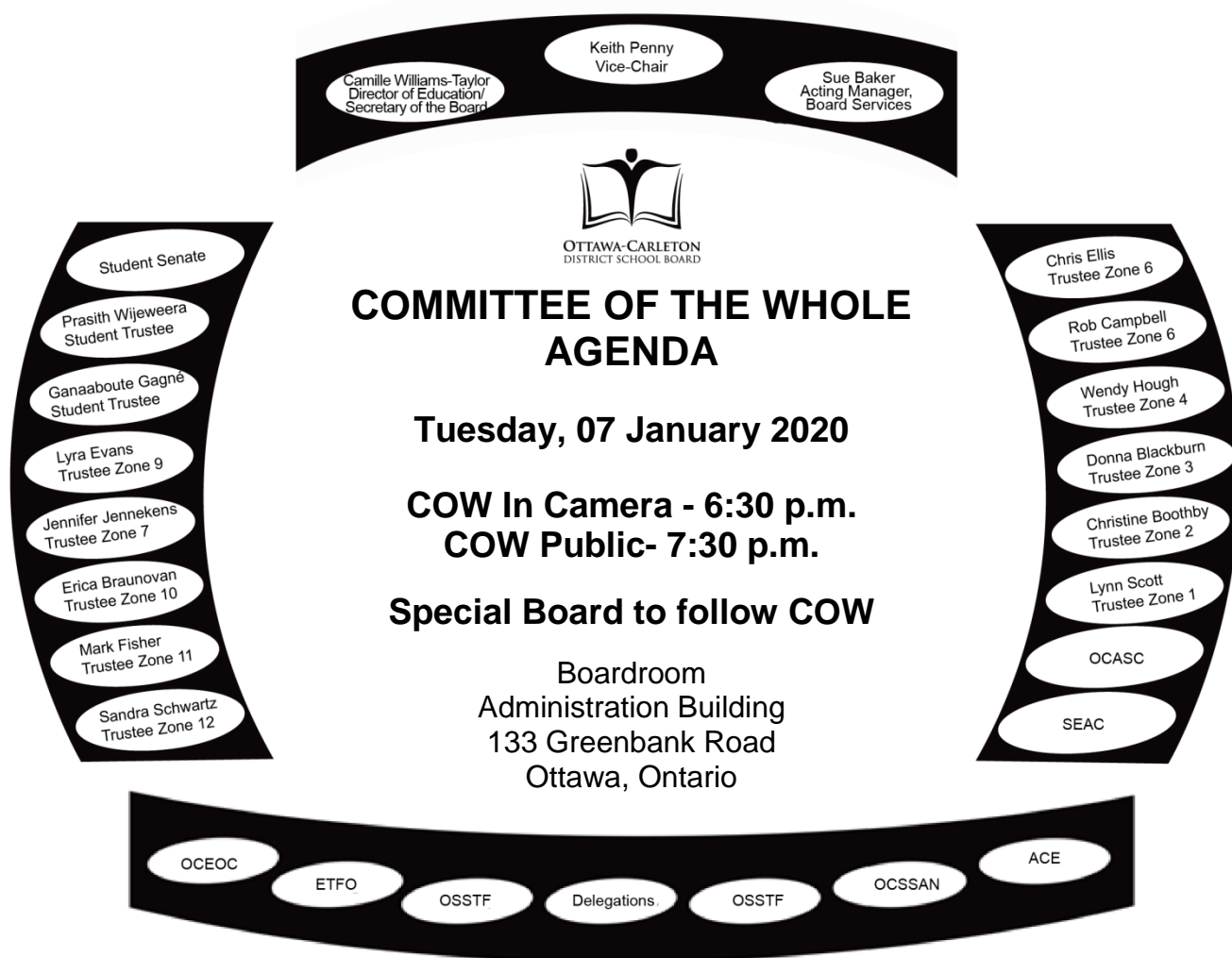




**Building Brighter Futures Together at the
Ottawa-Carleton District School Board**



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

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

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

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

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Samantha Flynn, Board/Committee Coordinator at 596-8211, ext. 8363 or samantha.flynn@ocdsb.ca

IN CAMERA MEETINGS:

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

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - 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
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, January 7, 2020, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

- | | | |
|-----|--|----|
| 1. | Call to Order - Vice-Chair of the Board | |
| 2. | Approval of Agenda | |
| 3. | Briefing from the Chair of the Board | |
| 4. | Briefing from the Director | |
| 5. | Delegations | |
| 6. | Matters for Action: | |
| 6.1 | Report 20-005, Consultation Plan for Draft Policy P.142.SCO Child Sexual Abuse Prevention (B. Reynolds, ext. 8252) | 1 |
| 7. | Report from Statutory and Other Committees | |
| 7.1 | Advisory Committee on Equity, 28 November 2019 | 19 |
| 7.2 | Special Education Advisory Committee, 04 December 2019 | 25 |
| 8. | Matters for Discussion: | |
| 8.1 | Report 19-109, Status of English with Core French Program (M. Carson, ext. 8881) | 37 |
| | <u>Link to Elementary School Information Matrix (Excel)</u> | |
| 9. | Information Items: | |
| 9.1 | Report from OPSBA (if required) | |
| 9.2 | New Ministry Initiatives Update | |
| a. | Memo 20-001, Update to Needs Based Ontario Autism Program | 71 |

9.3 OSTA Update

- | | | |
|----|---------------------------------|----|
| a. | OSTA Minutes, 27 May 2019 | 73 |
| b. | OSTA Minutes, 26 August 2019 | 79 |
| c. | OSTA Minutes, 23 September 2019 | 83 |
| d. | OSTA Minutes, 04 November 2019 | 89 |

10. New Business - Information and Inquiries

11. Adjournment



COMMITTEE OF THE WHOLE

07 January 2020

Report 20-005 CONSULTATION PLAN FOR DRAFT POLICY P.142.SCO CHILD SEXUAL ABUSE PREVENTION

Key Contact: Brett Reynolds, Associate Director, 613 721 1820
Ext. 8252

PURPOSE:

1. To seek approval from the Board for a consultation process and timeline for the staff-recommended draft policy P.142.SCO, Child Sexual Abuse Prevention.

CONTEXT:

2. The District has made a strong commitment to fostering safe and welcoming schools for students. Part of this commitment has been ongoing work in preventing student sexual abuse and exploitation. An important part of this work is the establishment of policies and procedures regarding student sexual abuse prevention to operate in tandem with existing policies on reporting and investigating allegations of student sexual abuse. The District has a well-established process for reporting and addressing alleged misconduct by staff as outlined in procedure [PR.542.HR Alleged Employee Misconduct Towards a Student](#). The purpose of this proposed policy and accompanying procedure is to further develop a culture committed to preventing abuse and misconduct.

KEY CONSIDERATIONS:

3. Work Undertaken to Date
The District began working with the Canadian Centre for Child Protection (the Centre) in 2018, with a goal of enhancing measures to reduce the risks of student sexual abuse and exploitation. To date this work has included:
 - an initial training session for all principals, vice-principals, managers, senior staff and bargaining unit presidents on the nature of child sexual abuse, the Centre's work and programs, and key considerations for schools;
 - the forming of a District steering committee comprised of school leaders and central staff;
 - training of over 7000 school-based staff in the Commit to Kids program developed and delivered by the Centre; and

- a risk assessment of the District's policies and procedures to identify gaps from a student protection perspective.

4. Policy Development

As a result of the risk assessment, it was determined that a new policy should be created to guide staff in creating the conditions through which student sexual abuse and exploitation could be prevented.

The draft policy P.142.SCO, Child Sexual Abuse Prevention (Appendix A) addresses such areas as:

- providing definition and clarity for concepts such as appropriate contact, concerning behaviour and grooming behaviours;
- training requirements for staff;
- ensuring processes are in place for the reporting and addressing of concerning behaviours;
- setting the requirement for an annual declaration for all staff working directly with students that they understand and will follow the policies and procedures for preventing child sexual abuse and exploitation; and
- providing authorization for the Director of Education to issue such procedures as necessary to support this policy.

The approval of a District policy aimed specifically at the prevention of student sexual abuse and exploitation will represent a significant step forward in the ongoing commitment to provide our students with the safest learning environments possible.

RESOURCE IMPLICATIONS:

5. The consultation and finalization of the proposed policy can be achieved with current resource allocation within central departments.

COMMUNICATION/CONSULTATION ISSUES:

6. Policy P.001.GOV, Policy Development and Management, requires that consultation and input be built into new policy development. To date, the Canadian Centre for Child Protection, senior staff, principals and vice-principals have been consulted in the development of the draft policy and procedure and will continue to have input as the work progresses.

An important part of the consultation process will include building awareness of this issue among parents, students and staff. During the consultation process, the District will promote resources developed by The Canadian Centre for Child Protection to support this. The Centre has recently created a video for individuals working with children, as well as for parents/guardians. This video, Commit to Kids: An Introduction to Safeguarding Children from Sexual Abuse covers the following topics:

- the scope of child sexual abuse;
- barriers to disclosure;
- grooming and boundary transgressions; and
- how protective adults can help safeguard children from sexual abuse.

These resources are designed to create awareness and inform feedback on the policy consultation. Additionally, if approved, the proposed consultation plan will provide opportunities for staff, students, parents/guardians, members of the community, subject matter experts and Board advisory committees to provide input to guide the final shaping of the proposed policy.

STRATEGIC LINKS:

7. The creation of a policy aimed at the prevention of student sexual abuse and exploitation will further the strategic objective of creating a culture of caring and promoting a safe and caring community, as well creating a culture of social responsibility.

RECOMMENDATION:

THAT the consultation plan for draft policy P.142.SCO, Child Sexual Abuse Prevention, attached as Appendix B to Report 20-005, be approved.

Brett Reynolds
Associate Director

Camille Williams-Taylor
Director of Education

APPENDICES

Appendix A - Draft policy P.142.SCO Child Sexual Abuse Prevention

Appendix B - Consultation Plan for draft policy P.142.SCO Child Sexual Abuse Prevention



APPENDIX A REPORT No. 20-005

POLICY P.142.SCO

TITLE: CHILD SEXUAL ABUSE PREVENTION

Date issued: XX December 2019

Last revised:

Authorization: Board: XX Month 2019

1.0 OBJECTIVE

To ensure an organizational culture that is committed to the prevention of child sexual abuse.

2.0 DEFINITIONS

In this policy,

- 2.1 **Appropriate Physical Contact** means touching a student, within reasonable boundaries, in response to meeting their education and well-being needs.
- 2.2 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.3 **Concerning Behaviour** means behaviour deemed by a reasonable observer as possibly violating reasonable boundaries, posing a risk to the personal integrity or security of a student, or contributing to a student's physical or psychological discomfort/jeopardy.
- 2.4 **Disclosure** means the process in which a student reveals victimization experiences.
- 2.5 **District** means the Ottawa-Carleton District School Board.
- 2.6 **Grooming** is a purposeful process used by offenders to manipulate the perception of a child and the adults around the child to gain sexual access and ongoing access to that child.

3.0 GUIDING PRINCIPLES

- 3.1 Every student has the right to feel safe at school without fear of abuse, whether emotional, physical, or sexual.

- 3.2 The Board believes that consensual and appropriate physical contact with students can be a component of caring, professional relationships to support student learning and wellbeing.
- 3.3 The Board acknowledges that the relationship between staff or volunteers and students is a relationship of trust, power and authority and therefore staff and volunteers will always bear the responsibility for conducting themselves with integrity and professionalism.
- 3.4 The Board has a duty of care toward all students who attend OCDSB schools and a moral and legal obligation to protect them from sexual abuse.
- 3.5 The Board recognizes that sexual abuse can occur regardless of age, sex, sexual orientation, gender, gender identity or expression, or relationship status, race, ethnicity, or abilities.
- 3.6 The Board recognizes that students who are victims of sexual abuse may experience a range of effects that can profoundly affect their lives and well-being.
- 3.7 The Board believes that early identification and early intervention with respect to staff members or volunteers who engage in concerning behaviour with students is critical to prevention.

4.0 SPECIFIC DIRECTIVES

- 4.1 In collaboration with all members of the school community, the Board shall make every effort to protect students from sexual abuse by:
 - a) creating a culture of awareness about grooming and child sexual abuse;
 - b) building a culture of open dialogue about appropriate behaviour and understanding how to raise concerns about behaviour; and
 - c) ensuring processes are in place for reporting and investigating concerning behaviour.
- 4.2 The Board shall allocate resources at all levels to support the implementation of this policy.
- 4.3 The District shall establish a schedule to provide training and awareness about the risks of child abuse and importance of child protection for staff, volunteers and students.
- 4.4 The District shall have practices in place for the reporting of concerning behaviour and the documentation of allegations of misconduct.
- 4.5 The District shall provide a fair and professional assessment of and follow up on reported concerning behaviour while providing protection of students and their privacy.
- 4.6 Every employee shall complete an annual declaration confirming their understanding of and responsibilities for ensuring child protection.

- 4.7 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

Education Act, 1990

Municipal Freedom of Information and Protection of Privacy Act, 1990

OCDSB Policy P.100.IT Appropriate Use of Technology

OCDSB Policy P.103.HR Alleged Employee Misconduct Toward a Student

OCDSB Procedure PR.533.SCO Police Involvement in Schools

OCDSB Procedure PR.542.HR Alleged Employee Misconduct Toward a Student

OCDSB Procedure PR.605.SCO Reporting Suspected Child Abuse and Neglect of a Student under 16 Years of Age

OCDSB Procedure PR.622.IT Appropriate Use of Technology

OCDSB Procedure PR.694.SCO Child Protection



Consultation Plan

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

| | |
|---|---|
| DATE: | |
| PROJECT: (Project name, Letter of Transmittal, etc.) | Consultation on draft of proposed new policy P.142.SCO CHILD SEXUAL ABUSE PREVENTION |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Brett Reynolds, Associate Director, 613-596-8211 ext 8252 |
| WHAT? | |
| <p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>To gather input on the draft of the proposed new policy P.142.SCO Child Sexual Abuse prevention.</p> <p>The content of the policy is quite technical in nature as it needs to conform with a number of statutes and regulations pertaining to child protection and employment. Additionally, how concerning behaviour is identified and addressed is very sensitive in nature and needs to be handled carefully and respectfully. To that end much of the consultation will be focused with those who have this specialized knowledge including agencies and individuals with expertise in child protection and sexual abuse prevention and those with labour relations and legal expertise. Additionally, there will be opportunity for others to provide input including school leaders, front line staff, students, parents/guardians, and unions.</p> | |

| WHY? |
|--|
| <p>2. WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p> |
| <p>The purpose of the consultation is to invite comment on the draft policy prior to the Board approval.</p> |
| <p>3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?</p> |
| <p>The District has made a commitment to further improve the safety and well-being of our students. Part of this commitment has been ongoing training and other efforts to reduce instances of child sexual abuse and exploitation. This policy and accompanying procedure is a significant part of this work and helps to further create a <i>Culture of Caring</i> as well as a Culture of Social Responsibility as directed by the Strategic Plan.</p> |



Consultation Plan

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

WHO?

