

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, May 11, 2021, 7:00 pm
Zoom Meeting

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- 9.1. Report from OPSBA (if required)
- 9.2. New Ministry Initiatives Update (if required)
- 9.3. OSTA Update (if required)
- 10. New Business - Information and Inquiries
- 11. Adjournment



Creating a Culture...

of Innovation, Caring and Social Responsibility.



REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

(Reference: [Ottawa-Carleton District School Board By-Laws and Standing Rules](#))

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Delegation issue information

Fields marked with an * are required

Meeting Type: *

Committee of the Whole

Meeting Date: *

5/11/2021

Summary of issue/concern: *

Alarming low students numbers at Cambridge Street Community Public School.

Recommendation(s) for resolution of issue: *

Implement a French immersion program for the next school year.

Date: *

5/5/2021

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Meeting Type: *

Committee of the Whole

Meeting Date: *

5/11/2021

Summary of issue/concern: *

1. role of Cambridge St School in the community for over 100 years- provides first years of early socialization into broader community
2. School yard is most important public outdoor green space in neighbourhood- over 36 trees and 17 species mapped and catalogued for educational purposes- currently not being used to maximum effect
3. historically the school has been able to continue to serve an invaluable function for the neighbourhood beyond the school families by being flexible to listen to needs of families as demographics change- urgency to continue this tradition- European working families- school for the deaf- war time demands -new immigrants from around the world- gentrification (but still very mixed)
4. a dreadful tragedy for families in the neighbourhood and the broader community if Board can not prove flexible enough to ensure a thriving primary school at the heart of this very unique community

Recommendation(s) for resolution of issue: *

Recommendation: Cambridge St. School needs to stay open with vibrant programs to meet the changing demographics of the community

therefore, support the motion being presented

Date: *

5/6/2021

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Confirm Email Address: *

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Meeting Type: *

Committee of the Whole

Meeting Date: *

5/11/2021

Summary of issue/concern: *

Cambridge St. Community Public School:

Good evening everyone: I'd like to thank all of you for this opportunity to write an account of my personal journey and the instrumental role Cambridge had in guiding me on my whirlwind of a life. For context, I grew up in the now barren community of Rochester Heights. My house address was [REDACTED] I was born and raised by my single immigrant mother who left a terribly abusive husband. I had/ have two older sisters. My household environment was very chaotic to say the least. Dealing with my severely depressed mother and my newly arrived grandma from Turkey that did not speak English was very difficult. Throughout this early mess of a life, I had the one thing that was always consistent; my foundation; Cambridge. Cambridge provided me with many opportunities that were beyond the scope and reach of my family. It provided me with solid footings to express and cope-with my anger and my anxiety that were ever so present. I was able to connect to a plethora of friends who were also going through similar experiences. These childhood friends are still to this day my dearest friends. In addition, the athletic opportunities that were provided for me and the rest of the student community were beyond remarkable. We were angry kids from immigrant families who didn't have the means to pursue athletics outside the school context; we were given a safe space to express our emotions and the frustration of our home lives in a competitive and supportive environment at school. As I reminisce on these vital opportunities for young impressionable youth like myself, it brings me great joy, for it was these experiences that led me to who I am today; a teacher and coach giving back the community that gave me so much.

On the other hand, hearing for years and years of the steady decline in enrollment at Cambridge has brought me great sadness and frustration. On my drive to work I witness the mass exodus of students, particularly of a certain s

Recommendation(s) for resolution of issue: *

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Delegation issue information

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Meeting Type: *

Board

Meeting Date: *

5/11/2021

Summary of issue/concern: *

Addressing the need for a multi lingual track at CCPS. Excluding the school from the opportunity to offer multi tracks causes gentrification thereby closing off future generations from holding public occupations in the future.
Split grade levels are ineffective forms of education

Recommendation(s) for resolution of issue: *

Special needs and inclusivity awareness at the school also related to multi lingual tracks and special needs

