



REPORT NO. 27, COMMITTEE OF THE WHOLE

DATE: 19 September 2017

A meeting of the Committee of the Whole was held this evening in the Board Room, 133 Greenbank Road, Ottawa, Ontario, commencing at 7:30 pm with Trustee Erica Braunovan in the chair and the following trustees also in attendance: Christine Boothby, Chris Ellis, Theresa Kavanagh, Shawn Menard, Dr. Anita Olsen Harper, Keith Penny, Lynn Scott, Sandra Schwartz and Shirley Seward.

STUDENT TRUSTEES: Rita Ramotar and Alex MacDonald.

STAFF: Director of Education, Jennifer Adams; Associate Director of Education, Diane Jeudy-Hugo; Chief Financial Officer, Mike Carson; Superintendent of Curriculum, Dorothy Baker; Superintendent of Learning Support Services, Olga Grigoriev; Superintendent of Human Resources, Janice McCoy; Superintendents of Instruction, Brett Reynolds, Mary Jane Farrish, Shawn Lehman, Peter Symmonds; Executive Officer, Corporate Services, Michèle Giroux; Manager of Planning, Karyn Carty Ostafichuk; Manager of Board Services, Katrine Mallan; Manager of Communications & Information Services, Diane Pernari-Hergert; Assistant Manager of Planning, Ian Baxter; Planner, Lisa Gowans; School Effectiveness Lead, Wendy Jewell; Communications Coordinator, Sharlene Hunter; Audio Visual Specialist, John MacKinnon; and Board/Committee Coordinator, Nicole Guthrie.

NON-VOTING REPRESENTATIVES: Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Andrew Nordman, Ottawa-Carleton Elementary Operations Committee (OCEOC); Elizabeth Kettle, Elementary Teachers' Federation of Ontario (ETFO); and Anna McAllister, Student Senate Representative.

1. Call to Order

Vice-Chair Braunovan called the meeting to order at 7:30 pm. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Trustee Schwartz,
THAT the agenda be approved.**

- Carried -

3. Briefing from the Chair

Chair Seward welcomed trustees, students, staff and guests to a new school year and introduced new Student Trustee Rita Ramotar.

Chair Seward announced that the District is seeking parent members and interested community members to sit on its Parent Involvement Committee (PIC). Applications will be accepted until Thursday, October 12, 2017. Details about PIC and the responsibility of members can be found on the PIC page of the District website.

Chair Seward noted that the OCDSB Parent Conference and School Council Training Day will take place on Saturday, November 18th from 8:30 am to 12:30 pm. The event will be hosted by the Parent Involvement Committee (PIC), in collaboration with the Ottawa-Carleton Assembly of School Councils (OCASC). The conference features keynote speaker Dr. Kayrn Gordon, who will speak on the topic of emotional intelligence and self-regulation. The conference workshops will cover a range of topics including school council finances, well-being, and learning.

4. Briefing from the Director

Director Adams announced that the District is pleased to welcome two new Superintendents of Instruction to the senior staff team. Peter Symmonds will assume responsibility for schools in the Central superintendency and the Extended Day/Childcare portfolio. Superintendent of Instruction Mary Jane Farrish will assume responsibility for the schools in the East superintendency and Diane Jeudy-Hugo will be returning to the role of Interim Associate Director, from 14 August to 22 December 2017.

Director Adams advised that the 2017-2018 school year elementary and secondary calendars are available on the District website and a hard copy was distributed to students and staff this week.

Director Adams announced that all children attending school between ages 4 to 17 need to be immunized according to Ontario's Immunization Schedule. Immunization protects children from many serious diseases that are easily spread in schools. More information is available on the District website.

Director Adams invited anyone interested, to the Speaker series which begins on October 5th with guest Paul Davis. Mr. Davis will speak on the topic of Social Networking and Online Safety. On November 30th Dr. Susan Hopkins of the MEHRIT Centre will introduce parents to the subject of self-regulation.

5. Delegations

There were no delegations.

6. Presentation from Ottawa Student Transportation Authority General Manager/Chief Administrative Officer, Vicky Kyriaco

Ottawa Student Transportation Authority (OSTA) General Manager and Chief Administrative Officer, Vicky Kyriaco provided an overview of the proposal for changes to the procedure for establishing bell times. She noted that OSTA is reviewing their bell time management policy and that consultation with the trustees was required before approving the proposed bell time management changes. The proposed changes to the policy include new statements to address bell times at new schools and bell time changes as a result of merging schools. In both cases, the District will be consulted to set an appropriate bell time.

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

- In response to a request from Trustee Schwartz, staff agreed to provide the Board with further information related to the bell times at the schools affected by the Eastern and Western accommodation reviews;
- Trustee Kavanagh expressed the view that it would be helpful to provide information to parents regarding the Bell Times Management policy;
- Planning staff are consulted and concerns from parents are taken into consideration by OSTA when bell times are created or changed;
- Trustee Menard queried whether or not the review of bell times included reference to recent studies on the advantages of later bell times. CFO Carson indicated that they are aware of the studies but noted that the time shifts would need to be increased by several hours to see improvements. Fiscal realities and efficiency have dictated the bell times for this year; and
- Ms. Kyriaco noted that bell time considerations are often beyond their control and can be limited in certain parts of the City; and
- Public transit is a factor in decision making for bell times. OSTA works with public transit to ensure the most efficient use of equipment.