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

| <u>OCDSB Community</u> | <u>Internal to OCDSB</u> | <u>External / Other (please identify)</u> |
|--|---|--|
| <input type="checkbox"/> Students | <input type="checkbox"/> Trustees | <input checked="" type="checkbox"/> Agencies/associations |
| <input checked="" type="checkbox"/> Parents/guardians | <input type="checkbox"/> Superintendents | <input type="checkbox"/> Community groups |
| <input checked="" type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Principals and/or Vice-principals | <input checked="" type="checkbox"/> General Public |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils governments | <input type="checkbox"/> District staff | <input type="checkbox"/> Managers <input type="checkbox"/> Other |
| <input type="checkbox"/> Advisory committees (Specify below) | | <input type="checkbox"/> Other |
| <input type="checkbox"/> Special Education Advisory Committee, etc. | | <input checked="" type="checkbox"/> Federations |
| <input type="checkbox"/> Other | <input type="checkbox"/> Other | |

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

The groups noted above (parents, school councils, OCASC, and the general public) will be sent information about the draft policy and invited to provide feedback. The website information will invite interested stakeholders to respond to some specific questions and/or provide general feedback. There will be some targeted outreach to community agencies and the federations to allow for those with specific interest/expertise in this area to provide input.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

The Canadian Centre for Child Protection has been a key partner in the District's work in this area and supported the development of this policy. Additionally, all principals and vice-principals have been consulted in the development of this plan and policy as well as key central staff including LSS, HR and Labour Relations. Federation partners were made aware of the work in the area of child protection, were provided some training by Centre staff and will be consulted further.

HOW?

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

- | | |
|--|--|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

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

Information about the consultation will be posted on the district website policy consultation page. Awareness about the consultation will be done via the School Council Newsletter, Keeping You Connected and through social media.

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

- | | |
|--|---|
| <input type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Public meetings |
| <input type="checkbox"/> Mail-out or email circulation | <input type="checkbox"/> Survey / questionnaire |
| <input type="checkbox"/> Open houses / workshops / cafes | <input checked="" type="checkbox"/> Web-based notice / Web-based comments |
| <input type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |

Please describe:

The consultation will be primarily web based. The web text will include some specific questions as well as an opportunity for general feedback. This will be collected and summarized. There are no public town hall style meetings planned. If there are individuals who prefer to share their feedback more directly than by email that will be arranged as needed

| |
|--|
| |
|--|



CONSULTATION PLAN

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

| WHEN? | | |
|---|--|-----------------------|
| 8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation | | |
| Targeted DATE FOR FINAL DECISION: | | May 2020 |
| PROJECTED DATE(S) | ACTIVITY/MILESTONE | <u>NOTES**</u> |
| January 7, 2020 | Presentation to Committee of the Whole | |
| January 25, 2020 | Board Approval | |
| January 28 - March 15, 2020 | Consultation Details posted to website Notification of Consultation through School Council Newsletter (6x) Keeping You Connected (2x), Social Media (weekly+) Meetings with Canadian Centre for Child Protection Federations and community agencies | |
| March 16 - April 10 | Consolidation of Community Input and corresponding policy revisions | |

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.

Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

| | | |
|---|---|--|
| May 5, 2020 | Consultation Summary and revised policy presentation to COW | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| <p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; any constraints such as necessary deadlines, availability of stakeholders; and the timelines for communicating the outcome/related decisions reached to those consulted. | | |
| <p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p> | | |

☐ Email circulation

 ☐ School / principal communications / newsletter
☐ Letter distribution

 ☒ Website (schools and/or OCDSB sites)
☒ Letter of Transmittal to committee/Board

 ☐ Media reports

 ☐ Other

Please describe:

OTHER

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

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

11. EVALUATION:

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

APPENDIX B
REPORT No. 20-005



ADVISORY COMMITTEE ON EQUITY REPORT

November 28, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Raigelee Alorut (Tungasuvvingat Inuit), Susan Cowin (Special Education Advisory Committee), Jean Goulet (Spiritual Care Group in Secondary Schools), Ruth Sword (Spiritual Care Group in Secondary Schools), Ryan Doucette (Young Leaders Advisory Council), Awad Ibrahim (University of Ottawa), Bob Dawson (Community Representative), June Girvan (Black History Ottawa), David Sutton (Community Representative)

Non-Voting Members: Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Instruction), Jacqueline Lawrence (Equity and Diversity Coordinator),

Staff and Guests: Lynn Scott (Trustee), Riaz Mostaghim, Sue Rice (Equity Instructional Coach), (Leigh Fenton (Board Committee Coordinator)

1. Welcome

Acting Chair Hayles called the meeting to order at 6:18 p.m. and acknowledged the meeting is taking place on unceded Algonquin Territory. She thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Harvey Brown,

THAT the agenda be approved.

Trustee Campbell requested the addition of ACE representation on the Advisory Committee for Extended Day and Child Care Programs to be raised in section under "New Business".

Moved by Harvey Brown,

THAT the agenda be approved, as amended.

Carried3. Community Voice (delegations)

There were no delegations or expressions of community voice.

4. Review of Advisory Committee on Equity Report4.1 24 October 2019

Moved by Ryan Doucette,

THAT the Advisory Committee on Equity report dated 24 October 2019 be received.

Carried

Mr. Brown noted that on folio 6, second bullet, there is reference to an "unconscious bias action plan". He requested that this plan be shared with the committee for information. Superintendent Baker explained that this was not a plan but a one-page form where principals might illustrate their own unconscious bias and through their own understanding, develop an action plan for themselves. She mentioned that she could share the framework of this exercise to strengthen committee awareness.

4.2 23 May 2019

Moved by Sue Cowin,

THAT the Advisory Committee on Equity report dated 23 May 2019 be received.

The following amendments were cited:

- On folio 12, bullet 5, the first sentence should read 'his' first high school; and
- On folio 12, bullet 8, the speaker's name is to be removed from the record.

Moved by Sue Cowin,

THAT the Advisory Committee on Equity report dated 23 May 2019 be received, as amended.

Carried4.3 Review of Long Range Agenda

The long range agenda was provided for information.

Trustee Ellis requested the addition of the Board Improvement Plan for Student Achievement and Well-being (BIPSAW).

Diversity and Equity Coordinator Lawrence requested the addition of the Equity Measurement Reports. Superintendent Baker advised that these were specific reports tied to the previous strategic plan. For the 2019-2023 Strategic Plan, a new set of reports will be developed based on current goals. All reports with equity implications should be provided to ACE for discussion.

4.4 Motion/Action Tracking Report, Business Arising

The revised motion/action tracking report was provided for information.

5. Action/Discussion/Information Items

5.1 ACE Membership

Diversity and Equity Coordinator Lawrence assured the committee that the skills matrix of the candidates applying for membership on ACE will be circulated soon by email.

Committee membership determination is expected to be completed at the 23 January 2019 meeting.

6. Standing Items

6.1 Identity-based Data Collection

Superintendent Baker announced that the identity-based data collection survey has commenced and the "Valuing Voices – Identity Matters" survey campaign will be open from 26 November to 13 December 2019. On the first day of the launch, 800 submissions were registered; however, in some of the comments it became evident that not all children within a family were being assisted to take the survey. The survey was then re-launched with new instructions to specifically invite parents and guardians of individual students to go through the exercise. Staff supported parents by phone to mitigate some technical difficulties. "Frequently Asked Questions" were added to the website. The District is advertising with CHIN radio, Ottawa's first multicultural radio station, to promote the completion of the student survey. The survey has been translated into six languages.

Superintendent Baker provided an update on current labour negotiations. The District is preparing for how to support students and parents in the event of the escalation of strike action. Should the teachers and education workers withdraw their services, school principals will help facilitate the completion of the surveys with the grade 7 and 8 elementary school students.

Diversity and Equity Coordinator Lawrence attended a workshop with the Ottawa Black Educators Network on 23 November 2019. The parent engagement session featured a discussion on the identity-based data

collection survey. She reported that participants were impressed with the level of detail captured in the survey. She also attended a meeting with the 613-819 Black Hub to deliver information on the survey and the community response was favourable.

Acting Chair Hayles urged the committee to engage their parent peers to respond to the survey with their elementary students. The message to the community must be that the data is important and the District is collating the data in a responsible way. Diversity and Equity Coordinator Lawrence acknowledged ACE for their strong encouragement in the identity-based data collection process and their commitment to the advisory role.

Acting Chair Hayles queried why ACE did not have an opportunity to review the questions in advance of the launch of the survey. Superintendent Baker responded that equity groups were heavily involved in the formulation of the questions through the opportunities that arose during community consultations. The final questions were not circulated to the advisory committees; however, at the 26 September 2019 ACE meeting, Executive Officer Michèle Giroux shared the types of questions with the committee during presentation of Report 19-081, providing an update on the identity-based data collection project. Superintendent Baker assured the committee that key findings will be presented to ACE for review and the presentation of data will seek to support the communities. An update on Identity-based Data Collection will be a part of the ACE long range agenda.

Mr. Doucette inquired about metrics for engagement and completion rate targets. Superintendent Baker will verify this information with the Research Evaluation and Analytics Division (READ).

6.2 Mental Health (update on motion)

Superintendent Baker advised that an update on the Mental Health Strategy will be presented to the Committee of the Whole (COW) on 21 January 2019. Trustee Ellis suggested that the ACE representative on COW be present at this meeting to speak to follow-up on the Committee of the Whole motion of 16 April 2018, regarding the evaluation of barriers to access mental health services and how the intent of the ACE recommendation is reflected in the current strategic plan. Acting Chair Hayles confirmed that both she and Mr. Brown are the interim representatives at COW. Superintendent Baker added that in the 26 September 2019 ACE meeting, the input ACE provided into the Draft Mental Health Strategy was incorporated into the final document.

7. Department Update

Superintendent Baker provided the following updates:

- The Ontario Secondary School Teachers' Federation (OSSTF) will be conducting a one-day walk out on 4 December 2019;
- The recruitment of two superintendents was successful and the names of those individuals will be announced on the District website;
- The selection process for school principals/vice-principals is complete; and
- The Rainbow Youth Forum, a student-led event, was celebrated on 14 November 2019. The annual event was replete with inspiring conversations.

Mr. Doucette commented that the reporting function on an event like the Rainbow Youth Forum is important, to ensure public awareness of the success of this representational event. He appreciated hearing Superintendent Baker's overview of the day. Superintendent Baker noted that a more fulsome written report is provided in the Diversity and Equity Measurement Report at the end of the school year.

Acting Chair Hayles shared that in the past student voices of the Indigenous, Black, and LGBTQ2SI have been invited to attend ACE and provide the committee with their perspectives on educational issues. She hopes that with the new ACE membership, this trend will continue.

8. Committee Reports

8.1 Committee of the Whole

Mr. Brown provided information on the following recommendations from the Committee of the Whole meeting of 19 November 2019:

- Committee of the Whole recommended that staff commence activities with a view to phase out the High Performance Athlete Program (HPA) at John McCrae Secondary School. Supplemental information was provided by staff in Memo 19-133, Status of the HPA Program. ACE recommended that this item remain on the ACE long range agenda as there will be community consultation on the matter; and
- A motion to reduce the number of monitoring reports on the amalgamation of Rideau High School and Gloucester High School was defeated. Supplemental information was provided by staff in Memo 19-125, Additional Information Regarding Transition Monitoring of the Gloucester-Rideau Amalgamation. ACE requested additional information on how this change has affected students and requested that this subject be added to the long range agenda.

9. New Business

Trustee Campbell extended an invitation from the Advisory Committee for Extended Day and Child Care Programs to have a voting representative from ACE join the Committee. Other voting representatives include five parents at-

large, one member from the Parent Involvement Committee (PIC), one member from the Ottawa-Carleton Assembly of Schools (OCASC), and one member from the Special Education Advisory Committee (SEAC). Trustees and staff are non-voting members. Parents and members of the community discuss matters associated with before and after school child care for children, and the Infant/Toddler Program (ITP). The nature of the discussions provides an opportunity for an equity lens, for example, access to the program and cost impacts for parents. He added that approximately 6,000 students are enrolled in the programs which are integrated with the regular school day.

Trustee Ellis noted that four schools in Zone 6 are on the RAISE index and do not have an extended day program. Some of these schools depend on the Boys and Girls Club to help provide after school care. The District cannot offer subsidies. He noted the importance of a representative from ACE to be a part of the discussions, on both Extended Day and Child Care Programs.

Ms. Rice announced the success of The Quest Indigenous Education and Equity conference held 20-22 November 2019 in Richmond Hill, Ontario.

Ms. Alorut announced Tungasuvvingat Inuit is hosting their Annual Christmas Gathering on 8 December at the Lansdowne Park Horticultural Building.

Trustee Scott thanked everyone around the table for their participation.

10. Adjournment

The meeting adjourned at 8:20 p.m.

Elaine Hayles, Acting Chair, Advisory Committee on Equity



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, December 4, 2019, 7:00 pm
Holiday Inn Express & Suites Ottawa West - Trinity Room
2055 Robertson Rd
Ottawa, Ontario**

Members: Rob Kirwan (Community Representative), Rob Campbell (Trustee), Chris Ellis (Trustee), Cathy Miedema (Association for Bright Children), Katheryn Ralph (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate) Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Lisa Paterick (VIEWS for the Visually Impaired), Nicole Ullmark (Easter Seals Ontario), Michael Bates (Learning Disabilities Association of Ottawa-Carleton, Alternate), Ian Morris (Ontario Association for Families of Children with Communication Disorders)

**Association
Representatives
(Non-Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation),

Staff and Guests: Lynn Scott (Trustee), Daniel Bersyniow (Student Senator), 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), Michelle Berry (Ottawa-Carleton Assembly of School Councils), H       Buisson-Fenet (Senior Researcher at the Ecole Normale Sup      re of Lyon), Leigh Fenton (Board/Committee Coordinator)

1. **Call to Order**

Superintendent Symmonds called the meeting to order at 7:08 p.m. He welcomed newly appointed SEAC members Mr. Michael Bates and Trustee Chris Ellis.

2. **Approval of the Agenda**

**Moved by Mark Wylie,
THAT the agenda be approved.**

Carried

4. Committee Appointments

Superintendent Symmonds explained the process for appointing members to the various positions.

4.1 Chair

Mr. Rob Kirwan nominated Ms. Sonia Nadon-Campbell for the position of Chair.

**Moved by Trustee Boothby,
THAT the nominations be closed.**

Carried

Ms. Nadon-Campbell was declared Chair of SEAC by acclamation.

At the request of Ms. Nadon-Campbell, Superintendent Symmonds remained in the Chair.

4.2 Vice-Chair

Mr. Kirwan nominated Mr. Jim Harris for the position of Vice-Chair.

**Moved by Trustee Boothby
THAT nominations be closed.**

Carried

Mr. Harris was declared Vice-Chair of SEAC by acclamation.

4.3 Board

Trustee Ellis nominated Mr. Rob Kirwan for the position of SEAC representative to the Board.

**Moved by Trustee Boothby
THAT nominations be closed.**

Carried

Mr. Kirwan was declared the SEAC Representative to the Board by acclamation.

