

BOARD PUBLIC AGENDA

Tuesday, November 24, 2020, 7:00 pm
Zoom Meeting

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	<i>Recommendation</i>	
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BOARD PUBLIC MINUTES

Tuesday, October 27, 2020, 7:00 pm
Zoom Meeting

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator), Darren Gatley

Guests: Ellen Boynton (Bells Corners United Church)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:10p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Blackburn, seconded by Trustee Jennekens,
THAT the agenda be approved.

Trustee Bell requested additional funding to support the implementation of the Indigenous, Equity and Human Rights Roadmap be added as a new action item.

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the agenda be approved, as amended.

Carried

3. Presentation of the D. Aubrey Moodie Award to Sheel Ayachi

Presentation of the D. Aubrey Moodie Award to Sheel Ayachi

Chair Scott introduced and congratulated graduating secondary student Sheel Ayachi for achieving the highest grade point average in the 2019-2020 school year. She noted that it is essential to recognize the outstanding achievements of the District's graduating students. Mr. Ayachi graduated from Colonel By Secondary School International Baccalaureate Diploma Program with a grade point average of 98.86.

Ms. Ellen Boynton of the Bells Corners United Church presented Mr. Ayachi with the D. Aubrey Moodie Award. She noted that for 17 years, Mr. Moodie's funds have provided the sum of \$200.00 to the top student in the Board "to have fun."

Mr. Ayachi, thanked staff and the Bells Corners United Church for the D. Aubrey Moodie Award.

Director Williams-Taylor congratulated Mr. Ayachi on behalf of OCDSB and noted that he is enrolled in the McMaster University Integrated Biomedical Engineering and Health Sciences Co-op Program.

4. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier this evening and reports and recommends as follows:

Moved by Trustee Blackburn in substitution for Trustee Scott, seconded by Trustee Penny,

THAT staff proceed, as directed in Board in camera, with respect to a financial matter.

Carried

The motion was carried unanimously by those present:

FOR: Trustees Scott, Penny, Boothby, Blackburn, Ellis, Hough, Campbell, Evans, Bell, Fisher, Jennekens, Schwartz, (12)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

5. Briefing from the Chair of the Board

Chair Scott reported that the Government of Ontario has announced it will provide \$42.3 million to fund the construction of a new secondary school in Riverside South. She noted that the school will offer more than 1500 new secondary student spaces, along with two child care rooms with 39 licensed child care spaces.

With the funding now approved, the OCDSB will be able to establish timelines for the building process. This will be the first secondary school for the OCDSB in the growing Riverside South community. Chair Scott thanked all of the members of the community - students, parents, trustees and local politicians - who advocated for the funding of this school.

Chair Scott reminded members that the OCDSB is looking for parents and interested community members to serve on its Parent Involvement Committee (PIC). Applications will be accepted until 30 October 2020 with details on the OCDSB website.

6. Briefing from the Director

Director Williams-Taylor reported that the first full week of November is Treaties Recognition Week. The goal of this week is to promote public education and awareness about treaties and treaty relationships. She noted that all students, both Indigenous and non-Indigenous alike, benefit from learning about the histories, cultures, contributions and perspectives of First Nation, Métis and Inuit people in Canada. OCDSB schools will take time during the week to incorporate subject matter related to Treaties within their classrooms.

Director Williams-Taylor noted that Learning Support Services and the Indigenous Education Team are working together to explore mental health initiatives for OCDSB Indigenous youth. She added that hearing directly from students is an essential part of this work. Led by members of the Indigenous Education Team, there will be a virtual focus group on 10 November 2020 with further details on the OCDSB website.

Director Williams-Taylor noted that 8 November 2020 is National Aboriginal Veterans Day and 11 November 2020 is Remembrance Day and recognition of these days will be done virtually.

Director Williams-Taylor advised Grade 12 students that it is time to contemplate scholarship applications. She noted that applications for the 2021 Loran Award are now open. The Loran Award is a very prestigious scholarship, valued at \$100,000 over four years, including mentorship, funding for summer internships and participation in an extensive network of past and present scholars.

Secondary school students who plan to attend university next fall are invited to apply. She also noted that applications are open for the Toronto Dominion (TD)

scholarship valued at \$70,000 over 4 years and the application deadline is 13 November 2020. She advised students to contact their Guidance Department for more information.

7. Delegations

7.1 Matt Street, Re: Recommending the Board Fund On-line Readers

Matt Street, Re: Recommending the Board Fund On-line Readers

Matt Street, Vice Chair of the Manor Park Public School School Council, expressed concern over the shortage of online and physical readers. He noted that online readers and programs administered by teachers will be crucial for reading participation and improving proficiency. He suggested the Board purchase subscriptions such as Raz Kids to ensure all students have access. He noted that the Board needs to be socially and financially responsible as teachers and school councils are paying “out of pocket” for subscriptions. He added that the Board needs to create a positive experience for students equally through the District and that the Board should invest in a District-wide online reader license.

In response to a query from Trustee Blackburn, Superintendent Lehman noted that he has reviewed different options such as Raz Plus. He noted that there are other tools like e-readers and he and the Business and Learning Technologies team continue to examine the issue. He estimated a cost of \$350,000 to purchase the recommended license

7.2 Inini McHugh, Re: Indigenous, Equity and Human Rights Roadmap 2020-2023

Chair Scott recognized that delegation rules do not align with Indigenous ways of sharing knowledge and that Mr. McHugh would have the time needed to complete his statement.

Mr. McHugh identified himself as Bonnechere Algonquin First Nation. He noted that the current and proposed human resources are not sufficient to meet the needs of First Nation, Metis and Inuit students. He recommended that the Board hire three additional graduations coaches – Metis graduations coach, Inuit graduations coach and a graduations coach to support other bands and Nations.

Mr. McHugh noted that he would like the Board to invest in a full-time social worker, Itinerant youth worker, mental health counsellor and psychologist to be a part of the Indigenous team. He noted that Indigenous graduation rates are lower than other students and suggested that investments in Indigenous peoples and education be utilized in a way that directly supports Indigenous students for the greatest impact.

Mr. McHugh hoped that OCDSB would hire “culture employees” that can increase cultural awareness to all and deliver services in a culturally appropriate way according to the Truth and Reconciliation Commission of Canada (TRC) and United Nations Declaration.

Trustee Campbell thanked Mr. McHugh for the presentation and noted that the request for the recommended new positions would directly impact Indigenous students.

In response to a query from Trustee Campbell, Mr. McHugh noted that there are 4,000-5,000 Indigenous students and the Indigenous team consists of four to five members. Mr. McHugh asked that the District reallocate funds to shift Learning Support Services staff to the Indigenous Student Support team and noted that his preference would be graduation coaches for Metis and Inuit students.

In response to a query from Trustee Blackburn, Mr. McHugh noted that the Board could reach out to Indigenous elders. However, he noted that they may not have or be familiar with computers. He suggested that if Indigenous elders are to be contacted that the Board consider providing them with computers and training on the devices. Mr. McHugh also suggested that the Board could survey Indigenous youth to determine if they want elders in the classroom.

Trustee Hough hoped that the positions would be filled with people who have the requisite cultural competence.

8. COVID-19 Update

With the aid of a PowerPoint presentation Director Williams-Taylor provided the COVID-19 update.

Trustee Schwartz raised concern that although the reported mental health and well-being of most students has stayed the same or improved, about a third has worsened. Executive Officer Giroux noted that it would be difficult to compare data, but would investigate school climate data to determine correlations. Superintendent Symmonds noted that meetings had been set up with the Research Evaluation and Analytics Division (READ) to look further at this research. Trustee Schwartz requested an opportunity for further focus on this matter.

In response to a query by Trustee Fisher, Executive Officer Giroux noted there are no unique student identifiers in this data set that could correlate to another data set.

In response to a query by Trustee Fisher, Director Williams-Taylor noted that there are now enhanced levels of consistency in classrooms and at home at the secondary level across the District now that there is direction from the Policy/Program Memorandum (PPM). This allows principals and vice-principals

to address issues raised. She noted that instruction levels and support in classrooms were not the same as pre-COVID-19 but are improving and that students will have a different classroom experience.

In response to a query from Trustee Fisher, Associate Director Reynolds noted that Ottawa Public Health (OPH) and the four coterminous boards have created a working group to determine how best to facilitate clothing and footwear spaces for students as inclement weather approaches. He noted that he would provide an update to trustees at an upcoming meeting.

In response to a query by Trustee Campbell, Executive Officer Giroux noted that it would be worthwhile to re-administer the Thoughtexchange in the spring to determine what percentage of parents have concerns and compare data.

9. Matters for Action

9.1 Confirmation of Board Minutes:

9.1.a Board, 22 September 2020

**Moved by Trustee Hough, seconded by Trustee Schwartz,
THAT the 22 September 2020 Board minutes be confirmed.
Carried**

9.2 Business Arising from Board Minutes

There was no business arising from the 22 September 2020 Board minutes.

9.3 Receipt of Committee of the Whole Report, 13 October 2020

**Moved by Trustee Penny, seconded by Trustee Schwartz,
THAT the 13 October 2020 COW minutes be confirmed.
Carried**

9.3.a Approval of the International Student Return Plan

**Moved by Trustee Boothby, seconded by Trustee Penny,
THAT the International Student Return Plan be confirmed.
THAT the Board affirms that the OCDSB international student program will comply with the travel and readiness guidelines for accepting international and domestic students coming from abroad as established by the Ontario Ministry of Education and the Canadian Federal Government for 2020-2021 school year.**

Carried

The motion was carried unanimously by those present:

FOR: Trustees Boothby, Blackburn, Ellis, Hough, Campbell, Penny, Lyra Evans, Bell, Fisher, Jennekens, Schwartz, Scott (12)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

9.4 Non-Consent Items

9.5 Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools (MJ.Farrish)

The Board had before it Report 20-090 seeking approval of the proposed consultation plan to review the Policy P.043.SCO, Police Involvement in Schools.

Moved by Trustee Campbell, seconded by Trustee Evans,

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-090, be approved.

In response to a query by Trustee Campbell, Superintendent Farrish noted that staff made changes to sections of the report and consultation plan related to the steering group. She noted that further changes included clarifying the scope of the consultation, looking at both discretionary and mandatory calls for Student Resource Officer (SRO) service and engagement/involvement with police in terms of the District's practices. She noted that input from stakeholders, including suggestions of input from ACE and Indigenous Education Advisory Council (IEAC) will also be incorporated. Human Rights and Equity Advisor (HREA) Tanner will lead this process. She noted that concerns for the need of transparency and to ensure the steering group is functional in terms of size is also reflected. All steering group members will not need to be present at all meetings but instead will be contacted by topic or task by email or other means.

In response to a query by Trustee Campbell, Superintendent Farrish clarified that the essential elements of the literature review would be provided to internal and external stakeholders participating in phase 1 of the consultation process to help them provide informed input into the consultation process.

In response to a query by Trustee Blackburn, Superintendent Farrish noted that the literature review would encompass safe schools research and components of SRO's service roles in different jurisdictions that may have variations. She added that there is a body of research from police involvement in school districts that OCDSB can rely on such as crime prevention, community and relationship building, and educational

components. The steering group will help identify sources of reliable research, relevant to the context of OCDSB.

Trustee Blackburn noted that SRO's are eager to hear from the District, students, staff, and communities to improve their program.

In response to a query by Trustee Evans, Superintendent Farrish noted that phase 1 of the consultation concludes with a report highlighting recommendations centering on human rights and OCDSB engagement practices with police. This report will be brought to the 27 April 2021 Board meeting. Following the presentation of the report, a consultation on the revised draft of the police involvement in schools policy will be conducted between April and May 2021, with further consultation when the revised policy is available. The summer will allow time to review the consultation input of the revised policy before the final presentation on 14 September 2020.

Superintendent Farrish noted that it may be too early to tell what the recommendations will include in the April 2021 report. However, there is a possibility that recommendations of the SRO program will be included.

In response to a query by Trustee Scott, Superintendent Farrish clarified that the consultation plan would include representation on the steering group from the Special Education Advisory Committee (SEAC), Indigenous Education Advisory Council (IEAC), and Advisory Committee on Equity (ACE) advisory committees. She also noted that the Parent Involvement Committee (PIC) would be consulted during phase 2 of the consultation plan.

Superintendent Farrish noted that the report to be presented in April 2021 will include relevant information and aligns with budget decisions.

In response to a query by Trustee Hough, Superintendent Farrish noted that students who fall outside of the marginalized group will be engaged in a broader consultation in a later phase. She noted that all voices will be included, but also strategic in the voices that are centered.

Trustee Campbell pointed out that *Policy 110 GOV* states: “before finalizing the plan for final consultation, the consulting bodies shall, where feasible, confer informally with stakeholders to obtain their suggestions regarding their proposed timelines, issues, and format.”

Moved by Trustee Campbell, seconded by Trustee Evans,

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-090, be approved. (Attached as Appendix A)

Carried

A recorded vote was held and the motion was carried on the following division:

FOR: Trustees Scott, Boothby, Blackburn, Hough, Ellis, Jennekens, Penny, Evans, Bell, Campbell, Schwartz (11)

AGAINST: Nil (0)

ABSTENTIONS: Trustee Fisher (1)

9.6 Request for Additional Funding to Support the Implementation of the Indigenous, Equity and Human Rights Roadmap

Moved by Trustee Bell, Seconded by Trustee Evans,

THAT the Board approve \$126,000 annually to immediately create two indigenous graduation coach positions (with expertise in the cultures of Inuit Metis peoples) to directly support the implementation of the Roadmap.

THAT the Board expand the Equity Team immediately through an additional Equity Coach with a focus on black, racialized, minoritized groups to directly support the implementation of the Roadmap at the cost of \$100,000.

THAT the Board approve an allocation of \$50,000 annually over three years to support translation services to communicate and support the implementation of the Roadmap

In introducing the motion Trustee Bell quoted from the book *Decolonizing Education*:

“Education is recognized as both a human right in itself and an indispensable means of realizing other human rights and fundamental freedoms. The primary vehicle by which economically and socially marginalized peoples can lift themselves out of poverty and obtain the means to participate fully in their communities. Education is increasingly recognized as one of the best long term financial investments that states can make. Education of Indigenous children contributes to both individual and community development as well as to participation in a society in the broadest sense. Education enables indigenous children to exercise and enjoy economic, social, and cultural rights and strengthens their ability to exercise civil rights in order to influence political policy and processes for improved protection of human rights. The implementation of indigenous peoples rights to education is an essential means of achieving individual empowerment

as self-determination. Ideas do not exist without people to implement them.”

Trustee Bell recalled that Mr. McHugh’s delegation stated that relationships are required in order to awaken the “spirit of learning.” She noted that the proposed motions aligns with the Indigenous, Human Rights and Equity Roadmap. She added that Indigenous communities indicated that human relationships would help increase graduation rates and provide culturally appropriate relationships.

Director Williams-Taylor advised that there are financial considerations concerning the motion and that a staged approach may be required in the absence of the broader financial situation.

In response to a query from Trustee Campbell, Chief Financial Officer (CFO) Carson reported that the majority of the \$26 million in funding provided by the province had been committed to transportation, teaching staff, support for Ottawa-Carleton Virtual (OCV) schools, and Personal Protective Equipment (PPE). He noted that work on funding reconciliation is in progress as finalizing fall staffing details is still underway and reminded trustees that the OCDSB had a budget provision of \$4.5 million for COVID-19 provisions. He noted that enrolment in elementary schools is down by 2,000 students, 800 of which are 3-4-year-olds, which could explain that parents decided to delay enrollment during COVID-19. Some reallocation of funds between OCV and in-person schools could be considered, although unlikely. Several students enrolled in both the OCV and in-person schools have not attended school this year, which is also being reported in other districts. Discussions with the Ministry confirm that this has been an issue and the Deputy Minister has agreed to look into the matter. CFO Carson added that he would examine the existing budgets to see what can be reallocated for the proposed new positions. The requested \$50,000 for translation services will be the easiest to absorb as the Board has already identified the need to increase funding for these services to reach out to communities during the pandemic. The other motions will have to be looked at more closely as identifying other financial pressures and solutions will be outlined in the financial update presented at Committee of the Whole on 10 November 2020.

Director Williams-Taylor expressed concern about committing to the new positions as the system has not yet stabilized and delaying the hiring until later in the year may be the better course of action. She noted that the proposal would require an experienced teacher which would remove a teacher from a classroom, causing disruption. She noted that the Board needs to ensure transparency to the community for realistic deliverables. She again suggested that a scaled approach between November 2020 and March 2021 would allow time to ensure the District can provide the proposed positions.

CFO Carson noted that the District would not bear the full 12 months of the cost from a financial perspective. He noted that the District could absorb the approximate \$200,000; however, he expressed concern for future requests and how to operationalize those.

In response to a query from Trustee Campbell, Director Williams-Taylor noted that the proposed equity coach position would align with the existing equity coaches and would be a continuous expenditure over the life of the Roadmap.

Trustee Campbell questioned, through an equity lens, if this would be the most effective area for the Board to invest in at this time. Director Williams-Taylor noted that senior staff has not yet had the opportunity to discuss the matter.

Superintendent Baker noted from an equity perspective; the pandemic has amplified students' needs that have not been previously experienced. She added that the challenge of translation has been significant and has had a negative impact on students and communities. The Indigenous graduation coaches speak to students' direct needs, and the Equity Coach would be key for capacity building. She expressed the view that the proposed motions are seen as key priorities from the Equity team.

In response to a query from Trustee Campbell, Superintendent Baker noted that some Learning Support Services (LSS) staff could be reallocated as recommended by Mr. McHugh's delegation without removing other students' services.

Superintendent Baker noted that the proposed equity coach position would be for all marginalized students with a specific focus on anti-racism, anti-oppression, equity and human rights as identified in the Roadmap.

An amendment moved by Trustee Campbell, seconded by Trustee Boothby,

THAT the words "up to" be inserted before the dollar figure in each of the three parts.

In response to a query from Trustee Blackburn, Chair Scott clarified that the allocation of funds would depend on if the proposed positions are for a full year.

Carried, friendly

During the discussion on the main motion, as amended, the following points were noted:

- Superintendent Baker noted that the LSS staff being reallocated identify as Indigenous;

- Trustee Hough commented that given the awareness of the sub standard graduation rates of Indigenous students, the proposed model provides the opportunity to see the effectiveness of these positions. Once the identity data is received, the Board can learn from this model to identify the needs of other students to expand equity work moving forward;
- Trustee Evans noted that there is a gap in graduation rates and that it is the District's duty to hear communities and agreed that the proposed positions would benefit students;
- Superintendent Baker noted that the District does not have the full range of data for the Indigenous graduation rate for 2019. However, graduation rates are significantly lower than the average giving the impetus for the Indigenous Graduation Coach program. She noted that the Keewatin Patricia District School Board has adopted the Indigenous graduation coach model and has had great success;
- Superintendent Baker noted that a graduation coach is a key component of a plan that includes the development of the Student Success Core Team and provides access to a caring adult for each student's unique needs. The graduation coach works directly with students to establish relationships and assists through the needs assessment of students while tracking and monitoring student progress. They also help with relationship building, identifying barriers, solutions, and well-being for student learning and engagement, including referrals and access to community and school resources. Graduation coaches also connect students to their cultural identity and facilitate relationships with to their secondary school community;
- Superintendent Baker noted that the equity coach focuses on building staff capacity to understand equity and human rights, anti-racism, anti-oppression, building resources and professional learning opportunities;
- Director Williams-Taylor noted that an equity coach is an educator and a graduation coach is connected to communities and community resources;
- Vice-Chair Penny wanted to ensure that measures taken by the Board are effective and noted the success that the Keewatin Patricia District School Board has had in the Indigenous graduation coach model. He questioned if there was any other scholarly evidence that supports the success of the program;
- Superintendent Baker noted that the Indigenous graduation coach model's foundational work came from the United States in the Detroit area and was then refined by the Four Direction Program at Keewatin Patricia District School. The Ministry has since adopted the program

and has been piloted in other districts. She also noted that graduation coaches for Black students had been based on this program. She added that this program has a significant impact on graduation rates. As an example, Indigenous Graduation Coach Kyl Morrison of Gloucester High School, hired in March 2020, a year that saw 11 graduates in 2019, was able to build relationships and support students. His efforts resulted in 34 students earning potential credits in the second semester. Five out of six students that were previously in credit risk received the credits over the summer through the new NAC2O program. She pointed out the positive impact of an Indigenous Graduation Coach in a remote learning situation, and suggested even greater impact would occur at in person schools;

- Superintendent Baker noted that, if funds were available for the proposed positions, it would only take the required time for the typical hiring process to operationalize the new roles;
- Superintendent Baker noted that success of the graduation and equity coach position could be measured in the annual Indigenous Education Report or the Annual Equity Report, once established;
- Superintendent Baker noted that the Syrian refugees are also included in the Indigenous, Human Rights and Equity Roadmap;
- Many supports are available for English Language Learners (ELL), including instructional coaches and itinerant teachers that work with the Syrian community;
- Superintendent Baker noted that work through the Roadmap helps identify schools with higher populations of newcomers and ELL's and that principals are working with them. She added that coordinated efforts are in place to track credit accumulation and graduation rates of newcomers, including Syrian refugee students. There are student coaches for Black students in Ridgemont High School and Woodruff High School that also assist with students new to Canada;
- Graduation coaches will have a variety of credentials although specific skill sets will be sought out, such as identifying as Indigenous or a social worker background, most importantly is their lived experiences and that they are community-based;
- Director Williams-Taylor noted that the graduation coach program is external to OCDSB and it is a matter of acquiring and deploying the coaches based on targeted data;
- Trustee Blackburn appreciated the concern of the motion but questioned if rushing this is the right course of action as she wants to

ensure that the groundwork is done correctly to have the largest positive impact;

- Director Williams-Taylor cautioned that having the capacity to plan the delivery of the motion is the best course of action; although she recognized the urgency of the matter, she recommended a scaled approach as rushing may result in unintended outcomes;

*** The vote to continue the meeting past 10:30 p.m. received the required two-third's majority to continue. ***

- Trustee Jennekens drew attention to the special education students and that this model may be used to enhance opportunities for them;
- Student Trustee Liu commented that a 60% graduation rate is a crisis for Indigenous students. Graduation gives opportunities for students in the future and she suggested that it is a moral obligation for the board to help and that the proposed positions should be carried indefinitely;
- CFO Carson noted that there could be no guarantee that any position will carry on indefinitely; however, members can have some confidence that this will not be the first area that would reduced;
- Director Williams-Taylor noted that Graduation Coaches are in line with the District for consistency of service and believes that the positions will be continuous but will first need to discuss with Human Resources; and
- Chair Scott noted that if there is a need for change, as the unique individuals in the Coach positions may not want to continue or if the needs of students change in future, it is important to have flexibility;

Moved by Trustee Bell, Seconded by Trustee Evans,

THAT the Board approve up to \$126,000 annually to immediately create two indigenous graduation coach positions (with expertise in the cultures of Inuit Metis peoples) to directly support the implementation of the Roadmap.