7. Matters for Action

a. Report 17-068, Osgoode Area Program and Boundary Review

Your Committee had before it Report 17-068 to obtain approval of a consultation process and timeline for a program and boundary review in the Osgoode area of the District, focusing in particular on the enrolment pressures at Castor Valley Elementary School.

Planner Gowans provided the following overview of the report:

- The review does not qualify as a Pupil Accommodation Review (PAR) and will include a different consultative process;
- The report was provided to Board as information at the 6 June 2017 meeting. Schools in the affected school community were also

provided copies of the report, noting that formal approval would be sought in September;

- For the 2017-2018 school year, Castor Valley ES is projected to have an enrolment of 694 students and require the use of ten portables;
- Due to the capacity of the septic system the school can only accommodate a maximum of 11 portables on site;
- If no action is taken to alleviate pressures for September 2018, the school will not be able to accommodate its expected number of students;
- Based on recent intake levels, enrolment at the school is expected to increase to a projected 836 students by 2021 (a utilization rate of 190%), 395 students over the buildings capacity;
- English program with Core French (English) enrolments within the Osgoode area have been decreasing, most notably at Osgoode PS which introduced a new Early French Immersion (EFI) program in 2009;
- New residential development in the Village of Greely is also a contributing factor to the overcrowding at Castor Valley ES;
- Staff have formulated a possible plan to address the pressures at Castor Valley ES and discuss the low uptake in English program enrolment at both Metcalfe Public School and Osgoode Public School;
- A working group will be formed and will meet at least once in the fall of 2017. School councils, community associations and affected school councils will be provided with regular updates regarding the review and important dates;
- A public consultation meeting will be held in the community in December 2017 with final Board decisions regarding the review scheduled for January 2018

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

- Trustee Fisher noted the distances between the schools in this area are large, which can be problematic when making program changes. The pressure on the English program due to lower enrolments requires further review. He expressed the opinion that community voice will be important and multiple meetings and public forums may be required to ensure adequate consultation;
- Manager Ostafichuk indicated that the working group will have meetings throughout the fall, open to the public. She noted that the public can provide comments through parent councils. She added that the issue of MFI and low English enrolment does not need to be solved during this review and the primary concern is the overcrowding at Castor Valley ES;

- Manager Ostafichuk acknowledged that long term sustainability should be discussed, however with the growth in the Greely area and Castor Valley ES well over capacity, a solution is required immediately. The Shadow Ridge school site presents a possible option for the future but at present it would be hard to justify the funding for a new school in the region given the current usage of schools in the area;
- Student Trustee MacDonald hoped that the student voice would be heard within the consultation; and
- Trustees Scott and Seward expressed concern about the small scope of the study area. Manager Ostafichuk noted that the District will have to review this area again in the future.

Moved by Trustee Fisher,

- A. THAT Board affirms that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for the Osgoode Area Program and Boundary.

- B. THAT Board approves the consultation plan and timeline attached as Appendix B to Report No. 17-068 in order to proceed with consultation with local school communities and the public.

In response to a query from Trustee Olsen Harper, Manager Ostafichuk noted the District had hoped that the introduction of an EFI program at Osgoode PS would help ease pressures at Castor Valley ES. It did not, and both the Board and the school community are aware of the increasing enrolment pressures and the school.

Trustee Ellis queried the opportunities for feedback and the timing of the consultation. He expressed the opinion that the timeline outlined in the report might not allow sufficient time within the community for proper participation, engagement and understanding. Manager Ostafichuk advised that the working group will consist of staff and parent representatives from the impacted schools and the meetings will be open forums. She added that conversations in the community have already begun and that the District may add additional meetings if required. The timelines, included in the report, are important to ensure principals have time to make staffing decisions within mandatory deadlines.

In wrap up, Trustee Fisher noted that the community is aware of the review and given the situation at Castor Valley ES and the pressing growth in the Greely area, the time is right to conduct this review.

Moved by Trustee Fisher,

A. THAT Board affirms that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for the Osgoode Area Program and Boundary; and

**B. THAT Board approves the consultation plan and timeline attached as Appendix B to Report No. 17-068 in order to proceed with consultation with local school communities and the public.
(Attached as Appendix A)**

- Carried –

b. Report 17-058, Minor Policy Revisions

Your Committee had before it Report 17-058 seeking approval for minor housekeeping revisions to two OCDSB policies.

Executive Officer Giroux provided the following overview of the report:

- Changes to P.008 GOV Advisory Committee on Equity include the removal of student trustees from the non-voting members of the Committee according to the revised Student Trustee policy P.017.GOV Student Trustees;
- Changes to P.108.SCO Care of Students with Severe or Life-Threatening Medical Conditions include: the addition of the definitions of Ryan's Law and Sabrina's Law, the removal of references to Allerject, the removal of a reference to PR.547.SCO from clause 1.23, the addition of a reference to PR.547.SCO to clause 1.31 in which the policy addresses providing medical care for students in life-threatening emergencies, and the addition of PR.547.SCO to the reference documents in the policy; and
- The changes are all of a procedural nature and do not require public consultation.