Date: *

5/7/2021

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Committee of the Whole

Meeting Date: *

5/11/2021

Summary of issue/concern: *

Ocdsb has a five year plan of accommodation reviews and Alta Vista/Hunt Club is next on the list. I am not aware this schedule has been amended. There are many English only RAISE schools in this area, and we have been awaiting the review to fix some serious issues impacting equity. For example, Hulse is EFI, primarily new Canadians and is in the Herongate neighbourhood. However, we don't allow these new Canadians access to EFI, instead we bus them over 3km away to pleasant Park which is significantly over capacity. Why is Cambridge PS now being given the opportunity to have EFI? Why are we not looking at the board plan for reviews? Why are the new Canadians in Herongate not being offered the same opportunity?

Recommendation(s) for resolution of issue: *

Vote against the motion for EFI at Cambridge and have staff revisit the accommodation review schedule if required

Date: *

5/8/2021

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Delegation issue information

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Meeting Type: *

Committee of the Whole

Meeting Date: *

5/11/2021

Summary of issue/concern: *

Cambridge St. Community Public School

Recommendation(s) for resolution of issue: *

Cambridge Street Community School was founded in 1898 to meet community needs and has been meeting those needs, as they have changed, ever since. It was the school for the deaf in the early part of the 20th century, was the school of a nascent Chinatown on Somerset St. in the 60's and it welcomed people from Vietnam in the 80's.

But now, Cambridge Street Community School has stopped serving its community. There are currently 10 children who are of primary school age or under on one small block of Cambridge. Of the 10, only three currently attend Cambridge. Why? French immersion.

Perhaps in the latter part of the 20th century it made sense to be English only, but in the 21st century the result is disadvantaging neighbourhood children and implicit streaming.

We are asking that Cambridge Street CPS becomes a dual-track school, by introducing Early French Immersion at Primary Division (1-3) to compliment the existing K-6 English Program and fully support Trustee Justine Bell's efforts to that end.

Date: *

5/9/2021

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Delegation issue information

Fields marked with an * are required

Meeting Type: *

Advisory Committee on Equity

Meeting Date: *

5/11/2021

Summary of issue/concern: *

Cambridge Street Public School is stigmatized as a result of an English only option, very few extra circulars and a high proportion of ESL students.

There is a well attended play group at the school along with 166 kids whose parents live within the Cambridge P.S. who go to Devonshire, including educators and our Trustee. The common concerns expressed are a lack of a French immersion program along with many split grade classes.

Recommendation(s) for resolution of issue: *

If we could get the parents of 50 kids aged between kindergarten and grade 2 to commit to attending Cambridge contingent on the school offering Early French Immersion will the OCDSB commit the resources to offer dual track for grade 1 & 2 with an understanding that as kids move to the next grade an immersion program will be available.

Date: *

5/10/2021

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Committee of the Whole (Public)

11 May 2021

Report 21-038

Business and Learning Technologies Appropriate Use of Technology Policy P.100.IT Review

Key Contact: Shawn Lehman, Superintendent of Instruction, ext. 8391

PURPOSE:

1. To seek approval of the proposed consultation plan to update Policy P.100.IT, Appropriate Use of Technology.

CONTEXT:

2. District Policy, P.100.IT, Appropriate Use of Technology Policy (Appendix B) was originally written in November 2001 and was titled the Acceptable Use of Technology Policy. In February 2012 it was revised and retitled the Appropriate Use of Technology Policy. With rapidly changing technology and the movement to virtual learning there is a need to update the policy to reflect these new considerations. The companion procedure will also be reviewed and updated. The consultation will invite feedback from interested individuals or groups via email in June. In the fall, there will be focus groups for student and staff users, which will allow for more direct discussion about the user experience.