THAT the board expand the Equity Team immediately through an additional Equity Coach with a focus on black, racialized, minoritized groups to directly support the implementation of the Roadmap at a cost of up to \$100,000.

THAT the Board approve an allocation of up to \$50,000 annually over three years to support translation services to communicate and support the implementation of the Roadmap

Carried

A recorded vote was held and the motion, as amended, was carried unanimously by those present:

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Schwartz, Jennekens, Penny, Lyra Evans, Bell, Scott, Ellis, Chen (student trustee), Liu (student trustee) (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

10. Matters for Discussion

10.1 Report from OPSBA Representatives (if required)

Trustee Boothby reported that the OPSBA regional meeting would take place on 7 November 2020 and she would provide an update following the meeting.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

In response to a request from Trustee Campbell, Director Williams-Taylor agreed to respond to Mr. Street and trustees regarding the research and purchase of additional technology support requested by Mr. Street in his delegation.

In response to a query by Trustee Schwartz on the District's plans for graduation photos, Associate Director Reynolds noted he would update trustees once plans have been finalized.

13. Adjournment

The meeting adjourned at 10:57 p.m.

Lynn Scott, Chair of the Board



Consultation Plan

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

DATE:	October 27, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Police Involvement in Schools - Policy and Practice Review
CONTACT / PROJECT LEAD (Name, telephone, email):	Superintendent of Instruction and Safe Schools, Mary Jane Farrish
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p>To update Board Policy P.043.SCO Police Involvement in Schools in response to the following Board Motion:</p> <p>A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.</p> <p>B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.</p>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply) <input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain)	

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

This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 include goals in the cultures of Caring and Social Responsibility:

- a. Remove barriers to equity of access, opportunity and outcomes
- b. Prioritize the dignity and well-being of students in inclusive and caring classrooms
- c. Build authentic engagement with and among our communities

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

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 type="checkbox"/> Agencies/associations
<input type="checkbox"/> Parents/guardians	<input type="checkbox"/> Superintendents	<input type="checkbox"/> Community groups
<input type="checkbox"/> School council(s)	<input type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input type="checkbox"/> Ottawa Carleton Assembly of School Councils governments _____		<input type="checkbox"/> Managers <input type="checkbox"/> Other
<input type="checkbox"/> Advisory committees (Specify below) _____	<input type="checkbox"/> District staff	<input type="checkbox"/> Other
<input type="checkbox"/> Special Education Advisory Committee, etc		<input type="checkbox"/> Federations
<input type="checkbox"/> Other <input type="checkbox"/> Other: Ottawa Police Service _____		

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

Students and parents from the following groups will lead this policy review: Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who have mental health needs, English language learners and students experiencing poverty.

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

Pre-consultation for the design of this consultation included discussions with Student Trustees, Liu and Chen, present and past students including students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, Indigenous Education Advisory Committee, human rights and equity advisors from other school boards, and representatives of the Equity Secretariat at the Ministry of Education. In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools: trauma informed assessment guideline, was also reviewed.

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 type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> School council(s) | <input 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 to the District website, linked to school websites, included in the school council newsletter, and communicated to principals for the information of school councils. Using the IEAC, ACE, SEAC, PIC, and OCASC networks, as well as existing community partner networks, information will be provided directly to our community partners from the First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English language learners and communities representing students with special education profiles. To mobilize participation of students, and in particular students who identify as First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English

language learners and communities representing students with special education profiles, information will be sent out through existing networks and clubs as well as the Student Senate.

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 (Virtual) |
| <input type="checkbox"/> Mail-out or email circulation | <input type="checkbox"/> Survey / questionnaire |
| <input type="checkbox"/> Open houses / workshops / cafes | <input type="checkbox"/> Web-based notice / Web-based comments |
| <input type="checkbox"/> School council(s) | <input type="checkbox"/> Other |

Please describe:

Thoughtexchange for staff and general public, facilitated group discussions, email account, website.

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:

September 14, 2021

**PROJECTED
DATE(S)**

ACTIVITY/MILESTONE

NOTES**

PHASE I

**November-
December
2020**

- Appoint Steering Group
- Share the findings of the Literature Review with the Steering Group to:
 - guide the design of the survey/interview/discussion questions
 - provide insight into groups to be reached out for the consultation

- Steering Group will be representative of the diverse student population and include representatives from groups protected by the Ontario *Human Rights Code*
- Staff will also engage with OPS and organizations who have experience in providing youth services and access to appropriate evidence/testimonials from

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.

		students in OCDSB schools
January 2021	<ul style="list-style-type: none"> • Finalize questions to be used for facilitated group discussions and survey • Reach out to the groups identified by the Steering Group to schedule meetings • Pilot with 2 schools (one priority SRO school and one non-priority SRO school) to test the survey tool and the facilitated group discussions 	<ul style="list-style-type: none"> • Questions should assess how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts • Questions should seek recommendations for the way forward to create schools that are safer for all students
February-March 2021	<ul style="list-style-type: none"> • One-on-one key informant interviews and/or survey with students, staff, administrators and police • Facilitated group discussions with equity seeking groups; students, staff, and community groups • Virtual public consultation meetings • ThoughtExchange with parents/guardians, students and staff to solicit their feedback on the School Resource Officer support 	<ul style="list-style-type: none"> • Input from the steering group will be sought to modify or adjust the process, as appropriate • A safe space will be provided to participants to express the impacts of the current Policy on their lives
PHASE II		
March - April 2021	<ul style="list-style-type: none"> • Analysis of stakeholders input • Findings report to be submitted to COW (April 13) • Report to Board on April 27 • Draft revised Policy 	<ul style="list-style-type: none"> • Steering Group will help interpret results of the consultation, be consulted on the findings and recommendations and provide input into the draft policy • Engage with OPS
April – May 2021	<ul style="list-style-type: none"> • Share the revised draft policy with the Steering Group and participants of Phase 1 of the consultations • Share the revised draft policy with the advisory committees to Board <ul style="list-style-type: none"> ○ ACE by email prior to joining their meeting (April 29) ○ SEAC by email prior to joining their meeting (May 5) ○ PIC by email prior to joining their meeting (May 12) 	<ul style="list-style-type: none"> • Revised policy will be shared through multiple mediums - electronic (email), virtual opportunities, through school and central networks in addition to the Advisory Meetings

	<ul style="list-style-type: none"> ○ IEAC by email prior to joining their meeting (May 13) ○ OCASC by email prior to joining their meeting 	
June – August 2021	<ul style="list-style-type: none"> ● Finalize revisions to OCDSB Police Involvement in Schools policy based on stakeholders' feedback 	
September 14, 2021	<ul style="list-style-type: none"> ● Presentation of final policy to COW 	

**In filling out this chart, please note:

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

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

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

Please describe:

The Ottawa Police Service will initially be engaged during the development of the preliminary findings and recommendations in Phase 1. The findings and recommendations of the draft report will be shared with the Police prior to presentation to COW in April 2021. The finalized report will be posted on the OCDSB website, and shared widely with stakeholders through a targeted media outreach strategy.

Revised policy will be communicated out as per activities listed in section 8.

The approved policy will be shared with key groups consulted during Phase 1 and Phase 2 electronically and an opportunity to participate in a virtual meeting.

OTHER

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

Facilitation costs = \$15,000

Advertising and other communication costs will be covered within the existing budgets.

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

11. EVALUATION:

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

Engage with a select number of the participants, as well as with the Steering Group members, to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.

Appendix A to 27 October 2020 Board Report



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



SPECIAL BOARD PUBLIC MINUTES

Monday, November 16, 2020

8:30 pm

Zoom Meeting

- Trustees Present:** Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
- Staff Present:** Camille Williams-Taylor (Director of Education), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Audio Visual Technician), Rebecca Grandis (Senior Board Coordinator), Leigh Fenton (Board/Committee Coordinator)
- Guests Present:** Andrew Tremayne (Investigator), Lynn Harnden (Legal Counsel)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:31 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Chair Scott reminded the Trustees the final report of the investigators shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Conduct has been breached as per the Code of Conduct policy P.073.GOV.

2. Approval of the Agenda

Moved by Trustee Fisher, seconded by Trustee Campbell,

THAT the agenda be approved.

Carried

In response to a query by Trustee Ellis, Executive Officer Giroux advised that decisions made under the Code of Conduct Policy require a vote of at least 2/3 of the Trustees of the Board elected or appointed.

As a point of order, Trustee Ellis inquired whether the motion is subject to debate if there is no support to move the motion onto the floor. Chair Scott clarified that if trustees do not come forward to signal their intent to move a motion, it will not be debated.

3. Matters for Action

3.1 Report 20-099, Code of Conduct Breach Determination - Lyra Evans

The Board had before it Report 20-099, Code of Conduct Breach Determination - Lyra Evans, considering a contravention of the Code; and if necessary, determine what action, if any, the Board might take.

Executive Officer Giroux reported that in August 2020, a complaint was filed, alleging Trustee Lyra Evans had failed to uphold sections 3.18, 3.28 and 3.29 of the Board Member Code of Conduct P.073. GOV. Chair Scott and Vice-Chair Penny reviewed the complaint against the policy and determined that a formal review would begin, using a third party investigator, Mr. Andrew Tremayne. Under the policy, the investigator must submit a report of the finding of facts which does not include a determination of whether the Code has been breached nor does it provide any recommendations. The Board must review the finding of facts and determine whether the Code has been breached. Should the Board determine that there has been a breach of the code of conduct, the Board shall then consider what sanctions, if any, shall be applied.

Trustee Campbell expressed the view that there was an issue around communication in this instance involving Trustee Lyra Evans and he was confident that from this case all trustees may learn a lesson about social media transmissions.

Moved by Trustee Campbell, seconded by Trustee Blackburn,

Upon review of the facts as documented in the investigator's final report dated 2 November 2020 regarding a Code of Conduct complaint filed by Trustee Blackburn in relation to Trustee Lyra Evans, the Board finds:

THAT Trustee Lyra Evans has breached Sections, 3.28 and 3.29 of Policy P.073, Board Member Code of Conduct, in relation to a post made to social media on Thursday, August 27, 2020.

In introducing the motion, Trustee Blackburn made the following statements:

- The debate around whether or not a breach has occurred will set the parameters of acceptable public comments in relation to the decisions trustees have made;
- The factual implications of the tweet were incorrect. Trustee Lyra Evans wrote that the Board "voted 8-3 in favour of putting extra police" in Ridgemont High School and Gloucester High School. Trustee Blackburn affirmed that for many years there was just one dedicated School Resource Officer (SRO) at each school and they are also responsible for the feeder schools;
- The tweet from Trustee Evans suggests that her colleagues upheld systematic racism with the vote against removing funds from the School Programs and Support budget, which paid for two dedicated SROs at Gloucester High School and Ridgemont High School;
- The District is in the process of reviewing police involvement in schools through consultations with the school community and stakeholders. People need to feel safe to express themselves and their views without the fear of being accused of supporting oppression;
- She thanked Trustee Ellis for posting the videos of the meeting held with the Ridgemont and Gloucester High School school communities where participants expressed concern that a decision had been made without consulting with the school communities first; and
- On 31 August 2020, the board trustees were sent a letter from the Chair and the Vice Chair of the Ridgemont High School school council indicating that the language used by Trustee Lyra Evans and Trustee Bell to describe the school, with the words, "marginalized, racialized and low-income" were not only harmful to the school community but were also incorrect.

Trustee Ellis noted his intent to seek clarification on the investigator's report. Chair Scott responded that the investigator's report is appended to Report 20-099 and any questions about that report may be raised during the debate of the tabled motion. Trustee Ellis registered a concern that the investigation report was not independently discussed.

Trustee Bell recused herself.

Trustee Ellis noted that this was the first instance where the Board deliberated upon allegations of a dual breach of Code of Conduct. He stated that a flaw lies in the P. 073.GOV, where, under the current policy, the majority of trustees could be investigated for a possible breach of conduct and therefore would recuse themselves, leaving a minority of trustees to form a decision. Mr. Harden advised that should more trustees recuse themselves due to any possible recent involvement, there would

not be a requisite number of trustees remaining to decide on a motion. This becomes problematic, as there would not be a supportive finding of a violation.

Student Trustee Lui expressed the view that Trustee Lyra Evans used her social media account to criticize a professional decision rather than accuse her fellow trustees of racism. Sanctioning a trustee for voicing their beliefs may lead to a future climate of trustees being apprehensive to share their thoughts with their constituents.

Trustee Penny assumed the Chair.

Trustee Scott contributed that though there is a limited amount of words that can be written in a single tweet, the tweet was misrepresentative. The communication could have been phrased more accurately to reflect the decision of the Board.

An amendment moved by Trustee Scott, seconded by Trustee Boothby, THAT the number "3.18" be removed.

Carried

Trustee Scott resumed the Chair.

Trustee Campbell concluded that fundamentally this incident was a communications issue centering on the interpretation of statements occurring outside of the boardroom context. He noted that this case does not rise to the level of a formal breach consideration process.

Moved by Trustee Campbell

Seconded by Trustee Boothby

Upon review of the facts as documented in the investigator's final report dated 2 November 2020 regarding a Code of Conduct complaint filed by Trustee Blackburn in relation to Trustee Lyra Evans, the Board finds:

THAT Trustee Lyra Evans HAS NOT has breached Sections 3.28 and 3.29 of Policy P.073, Board Member Code of Conduct, in relation to a post made to social media on Thursday, August 27, 2020.

Defeated

A recorded vote was held and the motion failed on the following division:

FOR: Blackburn (1)

AGAINST: Boothby, Hough, Campbell, Ellis, Jennekens, Fisher, (6)

ABSTENTION: Scott, Penny (2)

3.2 Report 20-101, Code of Conduct - Possible Application of Sanctions (if required)

As a result of the decision made in section 3.1 no discussion on possible sanctions was required.

3.3 Report 20-100, Code of Conduct Breach Determination - Justine Bell

The Board had before it Report 20-100, Code of Conduct Breach Determination - Justine Bell, considering a contravention of the Code; and if necessary, to determine what action, if any, the Board might take.

Trustee Lyra Evans recused herself.

Moved by Trustee Campbell, seconded by Trustee Boothby ,

Upon review of the facts as documented in the investigator's final report dated 2 November 2020 regarding a Code of Conduct complaint filed by Trustee Blackburn in relation to Trustee Justine Bell, the Board finds:

THAT Trustee Bell has breached Sections 3.18, 3.28 and 3.29 of Policy P.073, Board Member Code of Conduct, in relation to a post made to social media on Thursday, August 27, 2020.

In introducing the motion Trustee Campbell noted Trustee Bell's conduct was less problematic than the allegations against Trustee Lyra Evans because Trustee Bell developed an awareness that her perspective could be misinterpreted and sought to follow up with her tweet to better explain the decision of the Board.

Trustee Blackburn addressed Trustee Bell's assertion that the complaint was filed in a vexatious manner. In Investigator Tremayne's report, Trustee Blackburn maintained that the present allegations were not relevant to any claims that Trustee Bell had made against her in the past.

Trustee Ellis inquired whether Investigator Tremayne had examined if there had been a history of vexatious conduct between the trustees. Investigator Tremayne advised in the initial screening phase, when a complaint is raised, the Chair and Vice Chair determine if the allegations are worthy of a formal review or if it is trivial, frivolous or vexatious. Taking into account that a formal investigation was launched, the opinion was in favour of further action by the Board.

Trustee Ellis urged the Board to reconsider the means in which code of conduct breaches are investigated and the funds allocated to these exercises. He suggested that not many findings of facts were uncovered.

Moved by Trustee Campbell

Seconded by Trustee Boothby

Upon review of the facts as documented in the investigator's final report dated 2 November 2020 regarding a Code of Conduct complaint filed by Trustee Blackburn in relation to Trustee Bell the Board finds:

THAT Trustee Bell HAS NOT has breached Sections 3.18, 3.28 and 3.29 of Policy P.073, Board Member Code of Conduct, in relation to a post made to social media on Thursday, August 27, 2020.

Defeated

A recorded vote was held and the motion failed on the following division:

FOR: Blackburn (1)

AGAINST: Boothby, Hough, Campbell, Jennekens, Fisher, Ellis, Scott , Penny (8)

ABSTENTION: (0)

3.4 Report 20-102, Code of Conduct - Possible Application of Sanctions (if required)

As a result of the decision made in section 3.3 no discussion on possible sanctions was required.

4. Adjournment

The meeting adjourned at 9:17 p.m.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, November 10, 2020, 7:30 p.m.
Zoom Meeting**

Trustees Present: Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Colin Anderson (System Principal of Safe Schools), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Kathleen Jubenville (Research Officer), Michael Guilbault (AV Technician), Darren Gatley (Board/Committee Coordinator)

**Non-Voting
Representatives
Present:** Melodie Gondek (OSSTF), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Susan Gardner (ETFO), Brian LeSage (ETFO), Stephanie Kirkey (OSSTF), Kelly Granum (OSSTF-Secondary Occasional Teachers), David Wildman (OCEOTA), Pat Dixon (OCEOTA), Troy Cluff (OSSTF-District 25), Sonia Nadon-Campbell (SEAC),

1. Call to Order - Vice-Chair of the Board

Vice-Chair Penny called the meeting to order at 8:38 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Evans,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott noted that this week marks National Aboriginal Veterans Day and Remembrance Day. She noted that some members in the school community may have relatives who fought generations ago and that the District also has family members who continue to serve today. She recognized the school board's responsibility to teach students about the past in order to provide hope for the future and that we will be taking some time to reflect on the courage and sacrifice of those who risked so much. She reflected that too many did not return home and many more suffered from physical or mental health challenges long after coming back to Canada. Other soldiers continued to face racism and injustice, despite bravely fighting for this country.

The District will emphasize that it is vital to continue to work towards a more peaceful world. She noted that due to COVID-19 precautions, the OCDSB will be holding a virtual 2020 Remembrance Day Ceremony featuring diverse student artwork and performances from across the District. It is open to all staff, students and families. More information can be found on the OCDSB website.

Chair Scott shared that the class of 2020 has much to celebrate. She noted that these students have persevered and shown much resilience in the face of great uncertainty. Despite the Board's hopes to offer in-person commencement ceremonies this fall, it is clear that this will not be possible due to the continued COVID-19 risk in Ottawa-Carleton and health and safety guidelines are still in place. To ensure that students and families can celebrate together in 2020, the District has developed plans for a safe celebration. On 10 December 2020, secondary schools will stream virtual ceremonies featuring messages for graduates, presentation of diplomas and awards, and valedictorian speeches. Graduates and their families are asked to contact their school for more information.

4. Briefing from the Director

Director Williams-Taylor reported that next week the District will mark Bullying Prevention Week. She noted that regardless if it is physical, verbal, social or cyber bullying - It is an issue that too many students continue to face.

She added that educators can play a key role in teaching and supporting children's healthy relationships. The Board provided training to staff on bullying at the start of the school year and will also continue to work with students to support those affected by bullying as well as those who engage in this behaviour.

Bullying prevention requires a whole-school approach between educators, students and families. She noted that together, we can create a safe, caring and inclusive environment, built on celebration of diversity, respect, and empathy.

Director Williams-Taylor noted that on 14 November 2020, members of the school community will be celebrating Diwali. She wished happiness, joy, peace and prosperity to families marking the festival of lights.

Report cards will be available to families on 20 November 2020 for elementary students and 25 November 2020 for secondary students through the online Report Card Portal. Those who have not already done so, can register on the portal. Staff have sent emails to families with more information.

As the District approaches the end of the first quadmester or octomester for secondary school students, there are a few quick reminders for secondary families:

- Community service hours for graduating students has been reduced this year from 40 hours to 20;
- The Ontario Secondary School Literacy Test (OSSLT) graduation requirement will be waived for all students graduating during the 2020-21 school year; and
- A reminder to all secondary students, that there will be no final exams or summatives this year to focus on in-class instructional time.

5. Delegations

5.1 R. Maxine Adwella, Mental Health and Black, Indigenous and People of Colour (BIPOC) Students

Ms. Adwella, the Executive Director of National Collaboration for Youth Mental Health (NCYMH) presented her delegation and noted the importance of student mental health. She noted that Black, Indigenous and other minoritized students may particularly feel the stresses of the COVID-19 pandemic. She suggested that schools provide an ideal environment and natural opportunity to address issues of mental health. She noted that educators can play an important role by delivering accurate and comprehensive information by challenging the stereotypes about mental illness held by the general community. She added that OCDSB cannot address the issue alone and that the NCYMH is looking forward to working closely with the OCDSB to further collaborate on an action plan that will assist the OCDSB in reaching its goal of student success and well-being for all.

6. COVID-19 Update

6.1 Case Management Update

Executive Officer Giroux provided the case management update via a PowerPoint presentation.

During the presentation the following points were noted:

- Associate Director Reynolds noted that OCDSB has seen lower levels of COVID-19 than other districts;
- COVID-19 cases peaked around the Thanksgiving holiday;
- Ministry guidelines for case management have been recently updated;
- Case management is time consuming for staff but the process is being refined; and
- There have only been two partial outbreaks within OCDSB to date and with few to no high risk contacts. This can be attributed to the compliance of students and staff to self-assess and stay home if feeling unwell or symptomatic;

In response to a query from Trustee Campbell, Executive Officer Giroux noted that currently all COVID-19 cases are reported on the dashboard and classes/schools are notified when there is an outbreak. She added that the District has confirmed the reporting practice with Ottawa Public Health (OPH) on several occasions to ensure full compliance.

In response to a query from Trustee Campbell, Associate Director Reynolds noted that even if all students in a class are asked to self-isolate, it would not be a class closure as teachers are there to receive students and it is usually a matter of days before students begin to return as the OPH investigation proceeds. He added that this complies with provincial direction and OPH guidelines.