Trustees Scott and Ellis expressed concern about the age differences for student consent within the policy and those contained within the provincial legislation referenced in the policy. They requested additional clarity on the issue of the age of consent within the P.108.SCO

Moved by Trustee Kavanagh,

THAT the proposed minor changes be approved to:

A. P.008.GOV Advisory Committee on Equity as detailed in Appendix A to report 17-058, and

B. P.108.SCO Care of Students with Severe or Life-threatening Medical Conditions as detailed in Appendix B to report 17-058.

*Moved in amendment by Trustee Schwartz,
THAT reference to the trade-name EpiPen be removed from
P.108.SCO.*

- Carried, friendly -

In response to a query from Trustee Olsen Harper regarding the change to P.008. GOV: Advisory Committee on Equity, Superintendent Giroux responded that only a minor amendment, identified on folio 31, was required.

Moved by Trustee Kavanagh,

THAT the proposed minor changes be approved to:

**C. P.008.GOV Advisory Committee on Equity as detailed
in Appendix A to report 17-058, and
(Attached as Appendix B)**

**D. P.108.SCO Care of Students with Severe or Life-
threatening Medical Conditions as detailed in
Appendix B to report 17-058, as amended.
(Attached as Appendix C)**

- Carried –

8. Reports from Statutory Committees

a. Report 7, Special Education Advisory Committee, 22 June 2017

Moved by Trustee Ellis,

THAT Report 7, Special Education Advisory Committee, dated 22 June 2017, be received.

Trustee Olsen Harper requested that item C, folio 41 include her request for a First Nation, Métis, Inuit (FNMI) component within the suspension report.

Moved by Trustee Ellis,

**THAT Report 7, Special Education Advisory Committee, dated
22 June 2017, be received, as amended.**

- Carried –

9. Matters for Discussion

a. Report 17-057, Update on the Implementation of the Two-Year 50/50 Bilingual Kindergarten Program

Your Committee had before it Report 17-057 providing an update on the first year of implementation of the two year bilingual 50/50 Kindergarten program and shift of the language of instruction for the Early French Immersion Primary Mathematics Program from French to English.

Superintendent Baker provided the following overview of the report:

- In February 2016, the Board approved changes to the delivery model for French instruction in the Kindergarten and Primary Early French Immersion programs with the goal of providing a two year seamless kindergarten experience aligned with the new kindergarten curriculum program;
- The consultation process and Board deliberations identified several areas for the implementation committee to address. Principals, in consultation with their Early Years teams, determined whether the kindergarten program at their school would be delivered as a half day French/half day English model or an alternating day model with one day in French and the next day in English;
- Enrolment figures have remained stable through the first year of implementation of the 50/50 bilingual kindergarten program;
- Enrolment figures for grades 1-3 have remained stable through the first year of the implementation of mathematics with French as the language of instruction;
- Retention rates in both the English and Early French Immersion Programs have remained consistent with the exception of an increase in English enrolment last year reflecting the increased numbers of newcomers to the District;
- Support has been provided to schools in the areas of resource materials, professional learning, and Learning Support Services (LSS) programs and resources;
- All LSS kindergarten supports were accessed this year through a common referral process. Services available to school teams included: Early Learning Intervention Program (ELIP), Kindergarten Speech Language Intervention Program (K-SLIP), The Early Learning Resource Team (ELRT), Kindergarten Itinerant Educational Assistants (K-IEAs), and additional LSS Supports;
- Professional learning sessions are provided to all kindergarten teachers and ECEs related to the implementation of a 50/50 model kindergarten;
- Staff is exploring the feasibility of partnering with external organizations to support program evaluation and monitoring initiatives, which may help to provide insight into such things as the impact of programming, changes for identified groups of students; and
- Across the province, educators have observed an increasing number of students experiencing challenges with self-regulation in kindergarten and primary classrooms. The Ministry has responded by providing

additional funds to cap kindergarten class sizes, as well as to provide supports for young learners.

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

- The report includes some feedback from federations, kindergarten teachers, and references to the qualitative data gathered over the course of the year. Typically a program requires at least 3 years to become established. Formalized data and information collection can occur at that point;
- Elementary principals and vice-principals were provided with timetabling sessions in an effort to reduce the number of educator contacts in kindergarten classrooms.
- The District is working with the Union to ensure better supports are in place for staff to deal with issues of self-regulation;
- The current provincial cap for kindergarten is 30 pupils. In 2018 that will decrease to 29. The District cap aligns with the provincial cap. Staff reorganizes classrooms where necessary to ensure that the classroom caps are met. Where that is not possible, more staff are added;
- District principals make concerted efforts to ensure the range of educator contacts is between 4 and 6. Principals have witnessed the benefits of keeping the educator contacts as low as possible and continue to make timetabling a priority;
- Timetabling can be difficult as the District must ensure teachers have planning time. In order to provide this time another teacher is required. Early Childhood Educators (ECE's) are also a factor when they work in the Extended Day program and the nature of before and after school shifts. It is possible to make changes to the timing of these shifts but due to contractual constraints, the options are limited at present;
- The additional FSL Cultural funds of \$1000 per class will not continue;
- The Early Learning Resource Team (ELRT) has supported 234 kindergarten classrooms;
- All kindergarten classrooms were provided with a bilingual visual toolkit. The visual toolkit contains pictorial representations which can be utilized in various ways. Classrooms are provided with the kit, as well as access to an accompanying instructional video for educators;
- Preliminary enrolment numbers for this program and others will be finalized on September 30 and are expected to be released by October 31 2017;
- Staff is working with Union partners to build the capacity of teachers to enable a stable classroom environment. The District continues to take advantage of the learning that has occurred throughout the province;
- The projected budget savings from the program have been realized; and
- Specific supports for students are approved by Learning Support Services (LSS). Two Speech Language Pathologists (SLP) were

added to support early years learning and those SLP positions continue to be available.