4.4 Committee of the Whole

The SEAC representative for the Committee of the Whole was not determined

Mr. Kirwan asked that this item be added to the 8 January 2020 agenda.

4.5 Committee of the Whole, Budget

Mr. Kirwan nominated Ms. Cathy Miedema for the position of SEAC representative to the Committee of the Whole, Budget.

Moved by Trustee Boothby,

THAT nominated be closed.

Carried

Ms. Miedema was declared the SEAC representative to the Committee of the Whole, Budget, by acclamation.

4.6 Parent Involvement Committee

Mr. Michael Bates nominated Dr. Maggie Mamen for the position of SEAC representative to the Parent Involvement Committee.

Moved by Trustee Boothby,

THAT the nominations be closed.

Carried

Dr. Maggie Mamen was declared the SEAC representative to the Parent Involvement Committee, by acclamation.

4.7 Advisory Committee on Equity

Ms. Susan Cowin nominated herself for the position of SEAC member representative to the Advisory Committee on Equity.

Ms. Sonia Nadon-Campbell nominated herself for the position of SEAC alternate representative to the Advisory Committee on Equity.

Moved by Rob Kirwan,

THAT nominations be closed.

Carried

Ms. Cowin and Ms. Nadon-Campbell were declared the SEAC member and SEAC alternate to the Advisory Committee on Equity respectively, by acclamation.

4.8 Advisory Committee on Extended Day and Child Care Programs

Terry Warner nominated himself for the position of SEAC representative to the Advisory Committee on Extended Day and Child Care Programs.

Moved by Rob Kirwan,

THAT nominations be closed.

Carried

Terry Warner was declared the SEAC representative to the Advisory Committee on Extended Day and Child Care Programs, by acclamation.

5. Review of Special Education Advisory Committee Report

5.1 13 November 2019

Moved by Rob Kirwan,

THAT the 13 November 2019 report be received.

Ms. Miedema requested that he comment regarding the categories and definitions of exceptionalities on folio 7, section c, be revised to read "the Ottawa Catholic School Board has a system in place to provide an additional way to identify students."

Mr. Morris noted on folio 7 the reference to EQOA should read EQAO, the acronym for the Education Quality and Accountability Office.

Moved by Rob Kirwan,

THAT the 13 November 2019 report be received, as amended.

Carried

With respect to the delegation's concerns about transition planning, Trustee Ellis asked when a report on transition planning would be presented to SEAC. Superintendent Symmonds advised that transition planning is underway in Learning Support Services (LSS) this year, and oral updates will be provided to SEAC.

5.2 Long Range Agenda

The long range agenda was provided for information.

Trustee Campbell requested that item 10 be revised to read "Review of the Special Education Policy Ad hoc Committees Recommendations from the Central Committee".

5.3 Motion/Action Tracking Report 2019-2020

The Motion/Action Tracking Report was provided for information.

Trustee Campbell expressed the view that including a school-specific action item such as item 4, Access to Glebe Collegiate Institute (GCI), sets a precedent for the District's advisory committees to involve themselves with the operational matters of schools. He recommended that this item be removed. Mr. Morris agreed. Mr. Harris noted that systemic issues should be permissible on the action tracking report.

Moved by Mr. Kirwan,

THAT the removal of item 4, Access to Glebe Collegiate Institute, be discussed with Trustee Lyra Evans.

Carried, friendly

It was noted that item 7 on folio 12 should read "Policy/Program Memorandum (PPM)" rather than "legislation".

Ms. Nadon-Campbell requested that sensitivity training be added to item 7, Use of Service Animals in Schools. She added that some new Canadians may consider dogs to be impure and may not be acceptable in schools. Superintendent Symmonds recommended speaking to the principal in those schools where there are reports of service animals being mistreated.

6. Action/Discussion/Information Items

6.1 Post Elementary/Secondary Transition Planning

Mr. Kirwan raised the proposal for a transitional counsellor, formally brought to the committee by a delegation in the meeting of 13 November 2019 by Kevin Thompson, co-chair of the Ottawa Technical Secondary School (OTSS) school council. He highlighted that in 2011, the Ministry of Children and Youth Services (MCYS) and the Ministry of Community and Social Services (MCSS) published a draft, "Provincial Transition Planning Framework - Transitional Planning for Young People with Developmental Disabilities". The delegation underscored the necessity for a mandated approach to transition planning. Reasoning that planning for transition is not the sole responsibility of the District, he urged SEAC to contact the appropriate institutions, as listed above. He stated that he will bring forward a funding request in relation to this proposal for SEAC's consideration at the presentation of the 2020-2021 budget process in January.

System Principal Kessler acknowledged the document was initially to be implemented in 2012, updated in 2013 and adopted in 2015. The concerns that have been brought forward speak to concerns of implementation. As it presently stands, there is support for transition planning provided to the secondary schools and to Clifford Bowey Public School and Crystal Bay Centre for Special Education through the District's Learning Support Consultants (LSC). These consultants are the agents for support in transition planning. She noted that she has recently attended a school council meeting for Ottawa Technical Secondary School (OTSS) and a presentation on Developmental Services Ontario (DSO) Eastern Region and Service Coordination at OTSS. As part of the LSC work plan this year, the 2013 tri-Ministry memorandum entitled, 'The Integrated Transition Planning for Young People For Young People with Developmental Disabilities' (Framework) document will be reviewed. The

plan is to revisit and improve the approach of how the District has been bridging the coordination from schools to access points for adult developmental services.

Mr. Bates suggested a systemic approach as a plausible solution with transition being embroidered into the curriculum for the congregated small classrooms. He commented that Learning Disabilities Association of Ottawa-Carleton (LDAOC) has similar concerns about addressing strategies to use in the post-secondary realm. Superintendent Symmonds responded that transition plans are a requirement built into the Individualized Education Plan (IEP). System Principal Kessler referred to PPM 156 "Supporting Transitions for Students with Special Education Needs" which sets the requirement for transition plans for school boards. This is an area that is addressed in training when educating the new learning support teachers.

System Principal Kessler explained that the District fosters relationships with the universities and colleges in Ottawa to make opportunities available for students to visit. Additionally there is a very robust dual credit program with Algonquin College and consultants promote different pathways and opportunities through work experience and co-op placement to allow the transition to be tailored to the individualized strengths and interests of the students. The Summer Transition Programs have been extremely helpful in the preparation of the transition. The District offers tours of these locations to function as the "guide on the side" so that students can develop their self-advocacy skills.

Trustee Campbell imparted that Mr. Thompson has made substantial changes to requests regarding transition planning and this will be circulated when the item comes back for discussion at the SEAC meeting of 8 January 2020.

Mr. Kirwan noted that some students will chose not to enter into post-secondary education. He suggested the District discuss cohesive transition planning with MCSS and DSO.

In response to a query from Trustee Boothby, System Principal Kessler established that three LSCs are in place for the secondary schools, along with LSCs assigned to particular program areas. Regular meetings with LSCs determine where needs exist in certain schools and how to provide the relevant transitional information in a timely manner. A Learning Support Teacher (LST) works in concert with the guidance counsellor to support students in their transition into post-secondary education. Superintendent Symmonds added that LST resources are not dedicated to transitions however the school is allocated a certain number of LSTs after consideration of the programs, size, and number of IEPs in the schools, etc.

Trustee Ellis has stated that he has learned in meetings with OTSS that there is a lack of community services available. He advised that a central list of services be made available to the LSTs. System Principal Kessler explained that the services and programs change on an ongoing basis. The Service Coordination group manages these lists. It is important that educators in the District help families navigate the complex array services early in the secondary school process to ensure adequate time and consideration is afforded to explore the options available. The Framework document attests to the important work of school teams and the teachers who work directly with the child, because it is through a person-centred approach that transitions will be most successful.

System Principal Kessler concluded by placing emphasis on the need to assist families to understand the transition system and become connected with the system. The District has a legal obligation to serve students with special needs but there is no legal obligation for MCSS to care for the most vulnerable students once departed from the public education system.

Mr. Kirwan requested that staff connect with the Ministry of Education (EDU) to learn the name of a contact or team leading the Framework initiative.

7. Department Update

7.1 Superintendent's Report

Superintendent Symmonds provided a labour relations update and disclosed that there are updates available to the public on the District website and app. He briefly shared that they are awaiting further updates from the province on e-learning courses. In a recent government announcement, they have reduced the number of required online courses to two courses, for students graduating in 2023-2024, however there will be some exemptions. Should a consultation be held, SEAC will be a part of the discussions. Additional information will be brought forward as it arises.

a. Memo 19-123, Cost of the Summer Learning Program (P. Symmonds, ext. 8254)

Your committee had before it Memo 19-123, providing information on the cost of the summer learning program.

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

- The longstanding program has been in place for 30 years, involving the local four boards of education. Currently the program is only for students in the OCDSB;

- The program is available to any child who is enrolled in the Autistic Disorder (AD) or Developmental Disabilities Program (DD) specialized classes;
- The program can accommodate 276 students. All spaces have been filled on a consistent basis and there is an ongoing demand;
- Once the admissions criteria is updated for the summer learning program, it will be shared with SEAC;
- Trustee Boothby noted that there was a Board motion in the spring of 2015 to ensure the survival of this program, until there is another program in the Ottawa area that fulfills the identical mandate. She requested that, in future, the memo include more information, for example, the program reduces the potential for "the summer slide" where students experience a regression in academic proficiency due to the 9 weeks outside of the classroom, Reach Ahead credit acquisition possibilities, the "pay-what-you-can" equity platform, program focus on student IEPs, and a deeper explanation of the financials;
- The voluntary fee association is \$70.00 from families, used for the purposes of community outings and social interaction;
- The bulk of the cost of the program is allocated through the Summer School Grant included in the Grant for Student Needs (GSN) from the Ministry of Education. The remaining costs are absorbed within the District's general revenues.

b. Board Strategic Plan

Your committee had before it the District's 2019-2023 Strategic Plan.

Superintendent Symmonds highlighted the key objectives of the plan as the direction is driving the work of Learning Support Services to achieve the desired outcomes, measured against the Key Performance Indicators (KPIs). In the development of the plan, trustees and staff had placed a great deal of importance on students with special education needs. He drew attention to the language in the plan that promoted championing high learning expectations for all students in all programs. Students with special education needs deserve high quality programs with high expectations. There are many aspects to the plan that are of particular relevance to the teaching teams and families of students with special education needs, such as promoting a culture of social responsibility, gaining the advantage of improved social and

emotional skills. He encouraged the committee to evaluate the benefit of discussion on a future agenda about the specific goals of the strategic plan.

7.2 Special Education Plan (Standards)

a. The Board's Special Education Advisory Committee (SEAC) (Discussion)

System Principal Hannah noted that the standard relating to the Board Special Education Advisory Committee is typically presented on the agenda at this time considering the business of elections for SEAC positions occur in the meetings of December. It is an opportunity to decide what are the roles and responsibilities.

During discussion and in response to queries, the following points were raised:

- Under the section Roles and Responsibilities, include the following details: the committee encourages the public to bring special education issues to the attention of SEAC by requesting to delegate at monthly meetings, by hosting a District webpage dedicated to Special Education, displaying a strong presence at the Parent Conference, and announcing all SEAC meetings publicly;
- Include the email of the trustees, in addition to a phone number;
- Broaden the description of the roles and responsibilities of SEAC, beyond the ministry-given mandate on the delivery of programs and services to exceptional pupils, to include other students with special education needs and mental health issues; and
- SEAC is an advisory body to inform the decisions of the trustees. The composition of SEAC provides for three trustee voting members whose votes may potentially dilute the votes of community representatives. It was suggested that, where appropriate, trustee members should abstain from voting.

b. Educational and Other Assessments (Discussion)

System Principal Hannah explained that since the review in 2018, the current version of the standard on Educational and Other Assessments, places more emphasis on the difference between identification and diagnosis. More language was included on the process for assessments done outside the District.

During discussion and in response to queries, the following points were raised:

- Under the heading School-Level Assessments, first bullet, expand on the detail by adding the words "and conversation" after the "observation";
- Under the heading Confidentiality and Rights to Privacy, include a bullet that explains parental consent is required to include in the Ontario Student Record. Manager Kay advised that regulated professions are required to have informed consent, and parents can revoke consent during the assessment process and deny consent to share information with certain others; and
- Insert language regarding the universal early identification of students at risk for learning difficulties.

c. Coordination of Services with Other Ministries or Agencies (Perusal)

System Principal Hannah mentioned that LSS is limited in its ability to make changes to the standard on Coordination of Services with other Ministries or Agencies, as this information was for the District to share rather than to create. When updates to the programs and services are received, the standard will be revised.

During discussion and in response to queries, the following points were raised:

- Current assessments generally refers to the two-year mark, depending on the student's age. The need to re-assess is determined on a case-by-case basis;
- An IEP from another school district is used as a data source, and the District's multi-disciplinary team will review the former plan. Each school district structures their special education plans differently;
- On folio 32, change "transition to middle schools" to "transition to secondary schools";
- On folio 33, change "semestered secondary schools" to "high schools";
- On folio 28, add descriptions for extended day programs and communication between third party care providers and the teaching staff in the regular classroom;
- On folio 32, change "sending school" to "home school"; and
- On folio 33, note the grade range where home instruction is applicable, that the instruction is delivered by a teacher and

stipulate that, for home instruction eligibility, the nature of the health concerns are extreme.

d. Roles and Responsibilities (Independent Review)

System Principal Hannah advised that Roles and Responsibilities are mandated by the Ministry of Education and this particular standard is verbatim to Ministry standards.

8. Committee Reports

8.1 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

8.2 Parent Involvement Committee

Mr. Morris attended the Parent Involvement Committee of 20 November 2019. He reported on the items contained on the meeting's agenda and there were no matters of specific concern to SEAC.

8.3 Board

There was no report from the Board.

8.4 Committee of the Whole

There was no report from Committee of the Whole.

9. New Business

Mr. Warner advised that he attended the Advisory Committee for Extended Day and Child Care Programs on 27 November 2019 where he learned that a robust provincial oversight is in place for Extended Day Programs (EDP) and Child Care programs. A City of Ottawa office manages subsidies for child care programs for all four school boards. He intends to visit the city office to gather supplementary resources (location maps and presentations) to share with the Advisory Committee on Extended Day and Child Care Programs.

Mr. Bates advised that he would share the Right to Read survey link with the SEAC membership.

Trustee Ellis noted that the Annual Student Achievement Report (ASAR) will be released soon and this report does disaggregate the students with special education needs. He suggested that the ASAR be added to a future agenda for committee discussion in advance of the report being discussed at the Committee of the Whole (COW). In addition, he mentioned that on the 7 January 2020 COW meeting, a report on the Status of English with Core French Program will be discussed. This topic may be of interest to members of SEAC as there is a large enrolment of students with special education needs in that particular program.

Ms. Titly spoke about the importance of keeping the discussion of public education alive in community discussions together. She reported that the Ottawa Carleton Elementary Teachers' Federation Community Forum on 21 November 2019 was successful as this concern is being moved forward politically.

Mr. Warner announced that VOICE for deaf and hard of hearing will host their annual potluck and skate activity in Manotick on 7 December 2019.

10. Adjournment

The meeting adjourned at 10:26 p.m.