Executive Officer Giroux noted that multiple COVID-19 cases in schools are often sibling related. She noted that each circumstance is unique, (i.e., certain events in a particular community), and OPH is working to identify communities with higher transmission rates. She added that the highest number of cases in one school has been under 25.

In response to a query from Special Education Advisory Committee (SEAC) representative Ms. Nadon-Campbell, Superintendent Symmonds noted that itinerant teachers ensure that deaf and hard of hearing students are supplied with Special Equipment Amount (SEA) equipment for accessing curriculum. He noted that itinerant teachers would report any issues regarding a lack of equipment that would then be resolved.

Executive Officer Giroux noted that OPH defines an outbreak as two or more cases connected through a school. Partial outbreaks may only affect a small cohort or class.

6.2 Staffing and Enrolment

Your committee had before it Memo 20-144, to provide an update to the Committee of the Whole on student enrolment and staffing.

Superintendent McCoy presented the Staffing and Enrolment update.

In response to a query from Trustee Campbell, Superintendent McCoy noted that staffing adjustments are made through an equity lens with a focus on schools with a high Resource Allocation Index based on Socioeconomics (RAISE) index. She noted that adjustments to Extended Day Program (EDP) and early learning assistant (ELA) staff have been prepared to account for the reduced uptake in the EDP.

In response to a query from Trustee Bell, Director Williams-Taylor indicated that the District is currently not in a position to break down COVID-19 case data by grade, but is looking how to gather that data due to growing interest. She noted that the District is working with principals in order to engage students to return by reaching out school-by-school and class-by-class. She provided a recent example where 80 students have not returned as part of the enrolment count and the principal discovered 79 of the 80 students decided on homeschooling or another choice instead of returning. She added that progress continues to be made in locating and discovering the choices students and families have made. Staff have been engaging students about their possible return and there has been uptake in the secondary level with independent learning modules that the District can provide.

In response to a query from Elementary Teachers' Federation of Ontario (ETFO) Representative Mr. LeSage, Superintendent McCoy agreed that the success of reduced COVID-19 levels are largely in part due to staff. She noted that the changes being considered will not create large class sizes beyond safe and manageable levels and that readjustments would not occur until at least January 2021.

ETFO Representative Mr. LeSage stressed that collapsing classes and rearranging pupils will have a negative impact on students and the relationships they have made.

Superintendent McCoy, noted that there are approximately 10 elementary teachers expected to retire in January 2021.

6.3 Financial Update

Your committee had before it Memo 20-134 to advise trustees that the Ministry of Education announced a number of new Priorities and Partnerships Fund (PPF) grants to support school reopening plans following the COVID-19 closures. PPF grants provide funding to school districts to address specific priorities identified by the Ministry.

Chief Financial Officer (CFO) Carson presented the financial update.

During the presentation, the following points were noted:

- The reduction in enrolment is not unique to OCDSB. The Toronto District School Board (TDSB) has a reduced enrolment of 5,000-6,000 students that are unaccounted for and believes that there will be provincial action to address the funding shortfalls;
- The lower enrolment has created a \$24 million revenue shortfall;
- Other school boards have not seen a significant increase of enrolment;
- Superintendents and Ontario Public School Boards' Association (OPSBA) are investigating school-by-school to understand why reductions are occurring across each grade;
- The Ministry has provided funding amounting to approximately \$17.8 million in PPF grants; two thirds of which have been committed to staffing;
- Stability has been an imperative factor in decision making and staff is working to continue stabilizing schools in the District;
- A report on COVID-19 expenditures will be presented later in November 2020;
- \$4.5 million has been allocated as a local provision, however, it is too early in the school year to indicate how much of these funds will be used;
- The District is anticipating additional funding from the province and staff have been speaking to and encouraging the Minister to provide more details on the second half of the funding as quickly as possible. The District needs to know the amount of funding that may be forthcoming and what restrictions will be in place;
- Financial statements for the year are close to being completed and the deficit is projected to be significantly lower than the expected \$7,000,000. This will allow for more flexibility as the District goes into next years' financial planning;
- The Ministry of Education has identified that school boards in Ontario will be eligible to apply for \$700 million in funding to improve infrastructure (i.e., ventilation and technology updates). The deadline for applications is 18 November 2020 and announcements and approvals will come from the federal government in January 2021. Part of the requirements is that the majority of the work must be completed by 31 December 2021 to receive funding. Staff have been evaluating projects by school and aim to complete work by August 2021 in order to minimize disruption to students and meet the completion requirement;

- The expected funds will also allow the Board to move forward on other projects previously identified. This means that facility renewal funds and school condition index funds that otherwise may have been spent, will be deferred and available in a future year;
- Challenges of these projects include the availability of qualified contractors and supply chain for materials; and
- The 2019/2020 financial statement will be presented to the Audit Committee later in November 2020 and an update will be presented to the Board later this month;

In response to a query from Trustee Evans, CFO Carson noted that although he expects relief to come from the province, he does not expect that it will cover 100% of the lost funds from reduced enrolment.

CFO Carson noted that the \$24 million would put the District into an accumulated deficit that would impact the 2021-2022 budget.

CFO Carson noted that school boards are taking the position that the province should be supporting close to 100 percent of the funds that school boards have projected in their enrolments. He also noted that \$24 million beyond what was identified could not be recovered in one fiscal year and would be recovered over multiple years.

7. Reports from Statutory and Other Committees

7.1 ACE, 24 September 2020

Moved by Trustee Ellis,

THAT the ACE Report of 24 September 2020 be received.

Carried

7.2 SEAC, 7 October 2020

Moved by Trustee Evans,

THAT the SEAC Report of 07 October 2020 be received.

Carried

7.3 PIC, 14 October 2020

Moved by Trustee Hough,

THAT the PIC Report of 14 October 2020 be received.

Note: the motion contains the following amendment:

Trustee Bell noted that Dr. Etches' response to a query from Trustee Bell includes transmission rates by grade.

Trustee Hough noted that the second paragraph in section 5.a “cold” needs to be replaced with “could”

Moved by Trustee Hough,

THAT the PIC Report of 14 October 2020 be received.

Carried

7.4 Audit Committee, 21 October 2020

Moved by Trustee Fisher,

THAT the Audit Committee Report of 21 October 2020 be received.

Carried

7.5 IEAC, 22 October 2020

Moved by Trustee Evans,

THAT the IEAC Report of 22 October 2020 be received.

Carried

8. Matters for Discussion:

8.1 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Your committee had before it Report 20-085 to report on student suspensions, including findings from analyses undertaken on 2019-2020 OCDSB student suspension data in conjunction with *Valuing Voices – Identity Matters! Student Survey* data to identify:

- groups of students who may be over/underrepresented in the suspension data based on their Indigenous identity, race, gender identity, and disability; and
- differences in student suspension rates across groups of students (disparity) based on these same demographic characteristics.

Director Williams-Taylor introduced the report. She noted that collecting identity data is used to understand students' experiences and realities to help inform Board decisions. She added that this project gives validity by triangulating what the numbers, people, and the research narrative identifies. This data seeks to answer the following question: does identity correlate with students' experiences pertaining to discipline, particularly suspension?

Executive Officer Giroux noted that it was important to not report the data independently, but rather integrate the data for analysis in order to have a better understanding.

During the PowerPoint presentation, the following points were noted:

- The previous school year suspension data set was incomplete, however, the historical overview was examined from September to March Break for comparison and to reflect the difference;
- The Ministry has removed the authority to issue discretionary suspensions for students in kindergarten to grade three and is looking at alternatives for addressing unacceptable behaviour;
- Disproportionality reflects the likelihood that a student from a specific group will experience a certain outcome relative to that group's representation in the population, whereas disparity compares the risk of suspension for a specific groups of students relative to another group; and
- A more technical suspension data report will be provided at a later date;

Executive Officer Giroux noted that this information is used to be thorough in understanding, to determine where to best use resources, and to develop strategies for change.

*** The vote to continue the meeting past 10:30 p.m. received the required two-third's majority to continue. ***

In response to a query from Trustee Campbell, Manager of Research, Evaluation & Analytics Division (READ) Ms. Oracheski noted that the reports will focus on race, Indigenous identity, gender identity, and disability. She noted that a question regarding the income levels and number of individuals in households were included in the parent survey for JK to grade 6, but not in the grade 7-12 survey. Part of the support from the Ministry of Education did not require a Special Education/Student Services (SES) question if the Board had other means of collecting that information. She added that part of the work and intent moving forward will be how SES is identified by using the information from the JK to grade 6 survey to examine the comparability.

Executive Officer Giroux noted that Superintendent Duah is currently working on poverty in terms of next steps of how it will be identified and any other implications and will report at a later time.

In response to a query from Trustee Campbell, Director Williams-Taylor agreed that adjustments to the approach that administrators take are needed as discretion leads to levels of inconsistency as there are many influencing factors (i.e., circumstance, context, and situation). She noted there is an educational piece that aims to help change the perspective that administrators and teachers have regarding discipline. She also noted that there is a need to create conditions to engage and empower students in

order to improve behaviors. When students act out, it is the responsibility of educators to engage and create the conditions for student success.

Chair Scott clarified that the "All Students (Trillium)" table on page 5 of Appendix A to report 20-085, was relative to all of the suspension data of the past year. She also clarified that the Valuing Voices piece looked at all the suspension data of the students that identified themselves compared to all other students that replied to the Valuing Voices survey.

Chair Scott commented that one of the biggest issues is not if a suspension is discretionary or mandatory, but rather that the decision to suspend is subjective. She noted that decisions around suspensions such as swearing and bullying are typically subjective decisions as there is inconsistency. When looking at discretionary suspensions, she contemplated how many were serious such as possessing a weapon, but the majority of cases were subjective of an individual.

Superintendent Farrish noted that the next steps are to build capacity in staff with the guidance of the Indigenous, Equity and Human Rights Roadmap for specific actions. She noted that this work will see change in interpretation, perspective, and goals in understanding students. The Ministry also requires staff to mitigate the factors for Bias Free Progressive Discipline. She noted that it is about relationships and knowing students that initiates the desired change. She noted that an audit for accountability is also something that will help with consistency as well as reviewing policies and procedures.

Trustee Ellis queried if the raw suspension data will be presented in a spreadsheet as it was in previous years. He referenced Report 16-080 as an example. He commented that he has been part of SEAC for 10 years and noted that having examined the data, that the gap for suspensions for special education students and all other students looks virtually the same for almost a decade. He expressed his concern that he has not seen a strategy for reducing suspensions or working with students that have been suspended, especially in the behavioral exceptionalities.

Director Williams-Taylor agreed that the number of special education student suspensions are disproportionately high and that the corrective measures are different and need to be included in the plan.

ETFO Representative Mr. LeSage noted that teachers identified that a progressive discipline plan in each school is a critical gap that will not see the desired change until these plans are implemented. He queried whether the process outlined in the report is going to connect to the understanding that the District and Union have in the joint committee regarding Safe Schools and Bias Free Progressive Discipline. He noted that this will be a critical mechanism to create the progressive disciplinary plans in each school. He added that there has been minimal planning with

administrators in how to engage teachers and staff in schools to have the key conversation in implementing real change.

Superintendent Farrish noted that surveys help to engage with all staff in schools. This helps with the School Improvement planning process for achievement and well-being. She noted that potential for increased collaboration is the Board's goal and that mechanisms through the Safe and Accepting Schools Team in every school allow staff to play a vital role in the establishment of safe school cultures. She added that these teams collaborate to discuss code of conduct, bullying prevention, and support the implementation of progressive discipline in schools. There are also District wide approaches such as the Third Path and work in repairing community damage to create safer conditions for students.

In response to a query from Student Trustee Liu, Superintendent Baker noted that staff training has already begun such as the Foundations and Unconscious Bias modules that were implemented in the previous year to all principals, vice-principal, senior staff, elementary and secondary teachers, elementary educational assistants, and custodial staff. She added that staff is working to close gaps with staff that have not yet completed the mandatory training. The development of additional modules regarding anti-racism, anti-bias, and Indigenous knowledge is being completed as outlined in the Roadmap. She added that the Cultural Responsive and Relevant Pedagogy team have been engaged in this work and there are 30 new members being trained.

In response to a query from Student Trustee Liu, Executive Officer Giroux noted that the District collects suspension and identity based data. She noted that the cycle of collection will be evaluated once the complexity of data is better understood.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The 11:00 p.m. vote did not receive the required unanimous vote and the meeting was adjourned.

Keith Penny, Chair



BOARD (PUBLIC)
Report No. 20-089

24 November 2020

**Appointment of an Alternate Member for Learning Disabilities
Association of Ottawa-Carleton to the Special Education Advisory
Committee**

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
613-596-8211 ext. 8310**

PURPOSE:

1. To appoint an alternate representative for the Learning Disabilities Association of Ottawa-Carleton (LDAO-C) to the Special Education Advisory Committee (SEAC) for the term 24 November 2020 to 14 November 2022.

STRATEGIC LINKS:

2. A strong and active SEAC provides the Board with critical input on the District's special education programs and services. The appointment of a community representative helps foster community engagement in support of a Culture of Caring.

CONTEXT:

3. The composition of the Special Education Advisory Committee is outlined in sections 4.1 to 4.3 of Board Policy P.019.GOV: Special Education Advisory Committee (attached as Appendix A). The membership is currently comprised of three trustees, ten associations and organizations, and three community members.

The current alternate representative, Michael Bates, is retiring his position with Learning Disabilities Association of Ottawa-Carleton and the organization has signaled their intent to recommend a replacement.

KEY CONSIDERATIONS:

4. On 15 October 2020, Board Services received an email (attached as Appendix B) from LDAO-C requesting that Marianne Long be appointed as the alternate member.

Ms. Long meets all the criteria under the Regulation 464/97 and Policy P.019.GOV, Special Education Advisory Committee and is not an OCDSB employee. The biography for Ms. Long will be circulated to board members under separate cover.

RESOURCE IMPLICATIONS:

5. There are no resource implications associated with this report.

COMMUNICATION/CONSULTATION ISSUES:

6. No consultation is required as this is a direct appointment of the Board. SEAC Chair, Sonia Nadon-Campbell, is aware of the request for appointment.

RECOMMENDATION:

THAT Marianne Long be appointed as the Alternate Member representing Learning Disabilities Association of Ottawa-Carleton to the Special Education Advisory Committee for the term ending 14 November 2022.

Michèle Giroux
Executive Officer, Corporate Services

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

APPENDICES

Appendix A: Policy P.019.GOV: Special Education Advisory Committee

Appendix B: Appointment letter from Learning Disabilities Association of Ottawa-Carleton



POLICY P.019.GOV

TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 23 April 2019
Authorization: Board: 29 May 2006

1.0 OBJECTIVE

To establish a Special Education Advisory Committee (SEAC) as required by the *Education Act* and Ontario Regulation 464/97.

2.0 DEFINITIONS

In this policy,

- 2.1 **Local association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).
- 2.2 **Additional members** means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 POLICY

Terms of Reference

- 3.1 The Special Education Advisory Committee shall:
- a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
 - b) participate in the Board's annual review of its Special Education Plan;
 - c) participate in the Board's annual budget process as it relates to Special Education; and
 - d) review the Board's financial statements related to Special Education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
- a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) VIEWS for the Visually Impaired
 - b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), "one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board"):
 - (i) Ottawa-Carleton Assembly of School Councils (OCASC)
- 4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.
- 4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.
- 4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.
- 4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.
- 4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.
- 4.8 In the event of a community representative vacancy during the four year term, the Board shall reconsider a community representative application(s) who interviewed during the most recent selection process for community representatives.

- 4.9 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote.
- 4.10 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
- a) Council for Exceptional Children
 - b) Ottawa-Carleton Elementary Teachers' Federation
 - c) Ontario Secondary School Teachers' Federation
 - d) Professional Student Services Personnel
 - e) Ottawa-Carleton Secondary School Administrators' Network
 - f) Ottawa-Carleton Elementary Operations Committee
 - g) Ontario Secondary School Teachers' Federation -Educational Assistants

Non-voting representatives may participate in the discussion, but may not make or vote on motions.

Quorum

- 4.11 Quorum shall be the majority of the appointed members.

Reporting Procedure

- 4.12 The Special Education Advisory Committee shall normally report to the Board through the Committee of the Whole. Notwithstanding this reporting structure, the Committee of the Whole may review and comment on the reports and/or any recommendations from the Special Education Advisory Committee, but cannot alter the recommendations or reports.

In addition, the Special Education Advisory Committee may send a report with recommendations directly to the Board or to the Committee of the Whole Budget where the normal reporting procedures would not allow for timely consideration of the recommendations by the Board.

- 4.13 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole and the Committee of the Whole, Budget.

Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

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

PR 538 GOV: Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee

Appendix B to Report 20-089

----- Forwarded message -----

From: **Maggie Mamen** <[REDACTED]>
Date: Thu, Oct 15, 2020 at 9:02 AM
Subject: [External Sender] Alternate SEAC Representative for the LDAO-C
To: Leigh Fenton <leigh.fenton@ocdsb.ca>
Cc: Marianne Long <execdirector@ldaottawa.com>, Andrea Azurdia
[REDACTED], ANDREA WEBBER [REDACTED]

Hi Leigh,

Following our recent AGM, we have a request for the addition of Marianne Long (our Executive Director) as the LDAO-C's alternate SEAC representative in place of Michael Bates who has now resigned from our Board after many years of service.

Thanks.

Maggie
Co-Chair LDAO-C



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 20-085

10 November 2020

Annual Report on Student Suspensions (2019-2020)

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310
 Mary Jane Farrish, Superintendent of Instruction, ext. 8821
 Dorothy Baker, Superintendent of Instruction, ext. 8886
 Peter Symmonds, Superintendent of Learning Support Services, ext. 8254

PURPOSE:

1. To present the annual report on student suspensions, including findings from analyses undertaken on 2019-2020 OCDSB student suspension data in conjunction with *Valuing Voices – Identity Matters! Student Survey* data to identify:
 - groups of students who may be over/underrepresented in the suspension data based on their Indigenous identity, race, gender identity, and disability; and
 - differences in student suspension rates across groups of students (disparity) based on these same demographic characteristics.

STRATEGIC LINKS:

2. The review of suspension and expulsion data is an essential step in the District's commitment to creating a culture of caring and a culture of social responsibility. Our safe schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, ensuring bullying prevention initiatives are in place and employing a progressive discipline approach. Analyzing suspension data informs our safe schools practice, allows an opportunity to assess progressive discipline practices and helps to identify strategies to ensure our practice is bias free. This allows for the establishment of quantifiable estimates of inequities in the education system as it relates to student discipline.

CONTEXT:

3. The OCDSB annually reports on student suspension data in accordance with Policy P.026.SCO Student Suspension and Expulsion. This is the first year that the suspension data has been analysed using identity-based data which was

collected last year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for deeper analysis of additional groups of students based on Indigenous identity, race, gender identity, and disability as reported in the *Valuing Voices – Identity Matters! Student Survey*. For the benefit of the reader, there are a number of references to and appendices explaining some of the more detailed technical/methodological elements of analysis that are requirements under the provincial Data Standards.

A total of 2,374 suspensions were issued in OCDSB schools in 2019-2020

- 1,305 at the elementary level, and
- 1,069 at the secondary level –

This is almost the same from the previous year. The overall suspension rate based on a student population of 74,854 was 2.2% (similar to the previous two years). Provincial data for last year is not yet available, but the provincial average for the year prior was 2.85%.

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate. This information will support the District's work to review current practices related to progressive discipline through the lens of equity and inclusive education and human rights principles and to implement practices that support positive behaviour and bias-free progressive discipline, taking mitigating and other factors into account not only in response to inappropriate behaviour but in all interactions with students along the "continuum of progressive discipline".

KEY CONSIDERATIONS:

Analysis & Reporting of Suspension Data

4. The Ministry of Education collects suspension data for all publicly funded school districts in Ontario. Suspension rates are calculated as a percentage of the October 31 enrolment and include suspensions issued over the full course of the year (i.e., between the first day of school in September and the last day of school in June). At the provincial level, suspension data is disaggregated by panel (elementary, secondary), gender (male, female), and students with special education needs as a whole, not by exceptionality.

Due to school closures commencing mid-March as a result of the pandemic, data for 2019-2020 is not directly comparable to previous years. In an effort to ensure comparability, the overall, historical suspension data was reanalyzed to use figures for September to March.

Collection and Reporting of Identity Based Data

5. The collection of identity-based data serves the following purposes:
 - (i) to gather demographic information about the unique and diverse characteristics of the OCDSB's student population;
 - (ii) to identify and respond to barriers to student learning and well-being;
 - (iii) to enhance the District's capacity to serve its increasingly diverse student population and client communities.

This is the first in a series of reports that begins to look at barriers to student learning and well-being with a view to effecting change that will result in greater support and more equitable outcomes for students who have been minoritized.

6. Data collection, analysis and reporting of identity data is governed by the *Ontario Anti-Racism Act* (2017), and the [*Data Standards for the Identification and Monitoring of System Racism*](#) (2018).

The Data Standards, which apply to public sector institutions in Ontario, establish "consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. The Standards set out requirements, rationale, and guidance at every stage from planning and preparation to analysis and reporting. This includes, collecting, using, disclosing, de-identifying, and managing information, including personal information."

An initial report, which presented the story of identity in the OCDSB, was released in June 2020. Background information, including the process for data collection, survey content, and reporting is available on the District [website](#).

7. The availability of this type of data allows for and generates interest in a range of additional reports. As we consider our path forward, we are guided by these principles:
 - i. the collection of race-based data must lead to reliable and high-quality race-based statistics which contribute to informed strategies and evidence-based decision-making; and
 - ii. information collected may only be used for the purpose of eliminating systemic racism and advancing racial equity as defined in subsection 7(2) of the Data Standards.

Bringing Together the Data Sets

8. The *Valuing Voices – Identity Matters! Student Survey* yielded an overall response rate of 46.5% (34,888 of 74,975; JK to grade 12). Of the 1,674 students who received a suspension during the 2019-2020 school year, 657 (39.2%) participated in the survey. Comparing characteristics of suspended students who DID vs. DID NOT answer the IDB survey using available Trillium data indicates there are some differences between the groups, though these have not been analysed statistically. For example, there was higher representation from:

- students from grades 7 to 9 in the survey sample (9-10% higher as compared to those who did not participate);
- students with Permanent Resident status (+4%);
- English Language Learners (+8%); and
- students who reside in lower income neighbourhoods (+4%).