Trustee Seward expressed concern about the emergence of serious behavioural problems in children ages 3 to 6 and queried whether or not staff felt it was linked to full day kindergarten programming. Superintendent Baker indicated that a provincial discussion on the issue has begun. She noted that the District is fortunate to have Dr. Petra Duschner as its mental health lead. She is a member of the provincial working group.

In response to a query from Trustee Seward, Superintendent Baker noted that LSS supports have been expanded as a result of the 50/50 model and Curriculum Services continues to collaborate with LSS Staff in an effort to address the issues. Together the departments have developed specific resources specifically targeting kindergarten teachers. System Principal Jewell added that the team has created solutions to meet the needs of the learners. Many of the programs are focused on language acquisition and development.

In response to request from Trustee Menard, staff agreed to provide the Board with comparative numbers of educator contacts for kindergarten students prior to the start of the bilingual 50/50 kindergarten program and after its introduction.

Trustee Fisher indicated that he consistently receives calls from parents regarding the lack of supports for students available in French which force them to transition into the English program. Director Adams noted that the research is conclusive that children who have learning challenges will have those challenges in either language. The District can provide better messaging to parents, teachers, and educators regarding supports in both languages.

10. Information Items:

a. Report from OPSBA Representatives (if required)

There was no report from OPSBA representatives.

b. New Ministry Initiatives Update

i. Memo 17-115, Ministry of Education Engagement on Governance Supports

Trustee Seward queried the process for seeking feedback from the board advisory committees on governance topics and how the District will submit the responses. Director Adams responded that the Directors had not been consulted on the engagement initiative.

Executive Officer Giroux noted that the letter was received by the District on 14 September 2017. It was subsequently added to both the PIC and Audit agendas. She indicated that it would be important for the trustees to raise the issue at an upcoming OPSBA meeting. Trustee members of the listed committees can participate in the discussion; however, the letter does not indicate how the Board can provide input.

Trustees Boothby and Penny confirmed that they would convey comments to OPSBA.

c. OSTA Update

i. OSTA Minutes, 29 May 2017

The minutes of the Ottawa Student Transportation Authority (OSTA) Board of Directors meeting of 29 May 2017 were received for information.

ii. OSTA Minutes, 19 June 2017

The minutes of the Ottawa Student Transportation Authority (OSTA) Board of Directors meeting of 29 May 2017 were received for information.

11. Long Range Agenda (September – November 2017)

The long range agenda was provided for information.

12. New Business – Information and Inquiries

There was no new business.

13. Adjournment

The meeting adjourned at 9:41 pm.

Erica Braunovan, Chair,
Committee of the Whole



CONSULTATION PLAN

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

**Appendix A to Report 27
Committee of the Whole,
19 September 2017**

DATE:	September 2017
PROJECT: (Project name, Letter of Transmittal, etc.)	Osgoode Area Program and Boundary Review – Approval of Study Consultation Plan and Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p><i>The scope of the consultation includes five elementary schools; Castor Valley Elementary School, Greely Elementary School, Kars on the Rideau Public School, Metcalfe Public School and Osgoode Public School. Should it be necessary, representative from other surrounding schools may also be invited as members of the working group. One such school is Sawmill Creek Elementary School; its attendance boundary could be impacted by the introduction of an EFI program at Metcalfe Public School.</i></p> <p><i>The consultation process will serve to implement recommendations regarding the introduction of an Early French Immersion program at Metcalfe Public School for September 2018, consolidation of English Program with Core French Enrolments and a MFI boundary adjustment.</i></p>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply)	
<input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain)	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<p><i>The consultation will seek to recommend a plan to reduce accommodation pressures at Castor Valley Elementary School and better balance enrolments among the area school. The review will also seek to recommend consolidation of current English Program with Core French program enrolments in order to improve the learning environment for students and ensure future viability.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	



CONSULTATION PLAN

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

**Appendix A to Report 27
Committee of the Whole,
19 September 2017**

WHO?		
4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)		
<u>OCDSB Community</u> <input type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input type="checkbox"/> Advisory committees (Specify below) <input type="checkbox"/> Special Education Advisory Committee, etc <input type="checkbox"/> Other _____	<u>Internal to OCDSB</u> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals <input type="checkbox"/> Managers <input type="checkbox"/> District staff <input type="checkbox"/> Federations <input type="checkbox"/> Other _____	<u>External / Other (please identify)</u> <input type="checkbox"/> Agencies/associations _____ <input checked="" type="checkbox"/> Community groups _____ <input checked="" type="checkbox"/> General Public _____ <input type="checkbox"/> Other governments _____ <input type="checkbox"/> Other _____
Please describe or expand on who will be consulted and any partners in the consultation:		
5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN? In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions <u>prior</u> to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)		
<i>Yes, local Trustees, the Superintendent of Instruction for area schools, and the Chief Financial Officer.</i>		
HOW?		
6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)		
<input checked="" type="checkbox"/> Media advertisement (print and/or radio) <input checked="" type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> School newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Other _____	
Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?		
7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)		
<input type="checkbox"/> Focus groups <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Mail-out or email circulation <input type="checkbox"/> Open houses / workshops / cafes <input checked="" type="checkbox"/> School council(s)	<input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input checked="" type="checkbox"/> Public meetings <input type="checkbox"/> Survey / questionnaire <input checked="" type="checkbox"/> Web-based notice / Web-based comments <input type="checkbox"/> Other _____	
Please describe:		