Peter Symmonds, Acting Chair,
Special Education Advisory Committee



COMMITTEE OF THE WHOLE

5 November 2019

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

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

PURPOSE:

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

CONTEXT:

2. At the Board meeting of 28 May 2019, the following motion was approved:
 - A. THAT staff prepare a report for Board discussion in early Fall 2019 comparing the current and projected student enrolment numbers of the elementary English with Core French programs with the elementary Early and Middle French Immersion programs, including:
 - i. Enrolment for special education (non-gifted), English language learners (ELL), and SES, all disaggregated by grade, division, and program colocation nature; and
 - ii. Contribution rates to high school pathways, disaggregated by program colocation nature.
 - B. THAT this report additionally identify:
 - i. Any key operational, financial, pedagogical, community-impacting, or other strategic advantages and/or disadvantages related to its findings; and
 - ii. Any major programming, accommodations, policy, resourcing, and/or other strategic changes which might be expected to significantly and reliably address any concerns identified.
3. There are three delivery models for French as a Second Language:
 - a. English Program with Core French (ENG) (grades 1-8). Students receive instruction in all subject areas in English with instruction in Core French 40 minutes daily;

- b. English Program with Early French Immersion (EFI) (grades 1-8).
Students receive instruction in both English and French. In grade 1, students receive 80 % of instruction in French, in grades 2-6, 60 % in French and in grades 7-8, 50 % in French; and
- c. English Program with Middle French Immersion (MFI) (grades 4-8).
Students receive instruction in both English and French. In grades 4-6, 66% of instruction is in French and in grades 7-8, 50% in French.

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

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

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

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

KEY CONSIDERATIONS:

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

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

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

5. The Data

In order to frame the discussion, the data will be presented in the following categories:

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

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

6. Choice of Program

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

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

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

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

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

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

- a) to maintain the current approach (larger catchment areas due to dwindling enrolments); or
- b) to create congregated centers for ENG programs.

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

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

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

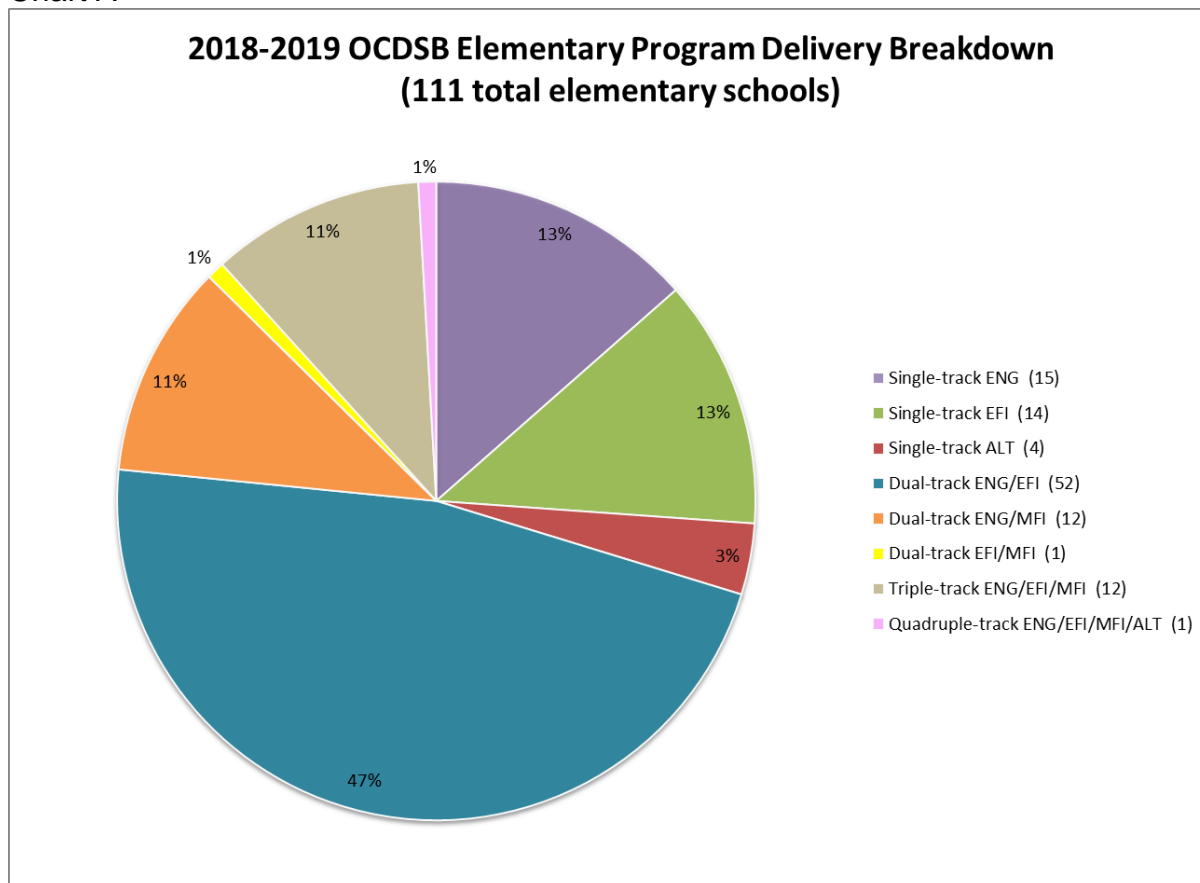
The ability to track students' secondary school pathways in relation to their elementary school programming is not a simple task given the range of course selections at secondary school. For the purposes of this report, data has been collected on students' French and Mathematics choices in grade 9 in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

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

7. Program Delivery Structures

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

Chart A



Class sizes in ENG programs should also be noted. In dual-tracked schools, 13 schools had fewer than 10 students at divisional levels (primary, junior and intermediate) and six schools in triple-tracked schools had fewer than 15 at each level. These class sizes provide timetabling challenges for administrators and result in multi-grade classes as referenced previously.

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

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

8. Utilization Factors

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

9. Student Enrolment Patterns

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

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

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

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

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

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

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

10. Other Sources of Information

The District has spent considerable time over the years examining ENG programming in the District. Regular English Program Dialogue/Consultation (Attached as Appendix H) is an inventory of reports, minutes and/or memoranda that reflect discussion and consultation that have been undertaken on the topic. While the listing may not be a totally comprehensive listing of all discussion on the issue, there are recurrent themes:

- a. How to increase public awareness of the strengths of the ENG program to facilitating parental decision-making when making program choices for their children?
- b. How to develop more consistency of communication about the ENG program?
- c. How to change perceptions about the program in a community that places a high value on bilingualism? Can we address perceptions about the quality of ENG program?
- d. What structural changes could be made to program or delivery structures that would provide more equitable access to English programs? and
- e. What is the best resource allocation for ENG programs?

11. Ancillary Issues

A number of other issues require consideration in identifying what problem, exists with the current delivery model of FSL programming in ENG schools and how to develop solutions to address the issues:

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

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

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

RESOURCE IMPLICATIONS:

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

COMMUNICATION/CONSULTATION ISSUES:

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

STRATEGIC LINKS:

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

GUIDING QUESTIONS:

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

Michael Carson
Chief Financial Officer

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

APPENDICES

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



POLICY P.139.CUR

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

Date issued: 31 January 2017

Last revised:

Authorization: Board: (31 January 2017)

1.0 OBJECTIVE

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

2.0 DEFINITIONS

- 2.1 **Specialized programs** means enhanced programs which are offered to students based on identified criteria of need.
- 2.2 **Equity of access** to programming means the practical considerations of program delivery such as location, site capacity, etc.
- 2.3 **Equity of opportunity** means the philosophical ideal of fairness for all as reflected in educational programs and services that are designed for all students.
- 2.4 **Program delivery structure change** means a significant alteration in the way program is delivered which impacts on the enrolment of other schools.

3.0 POLICY

- 3.1 The Board supports offering equity of access and opportunity to programs in the District for all of its students.
- 3.2 The Board's model for elementary school program delivery is the designated community school model which seeks to provide programming options for elementary school students in their designated school, as close as possible to their home community.
- 3.3 Every elementary school will have a defined geographic attendance boundary that the school serves. The geographic boundaries may differ by program.

- 3.4 Changes of program and program delivery structures may be initiated either at the school level by the principal or centrally by a superintendent. When changes are initiated that could impact special education programs or program delivery structures, the superintendent responsible for special education shall be consulted. Consultation regarding implementation at a particular school will occur with the school council and the student council.
- 3.5 The Board shall approve the introduction of, changes to, and/or elimination of:
- a) Elementary program delivery structures (i.e. English, Alternative, Middle French Immersion, Early French Immersion) at a single school or more broadly;
 - b) Specialized program delivery structure models that have district wide impact (English as a second language, specialized special education programs); and/or
 - c) any changes that can reasonably be expected to have a significant effect on school enrolment.
- 3.6 Admission to specialized programs may be based on admission criteria, which shall be common to all sites offering the same program, as approved by the Superintendent of Instruction and/or the appropriate central Superintendent.
- 3.7 Transportation to elementary schools is provided as per Ottawa Student Transportation Authority transportation policy.
- 3.8 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 APPENDICES

Appendix A: Elementary School Program Framework, 31 January 2017

5.0 REFERENCES

The Education Act, Ontario, 2000

Board Policy P.077.PLG: Designated Schools/Student Transfers

Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary

Board Procedure PR.569.PLG: Designated Schools/Student Transfers - Secondary

Board Procedure PR.629.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

ELEMENTARY SCHOOL PROGRAM FRAMEWORK

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

1.0 INTRODUCTION

- 1.1. The Elementary School Program Framework provides a structural model for elementary programming in the Ottawa-Carleton District School Board.
- 1.2. The OCDSB will offer a range of programs to meet the needs of students across the District. All elementary programs include instruction in English and French as a Second Language.
- 1.3. This framework will guide decision making on issues related to elementary programming, including the number of programs offered at each elementary site, and placement of specialized programs. Decisions using the framework will reflect the best educational research practices and align with current Ministry of Education curriculum policy documents.

2.0 GUIDING PRINCIPLES

- 2.1 The District's model for elementary school program delivery is a designated community school model which seeks to provide programming options for elementary school students in their designated school as close as possible to their home community.
- 2.2 The Elementary School Program Framework:
 - a. Seeks to ensure the provision of optimal learning environments for all elementary students and support student success through a range of program offerings;
 - b. ensures equitable access to programs for students throughout the school District;
 - c. recognizes the importance of minimizing transitions for students during their school years; and
 - d. recognizes that program viability and sustainability are important factors in establishing and/or modifying elementary school programs to ensure that elementary students have access to quality program offerings delivered in a fiscally responsible manner.
- 2.3 The Board acknowledges a number of core characteristics (goal-oriented, innovative/creative, collaborative, globally aware, and resilient) and skills (ethical decision-makers, digitally fluent, academically diverse, effective communicators, and critical thinkers) as critical components of all student learning.
- 2.4 The Board recognizes the impact of socio-economics on student learning and well-being and the importance of differentiated resources in ensuring equitable outcomes for students in the District."

3.0 ELEMENTARY SCHOOL PROGRAM FRAMEWORK

3.1 School Configuration Models

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

3.2 Number of Programs in Schools

The District offers elementary programs in:

- Single Track Sites (1 program only; e.g., English with Core French);
- Dual Track Sites (2 programs; e.g., English with Core French and Middle French Immersion);
- Triple Track Sites (3 programs; English with Core French, Middle French Immersion, and Early French Immersion).

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

3.3 School Size

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

3.4 Factors in Determining School Size and Number of Program

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

3.5 Full-Day Kindergarten

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

3.6 Elementary Program Options

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

- a. English Program with Core French (Grades 1-8)
Students in the elementary English Program receive instruction in the English language in all subject areas as well as instruction in French through Core French (40 minutes daily).
- b. Early French Immersion (Grades 1-8)
Students in the Early French Immersion Program receive instruction in both English and French. In grade 1, students receive 80 percent of instruction in French. In grades 2-6, students receive 60 percent of instruction in French. In grades 7-8, students receive 50 percent of instruction in French.
- c. Middle French Immersion (Grades 4-8)
Students in the Middle French Immersion Program receive instruction in both French and English. In grades 4-6, students receive 66 percent of instruction in French and in grades 7-8, students receive 50 percent of instruction in French.
- d. Alternative Program with Core French (Grades 1-8)
Students in the Alternative Program receive instruction in English in all subject areas as well as instruction in French through Core French (40 minutes daily). The program is founded on the following tenets: cooperative and non-competitive environments; innovative and differentiated approaches to teaching and learning; differentiated assessment and evaluation; child-centred and directed approaches to learning; multi-age groupings; integrated curriculum; and, extensive family and community involvement.

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

3.7 Special Education Programs

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

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

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

Ottawa-Carleton District School Board

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

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

Notes:

1. Enrolment figures reflect October 31st of each year referenced - 2019 reflects final staffing projection May 2019.
2. Figures for 2020 to 2022 are based on system projections provided to MOE in Nov 2018, and trends in program share of total enrolment.
3. The District significantly expanded the number of MFI program locations in 2009, resulting in a marked increase in MFI enrolment over next few years.
4. The implementation of the 50/50 kindergarten program began in 2016 - this served to remove SK enrolment from both programs and impact % change figures.