KEY CONSIDERATIONS:

3. **Overview of Policy and Procedures Relating to Appropriate Use**
The Appropriate Use of Technology policy outlines the standards and expectations for the use of District technology, including networks, software, email, apps, devices, and infrastructure. The policy governs both students and staff and is supported by a comprehensive procedure. Many of the elements of

the policy are relevant, but there is a need to update the policy. There is an important connection between this policy and the recently approved security policy which will inform some of the updates. The following provides an overview of some of the additional key areas in need of review.

i. **Role of Technology in Curriculum**

Since 2012, Technology has evolved from being a subject in the curriculum to being an integral part of all curricular areas. As the Ministry revises curricular documents, expectations for technology use are embedded throughout each subject area. Students are expected to use critical thinking skills to use technology appropriately to achieve curricular expectations.

ii. **Digital Citizenship**

The current policy uses the work of Mike Ribble's "Digital Citizenship: Using Technology Appropriately" as its foundation. In 2012 the District felt this work best met the needs for creating an understanding of digital citizenship principles for the students and staff of the OCDSB. Since that time there have been updates to Mr. Ribble's work and it is still considered a reputable source for a Digital Citizen model within K-12 education. There are also several other models which should also be considered:

- **Remote Learning**

When the District shifted to remote learning in Spring 2020, educators and school administrators spent a great deal of time educating students and families about online etiquette. To reflect the remote learning environment we need to ensure the language in the policy clearly reflects both in-person and virtual learning.

- **Working At Home**

The Stay-at-Home order also has brought forward a need to have in policy a statement regarding employees working at home and their requirement to use the board technology appropriately.

4. **Electronic Communications Policy**

P.049.IT Electronic Communications Systems (Appendix C), was issued in 1998 and is a short policy which overlaps with the Appropriate Use policy. Business and Learning Technologies (B<) is recommending the relevant policy statements be incorporated into the Appropriate Use policy and the Electronic Communications Systems policy be rescinded.

5. **Best Practices Review**

While consultation is a critical component of any policy review, equally important in this case is a review of best practices and alignment with our security practices and protocols. Staff will be reviewing past experiences to identify any patterns or

trends, reviewing other school district policies, and reviewing best practice guidance from relevant organizations and/or institutions including the Information and Privacy Commission, and the professional guidelines of the Ontario College of Teachers and other professional organizations.

6. Considerations in Updating the Policy

The following questions are provided to support the discussion of this item by the Committee.

- Are there elements of the current Policy which are out-of-date or no longer relevant?
- What is missing from the current Policy in order to reflect appropriate use in our current environment?
- Does the policy sufficiently address the issues of appropriate use for both staff and for students?
- Does the consultation plan represent all the stakeholders?
- Are there any additional questions that we should be asking as part of the consultation plan?

RESOURCE IMPLICATIONS:

7. The resources required to carry out this work will be part of the B< departmental budget.

COMMUNICATION/CONSULTATION ISSUES:

8. A consultation plan is attached as Appendix A. The consultation period will begin in June and continue in the fall. The first part of the consultation will include building awareness about the policy review and inviting feedback from interested stakeholders. This includes staff, students, parents and guardians, school councils and any other interested parties.

In addition, there will be a focus group discussion with staff in Business and Learning Technologies in June. The purpose of this focus group is to discuss issues that routinely arise in the course of supporting the District's technology infrastructure, devices and clients. This focus group discussion is key to ensuring the business and security aspects of the policy are addressed.

In the fall, there will be focus group discussions with key users, staff and students. These sessions will allow users the opportunity to share their experiences and needs. This phase of the consultation will also include discussions with the federations as well as any follow-up discussions or focus groups which may be identified based on the feedback received in June.

Given the pandemic we will leverage technology to conduct the consultations through online surveys and focus groups through webinar formats. The full consultation plan is located as Appendix A in the package.

STRATEGIC LINKS:

9. This policy revision is aligned with a Culture of Caring through championing and nurturing a safe, caring, and respectful workplace. The policy also fosters a culture of innovation by guiding staff and students on how to modernize their instructional and working processes in an appropriate and safe manner. It also promotes a culture of social responsibility by promoting a responsible use of the district's technical resources. The Business and Learning Technology Plan sets out a desired outcome under the pillar of Privacy and Security where both staff and students demonstrate the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world and make mindful, ethical choices. This policy serves as a guide to help staff and students reach that outcome.

