

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, February 9, 2021, 7:00 pm
Zoom Meeting

Pages

1.	Call to Order - Vice-Chair of the Board	
2.	Approval of Agenda	
3.	Delegations	
4.	Briefing from the Chair of the Board	
5.	Briefing from the Director	
6.	COVID-19 Update	
7.	Matters for Action:	
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9.1.	Special Education Advisory Committee, 6 January 2021	63
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9.3.	Advisory Committee on Extended Day and Child Care Programs, 27 January 2021	87
9.4.	Indigenous Education Advisory Council, 21 January 2021	93

Recommendations

- a. Appointment of IEAC representatives to COW and COW Budget

b. Letter to the Minister Requesting Appointment of Indigenous
Trustee

10. Information Items:
 - 10.1. Report from OPSBA (if required)
 - 10.2. New Ministry Initiatives Update (if required)
 - 10.3. OSTA Update (if required)
11. New Business - Information and Inquiries
12. Adjournment



Committee of the Whole (PUBLIC)
Report No. 21-006

9 February 2021

School Year Calendar: Key Dates

Key Contact: Nadia Towaij, Superintendent- Program and Learning, K-12, (613) 596-8211 ext. 8573

PURPOSE:

1. This report seeks approval of the recommendations regarding the 2021-2022 elementary and secondary school year calendars for the Ottawa-Carleton District School Board.

CONTEXT:

2. Provincial [regulation 304](#) governing the design and composition of school year calendars requires that district school boards submit their proposed calendars to the Ministry of Education for approval by 01 May 2021. If a modified school year calendar is to be submitted, the deadline for submission is 01 March 2021.

KEY CONSIDERATIONS:

3. School Year Calendar in a Covid-19 World
 The Ministry of Education provides a province-wide template to guide and direct local-level discussions about the design of the school year calendar. Key dates for the placement of holiday breaks (March Break/ Winter Holiday break) are initially identified by the Ministry of Education and provide a basis for preliminary consultation in our District surrounding our local priorities and program needs.

Given the uncertainty of Covid-19 and the health and safety precautions that will be in place in September, planning for the 2021-2022 school year calendar is more challenging than ever. After some consideration, and recognizing our legislative requirements and operational planning needs, staff opted to proceed with the school year calendar process. We recognize that there may be modifications to the calendar based on Ministry and public health directives. Based on our experience this year, we know that having a school year calendar in place provides a framework for our planning from which we can pivot to accommodate change as required. As always, staff will continue to provide regular updates to the Board on planning for 2021-2022, including any impacts on the school year calendar.

School Year Calendar Planning Requirements

The District's administrative procedure for school year calendars ([PR.526.SCO](#)) provides direction for consultation on the calendar through an ad hoc School Year Calendar [Consultative Committee](#) (Appendix C) composed of representatives from the various employee groups, parent representatives (OCASC / PIC), school principals, students (Student Senate, Council of Co-Presidents), and various central departments from the District. An additional level of consultation takes place between the local area school boards, both English and French boards.

Draft Calendar for 2021-2022

The draft calendar for 2021-2022 features recommendations for the placement of key dates related to the start/end of the school year, placement of holiday breaks and examination days for secondary school programs, and identification of Professional Activity days.

An information memo identifying key dates for the 2021-2022 school year calendar was circulated to trustees 18 December 2020 - [Memo No. 20-172](#) (Appendix D) identifying initial key dates.

The recommended school year calendars at elementary and secondary for the 2021-2022 school year are identified below.

Elementary School Program Operation	
PA Day - Provincial Priorities	September 3, 2021
Start of School Year for students	September 7, 2021
PA Day - Provincial Priorities	October 8, 2021
PA Day - Parent/Teacher Interviews	November 12, 2021
PA Day –Provincial Priorities	December 3, 2021
Winter Holiday Break	December 20, 2021 - January 2, 2022
PA Day - Assessment & Evaluation, Report Card Development	January 21, 2022
PA Day –District Priorities	February 18, 2022
March Break	March 14, 2022 - March 18, 2022
PA Day – Assessment & Evaluation, Report Card Development	June 3, 2022
Last Day of School for students	June 30, 2022

Secondary School Program Operation	
PA Day - Provincial Priorities	September 3, 2021
Start of School Year for students	September 7, 2021
PA Day - Provincial Priorities	October 8, 2021
PA Day - Provincial Priorities	November 12, 2022
Winter Holiday Break	December 20, 2021 - January 2, 2022
Semester One Examinations	January 26, 2022 - February 1, 2022
PA Day- District Priorities	February 2, 2022
PA Day –District Priorities	February 18, 2022
March Break	March 14, 2022 - March 18, 2022
Semester Two Examinations	June 22, 2022 - June 28, 2022
Last Day of School for students	June 28, 2022
PA Day- District Priorities	June 29, June 30, 2022

FINANCIAL CONSIDERATIONS:

- There are financial implications arising when the school year calendar is not fully aligned with our co-terminous school board, given that the shared transportation service is operating when one of the two school boards is not in session. Cost estimates range between \$20,000 and \$30,000 per day.

COMMUNICATION CONSULTATION ISSUES:

- Members of the ad hoc School Year Calendar Consultative Committee met on 14 December 2020 and 27 January 2021. These meetings reviewed key dates associated with the 2021-2022 calendar document identified in this report. Multiple conversations took place with the co-terminous board due to shared transportation. Additionally, representatives from neighbouring school districts within our community and Eastern Ontario were also contacted as part of the consultation process.

STRATEGIC LINKS:

- Work surrounding the establishment of the District's school year calendar is the underpinning for District-level activity within the District's Strategic Plan and creates a key framework to support student learning and well-being.

RECOMMENDATION:

THAT the school year calendars (Appendix A and B) be submitted to the Ministry of Education as the official 2021-2022 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

Nadia Towaij
Superintendent of Program and Learning K-12
613-696-8211 ext. 8573

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

Appendix A - OCDSB Elementary School Year Calendar 2021-22

Appendix B - OCDSB Secondary School Year Calendar 2021-22

Appendix C - School Year Calendar Consultative Committee, 2021-2022 Membership List

Appendix D - Trustee Memo 20-172, 2021-2022 School Year Calendar Key Dates

Appendix A

OCDSB Elementary School Year Calendar 2021-22

F- First Day for Students PA- Professional Activity Day B-March Break/Winter Break L- Last Day of Classes for Students

Month	Number of School Days	Number of Instructional Days	Number of Professional Activity Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	19	18	1			1	2	3 PA	6 H	7 F	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October 2021	20	19	1					1	4	5	6	7	8 PA	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	22	21	1	1	2	3	4	5	8	9	10	11	12 PA	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13	12	1			1	2	3 PA	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	21	20	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21 PA	24	25	26	27	28	31				
February 2022	19	18	1		1	2	3	4	7	8	9	10	11	14	15	16	17	18 PA	21 H	22	23	24	25	28				
March 2022	18	18	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19	19	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May 2022	21	21	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 H	23	24	25	26	27	30	31			
June 2022	22	21	1			1	2	3 PA	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	3 L	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	Need 194 194	Need 187 187	Need 7 7	Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

Appendix B OCDSB Secondary School Year Calendar 2021-22

E- examination dates PA- Professional Activity Days F- first day of school year for students S- First Day of semester 2 for semestered students

Month	Number of School Days	Number of Instructional Days	Number of Professional Activity Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	19	18	1			1	2	3 PA	6 H	7 F	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October 2021	20	19	1					1	4	5	6	7	8 PA	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	22	21	1	1	2	3	4	5	8	9	10	11	12 PA	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13	13	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	21	21	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26 E	27 E	28 E	31 E				
February 2022	19	17	2		1 E	2 PA	3 S	4	7	8	9	10	11	14	15	16	17	18 PA	21 H	22	23	24	25	28				
March 2022	18	18	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19	19	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May 2022	21	21	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 H	23	24	25	26	27	30	31			
June 2022	22	20	2			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22 E	23 E	24 E	27 E	28 E	29 PA	30 PA	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	Need 194 194	Need 187 187	Need 7 7	Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

Report 21-006 - Appendix C**School Year Calendar Consultative Committee - 2021-2022****Membership List**

In accordance with Board and Ministry requirements, a School Year Calendar Consultative Committee was convened to consider a calendar for the 2021-2022 school year. Two meetings took place along with consultation, feedback and an online survey in between the meetings. The following organizations were invited to send a representative to the committee meetings, chaired by Nadia Towaij, Superintendent of Program and Learning K-12.

Ottawa-Carleton Assembly of School Councils
 PIC Parent Involvement Committee
 Council of Student Co-Presidents
 Ottawa-Carleton DSB Student Senate
 Elementary Principal Representative
 Secondary Principal Representative
 ETFO Ottawa-Carleton Elementary Teachers' Federation
 OSSTF Ontario Secondary School Teachers' Federation
 OSSTF Plant Support Staff Unit
 OSSTF Professional Students Services Personnel
 OSSTF Educational Support Professionals (SSP)
 Research Evaluation Analytics Department
 Diversity/Equity Coordinator
 Communications and Information Services
 Human Resources
 Business & Learning Technologies
 Payroll
 Program and Learning K-12

**Report 21-006 - Appendix D****MEMORANDUM****Memo No. 20-172**

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education
Nadia Towaij, Superintendent of Instruction

DATE: 18 December 2020

RE: **2021-2022 School Year Calendar: Key Dates**

Ontario Regulation 304 “School Year Calendar” under the Education Act outlines the requirements for school boards in preparing school year calendars. As per the requirements, the regular school year calendar shall provide for a school year that commences on or after September 1, 2021 and ends on or before June 30, 2022. A total of 194 school days are required, of which seven are designated professional activity days.

This memorandum provides information on key dates for the operation of the OCDSB schools for the 2021-2022 school year. Members of the Ad Hoc School Year Calendar Consultative Committee (SYC) met on 14 December 2020 to discuss the topic of key dates associated with the 2021-2022 school year calendar. The SYC committee is composed of student representatives, parents, staff and union representatives. An additional level of consultation occurred between our senior staff and our co-terminus board with whom we share transportation costs.

The Ministry of Education’s (MOE) school year calendar template has identified the Winter Break to take place between December 20, 2021 and January 2, 2022 and the March Break to take place between March 14 and March 18, 2022. In consultation with the co-terminus board with whom we share transportation costs and the SYC, staff will be designing the school year calendar with the following parameters:

Description	Date	Note
First day of school year for students	September 7, 2021	- Aligned to co-terminus board

Description	Date	Note
Winter Holiday Break	December 20, 2021 - January 2, 2022	- As defined by MOE SYC template - Aligned to co-terminus board
March Break	March 14, 2022 - March 18, 2022	- As defined by MOE SYC template - Aligned to co-terminus board
End of School Year	June 30, 2022 (Elementary) June 30, 2022 (Secondary)	- Aligned to co-terminus board - Last day of school for students will be determined pending the placement of PA days.

The SYC is set to reconvene in January to gather further input regarding the placement of professional activity days, as well as the placement of secondary school examinations.

Of note, in order to meet the requirement of 194 school days between September 1 and June 30, and the creation of a school year calendar that allows for the first day of school of students being the Tuesday after Labour Day, a PA day prior to the labour day weekend will be a requirement of the design of the School Year Calendar at both the elementary and secondary level.

The provincial regulation governing the design and delivery of school year calendars requires that district school boards submit their proposed calendars for approval by 01 May 2021. Calendars proposing an alternative set of dates from the generalized Ministry calendar are required to be submitted by 01 March 2021. Trustees can expect that a final draft of the school year calendar for the 2021-2022 school year, including the placement of P.A. Days and examinations will be presented for discussion at the Committee of the Whole in February 2021.

Should you have any questions, please contact Nadia Towaij, Superintendent, Program and Learning, K-12 at nadia.towaij@ocdsb.ca.

cc Director's Executive Council
 Manager Board Services
 Corporate Records



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 21-015

9 February 2021

**Extended Day Program and Infant, Toddler, Preschool Program Daily
 Fee Rates for the 2021-2022 School Year**

Key Contact: Prince Duah,
Superintendent of Instruction 613-596-8287

PURPOSE:

1. To seek approval of an increase in the daily fee rate and the full-day fee rate for optional days for the Extended Day Program (EDP) and the Infant, Toddler, Preschool programs (ITP) operated by the Ottawa-Carleton District School Board (OCDSB) for the 2021-2022 school year.

CONTEXT:

2. In January 2017, the Ministry of Education released Before-and-After School Programs (Kindergarten to Grade 6) – Policies and Guidelines for School Boards. These provisions require that school boards charge fees to parents of students enrolled in the EDP to recover costs incurred by the District. Further, school boards are required to ensure that costs associated with accommodating students with special needs are incorporated into the program's cost. Third-Party Operators (TPO) set their fee structures based on their existing business models.

By the start of May each year, school boards are required to provide the fees for before-and-after school programs to parents and guardians and post them on the District's website.

Appendices A and B provide a summary of the 2021-2022 EDP fees for the OCDSB and examples of TPO fees as provided to date.

As of September 2020, the OCDSB provides 66 EDP programs with an additional 31 before-and-after school programs offered by TPOs. The COVID-19 outbreak has impacted child care programs throughout the province. It is most evident in the substantial decrease in registration in child care programs.

In September 2020, there were 1638 students registered in EDP. By December 2020, registration had decreased to 1388. It increased slightly in January 2021, to 1404.

In comparison to registration in January 2020 of 5520, the Extended Day Program, this year, is operating at 25% of last year's operating capacity. Notwithstanding, the OCDSB continues to be one of the largest providers of before-and-after school programs in the province.

Parents have the option of enrolling their children in District-operated EDPs that are offered on professional activity (PA) days, as well as specified days during the winter break and the March break. The District continues to provide a highly flexible program that responds to the varying needs of parents.

School Year	EDP Full-Day Fee
2010-2011	\$23.30
2011-2012	\$20.00
2012-2013	\$20.00
2013-2014	\$20.00
2014-2015	\$22.00
2015-2016	\$22.00
2016-2017	\$22.50
2017-2018	\$22.50
2018-2019	\$22.50
2019-2020	\$22.50
2020-2021	\$22.50

The cost for a full day of care on PA days, winter break and March break is \$35.00 per day.

For the OCDSB ITP Programs, the board can set their fee structure in order to ensure program viability. Below are the per diem rates:

Infant/Toddler Daily Fee	Preschool Daily Fee
\$66.00	\$49.00

The District's licencing combined capacity for both ITP programs is 96 children. In September 2020, combined, we started with 46 children registered. Contrary to EDP, the Infant, Toddler, Preschool programs registration has steadily increased to 67 children. This may speak to the importance of child care to the workforce, and the confidence families have in our ITP programs.

Research continues to support the notion that access to quality early learning and care has long-term benefits on student achievement and well-being. Parents and the local economy also experience benefits through the provision of quality care for young children.

KEY CONSIDERATIONS:

3. The Education Act requires boards to charge and collect fees for the EDP to recover the operating costs incurred by the Board as set out in regulation

O.Reg.221/11 (Extended Day and Third-Party Programs). This reflects the statutory requirements that the fees have a reasonable connection to the operating costs incurred.

With the amalgamation of the ITP and EDP budgets, there was a significant surplus previous to the Covid-19 outbreak. Fees have not been increased for EDP and in ITP for five years. With the amended operational requirements resulting from Covid-19, such as food, toys, the increased cost for daily operation and the revised wage grid for Early Learning Assistants, there is now a current budgetary shortfall.

Financial results for 2019-2020

Appendix C, Extended Day Program and Infant Toddler Preschool Programs Comparative Results, provides a summary of revenues and expenses for the 2019-2020 school years and the preliminary projections for 2020-2021 and 2021-2022, which includes a Fee increase.

The Extended Day Program was significantly affected in 2019-2020. The receipt of user fee revenue ceased in March 2020, and only \$10.9 million was received from normal operations. The decrease is a direct result of the COVID-19 closure and lost revenue resulting from the labour disruption experienced during the year; however, the revenue was augmented by \$3.7 million in the form of a financial sustainability grant provided to the District as part of the government's efforts to support child care operations during the pandemic. Costs of the programs have also changed. A net decrease in compensation costs totalling \$1.2 million was observed. The savings resulted from temporarily vacant positions that occurred during the year, lower than anticipated needs for special education supports and overall rates of compensation that were less than budgeted. The amount also includes lower costs as a result of the suspension of the summer day care program and reduced needs for replacement staff, both of which are the direct result of the COVID-19 closure. Savings from the labour disruption are also included. The cost of supplies and services are expected to be \$617,100 less than budgeted. Again, the COVID-related closure figured prominently in the cost reduction.

Similar to the Extended Day Program, the suspension of the Infant Toddler Preschool Programs in response to the COVID-19 pandemic had a significant impact on revenues and only \$1.2 million was received from normal operations. The revenue was augmented by \$500,000 in the form of a financial sustainability grant provided to the District as part of the government's efforts to support child care operations during the pandemic.

Additional financial information on the EDP and ITP programs can be found in Report 20-093, Analysis of the District's 2019-2020 Financial Results, presented to the Audit Committee on 23 November 2020.

Note that the 2021-2022 EDP projection includes an additional 1.0 FTE Program Supervisor Position that is currently a term position for 2020-2021.

The Ottawa Catholic Board will be recommending an increase in fees as well. The proposed daily fees for 2021-2022 will be \$23.00 and \$37.00 for a PD day as of September 2021.

RESOURCE IMPLICATIONS:

4. The daily base fee and the optional days of care fee are based on projected salary and benefits costs, supply and snack costs, an allowance for administrative support and additional support for children with special needs. Staff is recommending that the full-day rate for the OCDSB EDP for 2020-2021 be increased to \$23.00 per day. This is an increase of \$0.50 per day. The rate for full day care on PD days would increase to \$37.00 per day, increasing by \$2.00.

The daily fees for the OCDSB ITP fees for infants and toddlers would increase to \$67.00 a day, and the preschool rate would increase to \$49.75. This is an increase of 1.5%.

The City of Ottawa Children's Services, which manages child care fee subsidies to aid families with childcare costs, has confirmed that the proposed fee increase will not compromise child care fee subsidy for our families receiving subsidy.

The EDP and ITP programs' net operating results in 2021-2022 will be combined with the net accumulated surplus or deficit reported for 2020-2021. Finance to provide the information needed.