Conversely, there was less representation from:

- elementary students (-6%); and
- students born in Canada (-5%).

The distributions for Gender and IEP status were similar for suspended students who DID and DID NOT respond to the survey (<1% difference).

9. A QuantCrit framework (Gillborn, Warmington & Demack, 2018) has continued to guide the approach to analysis and reporting of this data. Despite the multidimensional nature of identity, this initial phase of reporting focuses only on single aspects of identity – Indigenous, race, gender, and disability – and does not yet take into account intersectionality (e.g., race x gender).

Calculating Disproportionality and/or Disparity Indices

10. This phase of reporting requires the calculation of disproportionality and/or disparity indices for each unit of analysis (Standard 29). In the case of suspensions, both have been calculated where suppression thresholds have been met. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time.

Calculations for this report have been based on mutually exclusive groups of students (i.e., a student is only counted in one category) for Indigenous identity, race, and gender identity; and inclusive groups (i.e., a student may be counted in more than one category) for disability. For disparity calculations, groups have been compared to “all other” students (race, gender identity) or to a group of students who do not identify as Indigenous or as having a disability. More details about these technical specifications and decisions can be found in the full suspension report (Appendix A).

Summary of Suspension Data Analysis and Findings

11. **Overall Results.** Results for 2019-2020 are comparable to those for the past few years, even for the partial year reporting. Specifically:
 - Approximately 2% of OCDSB students were issued a suspension during the 2019-2020 school year, a rate that is consistent with the previous two years for the same time period (September to March);
 - Suspensions rates continue to be higher in the secondary panel than they are in elementary;

- Approximately two-thirds of suspensions issued were single-day suspensions; and
- Close to three-quarters of students who were suspended last year received only one suspension.

For the first time, mandatory and discretionary suspensions were examined separately. Mandatory suspensions involve more significant safety concerns, including reasons such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, and discretionary suspension reasons that are motivated by bias, prejudice, or hate. Results of this analysis yielded the following:

- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature;
- Suspensions of a mandatory nature were predominantly issued to students in intermediate and senior grades; and
- The majority of suspensions lasting for six days or more were of a mandatory nature.

Measuring Equity: Overview of Findings

12. Looking at the data in the context of disproportional representation indicates that students who self-identify as Indigenous, boys, students with special education needs (excluding gifted), English language learners, and students residing in lower income neighbourhoods are more likely to be suspended. Within the subset of students who participated in the *Valuing Voices* survey, students who identified as First Nations, Métis, Black Middle Eastern, Indigenous (Race), boy or man, gender diverse, or with a disability (i.e., Autism, Learning, Developmental, Mental Health, and/or Addiction) were disproportionately represented in the suspension data. Appendix A includes a more fulsome analysis of these groups, including tables and charts for the full student population¹, but some key highlights of the findings include:

- In the context of race, disparities were greatest for Indigenous students (3.5), followed by Middle Eastern students (2.3) and Black students (1.9), with likelihood of suspension between 2 and 3.5 times higher than other students who responded to the *Valuing Voices* survey.
- The suspension rate for students with special education needs was 2.5 times higher than the overall student population, and these students were 4 times as likely to receive a suspension compared to all other students.
- Students who self-identified as having a disability(ies) on the *Valuing Voices* survey had a suspension rate 2.5 times higher than the overall survey

¹ An infographic-style companion document is being prepared to showcase the results of analysis on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

- population, and were 4 times as likely to receive a suspension as compared to students who self-identified as not having disability. The largest disparities were recorded for students reporting Addiction(s) (10.5), followed by Mental Health (6.1), Another disability not listed (5.4) and Developmental (5.4).
- Students who self-identified as Gender Diverse (i.e., a gender other than Boy/Man or Girl/Woman) on the *Valuing Voices* survey were twice as likely to be suspended, both compared to all students (1.91) and all other students (1.94).
 - English language learners are 1.9 times more likely to receive a suspension as compared to all other students.
13. Findings from this report shine a light on some of the inequities that exist in our system in relation to disciplinary policies and practices. They reinforce our call to action as a system to eliminate the systemic barriers and biases that prevent all students from reaching their full potential, particularly students who identify as Indigenous, Black, and who have been minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability).
14. The rate at which discretionary suspensions are issued, particularly those that last for only one day, point to larger issues, including lack of student engagement and threats to feelings of safety and sense of belonging. Behaviour that is deemed to be inappropriate should be viewed as an opportunity to understand the underlying needs of the student. Rather than using suspensions to manage student behaviour, the focus of our work must shift towards creating learning environments for students where they: are comfortable expressing themselves without fear of retribution; are truly engaged in their learning; and see themselves reflected in the curriculum and in the staff who are responsible for supporting their learning and well-being while in school. It is through these actions and the use of a progressive discipline approach that we teach children the skills necessary to self-regulate and facilitate their understanding of the consequences of their actions.

Next Steps

Creating Safe Spaces and Conditions for Learning

15. Recognizing the importance of the early years in setting the foundation for positive learning experiences, the Ontario Ministry of Education recently introduced a new regulation (O. Reg.440/20) which removes the principal's discretion to suspend students enrolled in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the Education Act.
16. Funding has been allocated to school districts to help support the implementation of these changes. In the OCDSB, this work includes collaboration across multiple

departments, including Learning Support Services, Program and Learning, and Safe Schools. For example, the Early Learning Team in LSS is continuing to provide coaching and mentoring support to Kindergarten teachers, ECEs and EAs to promote positive student behaviour. Examples include professional learning sessions focused on the factors that impact behaviour (e.g., implicit bias, traumatic experiences); specific programming (e.g., Mindmasters 2); and implementing the Third Path framework to further promote sense of belonging, physical and emotional safety, and self-regulation amongst students.

17. In addition, both the *OCDSB Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key work being undertaken by the District to promote more safe and inclusive learning spaces for students including:
- a review of the Safe Schools Policy, including policies and practices associated with police involvement in schools);
 - the establishment of foundational mandatory professional learning for school and District staff in Indigenous knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, anti-racism/anti-oppression and human rights;
 - implementation of a staff census to better understand the representativeness of the OCDSB workforce and identifying strategies to increase representation of minoritized groups in leadership roles and those directly impacting student learning and well-being;
 - redesigning course content (e.g., Social Studies, History and Geography; Grade 9-12 English) to include and represent Indigenous, Black and minoritized histories perspectives and ways of knowing;
 - introduction of Indigenous and Black Graduation coaches at specific sites to promote and support student success and pathways to graduation;
 - expansion of leadership and networking opportunities for Indigenous, Black and minoritized youth.
 - Staff will continue to work with the community and system to identify additional strategies and supports to help address these issues of inequity.

Next Steps in Identity Based Data Analysis and Reporting

18. Dialogue with communities will be critical in the development of data sharing protocols/agreements (e.g., the rights of First Nations communities to have ownership, control, access, and possession of their data). This will form part of the governance work to be undertaken, along with the development of a District policy and/or procedure that establishes parameters for access to public use data sets (i.e., Open Data) more broadly.

19. Recognizing the complexity of the data and the significant interest in using the data to effect change, we must be very thoughtful about our expectations and approach to reporting. A phased approach to analysis and reporting which ensures timely and useable information, and informs decision-making will be critical. For the 2020-2021 school year, the following additional reports are being planned, all of which will focus on Indigenous identity, race, gender identity, and disability:
 - Grade 10 credit accumulation (proxy for graduation) – January 2021
 - Elementary and secondary achievement and streaming – March 2021
 - Sense of belonging – June 2021
20. Future reports will need to examine other demographic variables not incorporated into the reports being generated during the 2020-2021 school year (i.e., language, ethnicity, sexual orientation, religion, socioeconomic status), intersectionality across different dimensions of identity, and the integration of perceptual data (e.g., sense of belonging, student well-being, school safety, etc.).

RESOURCE IMPLICATIONS:

21. Over the past two years, the District has received \$153,000 in one-time funding through Transfer Payment Agreements to support this work up to August 2020. These funds were used to hire research staff and consultant services for the facilitation of focus groups and community partner meetings. Approximately \$200,000 was allocated through the annual budget process for the 2020-2021 school year to support the governance work (e.g., establishment of data sharing agreements with First Nations communities, development of an open data policy) and extension of contract staff in the *Research, Evaluation and Analytics Division*.

COMMUNICATION/CONSULTATION ISSUES:

22. Our collaboration with community organizations has been critical to informing our practice. Following the release of the June 2020 report, a meeting was held with community partners to share the results and discuss next steps. Based on feedback from participants, a timeline for a series of initial reports to be released during the 2020-2021 school year was developed. Work with community organizations will continue and reports such as this are shared so that we have a collective understanding of the data, opportunities to discuss findings, and most importantly opportunities to discuss next steps.
23. A Technical Advisory Group (TAG) has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. This Group will ensure there is a forum which engages community organizations in ongoing input/dialogue regarding research methodology and

statistical analysis of identity based data. Terms of Reference for the TAG can be found in Appendix B. The first meeting is scheduled for November 6.

24. Ongoing communication about the use of the survey data to the community, particularly to participants, is a vital part of the process. Sharing the process and results – in report format, infographic and through an open data set for public use – increases credibility, usability and impact. It is important for participants to see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

DISCUSSION QUESTIONS:

The following questions are provided for discussion purposes:

- What stands out for you in the data/information that is presented?
- What questions does the data/information raise?
- What actions/next steps should be considered?

Michèle Giroux
Executive Officer, Corporate Services

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

Appendix A-2019-2020 Suspension Report
Appendix B-OCDSB Technical Advisory Group: Anti-Racism Data Standards

2019-2020 Student Suspension Report

Background

The OCDSB reports annually on student suspension data. This year's suspension report marks the first opportunity to report on District-level identity-based data, collected during the 2019-2020 year, linked to a student outcome measure. This connection affords us the opportunity for deeper analysis of students' experiences based on other aspects of identity such as self-identified Indigenous identity, race, gender identity, and disability. In so doing, it allows us to focus our examination of suspension data through an equity lens, assisting in the identification of patterns and trends that may indicate racial inequity, and serving as a basis for discussions with the broader community to develop strategies to eliminate the barriers and biases that may be contributing to these outcomes. The reporting approach taken here reflects this focus and provides a foundation for conversations with stakeholders on equity by examining suspension data in a new light, and showcases some of the key work that has been underway to begin incorporating identity based data into regular reporting cycles.

What we are talking about

Schools use a progressive discipline approach in an effort to promote positive student behaviour. Despite varied efforts to promote a positive learning environment, there are occasions in which student behaviour is considered to be unacceptable or unsafe. In these cases, a range of options – including suspension or expulsion – are considered that take into account both the situation and individual circumstances that will allow the school to determine the most appropriate course of action and help students to learn from their choices. Given the extremely small number of expulsions issued in the OCDSB annually, the focus of this report is on suspensions only.

Board Policy P.020.SCO Student Suspensions requires that a summary report of student suspensions be submitted to the Board annually. This report provides an overview of student suspensions for the period 3 September 2019 to 13 March 2020 in an effort to help identify emerging trends in unacceptable or unsafe behaviour. Where there are fewer than 10 students, data has been suppressed in order to protect the privacy of individuals; this practice is consistent with EQAO reporting guidelines. It is important to note that while the information presented describes the general trends in suspensions over time, conclusions cannot be drawn as to what specifically is contributing to them. For example, while it is reasonable to believe that a reduction in suspensions suggests that there are fewer incidents or that schools are more effective in their use of prevention and early intervention strategies, this conclusion cannot be drawn based on the information available in this report alone.

What we know

Research has raised several concerns around the existence of unintended negative consequences of suspension policies, and questioned the effectiveness of suspensions as an agent for behavioural change. Students who receive a suspension in early years are more likely to be suspended again in later grades, and are less likely to complete high school as compared to students who never receive a suspension. In addition, suspensions that come as a consequence of violent behaviour do not appear to reduce students' likelihood to engage in similar behaviour in the future ([Huang & Cornell, 2018](#)).

Racial, socioeconomic, and gender disparities in disciplinary practices within the education system (i.e., suspensions and expulsions) have been well-documented in research literature, especially in the United States (e.g., [GAO, 2018](#)). While less research is available on suspensions in a Canadian context, the Ontario Human Rights Commission ([July 2003](#)) reported:

"In the Greater Toronto Area (GTA) and other parts of Ontario there is a strong perception, which is supported by some independent evidence, that the Act and school board policies are having a disproportionate impact on racial minority students, particularly Black students, and students with disabilities."

A report published by York University in collaboration with the Toronto District School Board and other community partners, acknowledges there are racial disparities in disciplinary actions within the greater Toronto area, particularly for Black, Indigenous, Mixed, and Middle Eastern youth ([York University, April 2017](#)). Several recommendations were put forward in the report, including the establishment of a mandate from the Ministry for all Ontario school boards to be collecting this kind of data and publishing on an annual basis. This work began in earnest in 2017 through the Equity Secretariat following release of the Anti-Racism Act (2017) and accompanying Data Standards (2018).

An understanding of the impact of suspensions on students is crucial to ensuring caring and safe schools, and reducing unintended negative consequences of suspensions on students – especially those already experiencing academic or social barriers which place them at higher levels of risk. Within the OCDSB, higher suspension rates have been reported for specific groups of students based on demographic characteristics available through Trillium (ELL, special education needs excluding gifted, low-SES, male, Indigenous self-identification). Through the lens of the Anti-Racism Act (2017) and accompanying Data Standards, we are transitioning the way in which we examine issues of equity in educational outcomes for students in our District and are now able to shine a light on aspects of identity that have not been available to us before. The use of self-reported Identity Based data, collected for the first time through the *Valuing Voices – Identity Matters! Student Survey* in 2019-2020, also affords us a richer, more multi-dimensional investigation of some similar (previously explored) identity constructs than is currently offered through the Student Information System (Trillium).

What we have heard

Community partner organizations, parents, and students who have experienced barriers and biases in the school system have long voiced their concerns about disciplinary actions in the OCDSB, and the impact they are having on students. The following quotes were captured through the parent and student focus groups held in the Spring of 2019 as part of the work associated with the *Valuing Voices – Identity Matters! Student Survey (Valuing Voices)*:

“Black/Muslim community are being patrolled and suspended more-targeting these groups, the rules/policies need to be changed. Student suspended from being absent for two days because of a previous involvement in something at the school, even though they did nothing wrong.”

“Important for child now identity fits into systemic barriers, racialized child suspended for standing up against white admin.”

“Son suspended by white VP-need race-based data to understand who is being suspended or leaving schools. Leaving because they don’t feel supported in OCDSB. Need to collect data on who is leaving OCDSB.”

Key Findings: Suspension Data (2019-2020)

Overall Suspension Results

Results for 2019-2020 are comparable to those for the past few years, even for the partial year reporting. Specifically:

- Approximately 2% of OCDSB students were issued a suspension during the 2019-2020 school year, a rate that is consistent with the previous two years for the same time period (September to March);
- Suspensions rates continue to be higher in the secondary panel than they are in elementary;
- Nearly two-thirds of suspensions issued were single-day suspensions; and
- Close to three-quarters of students who were suspended last year received only one suspension.

For the first time, mandatory and discretionary suspensions were examined separately, yielding the following findings:

- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature;
- Suspensions of a mandatory nature were predominantly issued to students in intermediate and senior grades; and
- The majority of suspensions lasting for six days or more were of a mandatory nature.

Measuring Equity: Overview of Findings

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate. The illustration on the following page provides an overview of the relative risk of being suspended for different groups of students based on their representation in the full student population, and on the subset of students who participated in *Valuing Voices* Survey¹. Values above 1.0 indicate overrepresentation in suspension data, and thus reflect higher risk of suspension. Note that while trends are similar across data sources, and *Valuing Voices* results tend to mirror those of the overall student population, values do vary.

¹ An infographic-style companion document is being prepared to showcase the results of analysis on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

Overview of Disproportionality Indices for Suspensions by Reporting Group and Data Source

Compared to the overall population, how likely is it a student from THIS group will receive a suspension?

Legend:	< 1.0 Underrepresentation (Less risk of suspension)					1.0 Parity (Equal risk)		1.0 < Overrepresentation (Greater risk of Suspension)																
All Students (Trillium)	Indigenous Status	2.2	Elementary	0.8	Primary (K-3)	0.5	Junior (4-6)	0.9	Intermediate (7-8)	1.3	Secondary Senior (9-12)	1.5	Female	0.4	Male	1.6	Spec. Ed. Excluding Gifted	2.5	Low-SES	1.8	English Language Learners	1.7		
	Indigenous Self-ID		Race			Gender Identity			Disability															
	Does not identify as Indigenous	1.0	Métis	2.1	East Asian	0.2	South Asian	0.3	White	0.9	Girl or Woman	0.4	Boy or Man	1.6	Gender Diverse	1.9	Does not identify as having a disability	0.6	Autism Spectrum Disorder	2.7	Learning	2.7	Another	3.4
Valuing Voices (Subset)	First Nation	2.3			Black	1.8	Middle Eastern	2.0	Indigenous Race	3.5							Developmental	3.4	Mental Health	3.8	Addiction(s)	6.6		
	No Data Available (Suppressed due to less than 10 student suspensions in each group)		Inuit		Latino/Latina/Latinx		Southeast Asian		Another		Gender Fluid		Gender Non-Conforming		Non-Binary		Blind or Low Vision		Chronic Pain		Deaf or Hard of Hearing		Mobility	
											Questioning		Trans Boy or Man		Trans Girl or Woman		Physical		Speech Impairment		Undisclosed			
											Two-Spirit		Another		Not Sure									

Overall Student Suspensions Results

The Ministry of Education collects suspension data for all publicly funded school districts in Ontario through the 30 June OnSIS submission. Suspension rates are calculated as a percentage of the October 31 enrolment and include suspensions issued over the full course of the year (i.e., between the first day of school in September and the last day of school in June). Due to the COVID-19 disruption in the 2019-2020 school year, suspensions were only reported from the beginning of September until March break. In an effort to ensure comparability, the overall, historical suspension data was reanalyzed to use figures for September to March.

Historical Trends

Table 1 provides the adjusted five-year historical overview of enrolment and suspension data, disaggregated for the elementary and secondary panels, using extracts from Trillium. For the 2019-2020 school year, the student suspension rate for the OCDSB was 2.2% (1,674), covering the period from beginning of September to March break.

Table 1: Historical Overview of Enrolment and Suspension Data (September to March Break)

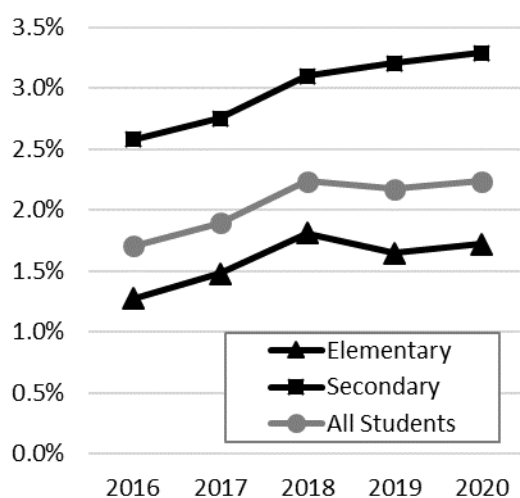
Student Enrolment	2016	2017	2018	2019	2020
<i>Elementary</i>	47,685	48,702	49,106	49,532	50,295
<i>Secondary</i>	23,886	23,790	24,465	25,440	24,559
Total	71,571	72,492	73,571	74,972	74,854
Number of Suspensions Issued by Panel					
<i>Elementary</i>	899	1,167	1,426	1,274	1,305
<i>Secondary</i>	854	917	935	1,102	1,069
Total	1,753	2,084	2,361	2,376	2,374
Number of Students Suspended by Panel					
<i>Elementary</i>	606	719	888	815	866
<i>Secondary</i>	616	655	759	815	808
Total	1,222	1,374	1,647	1,630	1,674

What we are seeing:

A total of 2,374 suspensions were issued in 2019-2020 – 1,305 at the elementary level, and 1,069 at the secondary level – which is almost the same from the previous year. The overall suspension rate based on a student population of 74,854 was 2.2% (similar to the previous two years).

Appendix A to Report No. 20-085

Figure 1. Suspension Rates: 5-Year Trend by Panel



What we are seeing: Suspension rates in the secondary panel have been increasing over time, although their representation in the overall student population has remained stable (33-34% of all students). Despite representing only about one-third of the student population, suspensions at the secondary level accounted for 46% of all suspensions in the last two years. In 2019-2020, secondary students were 1.5 times more likely to receive a suspension than elementary students.

Discretionary vs. Mandatory Suspensions

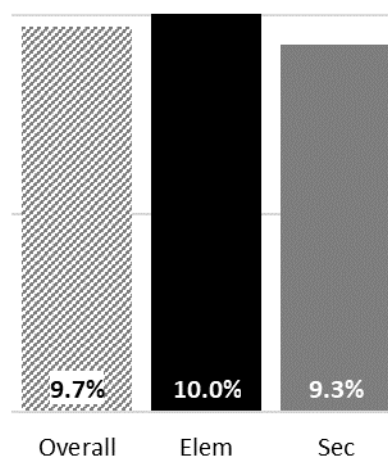
Why it matters: Suspensions are classified as either discretionary or mandatory based on the nature of the incident/grounds for suspension. Section 306 of the Education Act outlines circumstances where principals must consider suspension (i.e. discretionary suspensions), while Section 310 outlines the circumstances where principals must suspend and consider expulsion (i.e. mandatory suspensions). Mandatory suspensions are ones of more significant safety concerns, including reasons such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, and discretionary suspension reasons that are motivated by bias, prejudice, or hate. Examining the frequency with which discretionary and mandatory suspensions are issued can provide insight into where there is room for system-level change.

What we are seeing: Only 10% of suspensions issued in 2019-2020 were mandatory in nature (230 of 2,374). Further breakdown by Panel shows a slightly higher rate of mandatory suspensions in elementary (JK-8) as compared to secondary (grades 9-12) (see Table 2).