RECOMMENDATION:

THAT the Board approve the proposed consultation plan for the update of Policy P.100.IT - Appropriate Use of Technology, attached as Appendix A to Report 21-038.

Shawn Lehman
Superintendent of Instruction

Camille Williams-Taylor
Director of Education
Secretary to the Board

APPENDICES

Appendix A - Consultation Plan

Appendix B - P.100.IT - Appropriate Use of Technology

Appendix C - P.049.IT Electronic Communications Systems

Appendix A - Report 21-038



Consultation Plan

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

DATE:	11 May 2021
PROJECT: (Project name, Letter of Transmittal, etc.)	Consultation regarding the proposed updates to B< Appropriate Use Policy
CONTACT / PROJECT LEAD (Name, telephone, email):	Shawn Lehman, Superintendent of Instruction, ext 8391
WHAT?	
1.WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<i>To seek input on the Appropriate Use of Technology Policy to update the policy and procedure to better reflect the current landscape of technology in the OCDSB and in an effort to better support and promote a culture of caring within the OCDSB.</i>	

WHY?

2.WHY ARE YOU CONSULTING? (Check all that apply)

- ☒ To seek advice, informed opinion or input for consideration prior to decision-making?
- ☐ To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
- ☐ To share information and awareness about a subject/recommendation/decision that has been made?
- ☐ Other? (Please explain)

This consultation will invite participants to provide feedback about the current policy and procedure based on their experience as users. The primary focus will be on staff and students, with other persons or groups invited to share input as well.

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)?

The policy reflects the District's commitment to a Culture of Caring: Champion and nurture a safe, caring and respectful workplace. The Appropriate Use of Technology Policy has not been revised in 9 years and in order to better support our staff and students we need to ensure it accurately reflects the current landscape.



Consultation Plan

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

WHO?

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

OCDSB Community Internal to OCDSB External / Other (please identify)

☒ Students ☒ Trustees ☒ Agencies/associations ☒ Parents/guardians ☒ Superintendents ☐ Community groups ☒ School council(s) ☒ Principals and/or Vice-principals ☐ General Public
☐ Ottawa Carleton Assembly of School Councils ☒ Managers ☐ Other ☐ governments
☒ Advisory committees (Specify below) ☒ District staff ☐ Other
☐ Special Education Advisory Committee, etc ☒ Federations
☒ Other Technology Advisory Committee
☒ Audit Committee

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

The key users governed by the policy are students and staff.

Feedback is also welcome from a range of stakeholders. To support this, information about the policy review process will be posted on the District website with an overview of some of the areas of concern and an invitation to provide feedback through some guiding questions. This will ensure ease of access for interested stakeholders and will facilitate the collected and consolidation of feedback.

Awareness of the consultation and the opportunity to provide feedback will be shared through employee updates, student updates (grades 7-12), the school council newsletter, and to all parents and guardians through Keeping You

Connected. Interested parents will be invited to share feedback either electronically or at a planned feedback session (virtual).

In addition to the parent consultation, the consultation includes targeted outreach to the federations, Parent Involvement Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.

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

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

Staff has been collecting feedback in more general terms from students, staff and parents and guardians over the past year related to user experience and the increased use of technology for remote and virtual learning and working. Business and Learning Technology is currently surveying staff about the District's Technology plan and although not directly related to this policy, that feedback will be reviewed for any relevant connections to this policy.

HOW?

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

☒ Website (schools and/or OCDSB sites)

☒ Employee Update

☒ Student Update (7-12)

☒ Keeping You Connected (parent update)

☒ School Council newsletter

☒ Employee Focus Groups

☒ Student Focus Groups

☒ Other - Principal Operations Meeting, Federation meeting, other meetings as required

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

Information about this consultation will be shared using established channels for different audiences. The website will be the repository for information and all communications will be linked back to the website.