CONSULTATION PLAN

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

**Appendix A to Report 27
Committee of the Whole,
19 September 2017**

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:	January 2017	
<u>PROJECTED DATE(S)</u>	<u>ACTIVITY/MILESTONE</u>	<u>NOTES**</u>
June 2017	Notice of Intention to Commence Review	
September 2017	Board Approval of Review Consultation Plan and Timeline	
Late September 2017	Formation of Working Group	
October 2017	Working Group Meeting(s)	
December 2017	Public Consultation Meeting	
January 2018	Committee of the Whole Meeting – Presentation and Recommendations	
January 2018	Regular Board Meeting – Final Review Decisions	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.
 OCDSB Form 644: Consultation Plan (April 2009)

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Email circulation | <input checked="" type="checkbox"/> School / principal communications / newsletter |
| <input checked="" type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> Letter of Transmittal to committee/Board | <input type="checkbox"/> Media reports |
| | <input type="checkbox"/> Other |

Please describe:

OTHER

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

Consultation costs will be managed within existing departmental budgets.

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

11. EVALUATION:

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

**OSGOODE AREA PROGRAM AND BOUNDARY REVIEW
TIMELINE**

Activity	Date
Notice of Intention to Commence Review and Approve Review	
➤ Notice of Intention to Commence Review	June 2017
➤ Board Approval of Review Consultation Plan and Timeline	September 2017
Consultative Stage	
➤ Formation of Working Group	Late September 2017
➤ Working Group Meeting(s)	October 2017
➤ Public Consultation Meeting	December 2017
Recommendation and Decision Making Stage	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	January 2018
➤ Regular Board Meeting – Final Review Decisions	January 2018
Communication and Implementation Stage	
➤ Communication of Board Approved Decision	February 2018
➤ Implementation of Board Approved Decision	September 2018

TITLE:	ADVISORY COMMITTEE ON EQUITY	POLICY P.008.GOV
Date issued:	30 January 1998	
Revised:	26 September 2017	
Authorization:	Board: 19 January 1998	

1.0 OBJECTIVE

- 1.1 To establish an Advisory Committee on Equity (ACE) to assist the Board of Trustees in its commitment to provide an equitable and inclusive educational and work environment which supports student achievement and well-being; and
- 1.2 To provide strategic policy and program advice on matters of diversity, including but not limited to: ancestry, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status which support student learning and the development of citizenship.

2.0 DEFINITIONS

- 2.1 **Equity** refers to a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
- 2.2 **Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.
- 2.3 **Inclusive Education** refers to education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
- 2.4 **District** means the Ottawa-Carleton District School Board (OCDSB).
- 2.5 **School Community** refers to students, parents/guardians, trustees, staff, contractors and service providers, volunteers and community members.

3.0 POLICY

Mandate

- 3.1 The Advisory Committee on Equity shall:
- (a) advise the Board of Trustees on the review, development, implementation, and monitoring of all policies which support the members of the school community and encourage student achievement and well-being;
 - (b) advise the Board of Trustees on the identification and elimination of discriminatory bias, power dynamics, and systemic barriers that may limit access to, and opportunity for bias free education for all students and members of the school community;
 - (c) liaise with community stakeholders by actively engaging parents and community partners to help create and sustain a safe and inclusive learning environment; and
 - (d) advise the Board on potential budget implications that may help or hinder its commitment to foster equitable and inclusive education.
- 3.2 The Advisory Committee on Equity shall achieve its mandate by:
- (a) providing advice to the Board on policies through the lens of equity, diversity and inclusive education;
 - (b) making recommendations to the Board on the development, implementation and monitoring of its equity strategy;
 - (c) making recommendations to the Board on effective practices relating to equity, diversity and inclusive education;
 - (d) responding to queries from staff and community for input on the District's equity related matters; and
 - (e) receiving information and reports from various stakeholders, e.g., Board, community organizations, individuals representing affected groups, etc.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 Participation in the Committee shall be voluntary and open to individual members of the Ottawa-Carleton District School Board community, and to stakeholder organizations with an interest in equity, diversity, and an inclusive education in the District.