Table 2: Number of Suspensions by Type, 2019-2020

Number of Suspensions by Type	Elem	Sec	All
Mandatory	131	99	230
Discretionary	1,174	970	2,144
All Suspensions	1,305	1,069	2,374
Rate of mandatory suspensions	10.0%	9.3%	9.7%

Figure 2. Suspension Rates by Panel (September 2019 – March 2020)



Suspension Duration and Frequency

Why it matters: Absences have been shown to be detrimental to student outcomes. Suffering a prolonged or repeated absence from the classroom as a result of a suspension can contribute to even greater challenges for students who are already at a disadvantage due to other risk factors. Therefore, gaining insight into both the length of time and the frequency with which a student is removed from the learning environment is important. The information below pertains to 2019-2020 suspensions only.

Figure 3. Number of Suspensions by Duration and Type

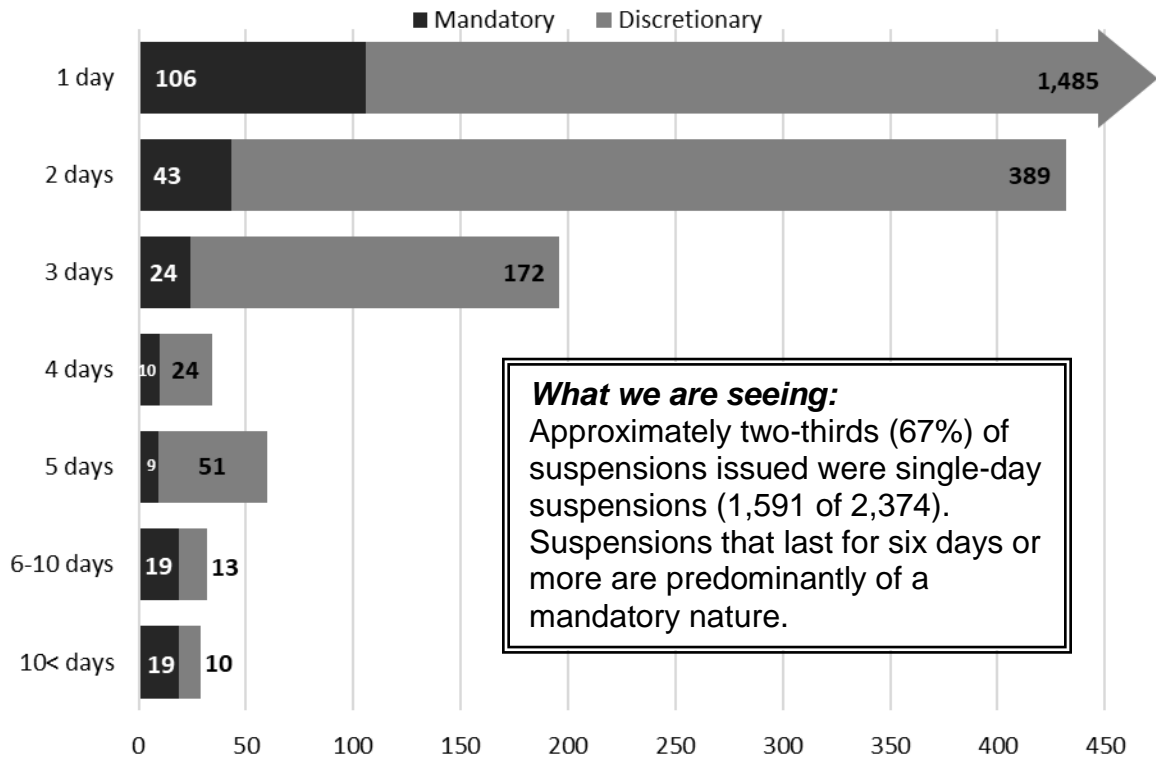
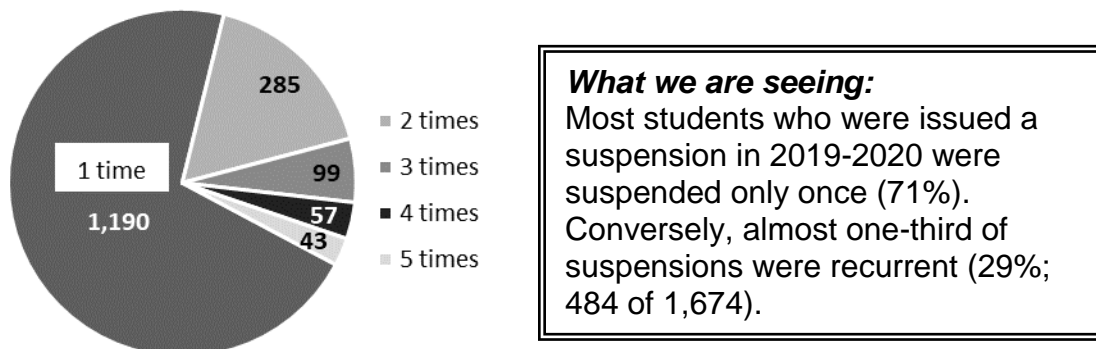


Figure 4. Number of Times a Student was Issued a Suspension During the School Year



Appendix A to Report No. 20-085

Digging Deeper: 'Divison' in 2019-2020 Suspension Data

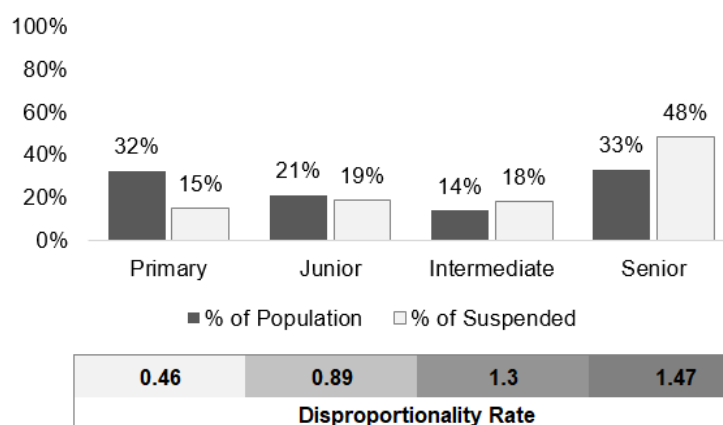
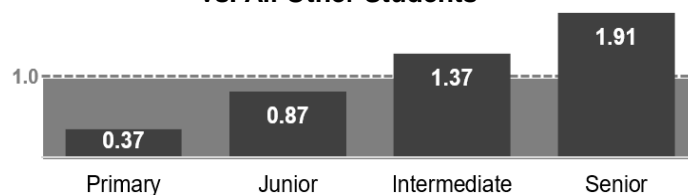
Why it matters: Given suspension data is reported at a District-level, there remain a lot of questions around which students might be most at risk. Providing this level of detail is important when considering school-level conversations. Given school structures vary throughout the District, exploring Suspension data at a Division-level may help in identifying where we can look to make changes that will have the greatest impact on students with the highest risk. The following analyses reflect the full student population.

Table 3: Student Suspensions by Division (All Students) in 2019-2020

	Primary (K-Gr.3)	Junior (Gr.4-6)	Intermediate (Gr.7-8)	Senior (Gr.9-12)	All
Student Enrolment	24,257	15,724	10,314	24,559	74,854
Number of Students Suspended	251	314	301	808	1,674
Suspension Rate	1.0%	2.0%	2.9%	3.3%	2.2%

What we are seeing:

An analysis of suspensions at a Division-level shows a pattern of increasing risk of suspension as students progress into higher grades. *Intermediate* students show a similar pattern of overrepresentation as *Senior* students. Despite being a substantially smaller population, Intermediate students (Grades 7 & 8) show similar disproportionate rates of suspension to Senior students (Grades 9-12), and were almost equally as likely to be suspended (disproportionality 1.30 and 1.47, respectively).

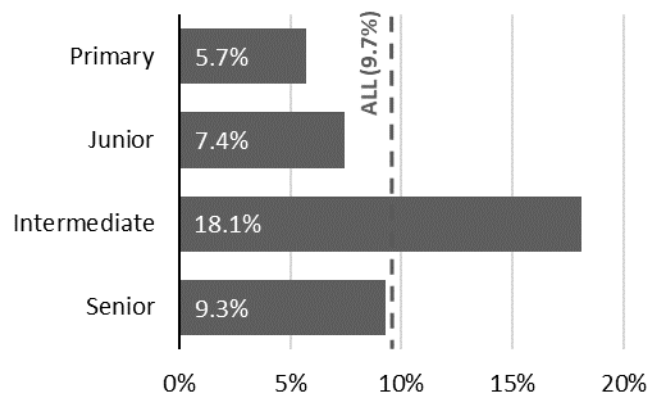
Figure 5. Distribution of Students by Panel**Figure 6. Disparity Ratio: Relative Risk of Suspension vs. All Other Students**

To think about: Grade 7 & 8 marks a transition between Elementary to Secondary. How might experiencing this transition contribute to students' risk for suspension, either directly or indirectly?

Appendix A to Report No. 20-085

Table 4: Type and Number of Suspensions Issued by Division (All Students) in 2019-2020

	Primary (K-Gr.3)	Junior (Gr.4-6)	Intermediate (Gr.7-8)	Senior (Gr.9-12)	All
Number of Suspensions Issued by Type					
<i>Mandatory</i>	26	34	71	99	230
<i>Discretionary</i>	429	424	321	970	2,144
Total	455	458	392	1,069	2,374
Suspension Rate by Type					
<i>Mandatory</i>	5.7%	7.4%	18.1%	9.3%	9.7%
<i>Discretionary</i>	94.3%	92.6%	81.9%	90.7%	90.3%

Figure 7. Rates of Mandatory Suspension by Division (2019-2020)

What we are seeing: While the previous overall analysis indicated mandatory suspensions occurred at a higher rate in the Elementary as compared to Secondary Panel, a closer look by Division revealed that the Intermediate rate is exceptionally high, and as a result the Elementary rate was overinflated.

Through a New Lens: Measuring Equity

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate.

Through the lens of the Anti-Racism Act (2017) and accompanying Data Standards, we are transitioning the way in which we examine issues of equity in educational outcomes for students in our District and are now able to shine a light on aspects of identity that have not been available to us before. Together, *disproportionality* and *disparity* indices help us to quantify the risk that students within each of these groups will experience a suspension.

- **Disproportionality** answers the question: *Compared to the all students, how likely is it that a student from this group will be issued a suspension?*
- **Disparity** answers the question: *Compared to other students, how likely is it that a student from this group will be issued a suspension?*²

With different points of reference, these two indices each offer unique insight in measuring equity. Therefore, they have both been reported where there are a minimum of ten students on which to report (i.e., suppression threshold has been met).

The analyses that follow provides an examination of the relative risk of being suspended for different groups of students based on various characteristics captured in Trillium, and on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

Calculations based on information collected in the *Valuing Voices* survey reflect mutually exclusive groups of students (i.e., a student is only counted in one category) for Indigenous identity, race, and gender identity; and inclusive groups (i.e., a student may be counted in more than one category) for disability. For disparity calculations, groups have been compared to “all other” students (race, gender identity) or to a group of students who do not identify as Indigenous or as having a disability. As a result, while trends are similar across data sources, index values do vary. For the benefit of the reader, further details can be found in the Technical Considerations portion of this report.

² Depending on the nature of the analysis, another specific group serves as a benchmark group against which comparisons are made and disparity is measured.

Suspensions by Student Demographics

English Language Learners

In 2019-2020, approximately 16% of the OCDSB student population was identified as an English language learner (11,946 of 74,854), yet accounted for 27% (449) of students who were suspended. The suspension rate for English language learners was 1.7 times higher than expected given their representation in the overall student population, and were nearly two times as likely to receive a suspension as compared to all other students.

Figure 8. Distribution of English Language Learners (2019-2020)

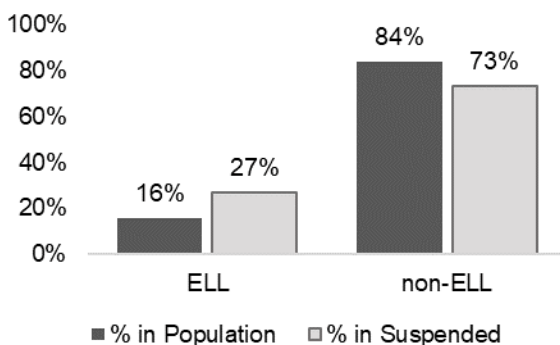
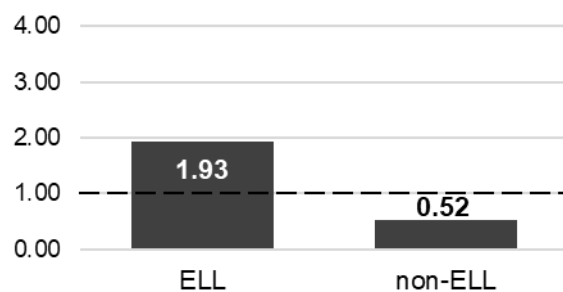


Figure 9. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Students Residing in Lower-income Neighbourhoods (LowSES)

In 2019-2020, 26% of the OCDSB student population lived in lower-income neighbourhoods (19,503 of 74,854), yet accounted for 46% (777) of students who were suspended. The suspension rate for these students was 1.8 times higher than expected given their representation in the overall student population, and they were 2.5 times more likely to receive a suspension compared to all other students.

Figure 10. Distribution of Students Residing in Lower-income Neighbourhoods (2019-2020)

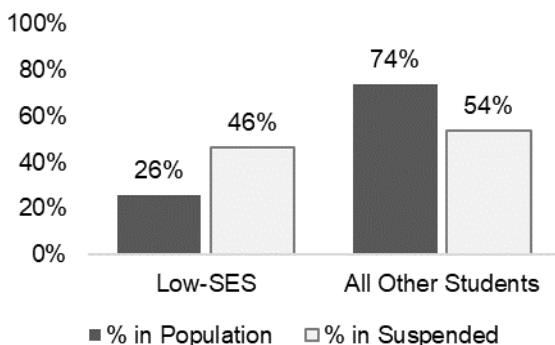
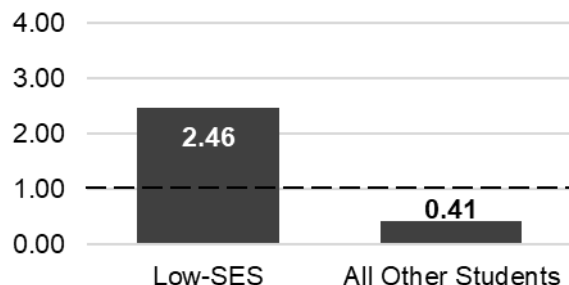


Figure 11. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Gender Identity

In 2019-2020, the OCDSB student population was relatively equally split across male (38,419) and female (36,435), yet males accounted for 81% (1,361) of students who were suspended compared to only 19% of females (313). This over-representation of boys by nearly 1.6 times, and the likelihood of suspension being 4 times higher than that for girls, has been a relatively stable trend over the past few years.

Figure 12. Distribution of Students by Gender (2019-2020)

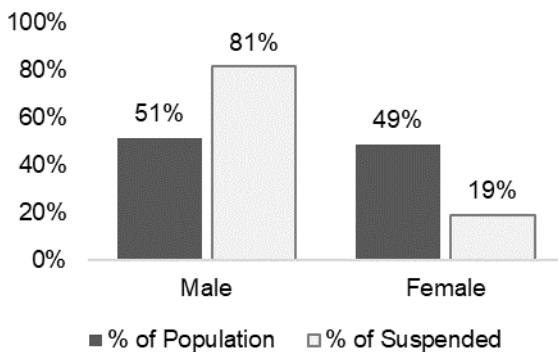
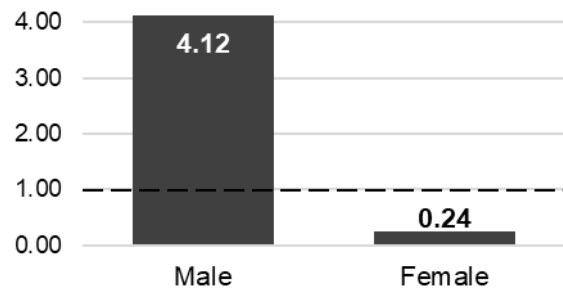





Figure 13. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Spotlight on Valuing Voices: Gender

Gender differences similar to those witnessed in the overall suspension report were also evident in the subset of suspended students who participated in the *Valuing Voices* survey.

Highlights include:

-  Despite representation in the overall population being similar, Boys/Men and Girls/Women showed opposing trends;
-  Boy/Men accounted for 76% of all suspensions issued, and were 3.4 times as likely to be suspended compared to their peers, whereas Girls/Women accounted for 18% of all suspensions and were 4 times less likely to be suspended.
-  Additional response options for gender identity accounted for 1.9% of the overall student population, however additional reporting was suppressed due to the small number of suspensions witnessed within each of these groups. To provide some indication of overall trends in suspension data for remaining gender identities, a *Gender Diverse* group was fashioned for reporting purposes (including Another/Not Listed, excluding 'Not Sure'). This combined Gender Diverse group accounted for 3.7% of All Suspensions, and students therein were twice as likely to be suspended (both compared to All Students, 1.91, and All Others, 1.94, respectively)

Indigenous Identity

In 2019-2020, approximately 2% of the OCDSB student population self-identified as Indigenous (1,419 of 74,854), yet accounted for 4% (70) of students who were suspended. The suspension rate for Indigenous students was twice as high as would be expected based on the size of this group in the overall student population. Indigenous students were approximately 2.3 times as likely to receive a suspension as compared to all other students, while non-indigenous students were less than half as likely.

Figure 14. Distribution of Self-Identified Indigenous Students (2019-2020)

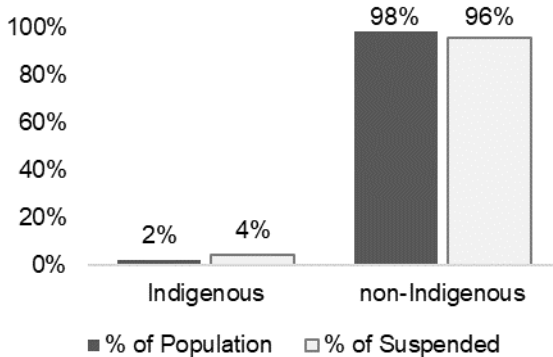
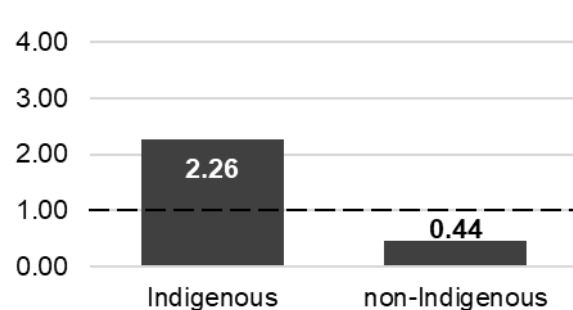






Figure 15. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Spotlight on Valuing Voices: Indigenous Self-Identification

For the subset of suspended students who self-identified as Indigenous on the *Valuing Voices* survey, the same patterns of disproportionate representation found in the full District level results was observed.

Specifically:

-  Students self-identifying as Indigenous represented 3.3% of all survey respondents, but accounted for 7.3% of suspensions;
-  The suspension rate for all students who self-identified as Indigenous was 4.2%, reflecting an overrepresentation by 2.3 times as compared to full population of students who responded to the *Valuing Voices* survey (suspension rate=1.9%).
-  When compared to students who self-identified as non-Indigenous, Indigenous students were likewise 2.3 times as likely to experience a suspension.
-  When disaggregated by Indigenous community, First Nation and Métis reflected disproportionality and disparity indices that were above 2.0; reliable estimates could not be calculated for the Inuit community due to small numbers.



Spotlight on Valuing Voices: Race

The following racial disproportionalities were evident in the subset of suspended students who responded to *Valuing Voices* survey:

- ✎ Both Middle Eastern and Black students had suspension rates almost 2 times higher than expected given their representation in the *Valuing Voices* subset, while Indigenous students were by far the most overrepresented group with rates almost 3.5 times that of the *Valuing Voices* population. Disparities were greatest for Indigenous students (3.5), followed by Middle Eastern students (2.3) and Black students (1.9), with likelihood of suspension between 2 and 3.5 times higher than other students.
- ✎ South Asian and East Asian students had the lowest suspension rates. South Asians were 3 times less likely to be suspended compared to other students, while East Asians were almost 4 times less likely to be suspended.
- ✎ White students were slightly underrepresented in suspension data but showed a similar pattern and suspension rate to the overall student population

Students with Special Education Needs

In 2019-2020, approximately 19% of the OCDSB student population was identified with special education needs (excluding gifted) (14,498 of 74,854), yet accounted for 49% (825) of students who were suspended. The suspension rate for students with special education needs was 2.5 times higher than expected given their representation in the overall student population, and were 4 times as likely to receive a suspension compared to all other students.