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

Program delivery model breakdown of the 111:

15 ENG single-track - 13%;

14 EFI single-track - 12%;

4 ALT single-track - 4%;

52 ENG/EFI dual-track - 47%;

12 ENG/MFI dual-track - 11%;

1 EFI/MFI dual-track - 1%;

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

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

Location breakdown of the 111:

62 are inside the greenbelt -56%;

37 are outside the greenbelt - 33%;

12 are rural - 11%;

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

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

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

School Capacity Size breakdown of the 111:

the average size of an elementary school is 496 pp;

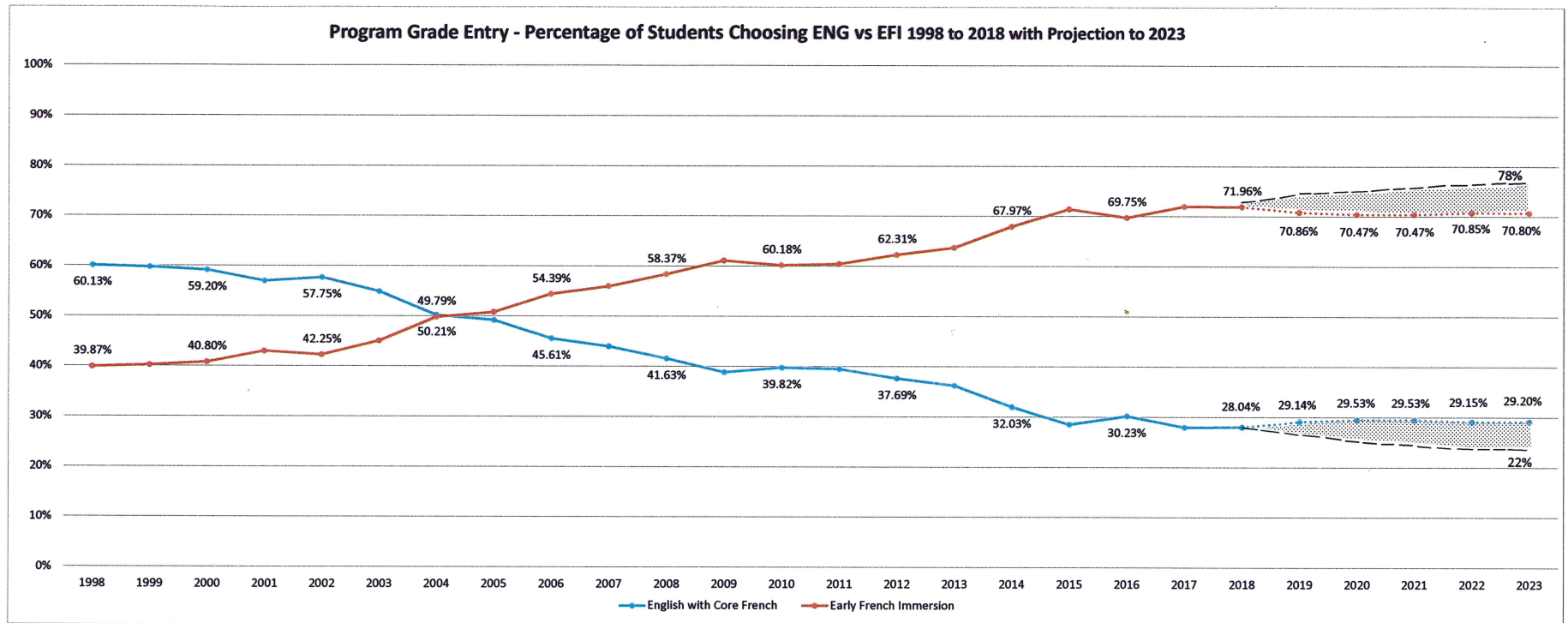
the average size of inside the greenbelt schools is 476 pp;

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

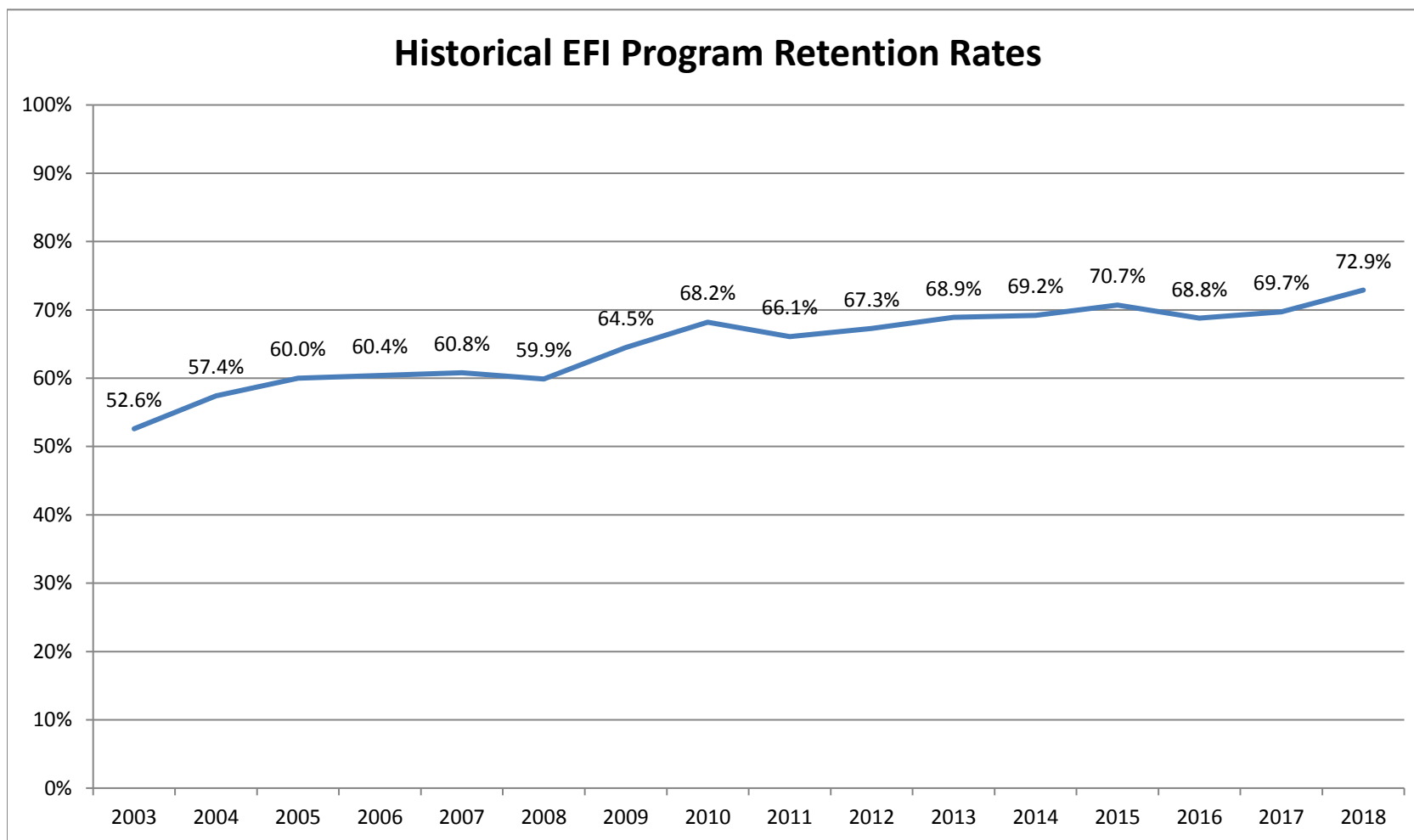
the average size of rural area schools is 419 pp;

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

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



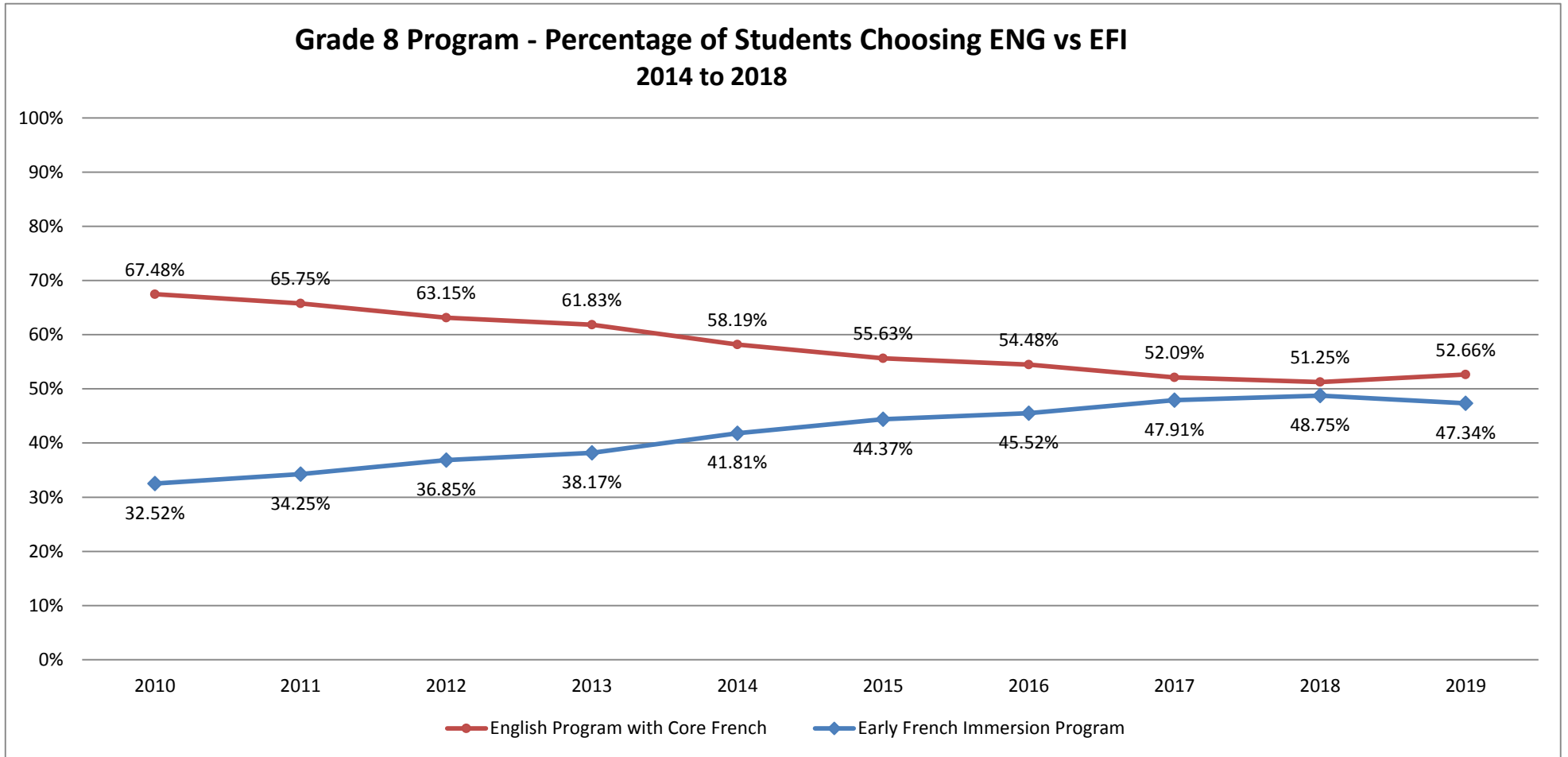
Notes: Program entry grade level is Year 2 Kindergarten from 1998-2015 and Grade 1 from 2016-2023.
Projection based on data from District Needs Analysis (January 2018).
Grey area represents continuation of longterm linear trend in respective program choice



Notes:

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

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



Note: Based on October 31st enrolments for each year shown, excepting 2019 where percentages are based upon staffing projections.

Percentage of SK Students Choosing English versus Early French Immersion

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

Percentage of Grade 1 Students Choosing English versus Early French Immersion

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

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

| | | |
|-------------|--------|--------|
| 2013 | 61.83% | 38.17% |
| 2014 | 58.19% | 41.81% |
| 2015 | 55.63% | 44.37% |
| 2016 | 54.48% | 45.52% |
| 2017 | 52.09% | 47.91% |
| 2018 | 51.25% | 48.75% |
| 2019 | 52.66% | 47.34% |