COMMUNICATION/CONSULTATION ISSUES:

5. Approval of the fee recommendation will be sought at Committee of the Whole on 9 February 2021 and the board's subsequent approval on 23 February 2021.

Approval of the fee recommendation will be sought at Committee of the Whole on 9 February 2021 and subsequent approval by the Board on 23 February 2021.

Fees for EDP will be communicated annually through information provided at kindergarten registration and will be posted on the OCDSB website.

Fees for the ITP Program will be posted on the OCDSB website.

Child care parents and guardians in EDP and ITP will be advised through the Digibot Parent Portal.

STRATEGIC LINKS:

6. The District is committed to its strategic plan as a culture that practices ethical decision-making and social, economic and environmental sustainability. The recommendations proposed have been established to enhance operational practices and viability with EDP and ITP and effectively and responsibly

manage human and financial resources to support students registered in the program.

RECOMMENDATIONS:

A. THAT the Extended Day Program basic rate be increased to \$23.00 per day, effective September 2021, for students who attend the program full-time. The rate increase for part-time students will be increased using the same funding formula;

B. THAT the full day fees for optional days of care in the Extended Day Program increase to \$37.00 per day, effective September 2021;

C. THAT the per diem rates increase for Infant and Toddler to \$67.00 and Preschool to \$49.75.

Prince Duah
Superintendent of Instruction

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

Appendices

Appendix A & B - Provide a summary of the 2021-2022 EDP fees for the OCDSB and examples of TPO fees as provided to date.

Appendix C - Extended Day Program and Infant Toddler Preschool Programs Comparative Results

Appendix A Report to 21-015

2021-2022 – Proposed OCDSB Extended Day Program Fees

The Fee for the 2021-2022 school year will be in the range of \$23.00-\$27.60 per day, for both before and after school care, depending on the amount of sessions a child is registered in per week.

How are the fees determined?

- Fees for only before or after will be site specific based on the start time of the school day at the site;
- A session refers to either a morning or an afternoon, each week, with 2 as the minimum and 10 being a complete week of both mornings and afternoons;
- Fees will be calculated based on the schedule you register for, using the site specific fee breakdowns listed below;
- Fees will continue to be payable monthly by automatic deductions from your bank account.

The full day fee for optional days of care, not included in the monthly fees, is \$37.00 per day.

Schools and hours: 8:00-2:30		Sessions per week	Daily Rate	AM	PM
CHURCHILL	SAWMILL CREEK	2	\$27.60		
DUNLOP	STEPHEN LEACOCK	3	\$27.60		
HAWTHORNE	VISCOUNT ALEXANDER	4	\$27.60		
KARS ON THE	WE GOWLING	5	\$25.30		
RIDEAU	WO MITCHELL	6	\$27.60		
KNOXDALE		7	\$27.60		
ROBERT HOPKINS		8	\$27.60		
		9	\$25.55		
		10	\$23.00		

Appendix A Report to 21-015

2021-2022 – Proposed OCDSB Extended Day Program Fees

Schools and hours: 8:15-2:45		Sessions per week	Daily Rate	AM	PM
ELGIN STREET HUNTLEY CENTENNIAL MANOTICK METCALFE OSGOODE		2	\$27.60		
		3	\$27.60		
		4	\$27.60		
		5	\$25.30		
		6	\$27.60		
		7	\$27.60		
		8	\$27.60		
		9	\$25.55		
		10	\$23.00		

Schools and hours: 8:30-3:00		Sessions per week	Daily Rate	AM	PM
AGINCOURT	LE PHARE	2	\$27.60		
BAYVIEW	MANORDALE	3	\$27.60		
BERRIGAN	MAPLE RIDGE	4	\$27.60		
CASTLEFRANK	MEADOWLANDS	5	\$25.30		
CHAPMAN MILLS	PINECREST	6	\$27.60		
CONNAUGHT	ROBERT BATEMAN	7	\$27.60		
CONVENT GLEN	ROCH CARRIER	8	\$27.60		
DUNNING	ROCKCLIFFE PARK	9	\$25.55		
FOUBERT	ROLAND MICHENER	10	\$23.00		
HALF MOON BAY	SUMMERSIDE				
HENRY LARSON	VINCENT MASSEY				
JOCKVALE	WOODROFFE				
KANATA					
HIGHLANDS					
LAKEVIEW					

Appendix A Report to 21-015

2021-2022 – Proposed OCDSB Extended Day Program Fees

School and hours: 8:45-3:15	Sessions per week	Daily Rate	AM	PM
JOHN YOUNG	2	\$27.60		
	3	\$27.60		
	4	\$27.60		
	5	\$25.30		
	6	\$27.60		
	7	\$27.60		
	8	\$27.60		
	9	\$25.55		
	10	\$23.00		

School and hours: 8:50-3:20	Sessions per week	Daily Rate	AM	PM
BAYSHORE	2	\$27.60		
	3	\$27.60		
	4	\$27.60		
	5	\$25.30		
	6	\$27.60		
	7	\$27.60		
	8	\$27.60		
	9	\$25.55		
	10	\$23.00		

School and hours: 8:25-3:15	Sessions per week	Daily Rate	AM only
TERRY FOX **MORNING SESSIONS ONLY**	2	\$	
	3	\$	
	4	\$	
	5	\$	

Appendix A Report to 21-015

2021-2022 – Proposed OCDSB Extended Day Program Fees

School and hours: 8:55-3:55	Sessions per week	Daily Rate	AM	PM
CAMBRIDGE	2	\$27.60		
	3	\$27.60		
	4	\$27.60		
	5	\$25.30		
	6	\$27.60		
	7	\$27.60		
	8	\$27.60		
	9	\$25.55		
	10	\$23.00		

Schools and hours: 9:00-3:30	Sessions per week	Daily Rate	AM	PM
NORTH GOWER ORLEANS WOOD ROBERTA BONDAR STEVE MACLEAN	2	\$27.60		
	3	\$27.60		
	4	\$27.60		
	5	\$25.30		
	6	\$27.60		
	7	\$27.60		
	8	\$27.60		
	9	\$25.55		
	10	\$23.00		

Appendix A Report to 21-015

2021-2022 – Proposed OCDSB Extended Day Program Fees

School and hours: 9:10-3:40		Sessions per week	Daily Rate	AM	PM
BARRHAVEN		2	\$27.60		
		3	\$27.60		
		4	\$27.60		
		5	\$25.30		
		6	\$27.60		
		7	\$27.60		
		8	\$27.60		
		9	\$25.55		
		10	\$23.00		

Schools and hours: 9:15-3:45		Sessions per week	Daily Rate	AM	PM
A LORNE CASSIDY	GREELY	2	\$27.60		
BELLS CORNERS	JACK DONOHUE	3	\$27.60		
BRIARGREEN	RICHMOND	4	\$27.60		
BROADVIEW	SIR W CHURCHILL	5	\$25.30		
CASTOR VALLEY	STONECREST	6	\$27.60		
FEATHERSTON	VIMY RIDGE	7	\$27.60		
GENERAL VANIER	WE JOHNSTON	8	\$27.60		
GLEN OGILVIE	WESTWIND	9	\$25.55		
		10	\$23.00		

Appendix B to Report 21-015

2020 - 2021 Third Party Operators
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Location	Name of Provider	Hours	Fees
Adrienne Clarkson	Children's Village (Stoneway) 170 Stoneway Drive Nepean, Ontario K2G 6R2 613-823-2200	7:00 am - 5:45 pm	\$22.25 kindergarten \$22.10 school age
Alta Vista	Alta Vista KSAP 1349 Randall Avenue Ottawa, Ontario K1H 7R2 613-733-7124 ext. 2018	7:00 am - 6:00 pm	\$27.18 kindergarten \$16.77 school age
Avalon	YMCA Child Care 2080 Portobello Blvd. Orleans, Ontario K4A 0K5 613-824-2681	7:00 am - 6:00 pm	Kindergarten: AM/PM: \$27.45/day PM Only: \$22.51/day AM Only: \$10.97/day PD Days: Additional \$35/day School Age: AM/PM: \$21.22/day PM Only: \$17.25/day AM Only: \$10.15/day PD Days: Additional \$35/day
Bridlewood	Children's Village 63 Bluegrass Drive Kanata, Ontario K2M 1G2 613-254-9393	7:00 am - 5:45 pm	\$22.25 kindergarten \$22.10 school age
Carleton Heights	Andrew Fleck Child Care 1660 Prince of Wales Drive Ottawa, Ontario K2C 1P4 613-526-1541	7:30 am - 5:30 pm	\$25.93 kindergarten \$20.00 school age
Centennial	Centretown Parents Co-op 94 James Street Ottawa, Ontario K1R 5M3 613-235-7473	7:30 am - 5:30 pm	\$22.00 kindergarten \$20.00 school Age
Location	Name of Provider	Hours	Fees

Appendix B to Report 21-015

2020 - 2021 Third Party Operators

Charles Hulse	Alta Vista KSAP 2605 Alta Vista Drive Ottawa, Ontario, K1V 73T 613-733-0868	7:15 am - 5:30 pm	\$27.18 kindergarten \$16.77 school age
D.R. Kennedy	Whitehaven Kindergarten School Age Centre 919 Woodroffe Avenue Ottawa, Ontario K2A 3G9 613-759-8364 jaynegauthier@hotmail.com	7:15 am- 5:30 pm	\$24.61 kindergarten \$16.77 school age
Devonshire	Devonshire Child Care Centre 100 Breezehill Avenue Ottawa, Ontario K1Y 2H5 613-722-6969	7:30 am - 5:30 pm	\$25.10 kindergarten \$17.04 school age Non-instructional rate \$35
Elmdale	Canadian Mothercraft 49 Iona Street Ottawa, Ontario K1Y 3L9 613-798-2273	7:00 am - 6:00 pm	\$25.96 mornings and afternoons including all non-instructional days \$9.60 mornings only \$16.36 afternoons only \$22.00 mornings and afternoons not including non-instructional days
Fallingbrook	Global Child Care Services Fallingbrook School Age Program 679-B Deancourt Crescent Orleans, Ontario K4A 3E1 613-830-6971 www.gccs.ca	7:05 am - 5:55 pm	\$24.32 kindergarten \$21.01 school age
Location	Name of Provider	Hours	Fees

Appendix B to Report 21-015

2020 - 2021 Third Party Operators

Farley Mowatt	Canadian Mothercraft 75 Waterbridge Drive Nepean, Ontario K2G 6T3 613-825-3110	7:00 am - 5:45 pm	<p>\$25.96 AM & PM including all non-instructional days \$9.60 AM only \$16.36 PM only</p> <p>\$22.00 AM & PM not including instructional days</p> <p>\$35.00 non-instructional days only, space permitting</p>
First Avenue	Glebe Parents Day Care 10 Fifth Avenue Ottawa, Ontario K1S 5N5 613-233-9268	7:00 am - 6:00 pm	<p>\$23.00 kindergarten</p> <p>\$20.09 school age</p>
Forest Valley	Global Child Care Services (Forest Valley School Age Program) 1570-A Forest Valley Drive Orleans, Ontario K1C 6X7 613-841-8559 www.gccs.ca	7:00 am - 5:45 pm	<p>\$24.32 kindergarten</p> <p>\$20.28 school age</p>
Glen Ogilvie	City of Ottawa Program 46 Centrepark Gloucester, Ontario K1B 3C1 613-580-9600 ext. 32777	3:30 pm - 6:00 pm	\$1973.75 Annually school age
Heritage	Children's Village 1375 Colonial Road. Navan, Ontario K4B 1N1 613-835-1583 navan@childrensvillage.on.ca	7:00 am - 5:45 pm	<p>\$22.25 kindergarten</p> <p>\$22.10 school age</p>
Hilson	The Children's Centre 407 Hilson Avenue Ottawa, Ontario K1Z 6B9 613-728-1797	7:30 am - 5:30 pm	<p>\$25.11 kindergarten \$24.03 school age</p> <p>*After school program only **Same rates apply for full day for non instructional days (p.d. days, summer march break)</p>
Location	Name of Provider	Hours	Fees

Appendix B to Report 21-015

2020 - 2021 Third Party Operators

Hopewell	Glebe Parents Day Care 10 Fifth Avenue Ottawa, Ontario K1S 5N5 613-233-9268	7:00 am - 6:00 pm	\$23.00 kindergarten \$20.09 school age
Lady Evelyn	Carleton Preschool (Rainbow Kidschool) 63 Evelyn Avenue Ottawa, Ontario K1S 0C6 613-235-2255	7:30 am - 5:30 pm	\$20.36 kindergarten \$20.36 school age
Manor Park	Manor Park Community Association 100 Braemar Street Ottawa, Ontario K1K 3C9 613-741-4776 www.manorpark.ca	7:15 am - 6:00 pm	\$8.56 AM \$16.88 - \$18.13 PM *part-time options available
Mary Honeywell	Barrhaven Child Care 56 Kennevale Drive Nepean, Ontario K2J 3B2 613-825-9385	7:00 am - 6:00 pm	\$13.00 AM part time \$15.00 PM part time \$32.00 part time/ PD/holidays \$25.00 Blended rate all year
Mutchmor	Glebe Parents Day Care 10 Fifth Avenue Ottawa, Ontario K1S 5N5 613-233-9268	7:00 am - 6:00 pm	\$23.00 kindergarten \$20.09 school age
Pleasant Park	Aladin 564 Pleasant Park Road Ottawa, Ontario K1H 5N1 613-733-0553	7:00 am - 6:00 pm	\$19.53 kindergarten \$17.28 school age
Location	Name of Provider	Hours	Fees

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2020 - 2021 Third Party Operators

Queen Mary	Andrew Fleck Children's Services Overbrook Childcare 557 Queen Mary Street Ottawa, Ontario K1K 1V9 613-746-7762 www.afchildrensservices.ca	7:30 am - 5:15 pm	\$29.49 school age
Regina	REKSAP Centres for Early Learning 2599 Regina St. Ottawa, Ontario K2B 6X3 613-828-8743 www.reksap.ca	7:30 am - 6:00 pm	\$26.61 kindergarten \$18.33 school age Blended Rates \$25.35 kindergarten \$17.42 school age
Riverview	Andrew Fleck Child Care 260 Knox Crescent Ottawa, Ontario K1G 0K8 613-526-1541	7:30 am - 5:30 pm	\$32.70 kindergarten \$20.10 school age
Severn	REKSAP Centres for Early Learning 2553 Severn Avenue Ottawa, Ontario K2B 7V8 613-828-3039 www.reksap.ca	7:30 am - 6:00 pm	\$26.61 kindergarten \$18.33 school age Blended Rates \$25.35 kindergarten \$17.42 school age
South March	Children's Village 1032 Klondike Road Kanata, Ontario K2K 1X7 613-599-0008	7:00 am - 5:45 pm	\$22.25 kindergarten \$22.10 school age
Location	Name of Provider	Hours	Fees

Appendix B to Report 21-015

<h2 style="text-align: center;">2020 - 2021 Third Party Operators</h2>
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Stittsville	Andrew Fleck Child Care 40 Granite Ridge Drive Stittsville, Ontario K2S 1Y9 613-836-0325	7:00 am - 5:30 pm	\$32.70 full-day kindergarten \$12.00 AM only kindergarten \$19.50 PM only kindergarten \$22.37 full-day school age \$8.12 AM only school age \$13.70 PM only school age \$30.86 kinder no holidays \$21.82 school age no holidays
Terry Fox	City of Ottawa Program 6400 Jeanne D'Arc Blvd. Orleans, Ontario K1C 2S7 613-580-9600 ext. 32777	3:15 pm - 6:00 pm	\$1973.75 annually
Trillium	Global Child Care Services (Trillium School Age Program) 1515-B Varennes Blvd. Orleans, Ontario K4A 3S1 613-841-5497 www.gccs.ca	7:05 am - 5:55 pm	\$24.32 kindergarten \$21.01 school age

Extended Day Program - Comparative Results

Extended Day Program	2018-2019		2019-2020		2020-2021		2021-2022
	Budget	Year-End	Budget	Year-End	Budget	Projection	Projection *
	\$	\$	\$	\$	\$	\$	\$
Revenues (Fees and Subsidies)	16,646,000	17,888,700	17,950,600	14,599,200	18,487,384	7,076,237	16,817,676
Expenses							
Compensation (Salaries and Benefits)	15,392,800	14,911,000	15,712,300	14,496,900	16,536,024	11,544,378	14,924,078
Administrative Transfers (Compensation)	576,400	576,400	588,100	588,100	588,144	588,144	594,025
Supplies and Services	740,000	698,600	1,026,500	402,700	1,026,502	360,589	564,105
Facilities Transfers (Supplies)	330,300	363,100	333,600	340,300	333,573	333,573	336,909
Sub-Total	17,039,500	16,549,100	17,660,500	15,828,000	18,484,243	12,826,684	16,419,118
Surplus (Deficit)	(393,500)	1,339,600	290,100	(1,228,800)	3,141	(5,750,447)	398,558

* Includes provision for compensation /cost of living increase

Infant Toddler Preschool Program - Comparative Results

Infant Toddler Preschool Program	2018-2019		2019-2020		2020-2021		2021-2022
	Budget	Year-End	Budget	Year-End	Budget	Projection	Projection *
	\$	\$	\$	\$	\$	\$	\$
Revenues (Fees and Subsidies)	1,597,000	1,876,500	1,791,000	1,680,000	1,791,000	1,487,085	1,716,050
Expenses							
Compensation (Salaries and Benefits)	1,987,000	1,916,000	1,858,700	1,786,400	1,913,507	1,890,508	1,932,642
Supplies and Services	110,000	113,100	135,000	60,500	135,000	125,000	166,842
Sub-Total	2,097,000	2,029,100	1,993,700	1,846,900	2,048,507	2,015,508	2,099,484
Surplus (Deficit)	(500,000)	(152,600)	(202,700)	(166,900)	(257,507)	(528,423)	(383,434)

* Includes provision for compensation /cost of living increase



COMMITTEE OF THE WHOLE (PUBLIC) Report No. 21-014

9 February 2021

Student Achievement: Focus on Grade 10 Credit Accumulation

Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
613-596-8211 ext. 8310
Eric Hardie, Superintendent of Instruction, ext. 8401
Nadia Towaij, Superintendent of Program and Learning, ext.
8573

PURPOSE:

1. To present a report on student achievement which includes analysis using demographic data from the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020 to identify:
 - student success based on grade 10 credit accumulation;
 - groups of students who may be over/underrepresented in the credit accumulation data based on their Indigenous identity, race, gender identity, and disability; and
 - differences in credit accumulation rates across groups of students (disparity) based on these same demographic characteristics.