Figure 16. Distribution of Students with Special Education Needs (2019-2020)

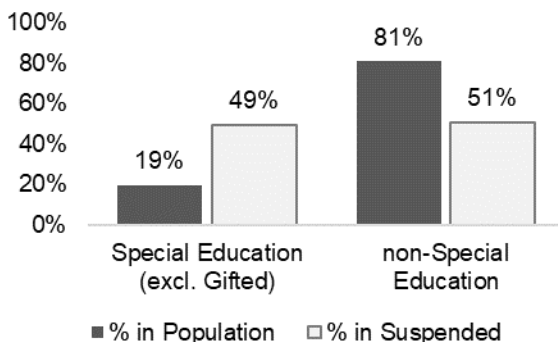
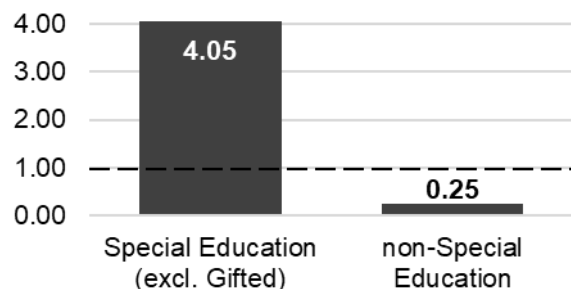
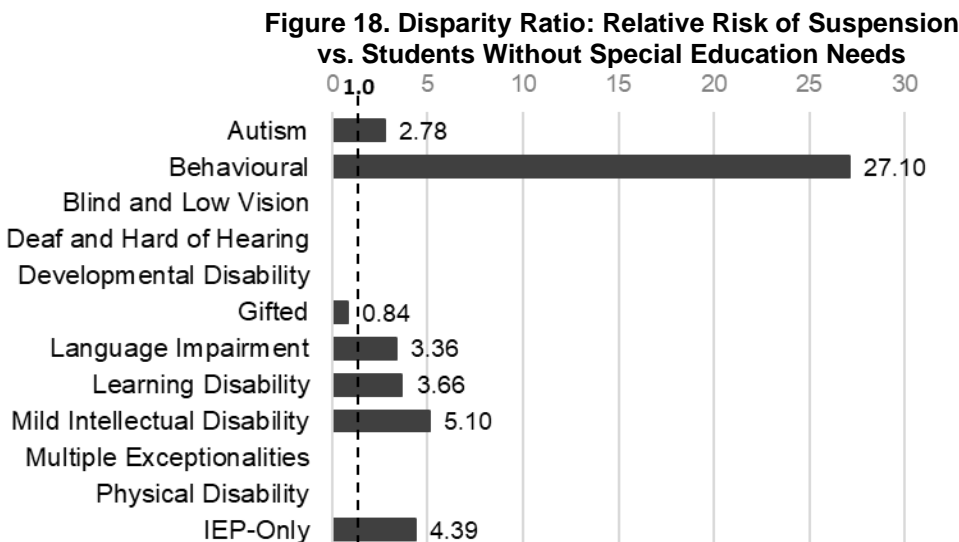


Figure 17. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Students who have not met or been formally identified with an exceptionality, but who have an IEP, make up about 13% of the overall student population (9,423 of 74,854). The remaining 6% of students with special education needs are distributed across eleven (11) exceptionalities with rates ranging from less than 1% to no more than 2% of the overall student population. Closer examination of suspension data shows suspension rates range from a low of 1.2% for students identified as Gifted to 38.1% for students with a behavioral exceptionality, and that the relative risk of suspension for students with specific exceptionalities compared to their peers without special education

needs are quite remarkable. For example, students identified with a behavioural exceptionality are 27 times as likely to receive a suspension compared to students who have not been identified with special education needs.



Spotlight on Valuing Voices: Disability

Students who self-identified as having a disability(ies) in the *Valuing Voices* survey showed a strikingly similar pattern to the larger District-level group of students with special education needs (excluding gifted).

Findings include:

- ✎ Student who self-identified as having a disability(ies) only represented approximately 7% of all students suspended at the District-level, but accounted for 50% of suspended students who responded to the survey.
- ✎ Student who self-identified as having a disability(ies) had a suspension rate 2.5 times higher than the overall survey population, and were 4 times more likely to be suspended than students who self-identified as not having a disability(ies) on the survey.
- ✎ The largest disparities were recorded for students reporting Addiction(s) (10.5), followed by Mental Health (6.1), Another disability not listed (5.4) and Developmental (5.4).

Summary and Next Steps

The findings from this report shine a light on some of the inequities that exist in our system in relation to disciplinary policies and practices. This reinforces our call to action as a system to eliminate the systemic barriers and biases that prevent all students from reaching their full potential, particularly students who identify as Indigenous, Black, and who have been minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability).

Creating Safe Spaces and Conditions for Learning

The rate at which discretionary suspensions are issued, particularly those that last for only one day, point to larger issues within the system, including lack of student engagement and threats to feelings of safety and sense of belonging (e.g., Duke University, 2010). Behaviour that is deemed to be inappropriate should be viewed as an opportunity to understand the underlying needs of the student. Rather than using suspensions to manage student behaviour, the focus of our work must shift towards creating learning environments for students where they: are comfortable expressing themselves without fear of retribution; are truly engaged in their learning; and see themselves reflected in the curriculum and in the staff who are responsible for supporting their learning and well-being while in school. It is through these actions and the use of a progressive discipline approach that we teach children the skills necessary to self-regulate and facilitate their understanding of the consequences of their actions.

Recognizing the importance of the early years in setting the foundation for positive learning experiences, the Ontario Ministry of Education recently introduced a new regulation (O. Reg.440/20) which removes the principal's discretion to suspend students enrolled in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the Education Act. Funding has been allocated to school districts to help support the implementation of these changes. In the OCDSB, this work involves collaboration across multiple departments, including Learning Support Services (LSS), Program and Learning, and Safe Schools. As one example, the Early Learning Team in LSS is continuing to provide coaching and mentoring support to Kindergarten teachers, ECEs and EAs with the goal of promoting positive student behaviour. Professional learning sessions focused on factors that impact behaviour (e.g., implicit bias, traumatic experiences); specific programming (e.g., Mindmasters 2); and implementing the Third Path framework all provide opportunities to further promote sense of belonging, physical and emotional safety, and self-regulation amongst students.

In addition to targeted programming and professional learning, the *OCDSB Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key work being undertaken at a District-level to promote more safe and inclusive learning spaces for students. Some of these include:

- a review of the Safe Schools Policy, including policies and practices associated with police involvement in schools;
- the establishment of foundational mandatory professional learning for school and District staff in Indigenous knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, anti-racism/anti-oppression and human rights;
- implementation of a staff census to better understand the representativeness of the OCDSB workforce and identifying strategies to increase representation of minoritized groups in leadership roles and those directly impacting student learning and well-being;

- redesigning course content (e.g., Social Studies, History and Geography; Grade 9-12 English) to include and represent Indigenous, Black and minoritized histories perspectives and ways of knowing;
- introduction of Indigenous and Black Graduation coaches at specific sites to promote and support student success and pathways to graduation;
- expansion of leadership and networking opportunities for Indigenous, Black and minoritized youth.

Staff will also continue to work with the community and system to identify additional strategies and supports to help address issues of inequity.

Data Analysis and Reporting

As this was the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards, we still have a lot to learn and a long way to go. While the restricted subset of self-identifying constructs that were reported-on here in isolation may appear on the surface as a cursory glance, the various angles and viewpoints under which they can be explored remain under discussion as we look to reconcile our understanding of identity constructs, set meaningful District goals, as well as meet Ministry reporting requirements.

Additional analyses will need to be undertaken to explore suspension data for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language, ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation, as there are clearly meaningful connections that exist and remain to be explored (e.g., Gender Identity and Sexual Orientation; Ethnicity and Race). Deeper analyses that incorporate student perceptions as they relate to issues of school safety, engagement, and sense of belonging will also be an important consideration. Such analyses not only contribute to a more holistic understanding of our students' self-perceptions and experiences, but also help tease apart the unique contributions of various underlying factors linked to outcomes, as well as distinguish pathways and underlying root-causes. It is also important to recognize limitations to our understanding, as the *Valuing Voices* survey collected information on students but failed to capture the larger context/environment in which they exist/live (i.e., within circles of family, school, community). The complexity of this work, and our District's positioning as one of the first to pursue it with the IDB data/ leads in Ontario, along with our interest in continuing a dialogue/responding to the interests/needs of our various voices/ stakeholders/ community partners, makes this work ongoing.

While Disproportionality and Disparity offer us two ways of *measuring* relative group differences (versus All and versus Another group, respectively), these indices do not indicate whether observed differences are *meaningful*, nor do they tell us what *movement* might be reasonable to expect over time. To better contextualize these indices and make them useful, cut-points referred to as *thresholds* must first be established. As we continue to investigate identity-based data, District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify reasonable targets and monitor progress towards addressing existing inequities. This will form part of the core work in 2019-2020 for the recently established OCDSB Technical Advisory Group: Anti-Racism Data Standards. Once thresholds have been established, monitoring progress towards some of the goals cited in the [Indigenous, Equity and Human Rights Roadmap](#) (2020) will be easier.

Technical Considerations

This phase of reporting requires the calculation of a racial disproportionality and/or racial disparity index for each unit of analysis (Standard 29). In the case of suspensions, both have been calculated where suppression thresholds have been met. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time. The following sections provide an overview of the considerations that were taken into account.

Units of Analysis. Most survey questions allowed for the selection of multiple responses, honouring the multidimensionality of identity. From an analysis and reporting perspective, this adds complexity. Analysis must be sensitive to commonalities and differences in experience and treatment among persons reporting multiple responses. For example, Standard 27 (Primary Unit of Analysis) of the Data Standards describes the following considerations in terms of multiple race categories:

“In some cases, it may make sense to count persons who report White and some other race according to the other race category selected. In other circumstances, it may be necessary and appropriate to aggregate or construct socially meaningful mixed-race categories. For example, a generic mixed-race category may be appropriate if there are insufficient or small numbers of individuals (fewer than 15) who select multiple race categories. If a generic mixed-race category might obscure significant differences, and sample sizes are sufficient, consider using specific combinations of race categories.”

As a result, three different approaches to assigning respondents to groups were examined to better understand the influence on disparity and disproportionality calculations:

- **exclusive groups** – no overlap across response categories; respondents selecting more than one response option were combined into a “mixed group” option
- **additive groups** – includes exclusive groups for those respondents who selected one response option only, but an additional group was created for each exclusive category that included respondents who selected that category and at least one other response option (e.g., black + white)
- **inclusive groups** – all groups overlap with one another (e.g., the black category includes respondents who selected black either as a single response or in combination with at least one other race category).

Given results did not yield substantive differences in the calculations, results are being reported based on exclusive groups. Not only should it facilitate greater clarity in understanding the results, but it will offer advantages for future analyses exploring intersectionality. The exception to this is disability, where inclusive groups were deemed to more accurately reflect the data due to the comorbid nature of disabilities.

Benchmarks and Reference Groups. For purposes of this report, calculations of disproportionality use the population of students who participated in the *Valuing Voices – Identity Matters! Student Survey* as a benchmark. After careful consideration, the most appropriate reference group for disparity calculations was deemed to be “all other” respondents (i.e., any respondent not included in the target group) yielding more stable comparisons over time.

Calculating Disproportionality and Disparity. Disproportionality is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population. A disproportionality index (or rate) reflects the likelihood/risk that someone from a specific group will experience a certain outcome, relative to the risk in the entire population. A value of 1.0 reflects no disproportionality. A value greater than 1.0 reflects overrepresentation. A value less than 1.0 reflects underrepresentation. Similar to Suspension Rate, scaled shading is used to indicate relative size.

Disparity is a measure of group differences that compares an outcome for a specific group against that of another (BENCHMARK) group. There are many ways of measuring disparities, however, the Data Standards describe calculating a disparity index (ratio) which compares the relative risk/rate in a specific group to the risk/rate in a BENCHMARK group. It measures whether a particular outcome is lower, similar, or higher in a specific group relative to a comparison group. A value of 1.0 reflects no disparity between the risk for the specific group and the benchmark group (same risk). A value greater than 1.0 reflects a higher risk for the specific group. A value less than 1.0 reflects a lower risk for the specific group.

Calculations of disproportionality and disparity are significantly impacted by small numbers. A general rule-of-thumb is to have minimum sample size of 10 and a population size of 30, otherwise estimates are not reliable. This rule has been applied to the reporting of suspension data and indicated with "NA" in the corresponding graphs.

Interpreting Disproportionality and Disparity. Meaningful interpretation of disproportionality rates and disparity ratios require the establishment of a threshold, which is an established cut-point used to identify meaningful disproportionality and disparity values. District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify targets and monitor progress towards addressing existing inequities/inequalities. This will be a key outcome for the OCDSB Technical Advisory Group: Anti-Racism Data by the end of June 2021.

Key Terms

Definition	What does it mean in <i>this</i> report?
SUSPENSION RATES reflect the prevalence of suspensions within a specific group, by comparing the number of students within the group to receive a suspension to the total number of students in the group.	Higher suspension rates indicate a higher occurrence of suspensions over the course of the year within a specific group.
OUTCOMES can be programs, services, or functions.	In this report, our examination focuses on students who experienced a suspension at least once throughout the 2019-2020 school year.
<p>DISPROPORTIONALITY is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population.</p> <p>A DISPROPORTIONALITY RATE reflects the likelihood/risk that someone from a specific group will experience a certain outcome, relative to the risk in the entire population.</p>	<p>Disproportionality answers the question: <i>Compared to the overall student population, how likely is it that a student from this group will be issued a suspension?</i></p> <p>A value of 1.0 reflects equal risk of suspension (parity) relative to All Students. A value greater than 1.0 reflects greater risk (overrepresentation), while a value less than 1.0 reflects lower risk (underrepresentation).</p>
<p>DISPARITY is a measure of group differences that compares an outcome for a specific group against that of <u>another</u> group, which serves as a BENCHMARK. There are many ways of measuring disparities.</p> <p>A DISPARITY RATIO is a proportion comparing the relative risk/rate in a specific group to the risk/rate in a BENCHMARK group. It measures whether a particular outcome is lower, similar, or higher in a specific group relative to a comparison group.</p>	<p>Disparity answers the question: <i>Compared to other students, how likely is it that a student from this group will be issued a suspension?</i></p> <p>A value of 1.0 reflects equal likelihood of suspension (no disparity) compared to the "all other" or a benchmark group. A value greater than 1.0 reflects a higher likelihood of suspension, while a value less than 1.0 reflects a lower likelihood of suspension.</p>
A BENCHMARK is a group used as a common reference point against which to measure disparities. Using the same point of reference for all specific group comparisons means the resulting disparities are comparable to each other.	Disparity calculations for the full student population make use of "all other students" as the benchmark group. When reporting on information collected from the subset of students who participated in the <i>Valuing Voices</i> survey, "all other students" was used for calculations on race and gender identity, while "does not identify as Indigenous" was used to report on Indigenous identity and "does not identify as having a disability" was used to report on disability.
A THRESHOLD is an established cut-point used to identify meaningful disproportionality and disparity values.	District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify targets and monitor progress towards addressing existing inequities.

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2020 OCDSB Technical Advisory Group: Anti-Racism Data Standards**Terms of Reference****Description of Mandate**

The mandate of the TAG is to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, streaming, etc.). Specifically:

- [units of analysis](#) (standard 27);
- [analysis of outcomes](#) (standard 28);
- [minimum requirements for analysis](#) (standard 29);
- [benchmarks and reference groups](#) (standards 30 and 31);
- [interpreting analyses](#) (standard 32).

The District will be responsible for undertaking the analyses and reporting of data, as necessary. When it comes to the examination of disproportionality and disparity of outcomes, however, the way in which the standards are interpreted and applied have implications for decision-making and actionable next steps. As a result, having a formal and ongoing relationship with a broad range of community partners and cross-departmental representatives will be important in helping to identify concerns from their respective community(ies) with respect to the analytic approaches being taken or considered and help guide the narrative of what the data is telling us.

Membership

The TAG will be comprised of up to 10 community representatives who can share perspectives of individuals who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. Members should have experience and knowledge of research and statistical methods and a keen interest in the interrogation of quantitative data.

Participation on the TAG would be of particular interest to individuals with experience in the collection, analysis and reporting of identity based data, an understanding of the Anti-Racism Data Standards, and/or the application of OCAP principles.

The Manager of the Research, Evaluation & Analytics Division will chair the meetings, and will be supported by staff, as required.

Scope and Schedule

It is anticipated that the TAG will meet 3 to 4 times per school year. This year, the first meeting will be scheduled for late October with subsequent meetings tentatively planned for November, February and May. Meeting dates are expected to align with planned reporting on identity based data.

2020 OCDSB Technical Advisory Group: Anti-Racism Data Standards

Meetings will be conducted via Zoom and will be scheduled for 1.5 hours during the regular business day. Meetings will be recorded to support note-taking. Meeting notes will be distributed to committee members for review and to verify accuracy.

Deliverables for 2020-2021

By the end of June 2021, TAG will have played an instrumental role in reviewing and applying the data standards to inform the analysis and reporting of identity based data, including:

- determining appropriate reference groups and benchmarks for comparison purposes;
- establishing thresholds against which progress towards the elimination of systemic barriers and biases can be measured; and
- discussing strategies to ensure that the data and reporting is accessible and meaningful to the community.

**BOARD****24 November 2020****Report No. 20-107****Tracking Implementation of the Strategic Plan**

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

PURPOSE:

1. To facilitate discussion on the strategic actions identified for 2020-2021, the planned activities and deliverables, and the role of the attached template for tracking implementation of the strategic plan and ensuring accountability.

SUPPORTING OUR STRATEGIC PLAN:

2. The 2019-2023 strategic plan offers a vision for the 4-year life of the plan. To achieve that vision, annual strategic action plans are developed with specific actionable items. These items are decided upon through senior staff discussions, based on the work that drives the OCDSB forward in building a Culture of Innovation, Culture of Caring, and Culture of Social Responsibility.

CONTEXT:

3. The OCDSB has a strong commitment to three culture statements described in the strategic plan. The actions required to adapt to the circumstances brought about by the pandemic have highlighted the strength of the culture statements as our strategic priorities. Despite the changing landscape, the OCDSB has remained focused on our top priorities: Culture of Innovation, Culture of Caring, and Culture of Social Responsibility.
4. This report provides a reminder of the actions and accomplishments outlined in the 2019-2020 strategic action plan and the identified the goals set for 2020-2021. In a period of great operational focus, there has been significant work to ensure we continue to bring the culture statements to life. We have also streamlined a number of initiatives for 2020-2021 to ensure that we optimize available organizational capacity. By thoughtfully identifying the goals and activities for this year, we can focus our work on initiatives that will build on the progress made last year and support the implementation (and eventually impact) of our strategic plan.

KEY CONSIDERATIONS:

5. The goals and activities identified for 2020-2021 have been chosen carefully and intentionally, with consideration as to what is feasible this year and what will have the greatest impact on building a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. In a time of such uncertainty, it was important to

be purposeful when creating this action plan because over-estimating or over-committing the number of initiatives for the year would put us beyond our capacity and may in fact hinder our ability to make progress. Therefore, we focused on our most important goals and strategic actions that will ‘move the needle’.

6. The 2019-2020 school year was a unique one, with unanticipated challenges and disruptions. Despite these challenges, the OCDSB continued to make progress on identified goals and, in some ways, the need to adapt actually fueled our progress. The strategic action tracker for 2019-2020 highlights these activities and accomplishments, and is attached as Appendix A. The table includes status of completion as indicated on a scale of 0-4. This scale serves as a scorecard for ensuring a cadence of accountability as we continue with implementation of the strategic plan. This work and the advancements were used to develop next steps and strategies for the strategic action plan for 2020-2021.
2. The 2020-2021 strategic action plan is streamlined and focused in order to help us reach the goals identified in the 2019-2023 strategic plan. At this stage, in year two of our strategic plan, we are focused on implementation. The ongoing monitoring of this work will be captured using the tracking template, attached as Appendix B. In the template, we have included an additional column where we have turned our minds to the structural implications that are needed to ensure that change is sustainable.
3. Critical work for 2020-2021 is the implementation of the Indigenous, Equity and Human Rights Roadmap. Despite many initiatives being put on hold due to the pandemic, our commit to equity, through a Culture of Caring and a Culture of Social Responsibility, remained a top priority. The development of this roadmap was a huge accomplishment last year, and it will serve as the visualization for the strategic work on equity this year.

RESOURCE IMPLICATIONS:

4. Time is a significant resource demand for staff to: (1) intentionally identify action items that will have a meaningful impact on the strategic goals; (2) see the action items through to completion; and (3) report on progress to the Board and all stakeholders. These demands are met by existing staff.

COMMUNICATION/CONSULTATION ISSUES:

5. This report provides an important update about the ways in which we are working achieve a shift in culture at the OCDSB. Stories from our schools which highlight this work are shared broadly with the OCDSB community through the website and social media. The impact of this work will be assessed by using the Key Performance Indicators (KPIs) identified in the 2019-2023 strategic plan. The KPIs were determined at the outset of the strategic plan to measure change in a consistent and transparent way. Upcoming reports on the KPIs will also be shared with Trustees and on the District website to demonstrate accountability to our stakeholders.

DISCUSSION QUESTIONS:

- How will strategic actions identified help build a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility?
- How do the planned activities build on the accomplishments of 2019-2020?
- How will a streamlined approach help ensure progress on our significant goals?
- What are the structural implications and considerations for sustainable practice?