Elementary School Information Matrix

| School | Program Delivery Model | Programs Offered | Location | English Prg Enrol | English Prg Stud/Gr | English Prg Prim Stud/Gr | English Prg Jr Stud/Gr | English Prg Int Stud/Gr | EFL Prg Enrol | EFL Prg Stud/Gr | EFL Prg Prim Stud/Gr | EFL Prg Jr Stud/Gr | EFL Prg Int Stud/Gr | MFL Prg Enrol | MFL Prg Stud/Gr | MFL Prg Prim Stud/Gr | MFL Prg Jr Stud/Gr | MFL Prg Int Stud/Gr | Size | Total Enrol | Utilization Rate | FCI | SE Students | SE Stud % | ELL Students | ELL Stud % | IEP Students | To Report 19-10P | % of Students Residing in a low Income Neighbourhood Area | School |
|-------------------|---------------------------------|---------------------------------|----------------|-------------------|---------------------|--------------------------|------------------------|-------------------------|---------------|-----------------|----------------------|--------------------|---------------------|---------------|-----------------|----------------------|--------------------|---------------------|------|-------------|------------------|-------|-------------|-----------|--------------|------------|--------------|------------------|---|-------------------|
| A. Lorne Cassidy | Triple-track ENG/EFL/MFL | Kind, 1-8 ENG & EFL, 4-8 MFL | Outside the GB | 116 | 14.5 | 13.7 | 15.7 | 14.0 | 213 | 39.1 | 42.3 | 43.3 | 28.0 | 61 | 12.2 | - | 11.3 | 13.5 | 900 | 985 | 97.5% | 20.2% | - | - | 14 | 2.4% | 84 | 14.4% | 9.0% | A. Lorne Cassidy |
| Adrienne Clarkson | Triple-track ENG/EFL/MFL | Kind, 1-6 ENG & EFL, 4-6 MFL | Outside the GB | 114 | 19.0 | 14.7 | 23.3 | - | 240 | 40 | 40.0 | 40.0 | - | 108 | 36.0 | - | 36.0 | - | 714 | 573 | 80.3% | 2.1% | 15 | 2.6% | 48 | 8.4% | 45 | 7.9% | 5.0% | Adrienne Clarkson |
| Agincourt | Dual-track ENG/EFL | Kind, 1-5 English & EFL | Inside the GB | 39 | 7.8 | 8.7 | 6.5 | - | 326 | 65.2 | 68.7 | 60.0 | - | 553 | 492 | - | 89.0% | 20.9% | 553 | 492 | 89.0% | 20.9% | - | - | 28 | 5.7% | 26 | 5.3% | 27.3% | Agincourt |
| Alta Vista | Dual-track ENG/EFL | Kind, 1-8 English & EFL | Inside the GB | 99 | 12.4 | 10.3 | 9.0 | 20.5 | 390 | 48.8 | 58.3 | 41.0 | 46.0 | - | - | - | - | - | 704 | 645 | 91.6% | 9.1% | 14 | 2.2% | 81 | 12.6% | 46 | 7.1% | 34.4% | Alta Vista |
| Arch Street | Single-track ENG | Kind, 1-6 English | Inside the GB | 100 | 16.7 | 17.3 | 16.0 | - | 320 | 151 | - | - | - | - | - | - | - | - | 320 | 151 | 47.2% | 11.1% | 16 | 10.6% | 74 | 49.0% | 22 | 14.6% | 92.7% | Arch Street |
| Aviation | Dual-track ENG/EFL | Kind, 1-8 English & EFL | Outside the GB | 127 | 21.2 | 20.0 | 22.3 | - | 154 | 26.7 | 23.7 | 27.7 | - | - | - | - | - | - | 513 | 342 | 66.7% | 2.1% | - | - | 39 | 11.4% | 56 | 16.4% | 9.7% | Aviation |
| Barham | Triple-track ENG/EFL/MFL | Kind, 1-6 ENG & EFL, 4-6 MFL | Outside the GB | 127 | 21.2 | 19.0 | 23.3 | - | 172 | 26.7 | 33.3 | 24.0 | - | 55 | 18.3 | - | 18.3 | - | 409 | 479 | 117.1% | 44.3% | 16 | 3.3% | 58 | 14.1% | 47 | 14.0% | 1.3% | Barham |
| Bayshore | Dual-track ENG/EFL | Kind, 1-6 English & EFL | Inside the GB | 238 | 39.7 | 33.3 | 46.0 | - | 30 | 25.0 | 25.0 | - | - | - | - | - | - | - | 594 | 399 | 67.2% | 45.9% | - | - | 103 | 25.8% | 45 | 11.3% | 92.1% | Bayshore |
| Bayview | Single-track EFL | Kind, 1-4 EFL | Inside the GB | - | - | - | - | - | 215 | 53.8 | 55.3 | 49.0 | - | - | - | - | - | - | 315 | 370 | 117.5% | 1.7% | - | - | 3 | 0.8% | 19 | 5.1% | 56.9% | Bayview |
| Bella Corners | Dual-track ENG/MFL | Kind, 1-6 English & 4-6 MFL | Inside the GB | 156 | 26.0 | 29.7 | 22.3 | - | - | - | - | - | - | 76 | 25.3 | - | 25.3 | - | 488 | 307 | 62.9% | 27.7% | 29 | 9.4% | 63 | 20.5% | 52 | 16.9% | 50.2% | Bella Corners |
| Berrigan | Dual-track ENG/EFL | Kind, 1-6 English & EFL | Outside the GB | 320 | 53.3 | 42.0 | 64.7 | - | 456 | 76.0 | 83.3 | 68.7 | - | - | - | - | - | - | 864 | 958 | 110.9% | 1.5% | - | - | 182 | 19.0% | 75 | 7.8% | 15.4% | Berrigan |
| Blossom Park | Dual-track ENG/MFL | Kind, 1-8 English & 4-8 MFL | Inside the GB | 178 | 22.3 | 26.7 | 19.3 | 20.0 | - | - | - | - | - | 125 | 25.0 | - | 29.0 | 19.0 | 429 | 387 | 90.2% | 63.4% | 23 | 5.9% | 29 | 54.0% | 42 | 10.9% | 68.9% | Blossom Park |
| Brangwyn | Single-track ENG | Kind, 1-6 English | Inside the GB | 210 | 35.0 | 46.3 | 23.7 | - | 174 | 58.0 | - | - | - | - | - | - | - | - | 409 | 266 | 65.0% | 6.9% | - | - | 36 | 13.5% | 25 | 9.4% | 35.6% | Brangwyn |
| Broadwood | Triple-track ENG/EFL/MFL | Kind, 1-6 ENG & EFL, 4-6 MFL | Outside the GB | 73 | 12.2 | 12.0 | 12.3 | - | 127 | 22.8 | 26.3 | 19.3 | - | 46 | 15.3 | - | 15.3 | - | 491 | 365 | 74.3% | 23.7% | 17 | 4.7% | 33 | 6.0% | 23 | 6.3% | 14.1% | Broadwood |
| Broadview | Dual-track ENG/EFL | Kind, 1-8 English & EFL | Inside the GB | 168 | 21.0 | 10.7 | 12.0 | 50.0 | 664 | 83.0 | 91.3 | 77.3 | 79.0 | - | - | - | - | - | 806 | 985 | 134.6% | n/a | 15 | 1.4% | 29 | 2.7% | 53 | 4.9% | 10.9% | Broadview |
| Cambridge | Single-track ENG | Kind, 1-6 English | Inside the GB | 46 | 7.7 | 7.7 | 7.7 | - | - | - | - | - | - | - | - | - | - | - | 323 | 368 | 26.6% | 76.9% | 12 | 14.0% | 36 | 41.9% | 3 | 3.5% | 39.7% | Cambridge |
| Carleton Heights | Dual-track ENG/MFL | Kind, 1-6 English & 4-6 MFL | Inside the GB | 292 | 48.7 | 52.7 | 44.7 | - | - | - | - | - | - | 52 | 17.3 | - | 17.3 | - | 369 | 450 | 122.0% | 12.1% | 19 | 4.2% | 218 | 48.4% | 56 | 12.4% | 62.6% | Carleton Heights |
| Carson Grove | Single-track ENG | Kind, 1-6 English | Inside the GB | 212 | 42.4 | 42.0 | 43.0 | - | - | - | - | - | - | - | - | - | - | - | 369 | 297 | 80.5% | 44.0% | - | - | 22 | 7.4% | 82.8% | Carson Grove | | |
| Cadefarn | Dual-track ENG/EFL | Kind, 1-3 English & EFL | Outside the GB | 47 | 15.7 | 15.7 | - | - | 131 | 43.7 | 43.7 | - | - | - | - | - | - | - | 416 | 317 | 76.2% | 5.2% | 10 | 3.2% | 36 | 11.4% | 17 | 5.4% | 23.7% | Cadefarn |
| Cedarview | Single-track EFL | Kind, 1-4 EFL | Outside the GB | 377 | - | - | - | - | 566 | 70.8 | 83.3 | 60.0 | 68.0 | - | - | - | - | - | 441 | 718 | 162.8% | 23.2% | - | - | 2 | 0.3% | 43 | 6.0% | 2.3% | Cedarview |
| Centennial | Dual-track ENG/MFL | Kind, 1-6 English & 4-6 MFL | Inside the GB | 120 | 20.0 | 24.0 | 16.0 | 198.5 | 287 | 143.5 | - | - | 143.5 | - | - | - | - | - | 711 | 694 | 97.6% | 10.4% | 5 | 0.7% | 105 | 15.1% | 72 | 10.7% | 2.9% | Centennial |
| Chapman Mills | Dual-track ENG/EFL | Kind, 1-6 English & EFL | Outside the GB | 205 | 34.2 | 27.0 | 41.3 | - | 354 | 59.0 | 70.0 | 48.0 | - | 44 | 14.7 | - | 14.7 | - | 700 | 715 | 102.1% | 2.0% | - | - | 323 | 45.2% | 56 | 7.8% | 24.1% | Chapman Mills |
| Charles H. Hulse | Single-track ENG | Kind, 1-6 English | Inside the GB | 181 | 30.2 | 31.0 | 29.3 | - | - | - | - | - | - | - | - | - | - | - | 303 | 253 | 83.3% | 7.2% | 8 | 3.2% | 147 | 58.1% | 33 | 13.0% | 91.6% | Charles H. Hulse |
| Churchill | Single-track ALT | Kind, 1-6 Alternative | Inside the GB | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 387 | 277 | 71.6% | 7.0% | - | - | 4 | 1.4% | 56 | 20.2% | 15.7% | Churchill |
| Comaught | Dual-track ENG/EFL | Kind, 1-6 English & EFL | Inside the GB | 74 | 12.3 | 11.0 | 13.7 | - | 197 | 32.8 | 36.7 | 29.0 | - | 424 | 388 | - | 91.9% | 9.8% | 424 | 388 | 91.9% | 9.8% | 9 | 2.3% | 34 | 8.8% | 20 | 5.2% | 30.4% | Comaught |
| Conestoga Glen | Dual-track ENG/MFL | Kind, 1-5 English & 4-5 MFL | Outside the GB | 74 | 14.8 | 15.7 | 16.5 | - | - | - | - | - | - | 41 | 20.5 | - | 20.5 | - | 245 | 145 | 59.2% | 18.8% | - | - | 21 | 14.8% | 13 | 9.0% | 23.2% | Conestoga Glen |
| D.R. Kennedy | Dual-track ENG/EFL | Kind, 1-8 English & 4-8 MFL | Inside the GB | 208 | 25.8 | 29.0 | 17.0 | 34.0 | - | - | - | - | - | 133 | 26.6 | - | 25.3 | 28.5 | 537 | 397 | 73.9% | 11.4% | 4 | 1.0% | 46 | 12.7% | 40 | 24.7% | 42.4% | D.R. Kennedy |
| Devonshire | Single-track EFL | Kind, 1-6 EFL | Inside the GB | - | - | - | - | - | 290 | 41.7 | 46.7 | 36.7 | - | 337 | 358 | - | 106.2% | n/a | 337 | 358 | 106.2% | n/a | - | - | 1 | 0.3% | 21 | 5.9% | 31.6% | Devonshire |
| Dunlop | Single-track ENG | Kind, 1-6 English | Inside the GB | 94 | 15.7 | 14.3 | 17.0 | - | - | - | - | - | - | - | - | - | - | - | 337 | 142 | 42.1% | 73.3% | 10 | 7.0% | 43 | 30.3% | 27 | 19.0% | 73.2% | Dunlop |
| Dunning Foubert | Dual-track ENG/EFL | Kind, 1-8 English & EFL | Outside the GB | 139 | 17.4 | 11.3 | 19.7 | 23.0 | 222 | 27.8 | 35.0 | 27.7 | 17.0 | - | - | - | - | - | 360 | 451 | 125.3% | 9.7% | - | - | 40 | 8.9% | 76 | 16.9% | 8.4% | Dunning Foubert |
| Elgin | Single-track EFL | Kind, 1-6 EFL | Inside the GB | - | - | - | - | - | 185 | 30.8 | 41.3 | 20.3 | - | - | - | - | - | - | 254 | 286 | 112.6% | 23.3% | - | - | 14 | 4.9% | 18 | 6.3% | 17.0% | Elgin |
| Elmdale | Single-track EFL | Kind, 1-6 EFL | Inside the GB | - | - | - | - | - | 389 | 64.8 | 71.3 | 58.3 | - | - | - | - | - | - | 407 | 526 | 129.2% | 7.9% | - | - | 63 | 8.2% | 43 | 8.2% | 9.1% | Elmdale |
| Emery Carr | Dual-track ENG/EFL | Kind, 1-5 English & EFL | Outside the GB | 125 | - | - | - | 13.3 | 42.5 | 174 | 58.0 | - | - | - | - | - | - | - | 412 | 299 | 72.6% | 66.3% | - | - | 88 | 22.7% | 62 | 20.7% | 21.5% | Emery Carr |
| Fallingbrook | Dual-track ENG/EFL | Kind, 1-8 English & EFL | Outside the GB | 71 | 9.3 | 9.0 | - | - | 211 | 27.8 | 31.0 | 28.3 | 15.5 | - | - | - | - | - | 324 | 346 | 74.4% | 10.2% | 7 | 1.9% | 36 | 9.4% | 19 | 5.1% | 13.2% | Fallingbrook |
| Farley Mowat | Dual-track ENG/EFL | Kind, 1-6 English & EFL | Outside the GB | 177 | 29.5 | 25.7 | 33.3 | - | 276 | 46.0 | 52.3 | 39.7 | - | - | - | - | - | - | 554 | 565 | 102.0% | 1.7% | - | - | 77 | 13.6% | 53 | 9.4% | 35.4% | Farley Mowat |
| Featherston | Dual-track ENG/MFL | Kind, 1-8 English & 4-8 MFL | Inside the GB | 115 | 14.4 | 9.3 | 8.0 | 31.5 | - | - | - | - | - | 167 | 33.4 | - | 41.3 | 21.5 | 425 | 323 | 76.0% | 9.0% | 24 | 7.4% | 161 | 49.8% | 32 | 9.9% | 71.0% | Featherston |
| Fidding Drive | Dual-track ENG/EFL | 3-8 English & 4-8 EFL | Inside the GB | 212 | 42.4 | - | 36.0 | 52.0 | 152 | 38.0 | - | 44.0 | 32.0 | - | - | - | - | - | 614 | 392 | 63.8% | 71.6% | 8 | 2.8% | 116 | 29.6% | 70 | 17.9% | 64.2% | Fidding Drive |
| First Avenue | Dual-track ENG/MFL | Kind, 1-6 English & 4-6 MFL | Inside the GB | 101 | 16.8 | 18.0 | 15.7 | - | - | - | - | - | - | 50 | 16.7 | - | 16.7 | - | 429 | 213 | 49.2% | 65.8% | 26 | 6.1% | 19 | 8.9% | 23 | 10.8% | 14.2% | First Avenue |
| Fisher Park | Quadruple-track ENG/EFL/MFL/ALT | 7-8 ENG, EFL, MFL, ALT | Inside the GB | 97 | - | - | - | 48.5 | 209 | 104.5 | - | - | 104.5 | 112 | 56.0 | - | - | 56.0 | 803 | 562 | 70.0% | 2.4% | - | - | 57 | 10.1% | 139 | 24.7% | 29.7% | Fisher Park |
| Forest Valley | Dual-track ENG/EFL | Kind, 1-5 English & EFL | Outside the GB | 78 | 15.6 | 15.0 | 16.5 | - | 156 | 31.2 | 31.0 | 31.5 | - | - | - | - | - | - | 245 | 357 | 147.6% | 12.3% | 10 | 3.0% | 18 | 5.4% | 21 | 5.4% | 21.3% | Forest Valley |
| General Varrier | Single-track ENG | Kind, 1-3 English | Inside the GB | 109 | 36.3 | 36.3 | - | - | 109 | 36.3 | - | - | - | 211 | 168 | - | - | - | 711 | 168 | 79.4% | 79.0% | - | - | 17 | 10.1% | 42 | 10.1% | 20.8% | General Varrier |
| Glashan | Triple-track ENG/EFL/MFL | 7-8 ENG, EFL, MFL | Inside the GB | 112 | - | - | - | 56.0 | 182 | 91 | - | - | 91.0 | 51 | 25.5 | - | - | 25.5 | 386 | 394 | 102.1% | 81.4% | 16 | 4.1% | 69 | 17.5% | 50 | 12.7% | 21.3% | Glashan |
| Glen Cairn | Triple-track ENG/EFL/MFL | 7-8 ENG, EFL, MFL | Outside the GB | 157 | - | - | - | 78.5 | 110 | 55 | - | - | 55.0 | 24 | 12.0 | - | - | 12.0 | 352 | 291 | 82.7% | 14.1% | - | - | 63 | 21.6% | 36 | 12.4% | 19.4% | Glen Cairn |
| Glen Ogilvie | Dual-track ENG/EFL | Kind, 1-5 English & EFL | Inside the GB | 109 | 21.8 | 18.0 | 27.5 | - | 217 | 43.4 | 45.0 | 41.0 | - | - | - | - | - | - | 596 | 440 | 73.8% | 49.0% | 9 | 2.0% | 40 | 9.1% | 40 | 9.1% | 30.1% | Glen Ogilvie |
| Goulbourn | Triple-track ENG/EFL/MFL | 6-8 ENG and MFL, 7-8 EFL | Rural | 145 | - | - | 16.0 | 64.5 | 119 | 59.5 | - | - | 59.5 | 77 | 25.7 | - | 31.0 | 23.0 | 400 | 379 | 94.8% | 15.1% | 16 | 4.2% | 23 | 6.1% | 69 | 18.2% | na | Goulbourn |
| Greely | Single-track ENG | Kind, 1-6 English | Rural | 123 | 20.5 | 20.0 | 21.0 | - | - | - | - | - | - | 245 | 150 | - | 61.2% | 75.2% | 245 | 150 | 61.2% | 75.2% | - | - | 24 | 16.0% | 11.9% | Greely | | |
| Half Moon Bay | Dual-track ENG/EFL | Kind, 1-6 English & EFL | Outside the GB | 226 | 37.7 | 31.3 | 44.0 | - | 391 | 65.2 | 81.3 | 49.0 | - | - | - | - | - | - | 674 | 856 | 127.0% | n/a | - | - | 109 | 12.7% | 72 | 8.4% | 10.3% | Half Moon Bay |
| Haythorne | Single-track ENG | Kind, 1-8 English | Inside the GB | 201 | 25.1 | 14.3 | 23.7 | 43.5 | - | - | - | - | - | 511 | 236 | - | 46.2% | 72.8% | 511 | 236 | 46.2% | 72.8% | - | - | 38 | 16.7% | 42 | 16.7% | 27.4% | Haythorne |
| Henry Larsen | Triple-track ENG/EFL/MFL | Kind, 1-8 EFL, 6-8 ENG, 6-8 MFL | Outside the GB | 55 | - | - | 12.0 | 21.5 | 171 | 21.4 | 20.7 | 23.3 | 19.5 | 47 | 15.7 | - | 12.0 | 17.5 | 599 | 339 | 56.6% | 4.6% | 8 | 2.4% | 33 | 9.7% | 38 | 11.2% | 21.6% | Henry Larsen |
| Henry Munro | Dual-track ENG/EFL | 6-8 English & EFL | Outside the GB | 281 | - | - | 98.0 | | | | | | | | | | | | | | | | | | | | | | | |