STRATEGIC LINKS:

2. Credit accumulation data is an important indicator of student achievement and is reviewed annually. The examination of credit accumulation data in combination with identity data allows for the establishment of key strategies for how we move forward as a District to improve achievement outcomes for all students as it relates to graduation. The identification of strategies targeted at increasing the percentage of students who attain the required credits for graduation is an important factor in contributing to a Culture of Innovation and Culture of Caring through increased graduation success for all students in all programs.

CONTEXT:

3. Research has shown that the successful completion of 16 credits by the end of grade 10 keeps students on track to graduate with their peers and less likely to drop out of school (King et al., 2005). As such, credit accumulation has served as a key indicator of the Ministry of Education's Student Success/Learning to 18 initiative since its inception in 2003. A student is deemed to be "on track" to graduate with their peers within five years of commencing secondary school if they have accumulated at least: eight (8) credits by the end of grade 9, 16 credits

by the end of grade 10, and 23 credits by the end of grade 11. A minimum of 30 credits is required for graduation from Grade 12.

4. Historically, as part of the *Annual Student Achievement Report (ASAR)*, the OCDSB reports credit accumulation rates for students completing grades 9, 10, and 11. For several years, this data has been disaggregated for specific groups of students including English Language Learners (ELL), students who identify as Indigenous (INDG), students with special education needs (SPED) and students residing in lower-income neighbourhoods (SES). This year, for the first time, the credit accumulation data has been analyzed using District-level identity data, collected during the 2019-2020 school year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-reported Indigenous identity, race, gender identity, and disability from the *Valuing Voices – Identity Matters! Student Survey*.

KEY CONSIDERATIONS:

Analysis & Reporting of Credit Accumulation Data

5. This year marks the first opportunity to be reporting on identity-based data in relation to student outcomes using the Data Standards. With each report that is generated, and through the discussions with the Technical Advisory Group, staff continue to learn through this process and to adapt our approach to analysis and reporting, as necessary. In this report, for example, there has been a shift from reporting results based on exclusive groups of students (as was the case in the suspension report) to inclusive groups.

Collection and Reporting of Identity Based Data

6. The OCDSB has a commitment to improving equity of access and opportunity for all students. The collection of identity-based data that resulted from this commitment 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; and
 - (iii) to enhance the District's capacity to serve its increasingly diverse student population and client communities.

This is the second in a series of reports that begins to look at barriers to student achievement 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.

7. 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).

Bringing Together the Data Sets

8. A QuantCrit framework (Gillborn, Warmington & Demack, 2018) has continued to guide the approach to the 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).
9. Three years of pooled data (2017-2018, 2018-2019, and 2019-2020) have been used to maximize reporting for as many aspects of identity as possible. The total number of students in the merged grade 10 credit accumulation data file was 16,472, 9,654 (59%) of whom also participated in the Valuing Voices student survey.

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 credit accumulation, 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.

Measuring Equity: Overview of Findings

11. For the benefit of the reader, Appendix A presents more detailed results and explains some of the more detailed technical/methodological elements of analysis that are requirements under the provincial Data Standards. Highlights for the full grade 10 student population include pooled over a three-year period (2017-2018 through 2019-2020) include:
 - grade 10 credit accumulation rates have been relatively stable, with slight fluctuations ranging from a low of 79% in 2017-2018 to a high of 83% in 2019-2020 (cohort sizes are approximately 5,500 students in any given year);
 - closer attention needs to be paid to progression towards graduation for specific groups of students. Specifically, students with special education needs, ELLs, students residing in lower income neighbourhoods, and Indigenous students have a lower likelihood of earning 16 credits by the end of grade 10 compared to their peers.
12. For the first time, credit accumulation data combined with Valuing Voices Identity Matters data was disaggregated by Indigenous identity, race, gender identity and disability. This disaggregated credit accumulation data forms a baseline against which progress can be measured over time. Results of this analysis yielded the following:
 - Grade 10 students who self-identified as Indigenous on the *Valuing Voices* survey were 0.77 times less likely to earn 16 credits by the end of grade 10 compared to their peers; students from First Nation, Métis, and Inuit

communities were all underrepresented in the data relative to their representation in the population of grade 10 students;

- Grade 10 Indigenous, Black, Middle Eastern, and Latino students were underrepresented in the credit accumulation data given their relative size in the overall grade 10 student population (disproportionality rates ranging from 0.85 to 0.92, respectively). They were also less likely than other students to earn 16 credits by the end of grade 10 (disparity rates ranging from 0.85 to 0.88);
- Compared to their representation in the grade 10 student population, students who identified as trans girl/woman, not sure, gender fluid, non-binary, and gender non-conforming were less likely to attain 16 credits by the end of grade 10 (disproportionality rates ranging from 0.83 to 0.91, respectively);
- Student who self-identified as having a disability(ies) are slightly under-represented in the credit accumulation data with a disproportionality rate of 0.97 compared to students who did not identify as having any form of disability. Disparity ratios for students with specific disabilities ranged from 0.77 for students who identified as having an (undisclosed) disability to 1.10 for students who self-identified having mobility issues.

13. Next Steps

Promoting Engagement and Connectedness to Learning

As part of the Ministry of Education's Student Success/Learning to 18 initiative, students who do not successfully complete 16 credits by the end of grade 10 are at risk of leaving school prior to graduation and becoming disengaged in learning. Student re-engagement is a key strategy of the initiative and coordinated through the District's Student Success Lead whereby Student Success Teachers (SSTs) provide direct intervention support to students who are behind in credit attainment through credit intervention and credit rescue.

To foster a school culture where students' sense of belonging is promoted through a strong partnership between students, staff, and community, the District has recently implemented the following:

- Indigenous and Black Students Graduation coaches program which are showing early indications of having a positive impact on student success through increased credit accumulation and overall well-being;
- a Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits. The success of this program has led to an expanded focus to support Black students – this initiative will be implemented in the summer of 2021; and
- the Student Achievement Through Inquiry (S.A.T.E) project which brings children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community."

In addition, both the OCDSB *Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key strategies that will be undertaken to foster these environments, including the:

- establishment of targets for all students to increase graduation success in all pathways;
- release of Annual Equity Report to identify and document progress made in eliminating disparity of outcomes for Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities in graduation;
- establishment of an Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on some of the key accountability measures including graduation rates, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status.

RESOURCE IMPLICATIONS:

14. 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*.
15. The District receives annual funding from the Ministry of Education to support student success. Much of the funding is targeted for staffing (i.e., Student Success Lead, Student Success Teachers in each secondary school, and intermediate Student Success Teachers in sites offering grades 7 and 8), however, a portion of the funds is distributed to schools. The initiative involves ongoing monitoring of student achievement and progress towards successful completion of high school (e.g., pass rates in key subject areas and courses, credit accumulation, and completion of the compulsory community service hours and literacy requirements).
16. A Technical Advisory Group has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. To date, TAG has met twice - prior to the release of the suspension report in November and prior to the release of this report. This group provides a forum for engaging community organizations in ongoing input/dialogue regarding research methodology and statistical analysis of identity data.
17. 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, both 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 - Detailed Results of Findings-Student Achievement Focus on Grade 10
Credit Accumulation

Appendix A to Report No. 21-014

Student Achievement: Focus on Grade 10 Credit Accumulation

As part of the *Annual Student Achievement Report* (ASAR), the OCDSB releases credit accumulation rates for students completing grades 9, 10, and 11. In addition to overall credit accumulation rates, this data is disaggregated for specific groups of students including English Language Learners (ELL), students who identify as Indigenous (INDG), students with special education needs (SPED) and students residing in lower-income neighbourhoods (SES). This is the first year that credit accumulation data has been analyzed using District-level identity data collected during the 2019-2020 school year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-identified Indigenous identity, race, gender identity, and disability as reported in the *Valuing Voices – Identity Matters! Student Survey*. The disaggregation of credit accumulation data in this way allows us to focus our examination of the data through an equity lens, assisting in the identification of patterns and trends that may indicate racial inequity. Ultimately, this serves as a basis for discussions with the broader community to develop strategies to eliminate systemic barriers and biases that may be contributing to inequitable outcomes for students.

Why Credit Accumulation

Credit accumulation has served as a key indicator of the Ministry of Education's Student Success/Learning to 18 initiative since its inception in 2003. A student is deemed to be "on track" to graduate with their peers within five years of commencing secondary school if they have accumulated at least: eight (8) credits by the end of grade 9, 16 credits by the end of grade 10, and 23 credits by the end of grade 11. A minimum of 30 credits is required for graduation from grade 12. The ASAR has historically included an overview of credit accumulation over a 3- or 5-year period in an effort to help identify emerging trends of student achievement over time. Where there are fewer than 10 students, data have been suppressed to protect the privacy of individuals; this practice is consistent with EQAO reporting guidelines.

The focus of this report is on grade 10 credit accumulation rates only. Data is presented in the following ways to allow for some comparability of results to previous years and to support the transition to align reporting with the *Data Standards*. Specifically:

- a) Year-over-year trends of grade 10 credit accumulation rates for the most recent five (5) cohorts of grade 10 students, and the disaggregation of 2019-2020 data by gender, for English language learners, students identified with special education needs, those residing in lower income neighbourhoods, and those who self-identify as. The reporting of this data is based on Trillium information and most closely resembles what has been reported in the ASAR in recent years.

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- b) Grade 10 credit accumulation data from 2017-2018, 2018-2019, and 2019-2020 was pooled to overcome challenges related to suppression of identity categories from the *Valuing Voices* survey where there were fewer than 10 students. Given that this information is based on a subset of the student population, additional analyses were undertaken using the full comparative population of students (Trillium) to provide additional context.

What we know

Research conducted in the Ontario context has shown that students who do not attain 16 credits by the end of grade 10 are at increased risk of dropping out of school and less likely to graduate with their peers (King et al., 2005; Zegarac & Franz, 2007). More recent studies have reported that students from minoritized racial groups, students with special education needs, and gender diverse students accumulate fewer required credits compared with their peers or experience lower rates of graduation. Clandfield (2014), for example, found that students with Local IEP were falling behind in credit accumulation (7 credits by Grade 9) compared to all TDSB students, and that the cohort graduation rate was found to be lower for students with behavioral and learning disabilities. Another study conducted by the TDSB (2017) found variation in graduation rates across different racial groups. Specifically, students identifying as East Asian, South Asian, and Southeast Asian (96%, 92%, and 90% respectively) exhibiting the highest graduation rates, and those identifying as Latin American, Black, or Mixed exhibiting the lowest (76%, 77%, and 84% respectively). This study also found that heterosexual students were more likely to graduate (88%) compared to LGBTQ2S+ (78%). Using data provided by the TDSB, a study undertaken by York University (2017) found five-year cohort graduation rates of 69% for students who identified as Black, compared to 84% of those identifying as White. Black students were also twice as likely as their White peers to drop out of high school before graduating or returning for an additional year. Analyses of OCDSB data has consistently shown grade 10 credit accumulation rates to be lower for some groups of students, most notably students who self-identify as Indigenous, students with special education needs, ELLs, and students residing in lower income neighbourhoods, putting them at an increased risk of leaving school before they graduate or not graduating with their peers (ASAR, 2019). During the consultation sessions held in June 2019, we also heard from students, parents, and community members that systemic barriers make progress to graduation difficult for minoritized students.

In the United States., the National Center for Education Statistics (NCES, 2017) found that graduation rates for students with disabilities to be much lower (67%) compared to all students (85%). Similarly, lower graduation rates were also reported for American Indian/Alaska Native (72%), Hispanic (80%) and Black (78%) students compared to White (89%). The U.S. National Education Association (NEA, 2009) has also reported that intense bullying and harassment of gender diverse students in high school led to declining academic performance and increased truancy and dropouts.

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It is important to note that while methodologies may differ across studies and regions, the trends are fairly consistent. That is, some groups of students do face barriers as they progress towards graduation. As a system, it is our responsibility to ensure that the practices and systems in place are not contributing to this inequity.

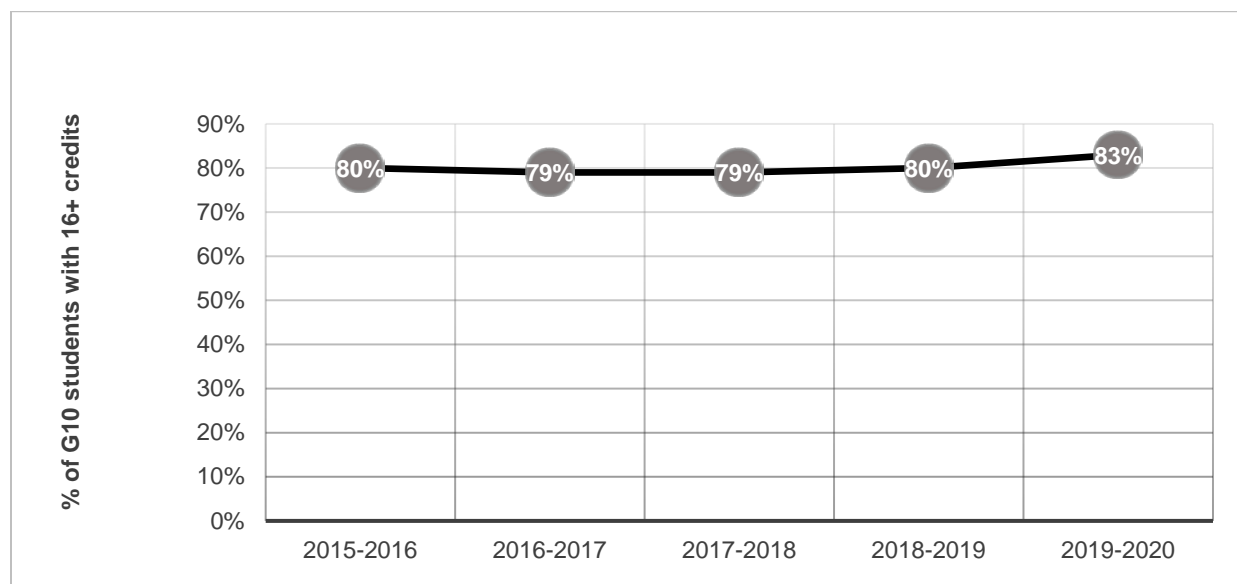
Key Findings: Overall Results in Grade 10 Credit Accumulation

This section of the report provides an overview of credit accumulation rates for the full population of grade 10 students over a five-year period, and for specific groups of students (i.e., students who self-identified as Indigenous, those with special education needs (excluding gifted), students residing in lower-income neighbourhoods, and English language learners) in 2019-2020¹.

Overall Grade 10 Credit Accumulation Rates

Figure 1 shows annual grade 10 credit accumulation rates for each of the past five years. Rates have remained relatively stable over this time period, ranging from a low of 79% in 2017-2018 to a high of 83% in 2019-2020 (cohort sizes are approximately 5,500 students in any given year). District rates have been comparable to provincial rates over this time period. Table 1 provides additional information.

Figure 1. Grade 10 Credit Accumulation Trends



¹ The source of data for this section is the Trillium Student Information System.

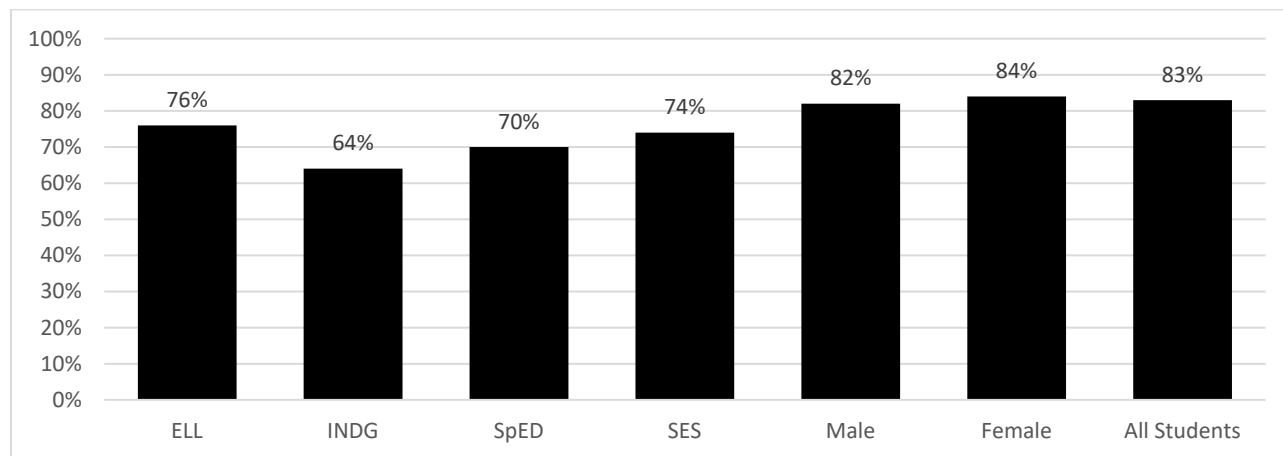
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Table 1: Distribution of Grade 10 Students across each of Three Cohorts

Cohort	Grade 10 Enrollment (N)	Grade 10 Students with 16+ credits (N)	Grade 10 Students with 16+ credits (%)
2017-2018	5,376	4,234	79%
2018-2019	5,495	4,389	80%
2019-2020	5,601	4,657	83%
Combined 3 Cohorts	16,472	13,280	81%

Grade 10 Credit Accumulation Rates for Specific Groups of Students.

When disaggregated for specific groups of students, the lowest grade 10 credit accumulation rates in 2019-2020 were found for those who self-identified as Indigenous (First Nations, Inuit and Métis; 67 of 104), those with special education needs (excluding gifted; 1,316 of 1,688), students residing in lower-income neighbourhoods (1,004 of 1,366), and English language learners (926 of 1,215) (see Figure 2). Credit accumulation rates for males (2,297 of 2,804) and females (2,360 of 2,796) were similar. Although the rates themselves have fluctuated over time, these trends have persisted.