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

☒ Web based notice and feedback

☒ Focus groups

☒ Meetings

☒ Other (Parent Involvement Committee)

Please describe:

The consultation plan is designed to recognize three primary user groups - staff, students and the Business and Learning Technology Department, as well as other stakeholders who may have an interest, but are not necessarily regular users of District technology or devices. Recognizing that there is a range of stakeholder interest on this topic, the consultation has been designed to ensure interested stakeholders can provide input.

Staff is developing a consultation page on the district website which will contain information about the current policy consultations. This page will be linked to school websites. This page will include key background information, timelines for consultation and opportunities for providing feedback. This will include discussion and/or survey questions which stakeholders can use to provide feedback.

Information about this consultation will be sent to the stakeholder groups (staff, students, parents, school councils) as explained above. Interested parties will be invited to share feedback electronically in June.

In addition, there will be a focus group discussion with staff in Business and Learning Technologies in June. The purpose of this focus group is to discuss issues that routinely arise in the course of supporting the District's technology infrastructure, devices and clients. This focus group discussion is key to ensuring the business and security aspects of the policy are addressed.

In the fall, there will be focus group discussions with key users, staff and students. These sessions will allow users the opportunity to share their experiences and needs. This phase of the consultation will also include discussions with the federations as well as any follow-up discussions or focus groups which may be identified based on the feedback received in June.

Given the pandemic we will leverage technology to conduct the consultation.



CONSULTATION PLAN

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

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis;
Date for Committee/Board deliberation; Evaluation of consultation

Targeted DATE FOR FINAL DECISION:

PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
May 11	Committee of the Whole - presentation of Framework	
May 25	Board Approval of Framework	
June 1 - 30	Community for input, Staff for input - information to go to community <ul style="list-style-type: none"> Website text posted, invitation for input (June 1 - June 30) Business and Learning Technologies Staff Consultation (Staff Meeting) 	<ul style="list-style-type: none"> - Background Information and questions posted on District Website - System Memo to Invite Staff feedback - Parent Invitation to input through Keeping You Connected and School Council Newsletter -
Sept/Oct	Focus Group Consultation	Specific Dates pending
	Students Staff Others as required	<ul style="list-style-type: none"> - Focus groups will be held virtually in groups of no more than twenty

	-Focus Groups : Federations, Tech Committee, Digital Lead Learners, Managers (Manager's Council) -Parent Involvement Committee (September Meeting) -Consultation with Labour Relations and Human Resources - Consultation with Safe Schools	<ul style="list-style-type: none"> - Feedback from PIC will be solicited at September meeting - Consultations with Labour Relations, HR and Safe Schools will be meeting format
November	Draft Policy to DEC	
December	Committee of the Whole - Draft Policy presented for discussion	
**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. 		
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"/> Website (schools and/or OCDSB sites) <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board Please describe:		

Final Policy will be presented for discussion and approval to the Committee of the Whole and Board before the end of the calendar year.

OTHER

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

n/a

** 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.)



POLICY P.100.IT**TITLE: APPROPRIATE USE OF TECHNOLOGY****Date issued: 21 November 2001****Revised: 15 February 2012****Authorization: Board: 22 October 2001**

1.0 OBJECTIVE

To govern the appropriate use of technology in the Ottawa-Carleton District School Board's (the District's) school community and work environment.

2.0 DEFINITIONS

In this policy,

- 2.1 **Internet** means global electronic communications system connecting computers all over the world through which individual subscribers can interact and share information.
- 2.2 **Intranet** means a network of computer servers holding and sharing information that is accessible only from within an organization.
- 2.3 **Digital Citizenship** refers to the norms of appropriate and responsible behaviour with regard to technology use.
- 2.4 **Electronic Device** means portable or stationary equipment which can be used for the purpose of communication, data management, entertainment, word processing, accessing a wireless network, internet or intranet access, image capturing/recording, sound recording, information transmitting/receiving and accessing technology.
- 2.5 **Supervisor** refers to superintendents, principals, vice-principals, teachers, supervisors, and managers.
- 2.6 **Social media** refers to online social interaction, using a variety of highly accessible, web-based and/or mobile technology or electronic devices for communication and/or interactive dialogue.
- 2.7 **Technology** refers to electronic content, data, communication, and equipment.