Appendix G
To Report 19-109

Grade 9 Students Taking an English or Mathematics Course by Elementary School Delivery Model (Track)

English 2017-18

| | | Grade 8 Program Taken by Student | | | | |
|----------------------|-------------------------|----------------------------------|-----------------------|--------------------------------|--------------------------------|-------------|
| Secondary Pathway | Elementary School Track | # of English Students | % of English Students | # of French Immersion Students | % of French Immersion Students | Total |
| Academic | Single | 113 | 64% | 92 | 98% | 205 |
| Applied | Single | 59 | 33% | 2 | 2% | 61 |
| Locally Developed | Single | 5 | 3% | 0 | 0% | 5 |
| Total | | 177 | 100% | 94 | 100% | 271 |
| Academic | Multi | 999 | 73% | 1472 | 98% | 2471 |
| Applied | Multi | 325 | 24% | 28 | 2% | 353 |
| Locally Developed | Multi | 46 | 3% | 2 | 0% | 48 |
| Total | | 1370 | 100% | 1502 | 100% | 2872 |
| Overall Total | | 1547 | 49% | 1596 | 51% | 3143 |

Mathematics 2017-18

| | | Grade 8 Program Taken by Student | | | | |
|----------------------|-------------------------|----------------------------------|-----------------------|--------------------------------|--------------------------------|-------------|
| Secondary Pathway | Elementary School Track | # of English Students | % of English Students | # of French Immersion Students | % of French Immersion Students | Total |
| Academic | Single | 108 | 50% | 86 | 93% | 194 |
| Applied | Single | 79 | 37% | 6 | 7% | 85 |
| Locally Developed | Single | 28 | 13% | 0 | 0% | 28 |
| Total | | 215 | 100% | 92 | 100% | 307 |
| Academic | Multi | 927 | 65% | 1416 | 94% | 2343 |
| Applied | Multi | 401 | 28% | 85 | 6% | 486 |
| Locally Developed | Multi | 105 | 7% | 3 | 0% | 108 |
| Total | | 1433 | 100% | 1504 | 100% | 2937 |
| Overall Total | | 1648 | 51% | 1596 | 49% | 3244 |

Notes.

1. This data reflects student transitions from grade 8 (2016-2017) to grade 9 (2017-2018) in English and mathematics.

2. Elementary Track refers to the language(s) of instruction offered in a school beginning in grade 1. That is, schools that only offered English/core French or only French immersion were categorized as "Single" track; those that offered a combination of English/core French and French immersion options were categorized as "Multi" track.

3. Grade 7-12 schools have not been included in these figures.

Appendix G
To Report 19-109

Appendix G
To Report 19-109

Regular English Program Dialogue/Consultation

Document Listing stemming from December 2011 OCDSB Motion *

| Date | Document | Item/Comments |
|-------------------------------------|---|---|
| 12 December 2011 | COW Minutes Report 11-197 | Motion " <i>That staff bring forward a proposal before June 2012 which will allow for comprehensive central dialogue and appropriate consultations with respect to regular English accommodation options and program supports and guidance to schools.</i> " Stems from Report 11-197 Centretown/Glebe/Old Ottawa South Accommodation Study |
| 20 December 2011 | Board Minutes | Approved Motion "That staff bring forward a proposal before June 2012 which will allow for comprehensive central dialogue and appropriate consultation with respect to regular English accommodation options and program supports and guidance to schools. Referred to Education Committee |
| 19 June 2012 | Report 12-148 to Education Committee | English Accommodation Options and Program Supports |
| 10 April 2013 | COW Minutes Parent Involvement Committee | English Accommodation Options and Program Supports |
| 7 May 2013 | Report 13-062 to COW | Plan for Comprehensive Central Dialogue and Community Consultation with respect to English Programs |
| 7 May 2013 | COW Minutes | Plan for Comprehensive Central Dialogue and Community Consultation with respect to English Programs |
| 30 April 2014 | Memo 14-077 to Trustees | Plan for Community Consultation regarding English Programs |
| 3 February 2015 | Report 15-017 to COW | Community Consultations regarding English Programs |
| 3 February 2015 | COW Minutes | Report 15-017 Community Consultation regarding English Programs |
| 14 June 2016 | Report 16-094 to COW | English Programming in the OCDSB in Context of an Elementary School Program Framework |
| 14 June 2016 | COW Minutes Re: Report 16-094 to COW | |
| 18 October 2016 16 November 2016 | Report 16-119 COW/SEAC for Info | Elementary School Program Framework Report |
| 20 January 2017 | Memo 17-008 to Trustees | Elementary School Program Framework |

* Note that the above document listing is not intended to be a comprehensive listing of reports undertaken on this subject matter.



MEMORANDUM

Memo No. 20-001

TO: Trustees
Student Trustees

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

DATE: 3 January 2020

RE: **Update to Needs Based Ontario Autism Program**

This memo is provided as an update to trustees on changes to a new needs-based Ontario Autism Program (OAP).

On 17 December 2019, Minister of Children, Community and Social Services (MCCSS), Todd Smith, provided an update regarding the government's plan to implement a new needs-based OAP. Mr. Smith announced that the government is adopting the Ontario Autism Panel's key recommendations for a needs based autism program including the following service pathways:

- **Core services** that include Applied Behaviour Analysis, speech language pathology, occupational therapy and mental health services;
- **Foundational family services** for all families in the program, to build their capacity to support their child's learning and development;
- **Early intervention and school readiness services** to help young children access critical services when they will benefit most, and to prepare them to enter school; and
- **Urgent and complex needs services** to support children and youth who are in service, or are waiting for service, and have significant and immediate needs.

The new program will introduce care coordinators to support families, including orientation to the program, service planning and navigation, and managing transitions.

In addition, MCCSS has created an [Implementation Working Group](#) to provide input on key elements of the needs based autism program including service caps and the transition of children into service. It is anticipated that the implementation of the new OAP will begin in April 2020 followed by additional phases throughout 2020 and 2021.

Before the end of March 2020, all families on the waitlist, who have not yet received a childhood budget will receive an invitation for interim one-time funding of either \$5,000 or \$20,000, so they can begin purchasing services for their child.

As was highlighted in Memo No. 19-131 Release of the Ontario Autism Advisory Panel Report, the [Ontario Autism Program Advisory Panel \(the Panel\) Report](#) made several recommendations for both the Ministry of Education (EDU) and Ministry of Health (MOH). Staff have not received a response from EDU regarding the recommendations of the Panel. Staff have reached out to EDU to determine if/when a response or additional information can be expected.

At this time, there is no change to the District's practices regarding our programs and services to support students with autism. Learning Support Services continues to monitor MCCSS and EDU announcements and will provide updates as details become available.

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

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

**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday May 27th, 2019, 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 100/Teleconference**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Donna Blackburn
Lynn Scott
Jeremy Wittet
Lisa Schimmens
Denise Andre
Michael Carson
Camille Williams-Taylor

Absent: None.

General Manager/C.A.O.: Vicky Kyriaco

Other: None.

Recording: Jeff Redmond, Controller

1. Call to Order

The meeting was called to order at 5:31 p.m. with John Curry in the Chair.

2. Acknowledgement of First Nations

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

Moved by: Jeremy Wittet

Seconded by: Denise Andre

THAT the Regular Session agenda be approved.

Carried

5. Resolve In Camera

Moved by: Donna Blackburn

Seconded by: Lisa Schimmens

THAT the committee resolves In Camera.

Carried

Return to Regular Session at 5:45 p.m.

Regular Session Action Items

6. (a) Confirmation of Regular Session Minutes, April 29th, 2019

Moved by: Jeremy Wittet

Seconded by: Denise Andre

THAT the Regular Session minutes of April 29th, 2019 be approved.

Carried

(b) Business Arising from the Regular Session Minutes, April 29th, 2019

None.

7. Policy T13 re Student Discipline

Vicky Kyriaco provided an update to OSTA's current Policy T13 Student Discipline, following a rework on language surrounding transportation privileges. There has been some ambiguity respecting a school Principal or designates ultimate responsibility for student conduct on buses. This has been clarified in the policy. Further, Ms. Kyriaco highlighted the importance of including student transportation in the Board policies for safe schools, and that transportation privileges may be removed where circumstances create unsafe behavior on buses. After consultation, student Transportation is now included in the safe school policy at both Member Boards. Questions and answers were provided. It was requested that references to "parents" in the policy should also include "caregivers".

Moved by: Donna Blackburn

Seconded by: Jeremy Wittet

THAT the OSTA Board of Directors approve the revised T13 Student Discipline on Contracted Vehicles, as amended.

Carried

8. Strategic Operations Plan Update

Annually, OSTA prepares and approves the Strategic Operations plan, reflecting Board priorities with related staff timelines. Initially, the plan was approved in 2016, and next year will be the final year before developing a new plan. Vicky Kyriaco outlined progress and outcomes of stated objectives within the report. Questions pertaining to student training for bus safety and Presto were reviewed. Centralization of school charters was discussed, along with related challenges that schools are facing.

Moved by: Lynn Scott

Seconded by: Michael Carson

THAT the OSTA Board of Directors receive the Strategic Operations Plan update, as presented.

Carried

Regular Session Information Items

9. Financial Report April 30, 2019

Jeff Redmond reviewed the financial report and forecast as at April 30, 2018. The current forecast closely aligns to the initial Board approved budget, having a small deficit of 0.1% or \$72,246. The current forecast also closely aligns with the previous December 31 financial report. Small adjustments to forecast were provided in transportation expenses, occupancy costs due to timing issues with office reconfigurations, driver mitigation expenses and Youth in Care funding. Questions and answers were provided to the Board.

10. Bell Time Review

Vicky Kyriaco presented a preliminary report seeking feedback on the Board's desire to change bell times, providing options which included St. Paul High School, to adjust 18 (mostly OCDSB schools) for a potential saving of \$700 thousand, or making 10 minute changes to 10 schools to reduce delays. Discussion followed. Although potential for savings was considered significant, timing may present issues pending resolution of market conditions and system changes. Further analysis of potential costs and impacts should be made prior to making any decisions.

John Curry departed the meeting and Donna Blackburn assumed the Chair.

11. G14 Consultation Policy Review

Vicky Kyriaco provided a report on consultation as well as a copy of the current policy for Board review. After discussion, consensus is that the current policy has been working well. Ms. Kyriaco/OSTA has done a good job consulting and the present policy allows the flexibility to scale up or down, depending on circumstance.

12. School Bus & Pedestrian Safety Day

A poster was presented for School and Pedestrian Safety Day, to occur on Sunday August 25, 2019. Locations were provided and the poster has been distributed to schools. The day is normally presented in conjunction with the Consortium de Transport Scolaire d'Ottawa.

13. OSTA Update for May 2019

The May report was provided for information. The walking school bus evolution was highlighted, which includes four schools being secured with the new blended worker/volunteer model. The selected schools are John Young Public, Viscount Alexander Public, St Andrew Catholic and Sir Winston Churchill Public, with one more in the queue. GPS has been implemented on a small scale right now in one van and yellow bus. Questions and answers on the report were provided, including issues/challenges surrounding a Cannabis policy. Student safety was noted as the primary objective to move the policy forward for approval as soon as possible. Jeremy Whitet requested that staff bring the policy forward in August.

14. Long Range Agenda

Lynn Scott requested that a bell time review should now be listed in August meeting or move to future items. Vicky Kyriaco advised there was no immediate need to schedule the optional June OSTA Board meeting. Further, there will be three buses operating with stop arm cameras in the fall.

15. New Business, Regular Session

None.

16. Meeting Schedule

Future Board meeting Dates:

June 26, 2019*
 August 26, 2019
 September 23, 2019
 October 21, 2019*
 November 4 or 11, 2019 - TBD – Public Meeting
 December 9, 2019
 January 27, 2020*
 February 24, 2020
 March 30, 2020
 April 27, 2020 – Public Meeting
 May 25, 2020
 June 24, 2020*
 August 24, 2020

Nb: - * indicates optional meeting dates, dependant on agenda requirements.

17. Adjournment

Moved by: Michael Carson
Seconded by: Lisa Schimmens

THAT the Regular Session meeting adjourn at 6:51 p.m.

Carried

 Signature

 Title

 Signature

 Title

**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday, August 26, 2019 at 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 136/Teleconference**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Camille Williams-Taylor
Jeremy Wittet
Lisa Schimmens
Denise Andre
Michael Carson
Lynn Scott (via teleconference)

Absent: Donna Blackburn

General Manager/C.A.O.: Vicky Kyriaco

Guest: Philippe Renaud, a partner of Marcil Lavallée

Recording: Jeff Redmond, Controller
Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:34 p.m. with John Curry in the Chair.

2. **Acknowledgement**

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. **Declarations of Conflict of Interest**

None.

4. Approval of Regular Session Agenda

Moved by Michael Carson
Seconded by Denise Andre

THAT the Regular Session agenda be approved. Motion Carried.

5. 2018/2019 Audit Plan

The chair introduced and welcomed Mr. Philippe Renaud, a Partner of Marcil Lavallée, Chartered Professional Accountants. Mr. Renaud provided the Board with an overview of the 2019 audit plan, including auditor responsibilities, deliverables of the Financial Statements with Auditor's Report, year-end communications as well as a general outline the audit approach. A statement of independence from OSTA and both Member Boards was also affirmed by Marcil Lavallée.

6. Resolve in Camera

Moved by Jeremy Wittet
Seconded by Camille Williams-Taylor

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 6:14 p.m.

Regular Session Action Items

7. a) Confirmation of Regular Session Minutes, May 27, 2019

Moved by Jeremy Wittet
Seconded by Lisa Schimmens

THAT the Regular Session minutes of May 27, 2019 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, May 27, 2019

None.

8. Policy T22 Joint Custody/Two Homes

Vicky Kyriaco presented the policy on transportation for students in two homes and in joint custody arrangement. It was anticipated that by having a schedule and having both parents sign the form, the process should move forward peacefully. However, in some cases, parents do not cooperate with one another and may deny access to transportation for the other parent/guardian. The lack of cooperation creates an unsafe situation for the child and causes confusion. In order for OSTA to streamline the amount of time spent with parents and the school, it has proposed changes to the variable transportation policy.

The two additions were reviewed with the Board, policy code – Version: T22 – V3, points #5 and #12, which will allow OSTA the authority to override parent dissent to provide transportation to the secondary address, if a court order is in effect, and #12 which allows OSTA to arbitrarily cancel transportation to either home, or to both homes, regardless of eligibility, if the parent/guardian arbitrarily changes the schedule without the other parent/guardian's consent.