Figure 2: 2019-2020 Grade 10 Credit Accumulation Rates for Specific Groups of Students

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Through a New Lens: Measuring Equity

The analysis of credit accumulation data continues to be guided by the *Anti-Racism Act* (2017), *Data Standards for the Identification and Monitoring of Systemic Racism* (2018), and the QuantCrit Framework (Gilborn et al., 2018). Through the collection of identity data and application of the Standards, we have the ability to shine a light on aspects of identity that have not been available to us in the past, and to examine issues of equity in educational outcomes for students in a new way. Specifically, *disproportionality* and *disparity* indices help us to quantify the difference in student achievement and through the application of thresholds, interpret meaning:

- **Disproportionality** is a measure of a group's overrepresentation or underrepresentation in a program, service, or function, relative to their representation in the reference population. In the case of this report, it answers the question: *Which groups of students are over/underrepresented in the group of students who are on track to graduate within 5 years of starting high school?*
- **Disparity** is a measure of group differences in outcomes, and answers the question: *Which groups of students have a lower/greater likelihood of being on track to graduate within 5 years of starting high school?*²

Each of these indices offers unique insight into measuring equity. As a result, both are reported where suppression thresholds have been met and reliable estimates can be produced.

To honour the voices of all survey participants for whom we have grade 10 credit accumulation, disproportionality and disparity calculations reflect inclusive groups. This means that if a student selected more than one response option for the same question, they are reflected in each response category for that item. For disparity calculations, groups have been compared to “all other” students in the case of race and gender identity, or to a group of students who do not identify as Indigenous or as having a disability³.

Grade 10 Credit Accumulation by Student Demographics

This section of the report examines grade 10 credit accumulation for different groups of students based on student demographics 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.

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.

³ Additional information can be found in the Technical Considerations section of this document.

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Results for this section of the report are based on three years of pooled data (2017-2018, 2018-2019, and 2019-2020) in order to maximize reporting for as many aspects of identity as possible. The total number of students in the merged grade 10 credit accumulation data file was 16,472, 9,654 (59%) of whom also participated in the Valuing Voices student survey. This pooled data set was more heavily comprised of students who completed grade 10 in 2019-2020 (39%), followed by students who completed grade 10 in 2018-2019 (35%), and in 2017-2018 (27%). Data for the full population is presented first, followed by a spotlight on the Valuing Voices data. Additional information, including tables containing numbers, percentages, disproportionality and disparity indices for the Valuing Voices data can be found in the technical considerations at the end of this document.

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 face barriers to graduation. As a key indicator as to whether or not students are at risk of dropping out of school before graduating or not on track to graduate with their peers, examination of grade 10 credit accumulation data provides an opportunity to intervene and support these students as they progress through their schooling.

The data supports these concerns and indicates that some students are at an elevated risk of not graduating within five (5) years of starting secondary school. The figure on the following page displays disproportionality indices for each group of students examined, indicating which groups are overrepresented (values greater than 1.0) and underrepresented (values less than 1.0) in the group of students who are on track to graduate within five years of starting high school⁴.

While thresholds have not yet been established for the OCDSB, the likelihood of producing disproportionality and disparity values that are precisely 1.0 is extremely small. For purposes of this report, staff have interpreted the data from the viewpoint of an absolute value of 1.0, but would invite the reader to consider alternate interpretations of the information. For example, if a threshold were to be established such that any value between 0.90 and 1.10 were deemed to indicate equal likelihood that a student will earn 16 or more credits by the end of grade 10, how does that alter the interpretation or narrative?




Finally, it is important to 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.

⁴ In this case, full population refers to: (i) students for whom we have grade 10 credit accumulation data (2017-2018, 2018-2019, and 2019-2020) for the Trillium demographics; and (ii) students for whom we have grade 10 credit accumulation data for the three years under investigation and Valuing Voices data.

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Overview of Disproportionality Indices for Grade 10 Credit Accumulation For Three Combined Cohorts (2017-18, 2018-19, 2019-20) by Reporting Group and Data Source

Compared to all students in the same cohort(s), how likely is it a student from THIS group will be "on track" to graduate (i.e., will have earned 16 or more credits) at the end of Grade 10?

Legend:		< 1.0 Underrepresentation (Less likely to have earned at least 16 credits)		1.0 Parity (Equal likelihood of having earned at least 16 credits)		1.0 > Overrepresentation (Greater likelihood of having earned at least 16 credits)						
All Students (Trillium)	Indigenous Status					English Language Learners						
		0.71	0.87									
Valuing Voices (Subset)	Indigenous Self-ID		Race		Gender Identity		Disability					
	Does not identify as Indigenous	Métis	East Asian	South Asian	White	Two-Spirit	Another	Girl or Woman	Mobility	Blind or Low Vision	Deaf or Hard of Hearing	Speech Impairment
	1.01	0.85	1.06	1.06	1.03	1.05	1.03	1.02	1.14	1.07	1.07	1.05
	Inuit	First Nation	Another	Southeast Asian	Latino/Latina/Latinx	Questioning	Boy or Man	Gender Diverse**	Chronic Pain	Physical	Another	Does not identify as having a disability
	0.85	0.74	1.02	1.00	0.92	0.99	0.98	0.96	1.04	1.04	1.04	1.03
			Middle Eastern	Black	Indigenous Race	Trans Boy or Man	Gender Non-Conforming	Non-Binary	Developmental	Learning	Mental Health	Addiction(s)
			0.89	0.88	0.85	0.95	0.91	0.90	1.00	0.95	0.94	0.87
						Gender Fluid	Not Sure	Trans Girl or Woman	Autism Spectrum Disorder	Undisclosed		
						0.88	0.84	0.83	0.87	0.79		

****Note:** To provide some indication of overall trends in District-level outcomes for gender identities other than Boy/Man and Girl/Woman consistently across identity-based reports, as they are frequently subject to suppression due to small student counts, a 'Gender Diverse' group was fashioned that includes all other response options [listed above], with the exception of 'Not Sure'.

***Note: To provide some indication of overall trends in District-level outcomes for gender identities other than Boy/Man and Girl/Woman consistently across identity-based reports, as they are frequently subject to suppression due to small student counts, a 'Gender Diverse' group was fashioned that includes all other response options [listed above], with the exception of 'Not Sure'.

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English Language Learners

Students identified at ESL or ELD STEPS 1 through 6 in the Trillium Student Information System are considered to be ELL; all other students are not. Valuing Voices data for first language spoken has not yet been analyzed.

Based on three years of pooled data from Trillium, approximately 20% of the OCDSB grade 10 student population was identified as an English language learner (3,325 of 16,472), yet accounted for 17% (2,323) of students who achieved 16 or more credits. The overall grade 10 credit accumulation rate for ELLs was 70% compared to 83% for non-ELLs, reflecting an underrepresentation of ELLs in the grade 10 credit accumulation data⁵, and a lower likelihood of graduating within 5 years.

Figure 3. Distribution of English Language Learners (2018-2020)

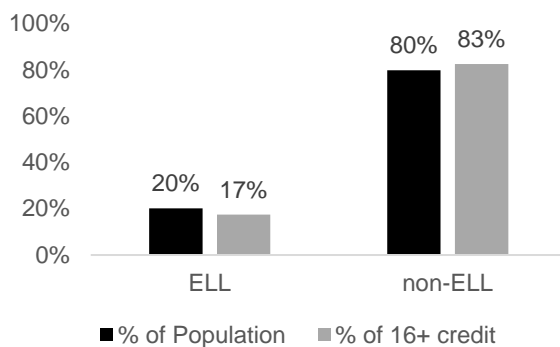
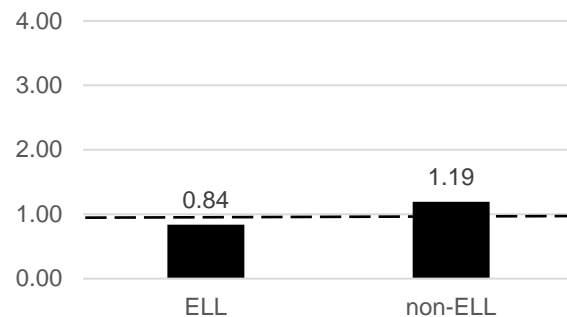


Figure 4. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



⁵ The expected credit accumulation achievement rate (i.e., disproportionality rate) is "1". A disproportionality ratio of "1" reflects a perfect representation (i.e., having equal chance of achieving required credits) in the credit accumulation data based on the relative size of a specific group of students in the overall population.

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Students Residing in Lower-income Neighbourhoods (LowSES)

Student postal codes from Trillium were matched to 2018 Taxfiler data from Statistics Canada. Postal code groupings where the % of families with school-aged children living below the Low-Income Measure was higher than for the City of Ottawa as a whole, were classified as residing in a lower income neighbourhood.

Based on Trillium data, approximately 28% of OCDSB grade 10 students lived in lower-income neighbourhoods (Low-SES; 4,073 of 14293), yet accounted for 25% (2,768) of students who achieved 16 or more credits. Just over two-thirds (68%) of all low-SES grade 10 students earned at least 16 credits by the end of their grade 10 year, compared to 81% of other students. This reflects an underrepresentation of students from lower SES backgrounds in the grade 10 credit accumulation data⁶, and a lower likelihood of being on track to graduate with their peers.

Figure 5. Distribution of LowSES Learners (2018-2020)

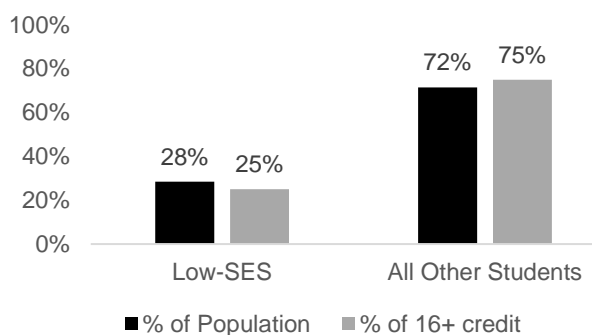
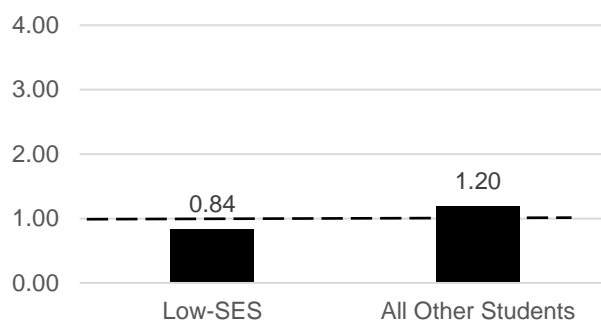


Figure 6. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



⁶ The expected credit accumulation achievement rate (i.e., disproportionality rate) is "1". A disproportionality ratio of

"1" reflects a perfect representation (i.e., having equal chance of achieving required credits) in the credit accumulation data based on the relative size of a specific group of students in the overall population.

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Gender Identity

The Trillium Student Information System currently only allows for the reporting of gender as a binary construct. For reporting on additional gender identities, please refer to the Spotlight on Valuing Voices at the end of this section and on pg. 20.

The distribution of males and females in the OCDSB grade 10 student population (Trillium) was relatively even (male students=8,266; female students=8,205), with credit accumulation rates of 79% and 83%, respectively. Male students accounted for 49% (6,494) of those who achieved 16 or more credits compared to 51% of female students (6,786). This reflects a slight underrepresentation of male students in the grade 10 credit accumulation data, and lower likelihood of achieving 16 or more credits compared to female students.

Figure 7. Distribution of Students by Gender (2018-2020)

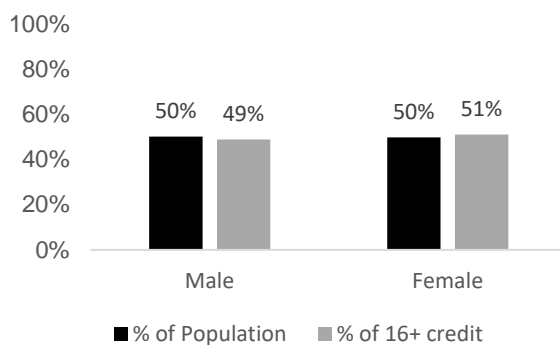
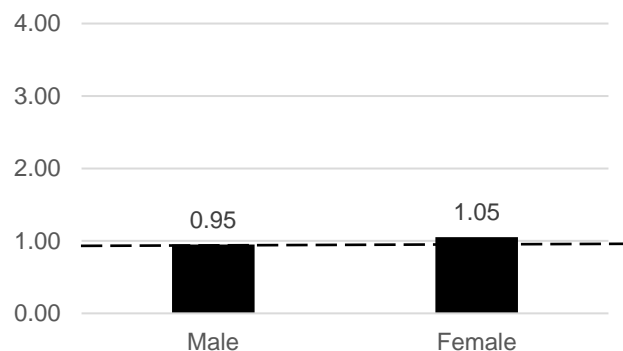


Figure 8. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



Spotlight on Valuing Voices: Gender Identity

The following highlights are based on 8,057 students who responded to the gender identity question and who had earned a minimum of 16 credits by the end of their grade 10 year (2018-2020) (additional details can be found on pg. 20):

- ☞ Students who identified as **trans girl/woman, not sure, gender fluid, non-binary**, and **gender non-conforming** were underrepresented in the group of students who were on track to graduate within five years of starting high school (disproportionality rates ranging from 0.83 to 0.91, respectively).
- ☞ Trends for students who identified as Boy/Man or Girl/Woman were similar to those for the District as a whole.

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Indigenous Identity

The Trillium Student Information System currently allows for the reporting of Indigenous self-identification from a single community (i.e., First Nation, Métis, or Inuit). Historical reporting has combined these communities into a single group to limit data suppression. For reporting on distinct Indigenous communities, please refer to the Spotlight on Valuing Voices at the end of this section and on pg. 19.

Between 2018 and 2020, 2% of the OCDSB Grade 10 student population self-identified as Indigenous (284 of 16,472), yet accounted for only 1% (163) of students who achieved 16 or more credits. The overall grade 10 credit accumulation rate for this group of students over this time period was 57%, compared to 81% of all others. These results reflect an underrepresentation of Indigenous students in the group of students on track to graduate within five years of starting high school, and a lower likelihood of attaining 16 credits by the end of grade 10.

Figure 9. Distribution of Self-Identified Indigenous Students (2018-2020)

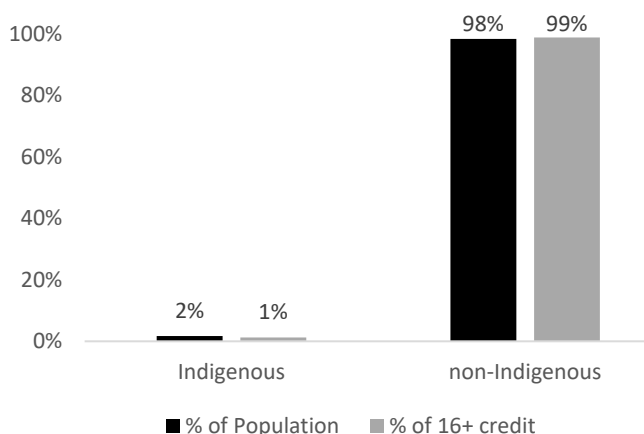
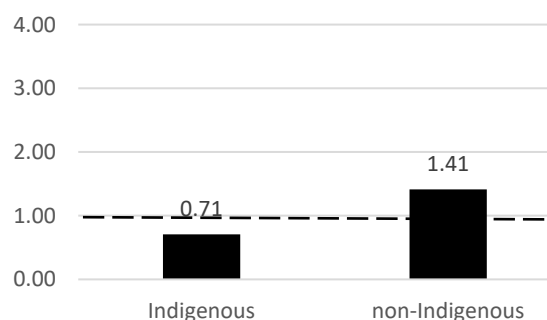




Figure 10. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



Spotlight on Valuing Voices: Indigenous Self-Identification

The following highlights are based on 8,175 who responded to the Indigenous identity question on the Valuing Voices survey and who had earned a minimum of 16 credits by the end of their grade 10 year (additional details can be found on pg. 19):

-  Students who self-identified as **First Nation, Métis, and/or Inuit** were underrepresented in the group of students who had earned at least 16 credits by the end of grade 10 (disproportionality rates ranging from 0.74 to 0.85, respectively).
-  Trends for the combined group of Indigenous identities were consistent with those observed in the full population of grade 10 students.

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Race***Spotlight on Valuing Voices: Race***

The following highlights are based on the 8,074 students who responded to the question about race on the survey and who had earned a minimum of 16 credits by the end of their grade 10 year (additional details can be found on pg. 20):

- ✎ Students who identified as **Indigenous, Black, Middle Eastern,** and/or **Latino** were underrepresented in the group of students on track to graduate within five years of starting high school (disproportionality rates ranging from 0.85 to 0.92, respectively). Similarly, they had a lower likelihood of earning 16 credits by the end of grade 10 (disparity rates ranging from 0.85 to 0.88).
- ✎ Students who identified as **East Asian, South Asian,** and **White** were overrepresented in the credit accumulation data (disproportionality rates ranging from 1.06 to 1.03), and had a greater likelihood of being on track to graduate with their peers (disparity rates of 1.07 for all three groups).

Disability***Spotlight on Valuing Voices: Disability***

The following highlights are based on the 7,264 students who responded to the disability question and who had earned 16 or more credits by the end of their grade 10 year (additional details can be found on pg. 21):

- ✎ Student who self-identified as having a disability(ies) are underrepresented in the grade 10 credit accumulation data (disproportionality of 0.87), and had a lower likelihood of attaining 16 credits by the end of their grade 10 year (disparity 0.85);
- ✎ Students who identified as having a **disability but chose not to disclose** details, those reporting **addiction** and/or **autism** were most underrepresented (disproportionality rates ranging from 0.71 to 0.78, respectively) and least likely to attain 16 credits by the end of grade 10 amongst the disabilities listed.

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Students with Special Education Needs

The Trillium Student Information System captures information for students who have an IEP and for those identified with an exceptionality. Historical reporting has been based on students with an IEP regardless of whether or not they have been through the IPRC process; students with a Gifted exceptionality have been excluded from this group, in alignment with Ministry reporting practices.

Students with special education needs accounted for 22% (3,620 of 16,472) of the OCDSB grade 10 student population between 2017-2018 and 2019-2020, inclusive, yet accounted for only 18% (2,395) of students who were on track to graduate by the end of the grade 10 year. The overall credit accumulation rate for this group of students over this time period was 66%, compared to 85% of students without special education needs. This reflects an underrepresentation of students with special education needs, and a lower likelihood of earning 16 credits by the end of grade 10.