- 2.8 **User** means all staff, students, trustees, volunteers, parents/guardians, school councils, school volunteers and community members. i.e., any person using OCDSB technology equipment or personal electronic devices in the District's learning or work environment.

3.0 RESPONSIBILITIES

- 3.1 Superintendents, principals, and managers are responsible for:
- a) Ensuring that staff and school councils are aware of the Board policy.
 - b) Instructing and modeling for staff and students, the appropriate use of technology.
- 3.2 Teachers are responsible for:
- a) The supervision of student use of technology within the teacher's assigned teaching area and supervision area.
 - b) Instructing and modeling for students, the appropriate use of technology and the principles of Digital Citizenship.
- 3.3 All users are responsible for:
- a) Ensuring that technology is used in accordance with Board policies and procedures.
 - b) Using technology in a responsible and ethical manner consistent with the purposes for which it is provided.

4.0 POLICY

- 4.1 The District recognizes the benefits that technology can bring to support student learning, staff development, communication with stakeholders, and other administrative and operational activities aligned with the core business functions of the District.

The District supports and encourages responsible use of technology through the following nine principles of digital citizenship:

- a) **Digital Access:** Equity of access is essential to the effective use of technology in both the learning and working environment.
- b) **Digital Commerce:** Technology users must be competent consumers when engaging in the purchase of goods and services online by ensuring transactions are made on appropriate and secure sites, and that all transactions involve the legal exchange of goods, services or information.
- c) **Digital Communication:** Technology users must recognize the wide variety of communication mediums available to them, and must consider the most appropriate time, place, and method, when collaborating and communicating with others.

- d) Digital Literacy: Technology Users must be accepting of new and changing technologies and willing to learn and use them in the workplace and in the learning environment.
 - e) Digital Etiquette: Technology users must recognize that certain activities that are acceptable for personal use may not be appropriate in other settings. Users must inform themselves of the standards of conduct or procedure of organizations when using their technology.
 - f) Digital Law: Technology users must be aware that their online actions are subject to real world consequences if they are considered illegal, for example, hacking, illegal downloading, plagiarizing, or stealing someone's identity.
 - g) Digital Rights and Responsibilities: Technology users must recognize the basic digital rights and responsibilities extended to all users.
 - h) Digital Health and Wellness: Technology users must recognize both the physical and psychological effects long-term technology use can have, for example, eye strain, repetitive stress syndrome, the impact of reduced physical activity, or internet addiction.
 - i) Digital Security (self protection): Technology users must recognize the importance of protecting themselves in an environment where technology is shared by diligently backing up data, keeping computers password protected, and not sharing passwords or personal information with others.
- 4.2 District technology is provided for educational and administrative purposes. Users are expected to utilize OCDSB technology in a manner that is in keeping with the values and expectations of the District and in compliance with all federal and provincial laws and regulations. Users who are given access to the District's technology, its electronic devices, or who use their own technology or personal electronic devices in the District's learning or work environment, whether connected to the District or non-District networks, are required to know and abide by this policy in order to ensure that all technology is being used in a safe, legal, and responsible manner.
- 4.3 All use of technology, Internet and Intranet involving District equipment or personal electronic devices in the District's learning or work environment shall support classroom activities and/or professional duties or career development. All users are to exercise appropriate digital etiquette that would be suitable to a workplace or school environment.
- 4.4 The District supports efficient, ethical and legal utilization of technology and Internet resources. The District has the right to monitor the individual uses of technology in the learning or work environment. The smooth operation of the network is dependent upon user adherence to the guidelines and limitations outlined in accompanying District procedure.