After some discussion, it was decided that it would be ideal for legal counsel to review the two new additions to the policy, #5 and #12.

Motion to defer to the September 23, 2019 meeting, pending legal counsel of items #5 and #12.

Moved by Michael Carson

Seconded by Denise Andre

**THAT Policy T22 Joint Custody/Two Homes be deferred to the September 23, 2019 meeting.
Motion Carried.**

9. Health and Safety Policies

The relevant human resources policies have undergone their annual review (Occupational Health and Safety, Respectful Workplace, Workplace Harassment and Health and Safety – Violence in the Workplace) and were brought forward for re-approval. The review was conducted by Cornerstone, and no changes were recommended.

Moved by Lynn Scott

Seconded by Camille Williams-Taylor

THAT the human resources policies be approved, as presented. Motion Carried.

Regular Session Information Items

10. Policy G7 Freedom of Info. & Protection of Privacy

The OSTA staff undertook a review of this policy and did not identify changes at this time.

The City of Ottawa has undertaken a privacy impact assessment in accordance with the privacy commissioner's guidelines. Access to the camera software is very restricted, therefore only a select number of police personnel will have access to view the footage. Formal agreements are in place with all parties. OSTA will be working on notifying the public on the fact that stop arm cameras will be installed on four routes. Questions were answered accordingly.

11. Transportation Information & Response to Issues

Various ways in which an individual can access their transportation schedule was reviewed. OSTA is trying to drive queries to the appropriate party.

12. OSTA Update June/July/August 2019

The update was distributed to the Board. In summary, items discussed included driver appreciation day, safety day, active transportation, and GPS procurement. The route information went to the operators

on July 21, 2019 and OSTA successfully launched its web portal on August 19, 2019. OSTA conducted a van audit based on student attendance and has plans to continue these audits on a monthly basis. Various questions were answered pertaining to the impending drug and alcohol impairment policy.

13. Long Range Agenda

No changes.

14. New Business, Regular Session

None.

15. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

September 23, 2019
 October 21, 2019*
 November 4, 2019 – Public Meeting
 December 9, 2019
 January 27, 2020*
 February 24, 2020
 March 30, 2020
 April 27, 2020 – Public Meeting

* indicates optional meeting dates, dependant on agenda requirements.

16. Adjournment

**Moved by Michael Carson
 Seconded by Jeremy Wittet**

THAT the Regular Session meeting adjourn at 6:51 p.m. Motion Carried.

 Signature

 Title

 Signature

 Title



**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday, September 23, 2019 at 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 136/Teleconference**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Camille Williams-Taylor
Jeremy Wittet (via teleconference)
Lisa Schimmens
Denise Andre
Michael Carson
Lynn Scott

Absent: Donna Blackburn

General Manager/C.A.O.: Vicky Kyriaco

Guest: Joanne Glaser, Cornerstone

Recording Secretary: Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:36 p.m. with John Curry in the Chair.

2. **Acknowledgement**

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. **Declarations of Conflict of Interest**

None.

4. Approval of Regular Session Agenda

**Moved by Donna Blackburn
Seconded by Denise Andre**

THAT the Regular Session agenda be approved. Motion Carried.

5. Resolve in Camera

**Moved by Lynn Scott
Seconded by Michael Carson**

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 6:05 p.m.

Regular Session Action Items

6. a) Confirmation of Regular Session Minutes, August 26, 2019

**Moved by Michael Carson
Seconded by Lisa Schimmens**

THAT the Regular Session minutes of August 26, 2019 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, August 26, 2019

None.

7. Policy T22 Joint Custody/Two Homes

At the last Board meeting, Vicky Kyriaco GM/CAO presented a report to the Board regarding changes to policy T22 Joint Custody/Two Homes. It was requested that a legal review be conducted of the amended policy which was complete and presented. It was confirmed that OSTA is entitled to exercise a certain amount of discretion in deciding how and to whom services should be provided. As situations arise, OSTA will exercise its discretion reasonably, allowing equal opportunity for parents/guardians to explain their rationale as to why they may be reluctant to approve variable transportation of the student to two homes/daycares.

All questions by the Board were answered accordingly.

**Moved by Lynn Scott
Seconded by Michael Carson**

**THAT Policy T22 Joint Custody/Two Homes, as amended and presented, be approved.
Motion Carried.**

8. Drug and Alcohol Policy

There was discussion around how to deal with drivers who may be impaired, particularly due to the fact they are at arm's length of OSTA. In a few instances, teachers were not certain about what to do when they suspected a driver may be impaired.

OSTA reviewed its current policy relating to tobacco, firearms, and weapons. A comparison with other policies was conducted (e.g., City of Ottawa, operator policies, school board policies). Subsequently, this item was brought forward for legal review. OSTA cannot recommend that a driver be tested as a condition of employment. For compliance, we will request Operators send their policies to OSTA.

OSTA will be creating a human resources policy at a later date, in this same regard. Various questions were answered and discussions around the inclusion of other individuals was brought forward.

**Moved by Donna Blackburn
Seconded by Denise Andre**

THAT the T3 Alcohol, Drugs, Tobacco, Firearms and/or Weapons policy be approved, as amended. Motion Carried.

9. Key Performance Indicators

The bi-annual report on the various key performance indicators was presented. These include bus capacity utilization, run-tiering yellow bus, OCDSB/OCSB ride alones, preventable delays, safety, and complaints. OSTA has seen a 15% increase in the number of transported students since 2015.

The Board was pleased with the overall work accomplished by OSTA. Questions were answered accordingly. A suggestion was made to change the formula calculating KPI's for accidents and injuries to reflect the number of service days versus the number of routes, as the total number of incidents is actually very low and not accurately reflected on the graph within.

**Moved by Lynn Scott
Seconded by Camille Williams-Taylor**

**THAT the 2018-2019 Key Performance Indicators report be received, as presented.
Motion Carried.**

10. St. Paul's HS Bell Time Review

Staff presented the request from St. Paul's regarding a bell time review. By way of OSTA policy, bell time changes of less than 10 minutes are approved by the OSTA Board, whereas changes of more than 10 minutes are approved by the School Board Trustees.

Last year, students at St. Paul's in grades 9 through 12 received a presto pass (OC Transpo). Now, the school is requesting that students in grades 7 and 8 also take OC Transpo.

It was noted that if all the students are on public transit, then there is some flexibility in changing the bell time. Due to operational constraints at OC Transpo during peak commuter times, the morning bell time would need to change to 8:45 am or later, with an afternoon bell time of 3-3:10 pm. If the grade 7

and 8 parents continue to express concern with moving from yellow bus to public transit, then the bell time would have to remain at 8:00am in order to ensure efficient use of vehicles, and drivers. It was noted that changing the bell time may incur additional cost for the OCDSB as efficiencies are reduced. OSTA shared the consultation plan with the Board. It involves a public meeting which would be held in late October, followed by the results being presented to the OSTA Board. The results from the survey and public consultation will be brought forward to the school in November.

**Moved by Michael Carson
Seconded by Denise Andre**

THAT the consultation plan regarding the bell time change at St. Paul HS be approved, as presented. Motion Carried.

Regular Session Information Items

11. Strategic Operations Plan 2019-2020

The current strategic plan has been in progress since 2016. Discussions will need to begin shortly on the new strategic plan. The Board was reminded that the OSTA strategic plan will inform them of how we are planning to meet some of the objectives, however, it does not address all of the work conducted by OSTA. Vicky reviewed the strategic plan objectives with the Board, and provided status updates, as necessary. Comments were made by various Board members.

OSTA Staff and Joanne Glaser from Cornerstone, will meet to come up with the framework for the next strategic plan. Together, they will determine various aspects including who may be involved throughout the planning, and whether a facilitator is necessary.

There was discussion on the current challenges of the office. It was proposed that OSTA bring forward a list of the current challenges, including health and safety concerns for the staff.

12. School Startup 2019- 2020

Vicky presented the data arising from the school start up report. Overall, a very good start up.

The public transit training session went well. OSTA plans to do its own public transit training next year. There was a question asked in regards to the LRT and whether there would be changes to the yellow bus, with it now running. As necessary, information will be brought forward to a future meeting.

13. KG Drop Off

Staff discussed the issue of the Bayview student who was dropped off at the wrong location. OSTA has bright yellow ID bands which are meant to help identify the kindergarten students. In addition, the drivers are to check the manifest for identification of these children. OSTA has requested that the operators send us their training modules. Follow up will be conducted with the operators on this issue. The Ministry has asked that we keep track of kindergarten students that get dropped off without supervision.

14. OSTA Update September 2019

The report was circulated to the Board.

There was discussion on the stop arm cameras. It was reiterated that the system belongs to the Ottawa Police Services, who will release statistics as they feel necessary. OSTA has no involvement in collecting nor reporting data. Staff will ask the OPS when they are expecting to do a release of the information and bring that information to the Board.

15. Long Range Agenda

No changes.

16. New Business, Regular Session

A student request was brought forward by Lynn Scott, pertaining to transporting kids from Barrhaven and Bell HS. She questioned how we can move forward with placing these students on OC Transpo.

Staff explained that several aspects need to be considered. OSTA policy states that ride times should not exceed 90 minutes, one way. If bus lines to Barrhaven are established, there may be many other requests for similar service from other students across the city.

OC Transpo will do load balancing and will add service on new routes. They also react very well with customer/individual complaints. In some instances, the volume of complaints can create the change. It was suggested that OSTA speak with OC Transpo. Subsequently, the parents should get together and discuss this issue with OC Transpo.

Yellow bus overcrowding was brought forward. In some cases, some students are boarding the bus without approval. Follow up will be conducted on this particular issue.

17. Board Meeting Schedule: 5:30 p.m. start time:

The Board decided to cancel the October 21, 2019 meeting.

Future Board Meeting Dates:

November 4, 2019 – Public Meeting
 December 9, 2019
 January 27, 2020*
 February 24, 2020
 March 30, 2020
 April 27, 2020 – Public Meeting

* indicates optional meeting dates, dependant on agenda requirements.

18. Adjournment

Moved by Denise Andre

Seconded by Camille

THAT the Regular Session meeting adjourn at 7:17 p.m. Motion Carried.

Signature

Title

Signature

Title



**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday, November 4, 2019 at 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 100**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Camille Williams-Taylor
Jeremy Wittet
Lisa Schimmens
Denise Andre
Michael Carson
Lynn Scott

Absent: Donna Blackburn

General Manager/C.A.O.: Vicky Kyriaco

Guests: Philippe Renaud, Marcil Lavallée
Jeff Redmond, Controller

Recording Secretary: Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:33 p.m. with John Curry in the Chair.

2. **Acknowledgement**

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

**Moved by Jeremy Wittet
Seconded by Michael Carson**

THAT the Regular Session agenda be approved. Motion Carried.

5. Resolve in Camera

**Moved by Denise Andre
Seconded by Lisa Schimmens**

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 6:43 p.m.

Regular Session Action Items

6. a) Confirmation of Regular Session Minutes, September 23, 2019

**Moved by Denise Andre
Seconded by Michael Carson**

THAT the Regular Session minutes of September 23, 2019 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, September 23, 2019

Vicky provided an update on the recent consultation at St. Paul's. OSTA was asked to reach out to the feeder schools, of which a second consultation will be taking place this week. Subsequently, a report will be brought forward to the Board in December.

The City of Ottawa will be releasing information next week, in regards to the stop arm cameras.

7. 2018/2019 Draft Audited Financial Statements & Variance Analysis

Philippe Renaud of Marcil Lavallée was welcomed and introduced to the Board. Mr. Renaud was pleased to present the audited financial statements for the period ending August 31, 2019, which was assembled using their new format. Management responsibilities were reviewed, along with the Auditor's role.

Jeff Redmond, Controller, provided an overview of the variance analysis for the year. He highlighted the differences from the April forecast, some of which were, the changes to the children's aid funding (new: revenue coming into each school board), and the driver mitigation funding (200\$K), of which the second installment was much smaller.

It was noted that salaries were lower than budgeted, due to provincial school cancellations and various staff changes. There were also funds set aside for retrofitting the OSTA office space, which has not occurred yet.

No questions were asked. OSTA was congratulated for another successful year.

**Moved by Lisa Schimmens
Seconded by Denise Andre**

THAT the Ottawa Student Transportation Authority Financial Statements for the year ended August 31, 2019 as audited and reported upon by Marcil Lavallée, Chartered Professional Accountants, be approved. Motion Carried.

8. T5 Cancellation of Transportation Policy

Vicky presented the proposed changes to the Cancellation of Transportation Policy. As written, the policy outlines the communication process for OSTA when transportation is cancelled due to weather, adverse road conditions, or any other reason. The policy does not address other circumstances that may lead to transportation being cancelled, such as the recent events related to the potential CUPE strike.

According to OSTA By-Law 1, Section 2, the GM/CAO has the delegated authority to cancel transportation. It is important to take into consideration the timelines around the decision being made, and balancing the needs of the two School Boards. If the GM/CAO does not have the delegated authority, we would need a mechanism in place to identify how one Board would work/communicate with the other.

The recommendation from OSTA is that the GM/CAO have the authority, for inclement weather and other circumstances, undertaking appropriate consultation with both school boards, as may arise.

After some discussion, the decision was made by the Board to move this discussion into an in camera session.

**Moved by Jeremy Wittet
Seconded by Camille Williams-Taylor**

THAT the OSTA Board of Directors move and continue this discussion as part of the In Camera meeting. Motion Carried.

The discussion concluded In Camera.

Resolve in Camera

**Moved by Michael Carson
Seconded by Lisa Schimmens**

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 7:15 p.m.

Regular Session Information Items

9. School Active Transportation Update

Vicky provided an update on its School Active Transportation program. Some highlights include: Ottawa now has 9 walking school bus routes; 4 hybrid routes are being piloted. In addition, I WALK events were held at various schools, and OSTA is in the process of developing a toolkit that will help schools with developing their own I WALK event.

This fall, the City School Zone safety reported that 58 locations were assessed for crossing guards, 10 of which were assigned a guard. The OASBO AST sub-committee (of which OSTA is a part of) launched its first AST Leading Practices session in October 2019. It was well attended.

10. Empty Seat Update

Vicky presented the empty seat update report to the Board, which included figures and the various reasons for which a parent/guardian had requested a seat on a yellow bus. It was noted that upon sending out a notice to parents in regards to declining transportation if they are not using the bus, OSTA received about a dozen requests. This allows other children an opportunity to get a seat on a bus.

11. October OSTA Update

In October, OSTA focused its efforts on the empty seat applications, along with the potential CUPE strike.

12. Long Range Agenda

No changes. Vicky reminded the Board of the AGM taking place next month, and that a drug policy for staff is underway.

13. New Business, Regular Session

None.

14. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

December 9, 2019

January 27, 2020*

February 24, 2020

March 30, 2020

April 27, 2020 – Public Meeting

* indicates optional meeting dates, dependant on agenda requirements.

15. Adjournment

Moved by Jeremy Wittet

Seconded by Camille Williams-Taylor

THAT the Regular Session meeting adjourn at 7:31 p.m. Motion Carried.

Signature

Title

Signature

Title