Figure 11. Distribution of Students with Special Education Needs (2018-2020)

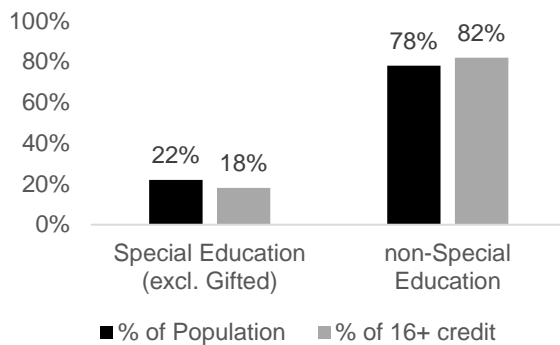
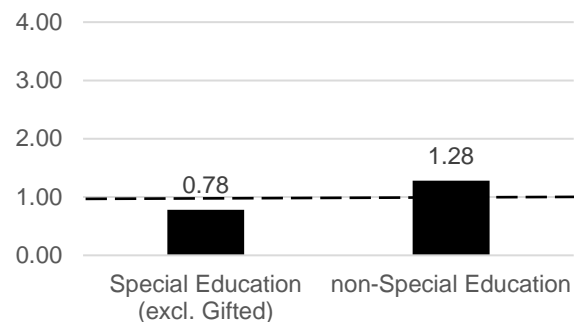


Figure 12. Disparity Ratio: Relative Likelihood of Achieving 16 or more Credits vs. All Other Students



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Summary and Next Steps

Grade 10 credit accumulation data has been an important indicator of student success, serving as a proxy for “on-time” graduation (i.e., within five years of starting high school). As part of the Ministry of Education’s Student Success/Learning to 18 initiative, students who do not successfully complete 16 credits by the end of grade 10 are at risk of leaving school prior to graduation and becoming disengaged in learning. Student re-engagement is a key strategy of the initiative and coordinated through the District’s Student Success Lead. Specifically, the OCDSB provides programming support through Student Success Teachers (SSTs) where SSTs provide direct intervention support to students who are behind in credit attainment and at risk of not graduating high school. As part of this program, the OCDSB has received a funding allocation to support secondary schools in hiring occasional teachers to support credit intervention and credit rescue initiatives.

The analysis of grade 10 credit accumulation data in connection with identity based data from 2018-2019 reinforces the fact that a closer attention needs to be paid to progression towards graduation for specific groups of students. Specifically, students most at risk of not earning 16 credits by the end of grade 10 include those who self-identified as:

- First Nation, Métis, and/or Inuit (i.e., Indigenous identity)
- Indigenous, Black, East Asian, and Middle Eastern (i.e., race)
- transgirl, not sure, gender fluid, non binary, non conforming, (i.e., gender identity)
- having a disability, particularly those reporting addiction and autism (i.e., disability)

on the Valuing Voices student survey, as well as students with special education needs, ELLs, students residing in lower income neighbourhoods.

The OCDSB undertakes key initiatives that target narrowing gaps for specific groups of students and removing systemic barriers to their success. As one of these critical initiatives, in January 2020, a professional learning community was built to support eight secondary schools demonstrating the highest percentage of students not achieving 16 credits by the end of grade 10. School teams were established to conduct monthly meetings to collaborate on strategies focusing on specific groups of students to build learning experiences catered to the needs of these students.

Creating Optimal Conditions for Learning

A longitudinal study conducted by Niehaus, Irvin, and Rogelberg (2016) reported that feelings of connectedness and engagement have a significant impact on graduation rates in high schools. Recognizing the importance of engagement and connectedness in promoting students’ graduation success, the OCDSB commits to foster a school culture where students’ sense of belonging is promoted through a strong partnership between students, staff, and community. One initiative recently introduced in the

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OCDSB to support this work is the Indigenous and Black Students Graduation coaches program. Although recently implemented, there are early indications that this model is having a positive impact on student success through increased credit accumulation and overall well-being. Through the Continuing Education Department, a Summer Learning Program was made available to support Indigenous students in the attainment of credits this past year. The success of this program has led to an expanded focus to support Black students – this initiative will be implemented in the summer of 2021. Finally, the Student Achievement Through Inquiry (S.A.T.E) project uses factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." This particular project involves 14 OCDSB schools (elementary and secondary) and focuses on the following factors: achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of pupil's voice; and celebration of cultural diversity.

In addition, both the OCDSB *Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key strategies that will be undertaken to promote a stronger sense of belonging and champion high learning expectations for all students in all programs. Some of these include:

- the establishment of targets for all students to increase graduation success in all pathways;
- the release of Annual Equity Report to identify and document progress made in eliminating disparity of outcomes for Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities in graduation;
- the establishment of an Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on some of the key accountability measures including credit accumulation and graduation rates, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status.

Data Analysis and Reporting

This year marks the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards. With each report that is generated, and through the discussions with the Technical Advisory Group, we continue to learn and grow through this process and our approach to analysis and reporting. An example of this is the shift from reporting based on exclusive groups (as was the case in the suspension report) to inclusive groups.

Additional analyses will need to be undertaken to explore credit accumulation data for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language,

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ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation. 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.

It is also important to note that credit accumulation is one indicator of student success. Exploration of achievement data from multiple angles is required to gain insight into the barriers that exist for students. For example, in terms of credit accumulation, understanding which courses pose the greatest challenges for students is best understood through an analysis of pass rates and the percentage of students meeting the provincial standard in specific courses and pathways. Historically, lower pass rates have been observed in applied level courses and in some compulsory level courses at the grade 10 level (e.g., Civics and Careers) – this has been the case at both the District and the provincial level. This topic will be further explored in a spring 2021 report that looks at secondary achievement and streaming.

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.

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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 credit accumulation, 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).

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Based on the feedback from the Technical Advisory Group (TAG), credit accumulation results are being reported based on inclusive groups. This allows to reflect all voices participated in the Valuing Voices survey.

Combining Cohorts to Reduce Data Suppression. To overcome challenges related to suppression of identity categories with fewer than 10 students, grade 10 credit accumulation data from 2017-2018, 2018-2019, and 2019-2020 were combined. This applies to both the population data and the subset of students who participated in the Valuing Voices student survey. In so doing, it allows us to report on more identity categories than we would otherwise be able to do with a single year of data (i.e., 2019-2020). An additional consideration is the sample size required to produce reliable estimates of disparity and disproportionality (i.e., 10 respondents with a minimum of 16 credits, 30 respondents in each response category for whom we have grade 10 credit accumulation). As an example, the following table provides an overview of the total number of respondents with grade 10 credit accumulation data for self-identified Indigenous identity response options across each of the past three years.

Table 2: The total number of self-identified Indigenous students with G10 credit accumulation data:

	1-year data	2-year data	3-year data
	2018-2019 data Only	+ 2017-2018 data	+ 2019-2020 data
First Nation	43	80	153
Inuit	17 (insufficient)	22 (insufficient)	36
Métis	30	50	85

Benchmarks and Reference Groups. For purposes of this report, calculations of disproportionality use the population of grade 10 students across 3 cohorts (i.e., 2017-2018, 2018-2019, 2019-2020) 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” relevant respondents (i.e., any respondent not included in the target group for whom we have grade 10 credit accumulation data) 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 eligible 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.

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

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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/chance for the specific group and the benchmark group (same risk). A value greater than 1.0 reflects a higher risk/chance for the specific group. A value less than 1.0 reflects a lower risk/chance 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. Consistent with the suspension report, this rule has been applied to the reporting of credit accumulation data.

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.

Tables 3 through 6 below provide details about the subset of students for whom we had grade 10 credit accumulation information across the three cohorts (2017-2018 through 2019-2020) and who participated in the Valuing Voices survey. Information is presented first for all students, then for each response option. In the case of Indigenous identity, dichotomous groupings were created to facilitate disparity calculations.

Table 3: Spotlight on Indigenous Identity

INDIGENOUS IDENTITY	G10, 2017-'18, 2018-'19, 2019-'20 CA data				% in All students	Disproportionality (16+)	Disparity vs. Not INDG
	# Total	# of students with 16+ credits	% of students with 16+ credits	% in 16+			
Grade 10 Credit Accumulation (2018-2020)	9,440	8,175	86.6%	86.6%			
Not_INDG	9,144	7,980	87.3%	97.6%	96.9%	1.01	1.00
INDG	318	211	66.4%	2.6%	3.4%	0.77	0.76
First Nation	194	125	64.4%	1.5%	2.1%	0.74	0.74
Metis	117	86	73.5%	1.1%	1.2%	0.85	0.84
Inuit	57	42	73.7%	0.5%	0.6%	0.85	0.84

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Table 4: Spotlight on Race

RACE	G10, 2017-'18, 2018-'19, 2019-'20 CA data				% in All students	Disproportionality (16+)	Disparity vs. All Other
	# Total	# of students with 16+ credits	% of students with 16+ credits	% in 16+			
Grade 10 Credit Accumulation (2018-2020)	9,307	8,074	86.8%				
Black	831	632	76.1%	7.8%	8.9%	0.88	0.87
East Asian	1,101	1,016	92.3%	12.6%	11.8%	1.06	1.07
Indigenous	205	151	73.7%	1.9%	2.2%	0.85	0.85
Latino	258	206	79.8%	2.6%	2.8%	0.92	0.92
Middle Eastern	1,232	955	77.5%	11.8%	13.2%	0.89	0.88
South Asian	826	760	92.0%	9.4%	8.9%	1.06	1.07
South East Asian	374	325	86.9%	4.0%	4.0%	1.00	1.00
White	5,514	4,915	89.1%	60.9%	59.2%	1.03	1.07
Another Race Not Listed	179	158	88.3%	2.0%	1.9%	1.02	1.02

Table 5: Spotlight on Gender Identity

GENDER IDENTITY	G10, 2017-'18, 2018-'19, 2019-'20 CA data				% in All students	Disproportionality (16+)	Disparity vs. All Other
	# Total	# of students with 16+ credits	% of students with 16+ credits	% in 16+			
Grade 10 Credit Accumulation (2018-2020)	9,283	8,057	86.79%				
Boy/Man	4248	3609	85.0%	44.8%	45.8%	0.98	0.96
Gender Fluid	63	48	76.2%	0.6%	0.7%	0.88	0.88
Nonconforming	62	49	79.0%	0.6%	0.7%	0.91	0.91
Girl/Woman	4685	4159	88.8%	51.6%	50.5%	1.02	1.05
Non Binary	93	73	78.5%	0.9%	1.0%	0.90	0.90
Questioning	92	79	85.9%	1.0%	1.0%	0.99	0.99
Transboy	69	57	82.6%	0.7%	0.7%	0.95	0.95
Transgirl	36	26	72.2%	0.3%	0.4%	0.83	0.83
Two Spirit	34	31	91.2%	0.4%	0.4%	1.05	1.05
Another Gender Identity Not Listed	137	123	89.8%	1.5%	1.5%	1.03	1.03
Not Sure	45	33	73.3%	0.4%	0.5%	0.84	0.84

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Table 6: Spotlight on Disability

DISABILITY	G10, 2017-'18, 2018-'19, 2019-'20 CA data				% in All students	Disproportionality (16+)	Disparity vs. No DSBL
	# Total	# of students with 16+ credits	% of students with 16+ credits	% in 16+			
Grade 10 Credit Accumulation (2018-2020)	8,291	7,264	87.60%				
No Disability	7,432	6,611	89.0%	91%	90%	1.02	1.00
Those Reporting a Disability	859	653	76.0%	9.0%	10.4%	0.87	0.85
Addiction	113	77	68.1%	1.1%	1.4%	0.78	0.77
Autism	128	87	68.0%	1.2%	1.5%	0.78	0.76
Blind	75	63	84.0%	0.9%	0.9%	0.96	0.94
Chronic Pain	87	71	81.6%	1.0%	1.1%	0.93	0.92
Deaf	56	47	83.9%	0.7%	0.7%	0.96	0.94
Developmental	46	36	78.3%	0.5%	0.6%	0.89	0.88
Learning	440	328	74.5%	4.5%	5.3%	0.85	0.84
Mental Health	333	245	73.6%	3.4%	4.0%	0.84	0.83
Mobility	38	34	89.5%	0.5%	0.5%	1.02	1.01
Physical	98	80	81.6%	1.1%	1.2%	0.93	0.92
Speech	63	52	82.5%	0.7%	0.8%	0.94	0.93
Another Disability Not Listed	108	88	81.5%	1.2%	1.3%	0.93	0.92
Undisclosed ⁷	45	28	62.2%	0.4%	0.5%	0.71	0.70

⁷ This includes students who indicated "yes" to having a disability, but did not provide details as to the type.

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Key Terms

Definition	What does it mean in <i>this</i> report?
CREDIT ACCUMULATION RATE refers to the proportion of students who earn a designated number of credits within a specific time period. Grade 10 credit accumulation (i.e., attainment of 16 credits by the end of grade 10) is an important indicator as to whether or not a student is on track to graduate within five years of commencing secondary school.	Students who earned at least 16 credits by the end of their grade 10 year (i.e., second year of high school in 2017-2018, 2018-2019, 2019-2020) are represented in the credit accumulation rate. Higher credit accumulation rates indicate a higher occurrence of students who are on track to graduate with their peers.
OUTCOMES can be programs, services, or functions.	In this report, our examination focuses on students who earned a minimum of 16 credits by the end of their grade 10 year, by combining data for 2017-2018, 2018-2019, and 2019-2020.
DISPROPORTIONALITY is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population.	Disproportionality answers the question: <i>Which groups of students are over/underrepresented in the group of students who are on track to graduate within 5 years of starting high school?</i> A value of 1.0 reflects equal representation of earning 16 credits by the end of grade 10 (parity). A value greater than 1.0 reflects overrepresentation, while a value less than 1.0 reflects underrepresentation.
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. 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.	Disparity answers the question: <i>Which groups of students have a lower/greater likelihood of being on track to graduate within 5 years of starting high school?</i> A value of 1.0 reflects equal likelihood of earning 16 credits (no disparity) compared to a benchmark group. A value greater than 1.0 reflects greater likelihood of earning 16 credits, while a value less than 1.0 reflects a lower likelihood of earning 16 credits.
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 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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SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, January 6, 2021, 7:00 pm
Zoom Meeting**

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Amy Wellings (Community Representative), Marianne Long (Learning Disabilities Association of Ottawa-Carleton, Alternate)
- Association Representatives (Non Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate)
- Staff and Guests:** Justine Bell (Trustee), Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Kevin Gardner (Manager of Financial Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Stacey Kay (Manager, Learning Support Services), Charles D'Aoust (Coordinator of Budget Services), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Katie Ralph,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 9 December 2020 SEAC Report

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 9 December 2020 report be received.

Trustee Boothby requested the following changes:

- Folio 11, sixth bullet, the word "hire" be used to replace the word "employ";
- Folio 12, last paragraph, the word "availability" be used to replace the word "liability"; and
- Folio 13, first paragraph, the words "and the high number of staff had impacted the viability of EDP programs" be removed.

Ms. Houlden requested the following changes:

- Folio 7, second bullet, the words "Vocational Programs" be used to replace the words "Ontario Youth Apprenticeship Programs (OYAP)"; and
- Folio 11, seventh bullet, the paragraph further specifies that "At this time, schools have been allocated 40% of their budgets. Funds provided at the end of June to support the establishment of a new system class are no longer accessible and any purchases made with those funds have been charged to the 2020-2021 budget."

Ms. Dewshi noted there was an instance of an incorrect salutation on folio 7, last bullet.

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 9 December 2020 report be received, as amended.

Carried

4.2 Review of Forward Agenda

Chair Nadon-Campbell presented the forward agenda as a draft document to guide the work of the Special Education Advisory Committee (SEAC) for 2020-2021.

Trustee Ellis suggested the Review of Police Involvement in Schools be added to the chart as an upcoming item in the spring of 2021.

5. Presentation

5.1 2021-2022 Budget Process Review (M. Carson x 8881)

Manager Gardner presented the information shown on the comparative summary of special education revenues and expenses. He indicated that the breakdowns of special education allocations and enveloping provisions are consistent with the information reported in the Ministry of Education's Education Finance Information System (EFIS).

Manager Gardner noted that the financial summaries provide comparative information from prior years and illustrate the approved budget for 2020-2021. The anticipated total revenues of \$117.9 million support the special education programming for the 2020-2021 school year. These revenues are generated from special education grant allocations, the proportionate share of the pupil foundation and teacher qualifications and experience allocations, and other specific grants such as those to support the summer learning program, the mental health leadership position and special grants to support various initiatives which are provided through the Priorities and Partnerships Fund (PPF). In addition, the proportionate allocation of employee life and health trust (ELHT) funding has been assigned to the special education program. ELHT funding is the money the government provides to support employee benefit costs.

There is a projected shortfall of funding totalling approximately \$13.5 million. The shortfall is based on the revenues received minus the necessary costs to provide the services required for students accessing special education support. Some of the increased costs are related to ratifying the collective agreements which were retroactive to 1 September 2019, hiring approximately 50 Full Time Equivalent (FTE) Educational Assistants (EAs), and hiring additional psychologists, social workers and speech and language pathologists. The anticipated expenses in support of special education for 2020-2021 is \$131.4 million.

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

- PPF grants fall outside the regular Grants for Student Needs (GSN). There has been a decrease in funding in this category of revenue. Some funds that were previously provided as a PPF grant were moved into the GSN allocation and account for some of the change in funding.