Michele Giroux
Executive Officer

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

APPENDICES

Appendix A: Strategic Action Tracker 2019-2020

Appendix B: Strategic Action Tracker 2020-2021

2019-2020



Champion high learning expectations for all students in all programs

Improve Student Achievement

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Establish targets for achievement results	<ul style="list-style-type: none"> - Identified targets. - Created structures for establishing and monitoring targets. - Gathered data to inform tools and strategies. 	<ul style="list-style-type: none"> - Despite disruptions last year, monitoring tools were established. - The challenge moving forward will be continuity of implementation. - Although previous data sources are unavailable, the established structures will remain and new data sources (not bound to provincial data) will be explored. 	N. Towaij	
Renew cycles and resources for Board Improvement Plan for Student Achievement and Well-Being / School Improvement Plan for Student Achievement and Well-Being	<ul style="list-style-type: none"> - Established new cycles and resources to support BIPSAW and SIPSAW. - Established Program and Learning (PAL) Council. - Used surveys and both educator and administrator voice to make data-informed decisions ("you said, we heard, we did"). 	<ul style="list-style-type: none"> - Opportunity to engage educators in an educator-version of PAL Council. - Newly established cycles for BIPSAW/SIPSAW will inform practice of implementation and instructional leadership in the context of virtual and in-person learning for 2020-2021. - Additional resource(s) are required for 2020-2021 to prepare students, teachers and parents for transitions in math; establish structure and roll-out for new curriculum; and create a professional development series focused on addressing learning and opportunity gaps for students. 	N. Towaij	
Implement Quality Program Indicators for students with special education needs	<ul style="list-style-type: none"> - Reviewed Quality Program Indicator resources. - Restructured content to be more precise, streamlined and user friendly. - Began the design and development of digital platform. 	<ul style="list-style-type: none"> - The purpose of the QPI document is to share best practices and resources to ensure a standard of practice is established for all students with exceptionalities. - Next steps: Continue to refine the content in the resource; Engage with teachers and administrators to provide an overview and shared understanding of the resource; Share resource with the Special Education Advisory Committee. 	P. Symmonds	
Respond to integration of students with Autism Spectrum Disorder (ASD)	<ul style="list-style-type: none"> - Enhanced the ASD/DD intake process. - Restructured ASD/DD team. - Reduced wait times for ASD Team referrals - Provided online ASD training to staff (Educational Assistants, Early Childhood Educators, teachers, and administrators). - Supported transitions to schools. 	<ul style="list-style-type: none"> - Anticipate a change in the Ministry's Ontario Autism Program model after April 2021 resulting in grandfathered students returning to full time school. - Next Steps: Continue to work with CHEO and other therapy providers on shared goals that promote successful transitions; engage parents/guardians in this process. 	P. Symmonds	

Create Conditions for Innovation and Creativity

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Pilot resources: OCDSB Guide for Supporting Students with Giftedness in the Regular Classroom and OCDSB Interest Academy	<ul style="list-style-type: none"> - Began pilots for both resources and received anecdotal feedback; Pilots were interrupted and could not continue. - Shifted the approach to embed best practices and resources into the section for Giftedness in the Quality Program Indicators resource. - Began exploring a plan to pilot a universal screener for all students, including those with giftedness, to better understand their learning profile and ensure each individual's strength and needs are identified to inform instructional practice. 	<ul style="list-style-type: none"> - Recalibrating the pilots in order to meet the needs of staff and students in the system. The goal is to implement a universal screener pilot in a select group of schools. - Next Step: New schools will be selected to participate in the implementation of the QPI for Giftedness and for an inquiry-based approach to meeting the needs of students with giftedness. 	P. Symmonds	
Conduct Learning Support Services Operational Review	<ul style="list-style-type: none"> - Selected third-party consultant. - Developed project plan. - Completed discovery interviews/documents. 	<ul style="list-style-type: none"> - Focus groups were interrupted; will need to consider if/how to continue them. - Need to consider whether the questions are still relevant and whether the data to be collected will be reflective of the long-term reality or temporary situation. - Consultation with the SEAC regarding the revised plan is scheduled for the December meeting. 	P. Symmonds	

Promote collaborative environments which foster innovation and creativity

Build a Culture of Innovative Practice

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Create an OCDSB network of innovation	<ul style="list-style-type: none"> - Established online presence. - Grew circle of innovators. - Established structure for sharing innovative ideas. 	<ul style="list-style-type: none"> - Planning intentional roll-out, connected with context, so it can be situated with evidence of practice; a longer-term communications plan where stories are continuously highlighted. - Next Step: Consider how to leverage department heads. 	E. Hardie	<div><div></div><div></div><div></div><div></div><div></div></div>
Develop staff capacity in experiential learning	<ul style="list-style-type: none"> - Delivered professional development in experiential learning. - Provided additional support for experiential learning in an online context for virtual schools. 	<ul style="list-style-type: none"> - Schools are increasingly taking initiative and reaching out for support. - For 2020-2021, focus on building <i>possibility</i> instead of <i>capacity</i>. 	E. Hardie	<div><div></div><div></div><div></div><div></div><div></div></div>
Expand innovative program offerings in all streams	<ul style="list-style-type: none"> - Increased access to multiple learning experiences, including skilled trades, Specialist High Skills Majors (SHSM), and eLearning. - Provided students with dual credit opportunities via Algonquin College. - Supported hands-on learning in a home (virtual) environment. - Developed Authentic Student Learning Experience (ASLE) tool used by most Student Success Teachers (SSTs), integrated with professional development. 	<ul style="list-style-type: none"> - Although the ASLE tool is a product, the real strength is the process. - Need to gather data to measure how many students rescued credits, to support the anecdotal evidence in support of ASLE success. - Next steps: Develop a portfolio with various scenarios for staff to refer to; Leverage SSTs to support classroom teachers in changing their practice; Continue with dual credit opportunities and launch School Within a College (SWAC). 	E. Hardie	<div><div></div><div></div><div></div><div></div><div></div></div>
Create personalized learning spaces	<ul style="list-style-type: none"> - Embraced concept of less traditional, flexible learning spaces connected to good pedagogy. - Developed draft guideline for Learning Anywhere. - Continued peer support for pilot schools with their Learning Anywhere work. 	<ul style="list-style-type: none"> - Forced to move back to more traditional learning spaces due to physical distancing measures. - Next Step: Identify pilot schools to consider what they learned and how we can understand the impact of flexible learning spaces and learning on display. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>
Create a digital community of practice	<ul style="list-style-type: none"> - Shifted District to a community of learning. - Provided learning on digital tools. - Created videos and resources supporting the use of digital tools and applications combined with pedagogical practice, which are hosted on the staff portal. - Provided Learning Management System training to all teachers. - Conducted technology-based survey. - Distributed devices to create operational structure. 	<ul style="list-style-type: none"> - Adjusting course with dramatic changes due to remote learning and working. - Practice and cultural paradigm related to a community of practice; not just about shifting teaching from in-person to remote. - Identification of opportunities for short and direct job-embedded learning, focused on assessment/evaluation, collaboration, and rich/authentic tasks. - Next Steps: Leverage resource providers; Move beyond 'creating' to 'expanding and advancing' our digital community of practice. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>

Modernize Learning and Student Experience

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Align the principles of NPDL with Experiential Learning	<ul style="list-style-type: none"> - Partnered with Innovation and Adolescent Learning. - Integrated experiential learning with rich and authentic tasks. 	<ul style="list-style-type: none"> - Moved beyond NPDL. - Next Steps: Formally disengage from NPDL; Align with principles of CRRP; Differentiate support for schools high on RAISE index. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>
Re-develop OPS/Principal learning/VP network and alignment of function and roles	<ul style="list-style-type: none"> - Collaborated across departments to fine tune superintendency meeting model to focus on learning and achievement, and include vice-principals in sustainable way. - Streamlined operations and training sessions. - Established expectations and increased alignment with SIPSAW cycle. - Increased alignment between elementary and secondary. 	<ul style="list-style-type: none"> - Response to current situation included even more professional development for educators, but demands have put a hold on re-developing meetings with a professional learning structure. - Next Steps: Revisit the development of the professional learning structure in 2021-2022, as we are not currently in the position to move forward. 	B. Reynolds	<div><div></div><div></div><div></div><div></div><div></div></div>
Use Experiential Learning to build engagement and to rethink the delivery of compulsory courses	<ul style="list-style-type: none"> - Provided professional development on experiential learning, with direct support from Superintendent of Instruction. - Hosted workshops on experiential learning in skilled trades, while prioritizing mathematical skill development. - Worked with G8 schools to develop new ideas around using experiential learning to support ELD/ELL, low SES, student wellness, address attendance issues, etc. 	<ul style="list-style-type: none"> - Consideration of how the current schedule/structure naturally lends itself to a flipped classroom approach. - Opportunities to leverage "off days" for students for potential credit recovery. - Currently surveying schools to track at-risk numbers in our current environment; concern that students can fall behind more rapidly in the quadmester model. 	E. Hardie	<div><div></div><div></div><div></div><div></div><div></div></div>
Foster STEM opportunities for students in all elementary school communities	<ul style="list-style-type: none"> - Provided a list of STEM opportunities that are available to educators and students in our District. - Actively promoted Hour of Code in all schools. - Created and shared Maker Challenges with themes connected to strategic plan. - Created resources in partnership with Innovation and Adolescent Learning to support coding in grades 1-8. 	<ul style="list-style-type: none"> - Technology coaches working with classroom teachers on STEM experiences for students. - More students are aware of, and have participated in a coding experience. - Consideration of how confidence in K-8 informs course selection in secondary. - Next Steps: Establish formal partnerships with other institutions to advance opportunities for students under-represented in STEM. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>
Foster Secondary Schools STEM pathway for students	<ul style="list-style-type: none"> - Catalogued Computer Science and Computer Engineering courses available. - Met with principals to discuss technology needs in Design Technology, Computer Science and Computer Engineering courses. - Met with Program and Learning to discuss the availability of Computer Science and Computer Engineering courses in the OCDSB. 	<ul style="list-style-type: none"> - Alignment with equity work; Consideration of who is represented in STEM courses. - Collaboration with principals informs prioritization of their needs. - Next Steps: Specific supports targeted explicitly to under-represented groups and consideration of a pilot project. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>


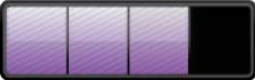







Modernize instruction and administrative processes				
Modernize Administrative Processes				
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Implement new student information system	<ul style="list-style-type: none"> - Established Aspen Steering Committee and Transition Team. - Trained Transition Team on all modules. - Completed training on data validation and operational data store. 	<ul style="list-style-type: none"> - Next Steps: Roll-out implementation. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>
Implement Safe Arrivals Program	<ul style="list-style-type: none"> - Established and completed implementation for Safe Arrival Program. 	<ul style="list-style-type: none"> - Continue to monitor implementation. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>
Automate Agenda Production	<ul style="list-style-type: none"> - Acquired equipment and provided training. - Automated COW and DEC agendas. - Developed capacity for report writing in escribe. 	<ul style="list-style-type: none"> - Working remotely expedited transition to escribe. - Next Step: Increase automation of forms. 	M. Giroux	<div><div></div><div></div><div></div><div></div><div></div></div>
Modernize Human Resources Management Practices				
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Update job evaluation process for non-union employees	<ul style="list-style-type: none"> - Identified and confirmed scope of review. - Prepared RFP for the project. 	<ul style="list-style-type: none"> - Possibility of extra internal support. - Next Steps: Select successful bidder and finalize contract; Update job descriptions. 	J. McCoy	<div><div></div><div></div><div></div><div></div><div></div></div>
Revitalize Performance Management System	<ul style="list-style-type: none"> - Identified outstanding principal/teacher performance appraisals. - Developed workshops for principals, vice-principals and superintendents. - Rolled out Teacher Performance Appraisal (TPA) software updates to the system with supporting resources. 	<ul style="list-style-type: none"> - System issues with the upgrade to the TPA system led to delays in roll-out. - Workshops were cancelled due to labour action and closure. - Next Step: Prioritize performance appraisals for new teachers, and otherwise work put on hold given the need for substantial engagement with principals. 	J. McCoy	<div><div></div><div></div><div></div><div></div><div></div></div>
Re-imagine Staff Development from system perspective	<ul style="list-style-type: none"> - Pivoted to virtual professional development. - Established networks and cycle. - Took a responsive approach and used feedback in an immediate way. 	<ul style="list-style-type: none"> - Given remote conditions, moved from almost exclusively from in-person to virtual format which allows PD to not necessarily depend on release time. - Next Step: Embrace lessons learned to inform work moving forward. 	J. McCoy	<div><div></div><div></div><div></div><div></div><div></div></div>
Modernize Learning and Student Experience				
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Increase the use of the Ministry of Education's VLE for students in Grade 7-8	<ul style="list-style-type: none"> - Provided resources to staff for use of the VLE. - Created blended learning opportunities through use of the VLE. - Promoted the use of the portfolio tool for digital placement of student work. - Provided principals an outline of tools available on VLE. - Uploaded Concussion Management modules to VLE for student use. 	<ul style="list-style-type: none"> - Increased awareness of tools available. - Increased use of tools, with tools and practices being adopted incidentally as remote learning accelerates progress. - Next Steps: Determine good digital practices, regardless of circumstances. 	S. Lehman	<div><div></div><div></div><div></div><div></div><div></div></div>
Activate Student Voice Action Plan/ Student Feedback System	<ul style="list-style-type: none"> - Facilitated G8 Principals' use of Student Voice to inform school improvement. - Facilitated consultations with system departments and Student Senate /Presco. - Promoted the use of Student Voice in Student Success to build re-engagement plans, connecting learning to pathway goals. 	<ul style="list-style-type: none"> - Rolling out portfolio development for students with the support of SSTs. - Supporting virtual schools to build student councils and student senate representation. - Using student voice to build an event focused on virtual post-secondary education opportunities. 	E. Hardie	<div><div></div><div></div><div></div><div></div><div></div></div>
Modernize Continuing Education, Adult and Alternate models and pedagogy	<ul style="list-style-type: none"> - Increased personalization of learning in elementary summer school. - Increased communication between sending school and summer school; further opportunity to expand communication to receiving school. 	<ul style="list-style-type: none"> - Advancements were driven by the move to remote learning. - Important to view Continuing Education as a continuum, not an addendum. - Next Steps: Consider how the summer school experience in grade 8 impacts student performance in grade 9; Create a plan for next summer as grade 8 students will be entering into de-streamed math. 	S. Smith	<div><div></div><div></div><div></div><div></div><div></div></div>
Align Alternate, Adult and Continuing Education/LINC programs	<ul style="list-style-type: none"> - Embraced moment of opportunity to increase alignment. - Moved to online registration where possible. - Supported the move to a continuous intake process. 	<ul style="list-style-type: none"> - Need to consider what a successful modernized model will look like. - Next Steps: Write a white paper on how an online approach can benefit some students; Consider how equity is addressed through course offerings. 	S. Smith	<div><div></div><div></div><div></div><div></div><div></div></div>



Prioritize the dignity and well-being of students in inclusive and caring classrooms






Enhance Student Safety

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Implement Commit to Kids program	<ul style="list-style-type: none"> - Established a Commit to Kids/Kids in the Know Steering Committee. - Hosted initial staff training in Commit to Kids. - Developed policy and procedure to prevent child sexual abuse, which requires approval from the Board. 	<ul style="list-style-type: none"> - Interest in gathering feedback from CAS and Ottawa Police; process started prior to Covid but interrupted. - Opportunity to align with staff misconduct and Kids in the Know cyber safety. - Next Step: Get draft policy and procedure approval by January; Integrate training into hiring process. 	B. Reynolds	
Review and revise Safe Schools Policy and Code of Conduct Policy	<ul style="list-style-type: none"> - Conducted pre-consultation with stakeholders, including students in targeted and general ways. - Facilitated conversations with principals, vice principals, and Multicultural Liaison Officers to discuss existing barriers. - Drafted revisions to policies. 	<ul style="list-style-type: none"> - Establishment of a process and commitment to listening is just as important as the policy changes. - Consultation was interrupted; will continue virtually, with target completion by February 2021. - Alignment of this work with review of police involvement in schools. 	M.J. Farrish	
Expand programming for suspended and expelled students	<ul style="list-style-type: none"> - Modified intake and discharge process to better identify non-academic goals. - Held intake meetings; staff are in place and engaged in programming for academic and social emotional goals in the student action plan. - Changed location for one site and amalgamated 3 sites to 2. - Reviewed data re: suspensions, expulsions, and attendance in safe schools programming at safe schools sites. 	<ul style="list-style-type: none"> - Need a better understanding of how the new architecture is working for students. - Focus on non-academic programming. - Next Step: Review data to measure impact of the longer day, inclusion of social emotional programming, and the enhanced transition processes. 	M.J. Farrish	
Review current use of Restorative Practices in schools and Plan for increasing Staff Capacity to deliver	<ul style="list-style-type: none"> - Conducted initial research on Restorative Practices, approaching it with a human rights lens. - Started setting conditions to build a culture that is equity-aware. - Altered plan based on our current needs beyond Restorative Practices, and understanding based on human rights concerns. 	<ul style="list-style-type: none"> - The basis is about community building. - Changing strategic direction throughout this journey: consideration of ways we are using the principles (e.g., engagement and ownership) without necessarily adopting the Restorative Practices package; - Next steps: Engage with Hawthorne re: pilot project; Conduct literature review; - Collaborate with Program and Learning and Learning Support Services around setting conditions for learning that centre equity (i.e., The Third Path approach) as well as making connections with the Indigenous, Equity and Human Rights Roadmap. 	M.J. Farrish	
Update Bullying Prevention and Intervention Plan	<ul style="list-style-type: none"> - Considered school plan data to complete the District Plan template. - Compiled menu of programs and initiatives that schools are employing to support bullying prevention. - Drafted overarching statements to inform school-level statements. 	<ul style="list-style-type: none"> - Need the structure to support the culture; need to establish structure for bullying prevention planning by establishing action teams with vision leaders in schools. <p>Next Steps: Create structure, profile and brand for system-level Safe and Accepting steering team and school-level Safe and Accepting action teams; Interaction and integration between school and system teams will help inform annual bullying prevention plans and other initiatives.</p>	M.J. Farrish	
Review methods for reporting bullying in schools and propose District methodology	<ul style="list-style-type: none"> - Completed inventory of current reporting options accessed by students in schools. - Met with vendors to explore third party tools. - Shared proposed methods with School Operations Committee. - Selected and purchased tool. 	<ul style="list-style-type: none"> - Community building versus surveillance. - Next Steps: Meetings with departments to discuss requirements for implementing a pilot of the tool; Review data as part of ongoing monitoring. 	M.J. Farrish	


Improve Student Well-Being				
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Review and Update the Well-Being Framework to align with 2019-2022 Mental Health Strategy	- Identified a collaborative approach with Learning Support Services (LSS) and Program and Learning (PAL) for revision of the framework.	- Work to carry into 2020-2021. - Next Step: Determine timeline for approach to revisions.	M.J. Farrish	
Complete International study on Social-Emotional Skills (OECD)	- Collected and processed data. - Continued collaboration with OECD.	- Reports provided from OECD will inform our work developing students' socio-emotional skills. - Next Step: Host workshops on socio-emotional skills with OECD participation/involvement.	M. Giroux	
Implement 2019-2022 Mental Health Strategy through annual Action Plans	- Finalized OCDSB Mental Health Strategy. - Provided in person and online mental health training for educators. - Provided professional development for LSS staff to enhance cultural competency - Conducted literature review on barriers to accessing mental health services for Black and Indigenous Youth. - Provided consultation, direct counselling and referral support for students.	- Complete research on barriers to accessing mental health services and continue to provide access to culturally responsive mental health supports and services. - Targeted focus on mental health promotion for students K-3. Next Steps: Conduct focus groups with Black and Indigenous students; Provide ongoing professional learning for staff.	P. Symmonds	
Champion and nurture a safe, caring and respectful workplace				
Enhance Human Resources Equity Practices				
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Promote and support Affiliate Networks	- Reviewed structure and resources from the Employee Resource Group program. - Established contact with existing informal and formal affinity networks to seek feedback/advice. - Worked with employee groups.	- Direct reflection of community work. - Next Steps: Engage with staff.	J. McCoy / D. Baker	
Develop Indigenous and Racialized Leaders Development Plan	- Conducted successful RFP process and hired third-party for development of plan. - Integration with succession planning.	- Will be informed by data which will be collected through workforce census. - Next Step: Work to better understand the experiences and trajectories of current Indigenous and racialized leaders.	J. McCoy	
Develop Workforce Census survey instrument	- Worked with Corporate Services to combine workforce census with employee engagement survey. - Reviewed standards for collecting identity-based data to confirm requirements related to employee census. - Gathered and reviewed sample surveys. - Established a small working group (with Equity team, Human Resources, Corporate Services, Communications, School Operations) to serve as the project team. - Entered into a contract with Qualtrics for support and administration.	- Survey has developed beyond the original contemplation, with a focus on creating the conditions for a culture of caring where employees are encouraged to bring their identity to work. - Interest in findings ways to tell staff stories and show vulnerability, which will in turn increase staff confidence, participation, and validity in the data collected. - Opportunity to collaborate with the Hard Conversations group.	J. McCoy	
Complete an Equitable Recruitment Strategy	- Conducted inventory of current practice. - Carried out training to ensure hiring managers are culturally aware. - Rolled-out training to staff. - Collaborated with Indigenous, Equity & Human Rights division.	- Upcoming opportunity to identify gaps in recruitment through data collection via the workforce census. - Next Steps: More advanced training as next level of Indigenous, Equity and Human Rights Roadmap.	J. McCoy	
Improve Workplace Safety and Employee Well-Being				
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Implement Respectful Workplace Campaign	- Met with communications to discuss promotion materials/campaign. - Developed draft content, with focus on 'what does a respectful workplace look like', which is still underway.	- Next Step: Continue work on content development and promotional planning in 2020-2021.	J. McCoy	
Continue Ongoing Implementation of Psychologically Healthy and Safe Workplace practices using CSA Standard	- Held regular meetings on Engaging and Health Workplace until closure in March. - Launched online wellness platform, Lifespeak. - Included webinar on mental health and resilience for leadership training day.	- Focus shifted to health and safety in the context of the pandemic. - Work will span multiple years. - Staff survey will inform work to target gaps. - Next Steps: Restart committee; Undertake procedure for working from home by default.	J. McCoy	

Build authentic engagement with and among our communities

Build System Capacity for Engagement

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Develop annual engagement/satisfaction surveys for parents, students and staff	<ul style="list-style-type: none"> - Researched best practices, identified tool, and contracted third-party provider for administration of staff survey. - Engaged with parents, students and staff through interactive, online conversations throughout Learn At Home. 	<ul style="list-style-type: none"> - Although engagement with stakeholders did not take the format originally planned, participation in online conversations was very high. - Next Step: Continued engagement, with opportunities to learn more about remote learning and disaggregation of those in virtual vs. in-person schools (in compliance with PPM-164). 	M. Giroux	
Develop strategy to enhance and regularize internal communications	<ul style="list-style-type: none"> - Developed communications strategies for labour- and Covid-related issues. - Moved to a more tailored approach in communication, specific to designated audiences. 	<ul style="list-style-type: none"> - Substantial growth in internal communications, with advancements being driven by changes due to Covid. - Next Steps: Consider the development of an employee newsletter for regular and friendly reminders to staff; Opportunity to engage with staff and enquire about preferred methods of communication; Enhance staff portal 	M. Giroux	
Enhance parent portal and school based communication tools	<ul style="list-style-type: none"> - Retained School Website Communications Coordinator. - Expanded use of staff portal in collaboration with B&LT. 	<ul style="list-style-type: none"> - Unique opportunity to support schools in communications and populate parental portal with information pertaining to Return to School. 	M. Giroux	
Initiate Advisory Committee Review	<ul style="list-style-type: none"> - Presented report to Committee of the Whole in March. 	<ul style="list-style-type: none"> - Next Steps: Research, consultations, and recommendations to continue in 2020-2021. 	M. Giroux	
Facilitate partnerships with community groups/agencies to enhance student learning and opportunities	<ul style="list-style-type: none"> - Built partnerships with University of Ottawa (B.Ed program), Carleton University, Library and Archives, The War Museum, MDA Engineering, Youth Ottawa, National Capital Commission, etc. - Formalized partnerships to help deliver experiential learning. - Supported student engagement in local skills competitions. - Developed a plan (Project True North) to engage students in primary source documentation related to Canada's first Black Battalion. 	<ul style="list-style-type: none"> - Need to be asking how we can make this work sustainable. - Consider how Project True North intersects with the goal of modernizing curriculum; changing a mainstream course in a systemic, structural way. - Next Step: Develop a project similar to True North, but with an Indigenous perspective. 	E. Hardie	