- 4.2 The Committee will include members drawn from the following:
- (a) Community Members are individuals from communities that experience systemic barriers and marginalization in education which may include but are not limited to, First Nations, Inuit and 'Métis peoples; newcomers; racial, ethnocultural and linguistic groups; members of Gay, Lesbian, Bisexual, Trans, Two Spirit and Questioning (GLBTTQ) communities; and those who face mobility and socio-economic challenges. Whenever possible, Community Members shall be parents/guardians of students enrolled in the District.
 - (b) Community Agency Representatives are representatives from different community organizations with an interest in equity, diversity, and inclusive education.
 - (c) In the first year of operation, the following Community Agencies will be invited to have a representative on the Committee:
 - (i) Youth Services Bureau
 - (ii) Children's Aid Society
 - (iii) Family Services Ottawa
 - (iv) Ottawa Police Service
 - (v) Ottawa Community Immigrant Services Organization
 - (vi) Coalition of Community Health and Resource Centers of Ottawa
 - (d) The list of agencies will be reviewed periodically to reflect the District's equity and inclusive education priorities.

Membership

- 4.3 The Committee shall be comprised of up to 18 members; twelve (12) voting members and six (6) non-voting members. Of the voting members, six (6) shall be Community Members and (6) shall be Community Agency Representatives.
- 4.4 Voting Members shall include:
- (a) Up to six (6) Community Members which may include one individual from each of the following communities:
 - (i) Aboriginal, Métis or Inuit Community
 - (ii) Gay, Lesbian, Bisexual, Trans and Questioning
 - (iii) Immigrant/Newcomer
 - (iv) Disability (e.g., physical, mental, and learning disabilities)
 - (v) Faith
 - (vi) Visible Minority/Racialized Groups
 - (b) Up to six (6) Community Agency Representatives.
 - (c) Every effort shall be made to seek representation from the groups listed in 4.4 (a) and (b).
- 4.5 Non-Voting Members shall include:
- (a) One (1) Trustee as appointed by the Board of Trustees;

- (b) One (1) appointed member of the Student Senate;
- (c) One (1) Superintendent of Instruction or designate;
- (d) One (1) Elementary Panel Representative;
- (e) One (1) Secondary Panel Representative; and
- (f) Diversity & Equity

Coordinator Roles and Responsibilities of

Members

4.6 All members of the Committee shall:

- (a) Demonstrate a commitment to equity, diversity and providing an inclusive education in the work of the Committee and the District;
- (b) Attend and productively participate in Committee meetings;
- (c) Review all relevant material prior to the Committee meetings;
- (d) Participate in Committee and Sub-committee work (as required); and
- (e) Provide input/feedback and raising issues as a representative of a Board Special Purpose, Ad-Hoc or Advisory Committee.

4.7 In addition to the above, Community Members, Community Representatives, and/or a Student Member shall act as a liaison between the Committee and his or her community group, organization or committee.

4.8 The Chair shall:

- (a) Plan the agenda in consultation with the Superintendent of Instruction;
- (b) Chair the Committee meetings;
- (c) Act as a spokesperson and representative for the Committee in communicating with the Director of Education, Board of Trustees and the public; and
- (d) Review the minutes with the Secretary before circulating to members.

4.9 The Vice Chair shall assume the roles and responsibilities of the Chair in the event of his or her absence.

4.10 The Secretary shall:

- (a) Keep and maintain all records and property of the Committee including but not limited to records of minutes and reports of the Committee;

- (b) Distribute Agendas and Minutes of all meetings to Board Services and committee members at least five (5) business days prior to the next meeting; and
- (c) Ensure all pertinent documents and information are posted on the Committee website and also sent to Board Services for posting on the OCDSB website, within three weeks of being approved.

Term of Office

4.11 The term of office for a voting member of the Committee shall be two (2) years. Members may serve for no more than two (2) consecutive terms of office.

Elections and Appointments

4.12 Members of the Committee shall be elected or appointed before October 31 of each school year. These elections or appointments shall also be held before the first Committee meeting of the following school year.

4.13 The Committee shall:

- (a) elect an Executive from the voting community members, which consist of a Chair, Vice Chair and Secretary;
- (b) conduct the election process for deciding the Chair and Vice Chair, in alternate years to the election process of the Secretary, to ensure continuity; and
- (c) allow a member of the Committee to be re-elected or reappointed to the Executive for more than one term, subject to the Committee's election or appointment process.

4.14 The Committee shall annually review its membership needs and create a Membership sub-committee of three (3) to five (5) members that includes two (2) members of the Executive.

- (a) The Membership Sub-Committee shall post a notice to initiate an "invitation of interest" and discernment process for community and non-voting members.
- (b) The notice shall include:
 - (i) a summary of the position, including the term of office of the appointment;
 - (ii) the process for making an application;
 - (iii) the deadline for application; and
 - (iv) the name and contact information of the person(s) responsible for managing the process.
- (c) The posting of the notice shall be done through a variety of methods to ensure awareness of the application process by the entire jurisdiction of the District. Methods of advertising shall include, but are not limited to:
 - (i) Advertisements in newsletters of the District schools or school councils;
 - (ii) Advertisements in newspapers with general circulation in the geographic jurisdiction of the District;

- (iii) Advertisements on radio or television programmes that have an ethnic, cultural, language or other specialised readership or audience and that broadcast in the geographic jurisdiction of the District;
 - (iv) Notices in schools of the District; and
 - (v) Notices on the District's website and, where possible, on District schools websites.
- (d) In the first year of operation, the Membership sub-committee shall develop and recommend to the Advisory Committee on Equity, a process for the selection of representatives from community agencies.
- (f) The Membership sub-committee shall ensure that the voting members and the executive positions are selected using a fair and equitable process.