PPF grants are subject to renewal annually and additional funding may also be announced during the year. Further information on PPF grants will be presented as part of the 2020-2021 Revised Estimates;

- In response to a question, it was noted that on folio 19, the 'Operating' line item under 'Expenditures' refers to spending for temporary or casual staff, and for supplies and services. Staff costs for budgeted positions are separated from operating costs;
- Mr. Harris inquired how the COVID-19 provisional funding to support special education studies will be adjusted in the budget planning for future years if some of these services are deemed necessary for continued support. As some students move back into remote learning for the beginning of the 2020-2021 second term, how can the capacity to support the remote learning environment be maintained at a high level. Superintendent Symmonds noted that Learning Support Services (LSS) undertakes planning involving a determination on the continuity of learning for service delivery. As the potential of protracted remote learning continues into the school year, LSS will be required to identify the constraints and options for programming. At this time any new requirements for remote learning through a Policy/Program Memorandum (PPM) have not been released by the Ministry. If this occurs, an assessment will be made on central resources that may be leveraged to support student learning through the Ottawa-Carleton Virtual (OVC) school. He noted that there is a COVID-19 contingency fund, and additional federal funds are anticipated by the District;
- It was noted that the 'Casual Professional Student Services Personnel (PSSP) for Budget Pressures' line refers to amounts for casual support needs that may be identified throughout the year;
- In response to a comment, it was noted that the historical spending for the 'Child and Youth Worker and SIP Consultant' will be reviewed by Financial Services as part of the upcoming budget process; and
- Ms. Houlden outlined that all system class students continue to be supported by their home schools. The school programs are operating with 40% of the released budget, leaving the teachers with less funding to support a new hybrid model of learning. Expenses from last year are being deducted from current year budgets, for example her \$7,000 allocation to open a new General Learning Program (GLP) class in June was attributed to the 2020-2021 budgetary allocations. Manager Gardner indicated that he would assess the status of the GLP allocation. He also noted that initially 40% of the operating budgets were released District-wide due to the uncertainty of COVID-19. At this time 100% of the school budgets have been distributed. He also noted that past practice is to carry over a school's budget surplus

from the previous year for use by the school in the current year. Financial Services plan to examine this further due to the unusual nature of the 2019-2020 school year to determine an approach to the provision of surpluses.

Superintendent Symmonds thanked Manager Gardner for his overview and noted that the first Committee of the Whole, Budget meeting will occur on 2 February 2021.

6. Matters for Information

6.1 Memo 21-001, Learning Support for Students with Special Education Needs

Your committee had before them Memo 21-001, Learning Support for Students with Special Education Needs, providing an overview of the content and the planned release process for the OCDSB Learning Support for Students with Special Education Needs online resource.

Superintendent Symmonds reported that the online resource, which is scheduled to launch in September 2021, represents a major revision to the previous paper document that focused exclusively on specialized program classes. Modern ways of thinking have shifted, as it relates to special education, where instructional pathways that are deemed necessary for some are beneficial for many, ensuring inclusion for all. Educators will be able to use the resource to guide professional learning as they build capacity in meeting the needs for all students. The resource is a tool to assist all educators to provide personalized and precise support. Indicators of quality programming will focus on the following topics: Class Profiles; the Tiered Approach to Intervention; Individual Education Plans; Transition Plans; Assessment and Evaluation; Assistive Technology; Specialized Program Classes; and quality program indicators by exceptionality. In the online format, access to the most current versions of documents and links are available and new information from the Ministry of Education can be maintained on the Google site.

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

- A draft version of the resource is planned for a focus group exercise in advance of the launch to determine the usability of the tool. The goal is to create a resource that educators will refer to regularly;
- Educators are encouraged to ask their school psychologist to read and interpret psychological assessments, rather than interpreting them without the theoretical understanding of the components of a safe assessment;

- The Google site will be accessible through the staff portal on the District website. In the soft launch the link will be included in the weekly electronic LSS update;
- It was suggested that the launch be noted in the Planning and Learning Department (PAL) weekly updates, as a large number of teachers leverage these communications;
- To ensure that the tool contains the most current information, an ongoing review of site content will be placed on the annual LSS workplan; and
- System Principal Kessler noted that to keep current with sharing best practices, Learning Support Consultants (LSCs) join the Learning Support Teacher (LST) and school-based Special Education Teacher networks which are voluntary groups who hold their meetings virtually at this time.

7. Matters for Action

7.1 Appointments - Board Representative

The SEAC representative for the Board was not determined.

Ms. Nadon-Campbell requested the item be added to the 3 February 2021 agenda.

7.2 Appointments - Advisory Committee on Extended Day and Child Care Programs

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

Moved by Trustee Ellis,

THAT nominations be closed.

Carried

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

8. Department Update

8.1 Superintendent's Report

Superintendent Symmonds reported that on 21 December 2020 the Minister of Education issued a letter to Ontario's parents calling for the temporary return to remote learning for elementary students until 11 January 2021 and for secondary students until 25 January 2021. Embedded in the letter, was the requirement that Districts include

provisions for in-person teaching for students with special education needs whose needs cannot be accommodated through virtual learning. LSS have made arrangements for students who attend specialized program classes or specialized sites to return to in-person classes on 7 January 2021. Central resources are being leveraged to provide support to students in the regular program, who also require access to special education programs and services. LSS staff are consulting and supporting educators at the school level to ensure the needs of students are being met during the remote learning period. The District's mental health professionals have been working to connect with students who require support to ensure the re-establishment of connections, following the winter holiday. As student transportation services were not to resume during the temporary closure, LSS collaborated with (OSTA) to arrange for transportation for students in the specialized program classes. Ottawa Public Health (OPH) created a school support team to ensure that the necessary protocols are being followed.

Mr. Morris inquired about the District's state of preparedness to withstand the possibility of a protracted absence from the in-person learning environment. Superintendent Symmonds stated that teachers are maintaining learning management systems and are prepared to teach in the remote learning model. He acknowledged that remote learning is not the preferred mode of learning for some students with special education needs, in part due to the nature of the exceptionality and the level of home support they can receive. He anticipated a wide range of readiness and highlighted that LSS is aware of and sensitive to the significant challenges faced by some families in the remote learning setting.

8.2 Special Education Plan (Standards)

a. Individual Education Plans

System Principal Kessler reviewed the purpose of the Individual Education Plan (IEP) standard, outlining the procedure for the development of a plan, transition plans, dispute resolution process, storage of IEPs, and the online template form used in the IEP placements. Adjustments are made to the template in accordance with Ministry guidelines. Manager Kay is the lead contact for managing the IEP software product.

Trustee Campbell noted on folio 31, under the heading "Purpose of an IEP", the description begins with the words "The IEP will:" to form a list of purposes. In the first bullet on folio 32, the word "may" is used. He suggested that consistency be used in the description of the IEP purpose between the uses of the words "will" and "may". Secondly, he indicated that further clarity was required for the second and third bullets in the list which address the decisions

made about the development of the IEP within the first 30 days of the school year for students in a special education program and the lack of an indicated timeline for those students who are not in specialized program classes but could benefit from a IEP. He requested more information on where the IEP services are guaranteed and whether the services referred to in the third bullet are only for students who have been through an Identification Placement and Review Committee (IPRC) process.

Trustee Boothby noted on folio 31, the fourth paragraph states "the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older". She debated whether the implementation of the IEP is the parent's responsibility. On folio 33, under the subheading "Implementing the IEP", third bullet, parents are not listed as accountable for a role in putting the IEP into practice. She requested more clarity on the active role that parents may have in this process.

Trustee Boothby noted, on folio 35, the standard refers to the "Storage of IEPs", where the working copy of the IEP should replace the previously filed copy in the Ontario Student Record (OSR) at the end of each year. She expressed concern that replacing records may lose some relevant information learned from the students previous years in the school system. System Principal Kessler reported that the description about storage of the IEP was language used directly from Ministry Guidelines. The language ensures that the most recent version of the IEP is to be filed in the OSR. She noted that it is common practice for schools to maintain the term one IEP. The updated and revised version of the IEP is kept in the OSR through consultation with the parents.

Superintendent Symmonds provided assurance that previous IEPs are stored historically on 'IEP Online' for staff review. Trustee Boothby requested the inclusion of details about the retention of former IEPs for historical reference. Ms. Houlden shared that the practice stands where past IEPs are used as a reference when writing the IEP for the current school year.

Ms. Ralph noted that the opportunity to have an IEP was described differently in the Ministry's guidelines, stipulating wording discrepancies between folios 31 and 32 on "requiring" or "receiving" an IEP. She requested clarification in the policy documentation pertaining to consultation on special programs or services. System Principal Kessler agreed to review the standard for alignment in the language and she further explained that once LSS begins to provide services and support to a student, this student falls under LSS programming. The message that this standard aims to convey

to families is that at times the District provides support and services on a short term basis, depending on the needs of the student, for example, recovery from concussion. Short term support may or may not involve the development of an IEP based on assessments and working with the preference of families and students 16 years of age and above.

b. The Board's Model for Special Education

System Principal Kessler noted that the purpose of the standard describing “The Board's Model for Special Education” is to provide the Ministry and the public with information on the Board's philosophy and service-delivery model and the continuum of supports and services for the provision of special education programs. She noted that the content of the standard is a reflection of Ministry direction, along with the District's 2019-2023 Strategic Plan outlining the philosophy to champion high learning expectations for all students in all programs.

Superintendent Symmonds noted that Care and/or Treatment, Custody and Correctional (CTCC) programs have been re-named to Educational and Community Partnership (ECP) programs.

c. Staff Development

Manager Kay presented the purpose of the standard on 'Staff Development' was to provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

A chart contained within the standard referenced expenditures in the 2019-2020 school year for staff professional development. Part of the Ministry requirement necessitates the disclosure of the LSS Staff Development Plan with details on the prioritization and alignment of staff development activities, for example, alignment with the strategic plan and exit outcomes. She highlighted that due to labour disruptions and school closures attributed to the COVID-19, many of the planned professional development sessions were unable to take place during the 2019-2020 school year. LSS embraced the opportunity to shift to virtual professional development (PD) which fostered a large number of participants on a virtual platform where staff were invited to select tailored courses. She noted the significant amount of special education PD that occurs through the principal and vice principal internship programs and the new teacher induction program. To promote cross-community education, partnerships and cost sharing agreements exist with care and treatment programs along with the Ministry of Community, Children and Social Services.

In response to a query from Mr. Warner, Manager Kay confirmed that through college affiliations, professional support services staff do have credit requirements to acquire annually and a certain number of PD hours are required. These credits may also be attained through self-directed reading or participating in clinical rounds. She noted that the virtual conference format has enabled staff to attend without the expense of travel costs.

Ms. Allen contributed that there are many opportunities available to staff without cost. She highlighted that many of the opportunities are offered by LSS staff members, including speech language pathologists, psychologists and social workers; however there are fewer opportunities offered for those professionals. She expressed the view that the funding offered is typically limited and there is often a perception amongst staff that it is difficult to access PD funding. Ms. Houlden mentioned that due to the shortage of supply teachers, booking time outside of the classroom is difficult. The PD that she attended in the past was funded by the union in the amount of \$400 every two years.

Ms. Miedema queried whether the PD was held on PD days, regular school days or beyond the hours of school. Manager Kay replied that during the school closure period for the Learn at Home Program in March 2020 until June 2020, some employee groups were able to have a lot of flexibility with their workday. Educator groups and allied health groups provided newly developed PD at this time. The focus last year was to pivot to remote learning and therefore providing staff development opportunities was crucial for students with special needs who were learning within a new framework. In the early Teacher Induction Program, LSS attempts to offer times that are easily accommodated by the teachers in the late afternoon. Superintendent Symmonds acknowledged the challenge with an adequate number of replacement teachers however sessions are recorded to review later at a staff member's convenience.

System Principal Kessler reported that through Geneva's platform, Sonderly, LSS was successful in offering additional Autism Spectrum Disorder (ASD) courses to teachers, EAs and administrators. In response to a query from Ms. Miedema about Wechsler Individual Achievement Test (WIAT) training, System Principal Kessler explained that it is an achievement test that measures how an individual is performing in areas related to academic school work. The WIAT provides an assessment in areas such as reading, math, written expression, and oral language. The assessment is often administered in consultation with school

psychologists. It is a test that LSTs, who have special education qualifications, are eligible to train on and deliver to students. 'Structured teaching' is an approach to present learning activities and learning environments linked to the work to support ASD students.

9. Committee Reports

9.1 Board

There was no report from the Board.

9.2 Committee of the Whole

There was no report from the Committee of the Whole.

9.3 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

9.4 Indigenous Education Advisory Council

There was no report from the Indigenous Education Advisory Council.

9.5 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

9.6 Advisory Committee on Extended Day and Child Care Program

Mr. Terry Warner reported that the extended day programs and full-day kindergarten have been operating despite the low enrollment this year due to Covid-19. He noted during the meeting on Advisory Committee on Extended day and Child Care Programs, people were engaged in the discussion on accommodating the needs of children and that special education students can be accommodated in full-day kindergarten.

10. New Business

Chair Nadon-Campbell announced that Nicole Ullmark from Easter Seals has resigned from SEAC. She thanked Ms. Ullmark for her long-standing work on the committee.

Chair Nadon-Campbell raised the letter from the Thames Valley District School Board SEAC, describing the challenges of teaching and learning when the quality of auditory information is compromised with the full coverage of the mouth and nose. In December she sent an email to all SEAC members requesting further guidance on the need for collective action from SEAC to the District.

During discussion the following points were raised:

- LSS staff is creating "tip sheets", through collaboration with staff speech pathologists, to mitigate issues of communication between staff and students

while using personal protective equipment (PPE). These will be distributed for the 3 February 2012 SEAC meeting;

- Trustee Campbell stated school principals are present at the school councils meetings. The principal would determine whether a request to access school-generated funds was to finance a needs-based model of accommodation or if the expenditure was to enrich the experience of students or enhance parent engagement. If the expenditure is deemed necessary for instruction, the principal may use funds from the school budget, appeal centrally to LSS or the school superintendent. Any other process would prove to be inequitable due to the imbalances between the treasuries from school to school;
- Ms. Dewshi noted that the definitions on necessities for student learning are not finite. Often inequities exist when a school council gives precedence to funding one item over another;
- Ms. Dlouhy commented that staff were able to apply to the Health and Wellness Program for an accommodation for voice amplification devices where warranted;
- Superintendent Symmonds explained that a wide variety of devices are available on the market. Research into these devices is required before a District recommendation can be put forth. These devices may appear helpful but some concerns have been raised that voice amplification may have a negative impact on learning in the classroom; and
- Superintendent Symmonds noted that a communication strategy is planned for school administration to clarify procurement rules in the absence of a professional evaluation.

Mr. Harris concluded the discussion noting that there was no overarching support from SEAC members to intervene with a recommendation to the Board. He noted LSS staff is working to make improvements for communication between educators and students.

11. Adjournment

The meeting adjourned at 9:44 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee



PARENT INVOLVEMENT COMMITTEE

Wednesday, January 13, 2021

6:00 pm

Zoom Meeting

Members: Diana Mills, Martyn Reid (OCASC Member), Malaka Hendela (OCASC Member), Jaime Morse, Seyi Okuribido-Malcolm, Abdulnaser Atef, Kahmaria Pingue, Annette Dillon, Jacquie Samuels, Jennifer Hood, Heather Kotelniski, Kristina Price

Non-Voting Members: Wendy Hough (Trustee), Brett Reynolds (Associate Director)

Staff and Guests: Lynn Scott (Trustee), Christine Boothby (Trustee), Donna Blackburn (Trustee), Justine Bell (Trustee), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Manager of Board Services), Darren Gatley (Board/Committee Coordinator), Ian Morris (SEAC)

1. Call to Order

Associate Director Reynolds called the meeting to order at 6:08 p.m. and conducted a series of round table introductions.

2. Approval of Agenda

Moved by Martyn Reid,

THAT the agenda be approved.

Carried

3. Review of PIC Report, 18 November 2020

Moved by Jennifer Hood,

THAT the PIC report of 18 November 2020 be approved.

Carried

4. Delegations

4.a Christine Moulaison, OCASC Co-Chair, Ratification of OCASC Members and Revisions to the PIC Bylaws

Ottawa Carleton Assembly of School Councils (OCASC) Co-Chair, Christine Moulaison, noted that there had been some discussion between OCASC and the Board regarding whether OCASC members can sit as Parent Involvement Committee (PIC) chair and vice-chair. She sought to clarify that OCASC appointments to committees are not voted on annually, and that if a member joins a committee, they are automatically renewed annually until that member steps down which is now reflected in the recently changed OCASC Constitution. If a member steps down, they must provide two months' notice to ensure OCASC may find a replacement volunteer member. She noted that during the 19 November 2020 OCASC meeting, OCASC members were made aware that there are both one and two year membership requirements for certain committees which is why the changes were required. She added that pages 35 and 36 of the agenda discussed the appointment of Mr. Reid and Ms. Hendela.

5. Presentation

5.a 2021 Parent Involvement Committee Orientation

Executive Officer Giroux presented the [Parent Involvement Committee \(PIC\) orientation](#) to the group.

During the presentation, the following points were noted:

- There is currently one community member position vacant;
- PIC members are ambassadors to the community;
- OCASC existed before PIC was mandated;
- Virtual meetings are currently the main method of conducting meetings. PIC members are categorized as panelists and the public are categorized as attendees;
- The chair's responsibilities outside of meetings include one monthly meeting for agenda planning and presenting the annual work-plan;
- There is a provincial ad-hoc meeting in which the chair may be invited to participate;
- The chair will be required to provide an update at each PIC meeting;
- If both the community representative and alternate representative are present, only one may vote; and
- The District is very large and complex from an operational perspective due to the geographical size, number of schools, and programs. It is important to note that there are families in many different situations and backgrounds that have many different needs which may affect how some items are represented.

6. Action Items

6.a Report 20-105, Updates to the PIC By-Laws and Standing Rules (M. Giroux)

Your committee had before it Report 20-105 seeking approval for an update to the PIC By-Laws and Standing Rules, in accordance with Ontario Regulation 612/00 School Councils and Parent Involvement Committees.

Executive Officer Giroux noted that there had been previous discussions at PIC regarding eligibility for the office of chair and vice-chair. She noted that legal counsel advised that a recommendation to clarify section 6.18 of the by-laws be included by inserting language that would clarify that the deeming language did not apply to parent members who were appointed by Ottawa Carleton Assembly of School Councils (OCASC). She added that staff met with the Chair and Vice Chair of OCASC to discuss issues regarding chair eligibility. She added that since that meeting, OCASC held another meeting in which Ms. Hendela and Mr. Reid were appointed by OCASC to be their PIC representatives for a two-year term. She noted that the language in the PIC by-laws currently states that the term of appointment of OCASC representatives on PIC is one-year.