Enhance Early Years

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Connect EDI data to learning programming	<ul style="list-style-type: none"> - Used the Early Development Instrument (EDI) results to help identify the strengths and needs of the children within their school communities. - Unpacked the data with Research Evaluation and Analytics Division and the Early Learning Department (in progress). - Collaborated with Program and Learning to formulate grant for ECE training. 	<ul style="list-style-type: none"> - Exploring supports in the community to close gaps prior to Kindergarten, balanced with ensuring Kindergarten classes are ready to meet students where they are at. - Importance of building relationship between student and teacher from the time of registration. - Need to disrupt expectations, dismantle perceptions through educator training. <p>Next step: Consider a summer preparedness program, informed by EDI data, connected to schools, to accelerate the gap-closing process.</p>	P. Duah	



Remove barriers to equity of access, opportunity and outcomes

Develop Equity Action Framework

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Build system capacity for equity & Human Rights	<ul style="list-style-type: none"> - Implemented Equity, Diversity and Inclusion Fundamentals and Unconscious Bias modules (CCDI). - Established Indigenous, Equity & Human Rights division. 	<ul style="list-style-type: none"> - Consider how to support and recognize affiliate groups as resources to the Board and staff, moving from underground to mainstream while ensuring groups feel safe and secure. - Priorities operationalized in the Indigenous, Equity and Human Rights Roadmap. - Next Steps: Ongoing training for staff and collaboration with affiliate groups. 	D. Baker	
Build capacity to address Anti-Black Racism, CRRP & Human Rights	<ul style="list-style-type: none"> - Hosted summer institute session. - Continued with CRRP training modules. 	<ul style="list-style-type: none"> - Priorities operationalized in the Indigenous, Equity and Human Rights Roadmap. - Next Steps: Ongoing visibility of the Roadmap, with opportunity to highlight specific topics; Opportunity for curated content on website with social media as a tool to direct stakeholders to the content. 	D. Baker	
Establish Black Studies credit course at the secondary level	<ul style="list-style-type: none"> - A Black Studies course was implemented last year as a District networked course for the students planning the Black Youth Forum. - This was supported through Continuing Education. 	<ul style="list-style-type: none"> - Next Steps: Plans for offering the course District-wide are underway for this year; Plans are underway to develop course codes in a pilot school. 	D. Baker	
Collect identity based data	<ul style="list-style-type: none"> - Collected and cleaned data. - Conducted analysis through lens provided by focus groups. - Provided summary report of overall findings. 	Next Steps: Share reports with identity-based data linked to suspension data in November; credit accumulation in December; achievement and streaming in March; and sense of belonging in June.	M. Giroux	

Develop Indigenous Education Action Framework



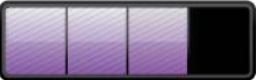
Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Develop Indigenous Education Action Framework 2019-2023	- Developed Indigenous, Equity & Human Rights Roadmap to serve as a strategic framework, proposing specific actions and accountabilities to recognize the inherent dignity and worth of each person, and to ensure that every student's right to education is respected and realized.	- Priorities for 2020-2021 are operationalized in the Indigenous, Equity and Human Rights Roadmap, with goals in key areas: securing accountability; importance of identity; building staff awareness and capacity; increasing representation; programming and supports for students; engagement and connectedness.		
Build system capacity in cultural competency	<ul style="list-style-type: none"> - Provided a series of training sessions on fundamentals of Culturally Relevant and Responsive Pedagogy (CRRP). - Built capacity for staff, with focus on guidance teachers and Student Success Teachers. - Integrated with development of Indigenous, Equity & Human Rights Roadmap. 	<ul style="list-style-type: none"> - Training for staff will be ongoing. - Expansion of CRRP modules with targeted intervention training planned. - Next Step: Situate work and training moving forward within the goals of the Indigenous, Equity and Human Rights Roadmap. 	D. Baker	

Use Data to Inform Practice, Policy and Decision-Making

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Review use of socioeconomic (RAISE) data to leverage measurable impact on poverty as a barrier to success	<ul style="list-style-type: none"> - Redirected funding to establish a community liaison. - Conducted summer program pilot project, with benchmarks for student achievement and a 'faces on the data' approach. - Established SATE: an initiative to work with a group of schools to demonstrate how student achievement can be impacted by an appropriate approach to equity. 	<ul style="list-style-type: none"> - Need to move forward with community liaison position to see the funds make a difference in schools. - Consideration of components of SATE, including teacher training, accountability, community service, parent voice, and empowering students. - Personalization of strategies, as identified through CCAT (purchased in collaboration with Learning Support Services). 	P. Duah	
Review Accommodation & Programming: English Language Program	<ul style="list-style-type: none"> - Conducted workshops with senior staff. - Provided background and discussed at Trustee retreat and COW. - Worked with Learning Support Services and ESL around proper approach to program. - Improved staff understanding of extent and nature of problem and root causes. 	<ul style="list-style-type: none"> - Transitioning from Facilities/Planning to Program and Learning; changing the discussion from accommodation to pedagogy. - Context of the pandemic has resulted in working with virtual schools as though those students are enrolled in home schools. <p>Next Step: Consider English vs. EFL enrollment crossed with in-person vs. virtual enrollment.</p>	M. Carson	







Model responsive and ethical leadership and accountability

Enhance Leadership

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Develop and Implement Leadership Development Strategy	- Conducted successful RFP process and hired third-party for development of strategy.	- Program needs to be robust; Need to consider what the talent indicators are and how we reach out engage with others to identify these indicators. - Thoughtful consideration of how we advance competencies as a habit of mind. - Requires integration with selection, mentoring, and evaluation. - Next Steps: Conduct environmental scan; Reports to come fall/winter with strategy drafted by January 2021.	B. Reynolds; J. McCoy	
Design Succession Planning Assessment & Recommendations Framework	- Integrated with Indigenous and Racialized Leaders Development Plan and Leadership Development Strategy. - Contracted third-party.	- Needs to be a move to advance racialized leaders. - Opportunity to utilize staff workforce census data to inform next steps.	B. Reynolds	
Establish role and responsibilities of the Integrity Commissioner	- Developed policy, which was then approved by the Board. - Established selection committee. - Developed and issued RFP, reviewed applicants.	- Did not find a candidate for the position. - Next Step: New RFP is underway.	M. Giroux	

Foster progressive stewardship of the environment and human and financial resources

Build System Capacity for Stewardship of Resources

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Begin transformation of the budget process for transparency and decision making	- Developed summary documents which streamlined discussed at COW. - Reduced noise by focusing on what is required and relevant.	- Importance of having agreement in priorities. - Next Step: Formalize decision-making framework and operationalize across senior team, to increase transparency and simplify discussion.	M. Carson	
Expand implementation and profile of environmental stewardship initiatives	- Continued gardens in schools, but progress is slow given current situation and competing priorities. - Continued use of solar panels.	Next Steps: - Look at mitigation of solar panels system-wide. - Engage with architect to address environmentally-sound portables.	M. Carson	
Design implementation of enterprise risk management program	- Held professional development for senior staff and managers. - Improved understanding of risk management. - Developed tools and vocabulary. - Integrated with strategic plan.	- Risk management program can be used to leverage decision-making, but connections to the work underway need to be made clear. - Next Step: Roll-out the framework which has been developed.	M. Carson	
Optimize physical space through boundary reviews and adjustments	- Established approved boundary for Stittsville HS.	- Needs analysis delayed until we gain stability amid the pandemic.	M. Carson	
Launch, Implementation and Institutionalization of Strategic Plan	- Developed strategic action plans. - Developed communications plan for branding and awareness.	- Shift in approach, with early years of the strategic plan focused on monitoring implementation, and later years focused on measurement of impact.	M. Giroux	
Determine program delivery model for the Infant Toddler Program	- Explored the present delivery of service for the Infant-Toddler Program. - Analyzed the benefits and deficits of offering Infant Toddler Program.	Next Step: Need to establish a team to determine the best way forward given the lack of funding for program.	P. Duah	

2020-2021



Champion high learning expectations for all students in all programs		
Improve Student Achievement		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Establish new process for setting achievement targets in mathematics in the absence of provincial assessment data	<ul style="list-style-type: none"> - Create long-range plan and scope and sequence in mathematics by grade level (grades 1-8); - Create assessments and resources aligned to the scope and sequence; - Create monthly curricular overviews and supports to engage parents in the learning; - Develop and pilot end of term district assessments in mathematics in grades 3, 6, and 8 to create baseline data for target setting at the classroom, school and district levels based on revised Ontario Mathematics curriculum. 	
Revisit the process for monitoring student achievement and well-being through the BIPSAW and SIPSAW in the COVID context	<ul style="list-style-type: none"> - Determine which of the current monitoring measures on SIPSAW/BIPSAW apply in the covid context and in the absence of provincial assessment data; - Revise and adapt SIPSAW template based on covid context and data available; - Collaborate to create initial targeted school-based self-assessment indicators in the areas of mathematics and well-being (learning conditions) through an equity lens. 	- Requires intentional monitoring process to address learning in both in-person and OCV schools and quadmester/octomester hybrid model.
Conduct Learning Support Services Operational review to identify areas of service delivery improvement and adjustments for improved student outcomes	<ul style="list-style-type: none"> - Consult with Special Education Advisory Committee; - Conduct review; - Use results of the review to inform decisions about long-term supports and services for students with special education needs (as opposed to a reflection of the temporary situation as a result of the pandemic); - Share findings; - Develop follow-up Action Plan. 	- Possible requirement for adjustment to policy and procedures once the necessary shifts are revealed.
Promote collaborative environments which foster innovation and creativity		
Build a Culture of Innovative Practice that Modernizes Learning Experiences for Students and Staff		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Contribute to a digital community of practice (Innovation pillar)	<ul style="list-style-type: none"> - Promote a platform that enables staff to contribute to, learn from, and collaborate with each other in pursuit of innovative practices; - Ensure the platform is easily accessible for all staff; - Create culture and structures (openness to change; hearing new ways of doing things) that engage staff in contributing to the community of practice; - Provide experiential learning professional development for staff; - Provide professional learning for staff based on their needs in the areas of learning management systems, virtual meeting tools, chat and other collaborative features that support staff engaging in new ways of learning; - Continue to build a culture of innovative practice throughout the District. 	
Institutionalize personalized and flexible learning spaces and experiences that support learning in a modernized environment	<ul style="list-style-type: none"> - Define personalized and flexible learning spaces; - Review internal guiding documents such as the Secondary School Framework and Learning Anywhere; - Engage central departments in what personalized and flexible learning spaces should look like for students; - Access research from other K-12 school districts related to personalizing learning spaces and experiences that best meet the needs of students in a modern environment; - Engage staff, students, parents, school communities, and partners in a review of what learning should look like for <i>all</i> of our students. - Use the results of the research and conversations with groups to transform what learning looks like for students in elementary and secondary schools beginning in 2021-2022 (scaffolded approach); - Continue to expand the use of Experiential Learning to promote Equity and to enhance Student Success, both in bricks-and-mortar and OCV schools. 	<ul style="list-style-type: none"> - Possible impact on Secondary School Policy Framework; - Consider a program review; - Advocate to CODE, OPSOA, MOE for possible outcome changes.

Modernize instruction and administrative processes		
Modernize Human Resources Management Practices		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Update and modernize performance management systems and cycles across employee groups	<ul style="list-style-type: none">- Update job evaluation process for non-union employees;- Redesign and implement performance management system for superintendents;- Integrate leadership competencies within performance management;- Infuse equity and human rights accountability within all performance management systems.	
Re-constitute staff development to reflect learning from a new digital reality for job-embedded, personalized learning	<ul style="list-style-type: none">- Establish a multi-disciplinary digital platform for staff development through communities of practice;- Build on and expand personalized digital professional learning structures that were established during the closure period;- Identify data collection structure to measure impact and establish new directions.- Establish a common space for the digital platform to reside for easy access;- Use of common software and applications to ensure ease of access for all staff.	
Modernize Learning and Student Experience		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Modernize Continuing Education, Adult and Alternate models and pedagogy for alignment and reflection of an equally valued pathway choice for secondary school students	<ul style="list-style-type: none">- Investigate who is currently served by these programs and how well these programs serve students (student voice, marginalized students);- Ensure equity is addressed through course offerings. <p>CONTINUING EDUCATION:</p> <ul style="list-style-type: none">- In collaboration with Program and Learning, develop a summer school bridging program to prepare students for Grade 9 Open Math;- Develop Land-Based Summer Learning Course package for Indigenous students to support transition from grade 8-9 and re-engagement of students 9-12;- Develop grade 9 reach ahead academic English course with a focus on Black studies, to support the transition of Black students from grade 8-9;- Establish and implement process for communication for summer school intake/outtake to create a seamless summer learning experience and to prepare students to transition to destreamed grade 9 Math; <p>ALTERNATE PROGRAM:</p> <ul style="list-style-type: none">- Revamp secondary Alternate programming to develop more personalized learning experiences by identifying barriers to access and increasing experiential learning opportunities, in collaboration with Innovation & Adolescent Learning. <p>ADULT EDUCATION:</p> <ul style="list-style-type: none">- Conduct review of benefits of covid program delivery modifications for opportunities to inform modernized adult education offerings, including asynchronous remote learning for students seeking greater flexibility in scheduling;- Investigate adult education programming for Indigenous adults aged 21 - 29.	<ul style="list-style-type: none">- Secondary Program Framework implications;- Investigation of efficacy of online learning, particularly as related to equity.



Prioritize the dignity and well-being of students in inclusive and caring classrooms		
Enhance Students’ Socio-Emotional and Physical Safety		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Implement Commit to Kids program	<ul style="list-style-type: none"> - Embed Commit to Kids principles into hiring and other Human Resources practices as applicable; - Review training and revise, as appropriate, to create onboarding mandatory program for all new hires; implement as part of on-boarding; - Launch updated policy and procedure for reporting suspected abuse and misconduct causing harm. 	
Review and revise Safe Schools, Code of Conduct, and Police Involvement in Schools policies and procedures.	<ul style="list-style-type: none"> - Complete revisions to Safe Schools and Code of Conduct policies based on consultation feedback and from a human rights perspective; - Consult with public on draft revisions; - Complete human rights-based consultation on police involvement in schools; - Present report and recommendations to Board; - Propose revisions to Police Involvement in School policy and related procedures. 	- Potential recommendations will impact operations in schools
Review and rebrand service for students who have been suspended or expelled or students who have alternate programming needs.	- Review alternate programming options for alignment with student profile strengths, with a focus on experiential learning opportunities; Monitor Safe Schools revised program to measure impact of the longer day, inclusion of social emotional programming, and the enhanced transition processes.	<ul style="list-style-type: none"> - Possible implications for program framework; - Structural changes supporting a collaborative approach to serving students’ socio-emotional and academic goals in programming and transitional supports.
Activate Student Voice Action plan/ Student feedback and reporting system	<ul style="list-style-type: none"> - Implement a pilot of anonymous reporting tool for students; - Review data as on-going monitoring of district Safe Schools’ ‘climate’. 	- Expands accessibility for student voice to be expressed, while activating a school level response to concerns as well as forward planning and programming that centres what the voices are reporting.
Improve Student Well-Being		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Review and update the Well-Being Framework to align with 2019-2022 Mental Health Strategy	<ul style="list-style-type: none"> - Enhance and guide the work in the SIPSAW plans in the area of 'conditions for learning'; - Pilot 'The Third Path' framework and the support for students in grades K-3 who are at risk of suspension. 	- Change in practices to support students in alternative ways (specific change in practice for students in K-3 as progressive discipline responses that are alternatives to discretionary suspensions).
Implement 2019-2022 Mental Health Strategy through annual Action Plans	<ul style="list-style-type: none"> - Complete research on barriers to accessing mental health services and continue to provide access to culturally responsive mental health supports and services; - Targeted focus on mental health promotion for students K-3. 	

Champion and nurture a safe, caring and respectful workplace		
Enhance Human Resources Equity Practices		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Promote and support Affiliate Networks	<ul style="list-style-type: none"> - Review previously established/approved Employee Resource Group terms of reference and update to reflect current context; - Establish relationship between groups and the District to ensure District is providing relevant support; - Formalize Black Educators Network, Rainbow Educators Network, Learning Disabilities Network and establish Muslim Educators Network and Indigenous Educators Network. 	<ul style="list-style-type: none"> - Consider resourcing and formal liaisons with senior staff; - Consider whether we need a procedure or guiding document for a formal structure.
Institutionalize an OCDSB Equitable Recruitment Framework	<ul style="list-style-type: none"> - Develop an equitable recruitment policy/procedure/guideline for hiring managers to increase diversity in our workforce; - Develop and deliver training to all hiring managers. 	
Improve Workplace Safety and Employee Well-Being		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Implement Respectful Workplace Campaign	<ul style="list-style-type: none"> - Finalize the development and roll-out of Respectful Workplace Campaign by December 2020; - Integrate into the onboarding process for new employees. 	
Continue ongoing implementation of Psychologically Healthy and Safe Workplace practices using CSA Standard	<ul style="list-style-type: none"> - Develop 3-year implementation plan, including specific actions and deliverables for each year; - Work with the Engaging and Healthy Workplace Committee in the development of the implementation plan. 	<ul style="list-style-type: none"> - Possible integration of Employee and Family Assistance Program with Mental Health Strategy.
Build authentic engagement with and among our communities		
Build System Capacity for Engagement		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Seek feedback and gather ideas from families, students and staff	<ul style="list-style-type: none"> - Establish communications and engagement guidelines (with communities) for schools and the system, especially considering the reality of virtual learning and teaching and learning on display. - Continue to work with secondary schools on data analysis, closing gaps, and engagement strategies. - Use the feedback from families and students to enhance the learning experience for students. - Use the feedback from staff to further support staff development and resource allocation in OCV. 	
Conduct Advisory Committee Review	<ul style="list-style-type: none"> - Conduct research and consult with stakeholders; - Draft recommendations. 	<ul style="list-style-type: none"> - Policy implications (governance, equity integration, engagement; e.g., PPM 119).
Enhance Early Years		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Connect EDI data to support early years programming in SATE schools	<ul style="list-style-type: none"> - Use Early Development Instrument (EDI) results to help identify the strengths and needs of the children within school communities; - Use the EDI data to allow for creating targeted programs that affect the areas identified as the greatest need; - Use the data to better advocate for changes to policies, program delivery and distribution of staff; - Deliver staff professional development that identifies and addresses the areas with the highest needs. 	<ul style="list-style-type: none"> - Potential impact on Welcome to Kindergarten practices and Kindergarten Program Framework.



Remove barriers to equity of access, opportunity and outcomes

Implement Indigenous, Equity and Human Rights Roadmap

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Establish Indigenous, Equity and Human Rights Division	<ul style="list-style-type: none"> - Establish and launch Division; - Execute media campaign; - Revise website; - Develop Human Rights policy, procedure and guidelines. 	

Use Data to Inform Practice, Policy and Decision-Making

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Complete analysis and report on identity based data	<ul style="list-style-type: none"> - Complete analysis of identity-based data and integration with other datasets; - Present reports on suspension, credit accumulation, achievement, and sense of belonging. 	
Conduct Staff Equity and Engagement Survey	<ul style="list-style-type: none"> - Engage third party to consult on survey instrument and administer survey; - Conduct focus groups to engage staff based on identity and impact on engagement; - Administer employee census/ engagement survey and analyze/report on results; - Develop specific, measurable, attainable and aspirational action plans based on survey results to increase diversity of workforce, address barriers, improve engagement and sense of well-being and belonging. 	
Initiate Student Achievement Through Equity Inquiry (SATE) for 11 schools and G8 credit achievement initiatives	<ul style="list-style-type: none"> - Establish an initiative to work with a group of schools to demonstrate how an appropriate equity approach can impact student achievement; - Improve teachers' knowledge, skills and practices, to effectively support students in the classroom; - Continue work, and expand, with senior team, school administration, and Student Success leads; - Collaborate on proactive and reactive strategies to enhance success and pathways for underserved students. 	

Model responsive and ethical leadership and accountability

Enhance Leadership

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Examine succession planning through the lens of human rights and equitable recruitment framework	<ul style="list-style-type: none"> - Initiate an interrogation into succession planning structures through a third party analysis, report and recommendations. 	<ul style="list-style-type: none"> - Possible impact on selection processes, framework for 'acting' positions, professional development, talent procurement and advancement.
Establish Indigenous and Racialized Leaders development plan	<ul style="list-style-type: none"> - Engage third party to support development of leadership succession (and development) strategy, including equitable leadership strategy; - Establish advisory group; - Plan and implement outreach activities to attract Indigenous, Black and minoritized leaders/candidates. 	
Integrate the role of the Integrity Commissioner into OCDSB system practice	<ul style="list-style-type: none"> - Issue RFP, review applicants and award contract for Integrity Commissioner. 	
Monitor implementation of Strategic Plan	<ul style="list-style-type: none"> - Monitor implementation of the strategic plan, with a focus on key work that builds a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility; - Track stories/experiences of students and staff that begin to demonstrate impact of the work. 	

Foster progressive stewardship of the environment and human and financial resources		
Build System Capacity for Stewardship of Resources		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Build capacity of leadership team on budget theory, education funding, sources, and use of funds	<ul style="list-style-type: none">- Train senior staff on education funding, budget management, and financial literacy;- Engage a Telfer or Sprott co-op MBA to develop a template for use in 2021-2022 budget discussions;- Develop a public-facing guideline/resource to make the budget process (including staffing) accessible and visible.	
Expand implementation and profile of environmental stewardship initiatives	<ul style="list-style-type: none">- Work with Communications to celebrate successes;- Continue community gardens work with Innovation and Adolescent Learning, and with Program and Learning;- Engage with Indigenous Education Team and elders about Indigenous medicine gardens.	
Implement enterprise risk management program	<ul style="list-style-type: none">- Deliver professional development session on Strategic Enterprise Risk Management (SERM) to Trustees;- Re-engage senior staff to solidify commitment;- Draft SERM policy and procedure.	<ul style="list-style-type: none">- Development and implementation of a SERM policy and procedure.
Determine program delivery model for the Infant Toddler Program	<ul style="list-style-type: none">- Explore and develop a comprehensive Early Learning Model and Strategy for OCDSB;- Analyze the benefits or deficits of offering Infant Toddler Program;- Analyze our capacity to expand into the four vacant Infant Toddler purpose-built child spaces at OCDSB elementary schools.	