Application Criteria

- 4.15 All applicants to the Committee shall have a strong interest and commitment to student achievement and well-being and have:
- (a) knowledge and understanding of the link between equity and inclusive education;
 - (b) the ability to work effectively and collaboratively with representatives from various communities who may have diverse opinions and perspectives;
 - (c) tact, diplomacy and a respect for others;
 - (d) an enthusiastic approach and ability to motivate others; and
 - (e) the ability and willingness to attend meetings during the academic year.

Vacancies

- 4.16 A vacancy in the membership of the Committee does not prevent the Committee from delivering on its mandate.
- 4.17 In the event that a voting member vacates his or her position during the appointed term, the Committee may appoint another individual to the position for the remainder of the term.
- 4.18 To replace a non-voting member, the Board, Student Senate or the District shall appoint another individual to the position. Where the non-voting member is a Trustee, the Board of Trustees shall make the appointment.

Meetings

- 4.19 The Committee shall meet at least six (6) times in each school year.
- 4.20 All meetings of the Committee will be open to the public and be held at a location that is accessible to the public.

- 4.21 Notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting. Notice may be provided to each member by e-mail or regular mail; by telephone call; and by posting to the District website. Notice by regular mail is deemed to be provided five (5) days before the meeting if it is mailed five (5) days before the meeting.
- 4.22 A meeting of the Committee cannot achieve quorum unless a majority of voting members are present. Majority is defined as fifty (50) percent plus one (1).
- 4.23 Non-voting members of the Committee shall have all the rights and obligations of voting members except for moving, seconding and voting on a motion, and counting for quorum.
- 4.24 The Committee shall welcome and encourage the participation of the public at the discretion of the Chair.
- 4.25 The rules of order for the conduct of meetings shall be consistent with the OCDSB By-Laws and Standing Rules.

Sub-Committees

- 4.26 The Committee may establish sub-committees for tasks such as membership, public relations, communications or outreach, as it deems appropriate to the achievement of its mandate; and may include voting and non-voting membership on the committee.

Annual Report

- 4.27 The Committee shall provide an annual report to the Board of Trustees through the appropriate committee, summarizing its activities and achievements during the past year and its plans for the upcoming year. At the end of the first year, the Committee shall make recommendations about membership.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)
Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools", June 24, 2009
Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009
OCDSB By-Laws and Standing Rules
Board Policy: P.001.GOV: Policy Development and Management
Board Policy P.048.GOV: Board Guiding Principles
Board Policy P.065: Advisory Committees to the Board
Board Policy P.086.CUR Religious Accommodation
Board Policy P.098.CUR: Equity and Inclusive Education
Board Policy P.010.GOV: Community Involvement on Board Standing Committees

POLICY P.108.SCO

**TITLE: CARE OF STUDENTS WITH SEVERE OR LIFE-THREATENING
MEDICAL CONDITIONS**

Date issued: 04 January 2002
Last revised: 26 September 2017
Authorization: Board: 17 December 2001

1.0 OBJECTIVE

To ensure the safety of students with severe or life threatening medical conditions in Ottawa-Carleton District School Board schools in compliance with Sabrina's Law, Ryan's Law and all other relevant legislation.

2.0 DEFINITIONS

- 2.1 **Anaphylaxis** means a severe, allergic reaction, usually to foods, insect bites, medications, latex products and, rarely, vigorous exercise that, if untreated, can lead to sudden death.
- 2.2 **Asthma** means an inflammatory condition of the bronchial airways which causes the normal function of the airways to become excessive and over-reactive and lead to airway obstruction, chest tightness, coughing and wheezing.
- 2.3 **Asthma inhaler (puffer)** means a hand-held portable device that delivers medication to the lungs. Available types include a dry powder tube inhaler, a powder disk inhaler and a single-dose powder disk inhaler.
- 2.4 **Autoinjector** means a medical device designed to deliver a single dose of a particular (typically life-saving) drug.
- 2.5 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.6 **Diabetes Mellitus** also known as Type 1 or Juvenile Diabetes means a condition which results from the inability of the pancreas to produce insulin. If left untreated or improperly managed, the high and low levels of blood glucose associated with diabetes can result in a variety of complications including death.
- 2.7 **District** means the Ottawa-Carleton District School Board.
- 2.8 **Epilepsy** means a chronic neurological disorder which causes sudden bursts of electrical activity in the brain. This electrical activity produces seizures which vary from one person to another in frequency and form.

- 2.9 **Heart condition** means a condition, or group of conditions, affecting the structure and functions of the heart.
- 2.10 **In loco parentis** is a legal term, means in the place of a parent or with a parent's rights, duties and responsibilities.
- 2.11 **Pacemaker** means a heart device that overrides slow or abnormal heart beats, and ensures adequate function for activities of daily living. Without treatment, a slow heart beat can lead to weakness, confusion, dizziness, fainting, shortness of breath and death.
- 2.12 **Ryan's Law** requires all school boards in the province to develop and maintain policies and procedures to protect students who have asthma and sets the age of 16 as the age of consent.
- 2.13 **Sabrina's Law** ensures all school boards have policies or procedures in place to address anaphylaxis in schools.