Executive Officer Giroux explained that staff had reviewed the draft OCASC minutes, the PIC by-laws and looked at options to move this matter forward. She drew attention to the five possible options, outlined in the [Supplementary Information Memorandum to Report 20-105](#), as follows:

1. Adopt the original recommendation clarifying that section 6.18 does not apply to OCASC members which means that a parent appointed as an OCASC rep could not be the Chair of PIC - this is consistent with the legal advice provided;
2. Defeat the original recommendation - this is possible but still leaves the committee with uncertainty about the applicability of the deeming provision to the OCASC representatives and could result in a challenge now or in the future;
3. Amend section 6.18 to clarify that the deeming provision applies to parent members appointed under section 5.2 (OCASC appointments);
4. Delete the deeming provision in section 6.18 - the deeming provision (second sentence) is the source of the confusion and if removed would align the by-laws with the regulation and would mean that only members appointed to a two year term were eligible to be the Chair;
or

5. Amend section 5.2 of the PIC by-laws to allow OCASC representatives to be appointed for a one or two year term and thereby making the two year term appointees eligible to be elected to the role of Chair.

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

- If members did not select an option to change the PIC by-laws, OCASC members would continue to have a one-year term on PIC according to the PIC by-laws and would therefore be ineligible for the position of chair;
- The Supplementary Information Memorandum to Report 20-105 was not reviewed by OCASC prior to the 13 January 2021 PIC meeting;
- All parent members should have equal opportunity to participate and be eligible for the position of chair;
- Ms. Hendela noted that OCASC parent members choose to act as a liaison between PIC and OCASC;
- Ms. Hendela noted that members of OCASC are school councils who join annually and the councils send representatives; OCASC has an executive consisting of officer positions that are elected from the membership for a one year period; however, OCASC also has legacy delegate positions as representatives on several OCDSB committees, such as Committee of the Whole and PIC, and these positions are filled with volunteers appointed to the roles and do not require those representatives to be part of a school council who is an OCASC member, but rather are individuals undertaking the representation work and reporting to OCASC membership. Therefore, these volunteer representative positions would not be limited by a one year term. The term is set by the terms of appointment, for example the recent appointment for PIC representatives has been set for a two year minimum term to ensure it would not have a barrier if an OCASC parent member were to run for the position of chair. The only limitation of representation would be by the committee terms themselves, for example a parent representative nominated to PIC via OCASC would no longer be eligible to sit on PIC if the child of the representative graduates or leaves the District;
- Historically, school councils appointed representatives to attend OCASC on their behalf. The representatives acted as a liaison between a school council and OCASC. School councils would hold annual elections or to retain members as OCASC representatives for several years;

- Discussions and agenda items regarding governance delay the work that members would like to accomplish;
- Ms. Hood noted that OCASC parent members often dominate the conversations at PIC meetings and the discussion focuses on governance and regulation issues rather than parent involvement and this has a direct impact on the ability of other members to participate;
- OCASC parent members made a commitment that PIC items would be heard first and that OCASC matters would be reserved for the agenda item “OCASC Report”;
- Members suggested deleting section 5.2 of the PIC by-laws outlining the term suggested by OCASC members. Section 5.1 could be amended to say “10” parent members, and section 6.18 could be amended to say “The Chair and Vice Chair of the Committee must be parent members and shall be elected for a two-year term by the parent members of the Committee” in order to remove the deeming provision. This would allow OCASC parent members to be the same in terms of appointment and only members in a two-year position would be eligible for chair;
- With the suggested changes, OCASC would be required to indicate to PIC if their members were being appointed for one or two years;
- In response to a question, Executive Officer Giroux explained that the OCASC appointments must be ratified by PIC and the ratification process is outlined in sections 6.8 and 6.9 of the PIC by-laws;
- Although PIC attempts to have as many two-year term members as possible, the provincial regulation requires there to be some members with a one-year term. There is currently one parent member with a one-year term;
- If section 5.2 is deleted, it would remove the reference that 2 of the 10 parent members be appointed by OCASC;
- Section 4.0 b. outlines that 2 of the 10 parent members be appointed by OCASC;
- Mr. Atef raised concern that deleting a section of the PIC by-laws may have impact on the other sections in the future;
- Section 5.5 outlines the reappointment process for members. There are no term limits for members; only the position of chair has a consecutive two-year term limit;
- By-law changes could be brought to a sub-committee in the future in order to reduce time spent at PIC meetings;

- Ms. Okuribido-Malcolm suggested that section 5.1 be amended so that it reads as “eight parent members plus two OCASC members” to ensure clarity.

Moved by Martyn Reid, seconded by Kahmaria Pingue,

THAT section 5.2 of the PIC by-laws be amended to allow OCASC representatives to be appointed for a one or two-year term allowing the two year term appointees eligible to be elected to the role of Chair.

Defeated

Moved by Martyn Reid, seconded by Seyi Okuribido-Malcolm,

THAT “eight parent members plus two parent members appointed by OCASC” be added to the beginning of section 5.1 of the PIC by-laws;

THAT section 5.2 of the PIC by-laws be deleted; and

THAT section 6.18 will have the content deleted after the first sentence.

Carried

1. Supplemental Information: Information Related to Report 20-105, Updates to the PIC By-laws and Standing Rules

Supplementary Information Related to Report 20-105, Updates to the PIC By-laws and Standing Rules was provided for information.

6.b Ratification of OCASC Members

Moved by Diana Mills, seconded by Seyi Okuribido-Malcolm,

THAT Martyn Reid and Malaka Hendela be appointed as the Ottawa-Carleton Assembly of School Councils (OCASC) representatives for a term ending 30 November 2022.

Carried

6.c Election of Chair and Vice-Chair

Associate Director Reynolds reviewed the rules for the election process and called for the first nomination for the position of chair.

Martyn Reid, seconded by Diana Mills, nominated himself for the position of chair.

Mr. Reid, in speaking to why he should be elected as chair, informed members that he had extensive experience in managing meetings through his time in working with the military. He has both international and cultural meeting experience and has the proven ability to be very efficient in governing meetings and achieving meeting goals. He noted that he is very

active in the community with the school council and OCASC. He informed members that he would like PIC to embrace a goal driven model, with the PIC work-plan driving its work. He noted that he was an immigrant to Canada and found it difficult to navigate the North-American education system and that he would like to aid the parents that do not have the same cultural advantages to be actively involved in their children's education.

Diana Mills, seconded by Seyi Okuribido-Malcolm, self-nominated for the position of chair.

Ms. Mills, in speaking to why she should be elected as chair, informed members that she enjoys reaching out and communicating with members of the community and completing goals. She noted that all members have a role in making education attainable, equitable, sustainable, and enjoyable. As chair she would ask PIC members for their commitment to support change and to personally address and be proactive to the issues members identify as part of a solution. She noted that PIC should reach out to the communities that the committee serves. She added that she would like PIC meetings to end in a timely manner, not including extenuating circumstances, to achieve work life balance. As chair, she would conduct meetings in a civil, respectful, and professional manner, where all members have an opportunity to express themselves. She noted that she would bring representation to PIC as a woman of colour, which would encourage members from all communities to engage with PIC. She noted that encouraging minoritized communities to be more engaged often starts with seeing representation in leadership positions, and that "deeds not words bring everyone to the table".

Moved by Annette Dillon, seconded by Seyi Okuribido-Malcolm,

THAT nominations be closed.

Carried

Following an election, Associate Director Reynolds declared Martyn Reid the chair of the Parent Involvement Committee.

Mr. Reid thanked members for the opportunity.

Martyn Reid, seconded by Malaka Hendela, nominated Diana Mills for the position of vice-chair.

Moved by Ms. Hendela, seconded by Ms. Okuribido-Malcolm,

THAT nominations be closed.

Carried

By acclamation, Associate Director Reynolds declared Ms. Mills vice-chair of the Parent Involvement Committee.

Mr. Reid assumed position of chair for the remainder of the meeting

6.d Report 21-001, Approval of the Allocation of 2020-2021 Parents Reaching Out (PRO) Grant (M. Giroux)

Your committee had before it Report 21-001 seeking approval for the proposed allocation of the 2020-2021 Parents Reaching Out (PRO) grant funding.

During the discussion period, the following points were noted:

- Parents Reaching Out (PRO) grants are provincially funded directly to the Board, whereas, in the past, each school council that applied to the PRO grant would receive \$750-\$1,000 for parent engagement;
- Funding amounts are less than what was previously available and decisions should consider obtaining more value for spending choices;
- Themed speaker nights could engage a wider audience;
- Speaker nights in languages other than the official languages (English and French) should be considered as a way of being more inclusive of the broader school communities and perhaps could be done in coordination with multicultural liaison officers (MLO);
- Ms. Dillon noted that topics regarding “financing your education” would be useful for grades 11 and 12 students that would be entering post-secondary education as many families struggle to cover tuition costs and with few student employment opportunities. Speaker Janet McDonald, who attended the November career fair, was recommended;
- Ms. Hood drew attention to a speaker series on self and emotional regulation that was previously provided and could be brought back as it is an important and relevant topic during the pandemic;
- Ms. Hendela suggested that the \$39,986 in PRO grant funding be categorized and discussed separately from the Board-allocated funding of \$150,000 to ensure different accountability structures;
- A District-wide speaker series could be implemented;
- The speaker events should include interactive elements to encourage engagement such as having smaller sessions to allow for breakout groups and to allow for a speaker question and answer period;
- Schools without councils could be included by working with the principals of those schools. The few schools without councils could partner with other schools in order to help offset any costs;

- Interactive sessions could involve having attendees prepare by gathering simple household objects in order to further increase participation and interactivity with some speakers; and
- Mr. Reid drew attention to the urgency of organizing the proposed speaker nights and suggested that the PRO Grant funding be used immediately and to discuss possible options for use of the Board-allocated funding at the next PIC meeting.

Moved by Ms. Okuribido-Malcolm,

THAT the 2020-2021 Parents Reaching Out (PRO) grant be used to facilitate school council speaker nights as outlined in Report 21-001.

Carried

Executive Officer Giroux noted that additional speaker series ideas and speakers should be emailed to her directly.

7. Discussion Items

7.a Report 20-084, Development of a Human Rights Policy (C. Tanner)

Human Rights and Equity Advisor (HREA) Tanner provided a presentation to the committee.

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

- HREA Tanner asked that PIC and OCASC share parent feedback from school councils;
- Mr. Reid noted that they were glad to see the socio-economic aspect was included;
- HREA Tanner noted that she has been working developing the policy, although she has organized a working group consisting of many subject matter experts from various departments within the Board to develop the consultation phase;
- The working group consisted of representatives from the Indigenous Education and Equity Teams, Human Resources, and Learning Support Services departments; Ms. Tanner also met with Indigenous Education Advisory Council (IEAC), Special Education Advisory Committee (SEAC), and Advisory Committee on Equity (ACE);
- The consultation plan was approved at the 8 December 2020 Board meeting and will now go back to all committees for additional input and approval;

- The consultation plan will be presented to students and will look for ways to engage a variety of student groups including the Black Youth Forum, the Original Voices Forum for Indigenous Peoples, the Muslim Student network, and various students with disability groups for input on accessibility and priorities from their perspective;
- Ms. Mills noted that a whistleblower protection policy or another form of protection equivalent could be added to the policy;
- PIC members offered their service and experiences for HREA Tanner to consult on any ideas or to add a voice outside of the Board for policy wording or for any other considerations;
- Rights-based policies and programs should be funded to ensure that they are actualized;
- The policy could consider expanding protected grounds to include socioeconomic status; however, any expansion would require further funding;
- The policy does not detail specific issues, but rather creates a mechanism that can allow people to raise issues and concerns to address both systemic and individual cases of discrimination;
- Members inquired if staff will distribute the information regarding a consultation forum to each school council to ensure parent feedback;
- Certain community groups may feel uncomfortable in addressing concerns in an institutional setting due to past trauma. A reporting mechanism away from the traditional school setting could have a positive impact on these communities;
- A process that allows students, staff, and families to bring a trusted friend or adult could allow those with concerns to feel more comfortable in raising issues and may also allow those that have difficulty speaking either of the official languages to still have a voice and to aid in learning their entitled rights; and
- Ms. Hood suggested that the policy could be put into layman's terms in order for the wider community to better understand the content.

8. Information Items

8.a Chair's Report

Chair Reid welcomed new members to the committee and encouraged all members to engage with parents and be ambassadors in the District.

8.b Director's Report

On behalf of Associate Director Reynolds, Executive Officer Giroux reported that remote learning will be in place until 22 January 2021. The Province has indicated that they will advise by 20 January 2021 whether remote learning will continue beyond 22 January 2021. The District continues to work with Ottawa Public Health (OPH) to ensure students, staff, and families ready for a safe return to school when possible. The District is providing in-person instruction to approximately 800 elementary and 250 secondary students in special education classes whose needs cannot be met remotely. The District is working with OPH to conduct visits to these classes/sites to confirm safety practices. Staff will also be reaching out to those families to ensure they wish to continue in-person learning during the stay at home period. When schools return there will be additional requirements for masking for grades 1-3 and for masking outdoors in certain circumstances. Associate Director Reynolds added that there will also be changes to the daily self-assessments and some new opportunities for in-school testing. Details will be shared with families as more information is available.

8.c OCASC Report

Mr. Reid encouraged PIC members to attend OCASC meetings and to visit their website for more information.

8.d PIC Correspondence

The PIC correspondence registry was provided for information.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 9:25 p.m.

Martyn Reid, Chair, Parent
Involvement Committee



Advisory Committee for Extended Day and Child Care Programs Report

**Wednesday, January 27, 2021, 7:00 pm
Zoom Meeting**

Members: Lucas Malinowski (Parent Member), Chris Ellis, Melanie Aqiqi (Parent Member), Tanya Burger, Orllie Gogolin (RESKAP), Tammy Piche (OSSTF), Prince Duah (Superintendent of Instruction), Julie Cyr (Manager of Early Learning)

Staff and Guests: Geraldine Taggart (Staff), Julie Cyr (Manager of Early Learning), Myriam Pepin (Children's Village, Non-voting member), Blake Doucett (Voting Member, OCASC), Melanie Goode (Non-voting member, REKSAP Centres for Early Learning), Nasrin Javanfar (Voting Member, Advisory Committee on Equity)

1. Call to Order

Chair Malinowski called the meeting to order at 7:07 p.m.

2. Welcome

Chair Malinowski welcomed everyone to the meeting and expressed his appreciation to all parents who are supporting their children while learning at home during the lockdown.

3. Approval of the Agenda

Moved by Blake Doucett, seconded by Tanya Burger,

THAT the agenda be approved.

Carried

4. Review of Committee Report

4.1 Report, 3 December 2020

Moved by Blake Doucett, seconded by Tanya Burger,

THAT the report of the Advisory Committee for Extended Day and Child Care Programs dated 3 December 2020 meeting be approved.

Carried

5. Update from Prince Duah, Superintendent of Instruction

Superintendent Duah welcomed everyone to the meeting and advised that the District would be ready to resume in-school learning the day after the Province makes an announcement that it is safe to do so.

With respect to the appointment of a chair for the Committee, Superintendent Duah advised that the Board policy P.111.GOV Advisory Committee for Extended Day and Child Care programs provides for the annual appointment or reappointment of a chair. As the Committee had only one meeting last year, he suggested that Lucas Malinowski continue as Chair for consistency. The Committee noted that Mr. Malinowski is doing a great job and they would be pleased to have him stay on as Chair.

6. Update from Julie Cyr, Manager, Early Learning Department,

Manager Cyr advised that a modest increase in registration took place prior to the closure of in-class learning in January. She added that registration for September 2021 will commence soon and it is hoped that enrollment will continue to grow.

6.1 Closure

Manager Cyr advised that all Infant, Toddler and Preschool programs remained open during the January school closure, noting that Covid-19 transmission has been less than 2 percent in childcare centres in Ottawa. She expressed appreciation to all early years educators for their efforts to avoid transmission.

Manager Cyr acknowledged the difficulty for children and families to support working and learning from home. During the shut-down, the District has provided training to Early Learning Assistants (ELAs) who support Early Childhood Educators (ECEs) in their virtual classrooms. Parents are welcome to reach out to Early Learning Department staff and supervisors for additional support.

Being mindful of not inundating families with emails, Manager Cyr reported that the District communicates with families to provide the latest information on subsidies or the resumption of in-school learning.

In light on the ongoing closure, the District will credit or refund fees paid for January 2021 and let families know prior to withdrawing fees for February and March 2021.

Chair Malinowski requested that these fees be withdrawn each month rather than facing a double payment in March. It was suggested that parents be surveyed to determine their preference. Manager Cyr noted that the District has the ability to support individual families who experience difficulty with fee payments by offering extended payment plans.

6.2 Third Party Partner Emergency Child Care

In light of the provincial announcement with respect to online learning, Manager Cyr advised that the District and some of its third party providers have implemented free emergency child care for essential workers at a number of sites across the District. The province provides the funding to the City and the City Manager determines how it is distributed to child care providers who have requested that they be approved to provide this service. It is not yet known how much each provider will receive for staffing as the funding formula has not yet been announced. At the present time, none of the emergency sites are at capacity and spaces are available provided that there is staff available. Manager Cyr added that both the District and third party providers are still waiting for the funding promised for the first school closure last spring.

Many providers are continuing to pay salaries to their employees while not knowing what the financial impact will be. Ms. Pepin noted that three of their six sites are closed at the present time. As many of their workers with school-age children are staying home, it is necessary to staff the centres that remain open by pulling available staff from centres that are closed. If any of these workers contract COVID-19 when the centres re-open and staff return to their home locations, it may be necessary to close all six centres.

Ms Javanfar noted the difficulty many newcomer families have in learning about child care options and subsidies due to language difficulties. Manager Cyr advised that schools provide information about child care options to parents when they register their children for school. Multicultural Liaison Officers (MLOs) can also provide information. Information is also available on the District's website and families may call the Early Learning Department if they have questions.

Trustee Ellis advised that the Province sets the criteria for the provision of subsidies. It does not allow school boards to provide subsidies. He suggested that child care providers write to the Province, Members of Provincial Parliament (MPPs), and others to advocate for more subsidized child care spaces.

Manager Cyr noted that subsidies are managed through the City of Ottawa and they maintain a centralized waitlist with controls in place to ensure equity. The wait time for subsidies has decreased substantially in recent years.

Trustee Ellis noted that the OCDSB policy requires the District to provide child care at a school where there is a need for three or more children. Programs for less than 13 children are not cost-recovery. Ms. Pepin advised that the Children's Village usually has one or two spaces available for new registrations, but it is not viable for them to open a new

room and offer care for only three children. Ms. Gogolin and Ms. Good noted that REKSAP child care centres can expand if classroom space is available in schools and/or if it will be cost recovery.

In response to a query about enrolment projections when in-class learning resumes and/or for next year, Manager Cyr advised that the District currently has room for growth this year as the EDP program is overstaffed due to virtual learning and not all ELAs are back to work. Superintendent Duah added that the District anticipated an enrolment of 6,000 children in September 2020; however, actual enrolment is approximately 1,400 at the present time.

Trustee Ellis suggested that the Committee further discuss the financial aspects of providing child care at a future meeting.

Superintendent Duah and Manager Cyr expressed appreciation to third party operators and staff at the OCDSB who help support child care programs.

Committee members expressed their appreciation to the District and third party providers for providing care and support as well as a range of options for child care.

7. Extended Day Program and Infant, Toddler, Preschool Program Fees

Manager Cyr advised that the *Education Act* requires school boards to charge and collect fees for child care on a cost recovery basis. Over a number of years, the District acquired a surplus and there has been no increase to fees since 2017. The current fee for the EDP program is \$22.50 per day for morning and afternoon care. The fee for full-day care is \$35.00.

Current collective agreements call for salary increases this year. The District is overstaffed due to COVID-19 restrictions and material supply costs, including personal protective equipment, have increased substantially. At the same time, revenues have decreased due to the closure of sites due to the lockdown. The surplus has been depleted and there are now budget shortfalls which necessitate an increase in fees.

The District is seeking approval from the Board to increase EDP fees to \$23.00 for mornings and afternoons, and \$37.00 for full-day care. The proposed increase for the Infant, Toddler and Pre-school (ITP) program is 1.5 percent.

During discussion, the following points were noted:

- These proposed increases were discussed with the City of Ottawa so as not to compromise families who receive subsidies;
- The Ottawa Catholic School Board (OCSB) and OCSB have similar fee structures and both are proposing similar fee increases and will not be in competition with each other;

- Some school boards have reduced the number of their child care programs;
- The OCDSB has kept all programs opened and increased hours worked for Early Learning Assistants in order to maintain service to families and to support the rooms being ready to great children during the transition between school and EDP;
- Fee increases will commence in September 2021;
- Parents will be advised by email of the reasons for, and amount of fee increases before registration commences for September 2021;
- Information about fee increases will be posted on the District's website;
- The fee increases will be presented to the Committee of the Whole for approval on 9 February 2021. If approved, the recommendation will go forward to the Board for final approval on 23 February 2021;
- School boards are required to post child care fees on their website no later than May of each year;
- The District has agreements with the City of Ottawa and it is up to the City to amend their budgets to fully fund subsidies;
- Third party partners are in similar circumstances and will be increasing their fees to cover costs. Some operators may increase their fees in January and others may wait until June 2021;
- The federal government is funding 75 percent of the loss of revenue however school board run programs cannot access these funds. The provincial funding flows to the City who then distributes it to the child care providers. It is unknown if additional funding will be provided in March; and
- Manager Cyr noted that she sits on local committees at the City of Ottawa and College of Early Childhood Educators which provides opportunities to advocate for an overhaul of child care systems and higher funding from provincial and federal governments.

Trustee Ellis asked whether the Committee wished to take a position on the proposed fee increase before it is discussed at the Committee of the Whole on 9 February 2021.

The members agreed that the proposed increase in fees is justified for the following reasons:

- Current fees do not meet the demands of the programs;
- Programs are no longer operating on a cost-recovery basis;
- The accumulated surplus to absorb increased costs related to COVID-19 has been depleted;

- COVID-19 protocols are expected to continue for another year;
- The District recognizes the impact fee increases would have on families and there is a need to increase provincial and federal funding of child care programs;
- A survey of parents that was completed over two years ago revealed that a majority of parents felt that the fees were acceptable, which small percentages of parents felt they were either too low or too high;
- Asking the Board to delay their decision on fee increases would cause delays in getting the information out to parents. Registration for next year and projecting staffing requirements would also be postponed; and
- If fees are not increased, it may be necessary to eliminate some programs.

Trustee Ellis thanked the Committee for their input. He advised that the minutes of this meeting will be presented to the Committee of the Whole on 9 February 2021 to provide trustees with a summary of the discussion and the Committee's support for fee increases at this time.

8. New Business

There was no new business.

9. Adjournment

Moved by Melanie Aqiqi, seconded by Blake Doucett,

THAT the meeting adjourn at 9:09 p.m.

Carried

The next meeting will take place in March 2021.

Lucas Malinowski, Chair,
Advisory Committee for Extended
Day and Child Care Programs



INDIGENOUS EDUCATION ADVISORY COUNCIL

January 21, 2021

6:00 pm

Zoom Meeting

Members:	Albert Dumont, Inini McHugh, Monique Manatch, (Stephanie) Mikki Adams, Sytukie Joamie , Jo VanHooser, Pauline Mousseau, Romaine Mitchell, Marlene Souliere
Indigenous Education Staff:	Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Kyl Morrison (Indigenous Graduation Coach), Kareena Butler (Itinerant Teacher) , Kris Meawasige (Indigenous Student Support and Re-engagement Coordinator), Chantel Verner (Instructional Coach)
Other Staff and Guests:	Wendy Hough (Trustee), Trustee Bell (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Dorothy Baker (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Janice McCoy (Superintendent of Instruction), Pamela LeMaistre (Manager of Human Rights), Leigh Fenton (Board/Committee Coordinator), Azia Seitcher-Hamel

1. Opening

Elder Albert Dumont opened the meeting.

2. Presentation

2.1 Report 20-114, Equitable Recruitment and Hiring Policy (J. McCoy)

Your Council had before it Report 20-114, describing the proposed policy for equitable recruitment and hiring at the District.

Superintendent McCoy reported that the draft policy was developed to comply with a draft Policy/Program Memorandum (PPM) released by the Ministry of Education following the repeal of Ontario Regulation 274 - Hiring Practices. Since 2013 under the former regulation, a mandatory hiring process was in place for long term occasional teachers or permanent teachers. School boards were required to follow a certain process in terms of who could be considered, based largely on seniority, as well as the technical qualifications that are recognized by the Ontario College of Teachers. When the regulation was repealed near the end of October 2020, the government issued an interim set of hiring guidelines

for school boards to follow pending the release of a PPM. The draft PPM underwent a brief consultation process in November. Until the final PPM is released, the District will not be in a position to bring a final policy to the Board of Trustees because the PPM provides specific requirements to be included in the school board policy. The guiding principles of the policy aims to ensure fair, consistent and transparent processes for hiring are established, including ways to maximize employment opportunities for new teachers who are entering the profession. Ensuring that the requirements and selection criteria for hiring are available are important considerations. The inclusion of diversity, equity and human rights qualifications are to be embedded in the policy.

The Human Resources Department is developing a set of board procedures that will outline the processes for specific hires. During the discussion, the following points were noted:

- The focus of the policy is limited to teachers. The guiding principles listed in the draft policy are the same as those implemented for all hiring practices;
- Indigenous representation was requested on hiring panels;
- Superintendent McCoy noted that operational limitations exist in the current hiring process, such as the short time frame for staffing many positions for the following year;
- Superintendent McCoy stated that the practice at the District is that the policy is developed and then approved by the Board of Trustees. Afterwards the procedures, which involve the operational aspects of implementing the policy, are developed by staff and approved by the Directors Executive Council composed of senior staff. Depending on the nature of the procedures, some consultation may occur.

The policy will impact the hiring of Indigenous teachers in the following ways:

- The process broadens the hiring considerations from those which were permitted consideration under the previous regulation;
- Lived experience can be included as a consideration;
- The principals will be able to consider aspects on the candidate's resume beyond the technical qualifications and seniority; and
- The establishment of a framework to enable principals to be intentional around increasing the diversity of staff, including the representation of Indigenous people among the teaching staff.

Ms. Manatch expressed the view that the requirement to have a Bachelor's degree in the field of education is a barrier for Indigenous educators and the policy does not consider knowledge keepers or Elders in the community. They have lived experience and inherent knowledge of the community. She stated that the policy is an opportunity to decolonize the education framework and introduce an Indigenous ontology of knowledge transference.

Superintendent McCoy noted to teach in the province of Ontario, a person must hold a Certificate of Qualification from the Ontario College of Teachers. Advocacy opportunities are possible avenues for change through the Ontario Public School Boards Association, specifically, for example, to expand the qualifications around the Indigenous language instruction, however the current recruitment and hiring policy is to be built under a specific framework set by the final PPM. Trustee Scott noted that in 2018 the District asked for changes to provincial regulations to broaden hiring qualifications to recognize traditional Indigenous knowledge.

Ms. Adams suggested the inclusion of a clause in the policy that refers to Indigenous lived experience and knowledge of culture. She noted that the Nunavut Arctic College, the Nunavut Education Program and the Early Childhood Educator programs in Nunavut are making significant advancements to hire Inuktitut speaking teachers in the Arctic.

Mr. Joamie suggested that when hiring Indigenous educators, include the Indigenous community in the hiring process in a meaningful way to avoid tokenism.

A student contributed that as the Indigenous teachers are Elders, a reasonable approach would include Elders on a hiring panel. Indigenous people stepping forward to apply for the teaching roles may or may not have a university degree in education. Superintendent McCoy noted that there are opportunities to look to the community or internal staff for representatives on diverse hiring panels.

A student maintained that above all else she feels engaged with teachers who bring passion and enthusiasm to the classroom and with teachers who focus on creating futures for their students.

In conclusion, Ms. Manatch offered to assist Superintendent McCoy with the language in the procedure to be developed as a part of the policy. Ms. VanHooser shared that when making efforts to connect with Indigenous communities, a western education is not of the highest importance, instead, being able to relate to people using lived experience is a key component. She indicated that she was willing to support Ms. Manatch, if needed.

3. Consultation

3.1 Human Rights Policy Consultation with IEAC (C. Tanner)

Human Rights and Equity Advisor Tanner imparted that her intention was to listen to the voices on the Council to hear the ways in which the human rights policy and procedure can be developed to serve the needs of the Indigenous students, families and staff members. In December, her visit to the IEAC meeting was to seek advice on the development of a participatory and inclusive consultation plan. In phase one of the consultation plan an internal working group was formed, composed of subject matter experts. Vice Principal Jody Alexander is part of the working group to provide the lead on engaging and hearing perspectives from Indigenous students and their families. Through working with the Indigenous Education Team, Human Rights and Equity Advisor Tanner hopes to engage Indigenous students in ways that work for them. For example, a facilitated discussion with Indigenous students on their own terms in a circle setting. In phase two of the consultation plan in June 2021, the human rights draft policy will be shared with advisory committees to collect further comments. A plan to consult on the human rights procedure will be scheduled afterwards.

Human Rights and Equity Advisor Tanner delivered a brief online presentation. She highlighted Article 15 of the United Nations Declaration on the Rights of Indigenous Peoples in Canada (UNDRIP) where it is stipulated that Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education.

Indigenous peoples are protected from discrimination when accessing the right to education. A school board's obligation is to provide education about Indigenous culture, traditions and perspectives and to teach truth. Her vision for a human rights policy outlines the human rights principles that the District is committed to upholding, including principles around Indigenous rights, along with Indigenous education and creates a way for people to enforce those rights. For example, if an Indigenous student experiences discrimination during disciplinary measures at school, how can they address the discrimination effectively within the District. If an Indigenous student experiences racism, how can they have that addressed if the school board is failing to live up to its obligation to teach truth in the curriculum. She asked which ways will allow human rights to be enforceable through a process that is safe and comfortable. She sought feedback on actions that the District can take to grow trust with Indigenous families and students.

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

- Mr. McHugh suggested incorporating a process to heal or mend after a situation that has occurred on school property. When families connect with him at the Silatuniq Inuit Youth Engagement Program, they trust him to advocate on their behalf. If there is a concern at the District, he will contact the Indigenous Education Team who will then connect with a principal or vice principal at the school. A meeting will be set to have a healing circle or gathering to address the distresses of the family with trusted allies present;
- Mr. McHugh recommended consulting the Truth and Reconciliation Act (TRC) of Canada in the Calls to Action 62 through 65, under sub-heading "Education for Reconciliation";
- Ms. Manatch recommended consulting the Royal Commission on Aboriginal Peoples (RCAP) which was mandated to investigate and propose solutions to the challenges affecting the relationship between Aboriginal peoples, the Canadian government and Canadian society as a whole; and
- Mr. Joamie queried the notion of an external organization defining the term "human rights" for others. The rights followed by his people are to treat everyone equally to promote harmony. Human Rights and Equity Advisor Tanner appreciated this perspective and noted that she has struggled with how to bring together concepts of international human rights written with a Eurocentric lens and inherent rights of Indigenous Peoples in a policy that works for Indigenous Peoples. She hopes to hold more conversations with Indigenous community members in Ottawa to understand better how this might be accomplished.

4. Reports

4.1 Indigenous Education Team Update

Vice Principal Alexander reported that the Indigenous Education Team is working on the templates submissions to the Board Action Plan on First Nation, Métis and Inuit Education. The four areas of support are supporting students, supporting educators, using data to support student achievement and engagement and awareness building in the school community. She highlighted that this year a strong focus is on the well-being of students after the pivot to remote learning. She accredited the following team members for their work to ensure student engagement during these unprecedented times: Indigenous Graduation Coach Kyl Morrison, Indigenous Student Support and Re-engagement Coordinators Kris Meawsaige and Josh Lewis, along with Indigenous Education Itinerant Teachers Kareena Bulter and Chantal Verner.

The OCDSB Indigenous Speaker Series will continue throughout the school year and both students and staff are welcome to attend. Itinerant

Teacher Butler has offered "Tea and Talk" sessions with non-Indigenous teachers to build knowledge of Indigenous perspectives and histories. Vice Principal Alexander has provided guidance to principals and vice principals to develop their knowledge pertaining to the Algonquin land acknowledgement. Within schools discussions with library technicians and teacher librarians are ongoing to review resources on the Indigenous people. There are four English courses being offered in the 2020-2021 school year for Contemporary, First Nations, Métis and Inuit Voices grade 11 university preparation class (NBE3U).

The Original Voices Youth Council meets every Wednesday from 5:00 - 7:00 p.m. In the meeting of 20 January 2021 the Council discussed the request from the Parent Involvement Committee (PIC) where the District received \$39,986 in 2020-2021 PRO grant funding and has been working with PIC to consider the best ways to use these funds and support all school communities. A student illuminated the importance of incorporating Indigenous speakers into all areas of the centrally-consolidated speakers list, instead of limiting the Indigenous speakers into a lone category. It was noted that this approach could be construed as accidental segregation.

The District partnered with A7G - Assembly of Seven Generations to send 45 December care packages for Indigenous youth and families in the Ottawa area.

The OCDSB Indigenous Youth Symposium is being planned for high school students to support Indigenous academic and personal success.

4.2 Superintendent's Report

Superintendent Baker referred to the meeting of the Advisory Council on Equity (ACE) on 26 November where it was raised by Mr. McHugh that Indigenous representation could be further accentuated in Board-level discussions at the District. She noted that should members of the Indigenous Education Advisory Council (IEAC) wish to put forward any recommendations to amend a Board policy to appoint an IEAC representation on Committee of the Whole and Committee of the Whole, Budget, ACE supports these measures.

Superintendent Baker cited that ACE, in their discussions surrounding equity and inhabiting Algonquin territory, have raised the subject of the appointment of an Indigenous trustee to the Board of Trustees. She noted that Ontario Regulation 462/97: First Nations Representation on Boards outlined the conditions governing appointment of a First Nations Trustee to a school board. Though the OCDSB does not hold an Education Services Agreement with a council of a band, a letter may be written to the Ministry of Education to express a desire for a revision to the regulation.

Moved by Inini McHugh

A. THAT the Board allow the Indigenous Education Advisory Council to appoint representatives to the Committee of the Whole and Committee of the Whole, Budget, respectively.

Unanimously Carried

B. THAT the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee.

Unanimously Carried

Mr. Joamie expressed the view that the person chosen to represent the Indigenous voice should be an Algonquin person, as the Ottawa-Carleton region is situated on Algonquin territory.

a. IEAC Action Tracking Log

This item was deferred to the 25 March 2021 IEAC meeting.

4.3 IEAC Report, 10 December 2020

The IEAC report of 10 December 2020 was received.

5. Community Discussion

There were no items raised for Community Discussion.

6. Standing Items

6.1 Analysis of Indigenous Data

Superintendent Baker reported that Manager Oracheski from the Research, Evaluation and Analytics Division (READ) will connect with Ms. Manatch who is a member of the District's Technical Advisory Group (TAG) for a future conversation regarding the analysis of Indigenous data.

7. Information and Invitation

7.1 Original Voices Youth Council, Wednesdays from 5:00-7:00 p.m.

Vice Principal Alexander highlighted that should there be community outreach to bring more attendees to the Original Voices Youth Council, establishing parameters for a safe space would be required first. The Council must be a place where youth feel safe to offer their ideas and share experiences.

Ms. Manatch announced that both she and Elder Dumont will be working together to assemble the Algonquin protocols of the IEAC circle. People other than IEAC members will be required to join with an advance invitation. The Indigenous paradigms are based upon relationship building

and their aim is not exclusion. The intent of the discussion is that these protocols will be adopted in a good way.

Elder Dumont recalled a story of Herman Standing Ready, from the Sioux nation in Saskatchewan. Herman told him that whenever a stranger appeared on their territory, the nation would send a scout to observe the stranger discreetly for days on end and take note of the kinds of things the person was doing. The scout reports would tell the community on how to approach the stranger or who this stranger was known to be from observations. Ultimately the scout would report to the nation to assure them whether or not the stranger had designs upon their peace.

Mr. Joamie requested that space be made for the Inuit voice as Ottawa has a growing Inuit population. He noted that the IEAC originally had many students attending and the over the years the number has lessened. He underscored the importance of the hearing the voices of the youth.

Ms. Adams suggested that a "buddy system" for youth and another long standing member of IEAC may provide the students with a positive experience then, in turn, promote student participation and leadership elsewhere in the community.

A student suggested that a category be built into the agenda distinctly for students and knowing specific questions on a certain topic before the meeting date will help them to be ready with their ideas and to participate in a meaningful way.

8. Closing

Elder Dumont offered a closing at 8:28 p.m.