3.0 POLICY

- 3.1 The Board recognizes the primary role of Ottawa Public Health as the responsible agency involved in securing and promoting public health, including the control of communicable and infectious diseases.
- 3.2 The Board recognizes its obligations under provincial and federal laws, including the *Ontario Human Rights Code* and the *Canadian Charter of Rights and Freedoms*, to deal with each student and employee with equity and with due regard to privacy as provided under the law.
- 3.3 In the event that a student is deemed through medical evidence to be incapable of attending classes, arrangements will be made so that the student may continue studying through another appropriate means, as determined by the student if 18 years of age or older, or the parents/guardians, and representatives of the District.
- 3.4 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

Reducing Risk

- 3.5 Each school shall implement the OCDSB General Guidelines for Creating Safe and Healthy Schools for Anaphylactic Students in accordance with Sabrina's Law, 2005 and OCDSB Procedure PR.548.SCO in an effort to minimize potentially fatal allergic reactions.
- 3.6 Every reasonable attempt will be made to ensure that all students formally identified to the OCDSB by competent medical authority as being at severe life threatening anaphylactic or other risks, as a result of the ingestion of certain foods:
- a) are supervised during all regular nutrition breaks by an adult who has received annual training in the following:
 - (i) anaphylactic allergies and their potential severity;
 - (ii) recognition of the symptoms of anaphylaxis;

- (iii) administration of auto injector (and the need for a second injection);
 - (iv) recognition of the potential symptoms and/or warning signs of a student in medical distress;
 - (v) the post-incident review plan;
- b) are not provided by OCDSB staff, any food for which express prior parental/guardian permission has not been granted; and
 - c) are accommodated inclusively at regular nutrition breaks if that is their parent's/guardian's choice.
- 3.7 Each school shall implement the OCDSB Guidelines for Creating Safe and Healthy Schools for Students with Diabetes, and OCDSB Procedure PR.632.SCO in order to provide for the needs of students with diabetes.
- 3.8 Each school will complete an OCDSB 802: Serious Medical Condition Protocol Registration in order to provide for the needs of students with serious medical conditions such as congenital heart disease, pacemakers, epilepsy and asthma.
- 3.9 Each school shall develop and implement strategies to reduce the risk of exposure to known common asthma triggers in classrooms and common school areas.
- 3.10 Each school shall develop strategies based on the directives established in PR.548.SCO for students with asthma, and in accordance with Ryan's Law.

Training

- 3.11 Annually, principals shall review the OCDSB General Guidelines for Creating Safe and Healthy Schools for Anaphylactic Students and OCDSB Procedure PR.548.SCO, with the staff (including occasional teachers), the school council and the parents/guardians of anaphylactic students to ensure effective implementation strategies are in place.
- 3.12 The District shall annually provide anaphylaxis training to all school staff.
- 3.13 The District shall provide regular training on how to recognize asthma symptoms and manage asthma exacerbations for all employees and others who are in direct contact with students on a regular basis.
- 3.14 Each school shall develop a communications plan to ensure the effective dissemination of information on asthma to parents, students and employees.
- 3.15 The District shall attempt to minimize and control allergens in the schools through the education of staff, students and parents/guardians and effective management of the physical space.

Administration of Medication

- 3.16 The District requires staff to administer medication to students when it has been prescribed for use during school hours and approved school activities, as follows:
- a) to administer oral medication provided a current consent form, signed by the student's physician, and by the parent or guardian for students under 18 years of age, or by the student if 18 years of age or over, is on file before any medication is administered by staff or taken by a student under staff supervision;

- b) in an anaphylactic emergency, to administer an epinephrine auto-injector;
 - c) to administer asthma medication to a student or to supervise a student while he or she takes medication in response to an asthma exacerbation, if the school has the consent of the parent or guardian or pupil, as appropriate; and
 - d) to administer asthma medication in the event of a sudden unexpected or severe asthma exacerbation even without preauthorization.
- 3.17 In order to best support the possible emergency medical needs of a student with asthma, students will be allowed to carry their asthma inhalers/medication with them if they have their parent/guardian's permission to do so if they are under 16. Students over 16 are not required to have their parent/guardian's permission to carry their inhalers/medication with them.
- 3.18 In any emergency situation and in the absence of a signed consent form, staff shall proceed "in loco parentis" in administering prescribed medication in order to reduce risk to the student, in accordance with procedure PR.547.SCO Providing Emergency Medical Care for Students.
- 3.19 In that schools are not equipped to deal safely with the storage and administration of a variety of medicines and staff usually does not have medical training, each situation shall be dealt with individually in order to minimize risk in transportation, storage, and administration of medication.

4.0 REFERENCE DOCUMENTS

Canadian Charter of Rights and Freedoms

Ontario Human Rights Code

Ministry of Education and Training Memorandum No. 81: Provision of Health Support Services in School Settings

Ryan's Law 2015 Government of Ontario

Sabrina's Law 2005. Government of Ontario

Kids with Diabetes in School, Canadian Diabetes Association, 1999

OCDSB General Guidelines for Creating Safe and Healthy Schools for Anaphylactic Students

OCDSB Guidelines for Creating Safe and Healthy Schools for Students with Diabetes

Ministry of Education training resources:

<http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html>

Board Procedure PR.548.SCO: Care of Students with Severe, Life-threatening Medical Conditions

Board Procedure PR.547.SCO: Providing Emergency Medical Care for Students

Board Procedure PR.632.SCO: Diabetes Management in Schools