5.0 SPECIFIC DIRECTIVES

- 5.1 Supervisors shall promote and encourage thoughtful and responsible use of District or personal technology and electronic devices throughout the curriculum with students, through staff development sessions with employees, and public information campaigns with other members of the school community, and shall provide guidance, support and instruction to students in their use.
- 5.2 All users who are not employees of the District who apply for access to this technology and service shall agree in writing to abide by this policy and accompanying District procedure before access is granted.
- 5.3 With greater connectivity and access to the Internet, including Social Media, comes the availability of material that may not be considered appropriate in the District learning or work environment. Teachers shall guide and monitor student access to the Internet and the use of electronic devices. Supervisors in the work environment shall make employees aware of expectations for use of internet and intranet and other technologies and shall guide and monitor employee use of technology in accordance with this policy.
- 5.4 The Principal shall be responsible for content, copyright and protection of privacy on all web pages created for the school, including the school council.
- 5.5 The manager shall be responsible for the content, copyright and protection of privacy on all web pages created for the department.
- 5.6 District technology resources and all data stored on District technology are owned and may be accessed by the District. The District collects data to assist in monitoring the health of technology. Data stored on District technology may be reviewed, monitored and accessed by the District as needed; in accordance with the Municipal Freedom of Information and Protection of Privacy Act; and/or without notice to the user where there are reasonable grounds to believe that the user breached any applicable policy or law and notification may frustrate the purpose of the search.

Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices used on District property for displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful materials may result in investigation and/or disciplinary action including police involvement where required.

Where there is reason to believe that technology has been used in the District's working or learning environment in a manner that contravenes this or any District policy or procedure, or provincial or federal law, the use will result in an investigation and necessary action will be taken where appropriate and in accordance with relevant district policies, procedures, employee or student codes of conduct and/or employment contracts.

- 5.7 To ensure the appropriate use of resources required to complete school homework or projects, the OCDSB shall ensure that it makes available to its students reasonable access to any digital technology in order to fully and equitably access the curriculum, course material or other information.

6.0 REFERENCE DOCUMENTS

The Education Act, as amended, Section 170

Ontario College of Teachers, Professional Advisory: Use of Electronic Communications and Social Media (2011)

Board Policy P.032.SCO: Safe Schools: Conduct of Persons in Schools

Board Policy P.049.IT: Electronic Communications Systems

Board Policy P.074.IT: Computer Network Security

Board Procedure PR.672.IT: Electronic Communications Systems

Board Procedures PR.564.IT: Computer Network Security

Board Procedure PR.622.IT: Acceptable Use of Computers and Internet/Intranet Technology

M. Ribble, "Digital Citizenship: Using Technology Appropriately" www.digitalcitizenship.net



POLICY P.049.IT**TITLE: ELECTRONIC COMMUNICATIONS SYSTEMS****Date issued: August 1998****Revised:****Authorization: Board: 25 June 1998**

1.0 OBJECTIVE

To govern the use of the electronic communications systems operated by the Ottawa-Carleton District School Board.

2.0 DEFINITIONS

In this policy,

- 2.1 **Electronic mail** is the electronic transfer of messages to one or more persons. Electronic mail messages should be treated exactly like any other messages in terms of confidentiality, privacy and expectations of reading and response. Email is typically a one-to-one or one-to-many communication. Mailing lists can be maintained so that receptive mailings to many recipients can be automated.
- 2.2 An **electronic conference** is a folder or directory on a conference server to which messages may be posted for reading and a response if appropriate. Responses, if the conference is structured to permit them, are typically public, so that everyone who reads the conference can read both the original posting and the response to it. Conferences normally have several levels of access control, allowing different groups of users to post, read and respond to the postings depending on the intent of the conference and the access privileges granted to the user or group of users.

3.0 POLICY

- 3.1 The confidentiality of employee, student, and other personal data must always be maintained.
- 3.2 Communication through the electronic mail and conferencing system must reflect the highest standard of courtesy and professional conduct.
- 3.3 Users of the electronic mail and conferencing system are responsible for the proper maintenance and use of their individual accounts as well as conferences, as outlined in

the accompanying procedure PR.672.IT: Electronic Communications Systems. Abuse of the system can result in disciplinary action as described therein.

3.4 Board Policy P.100.IT and associated Procedure PR.622.IT govern Internet access by students and staff within the Board.

3.5 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 REFERENCES

The Education Act, 1998, ss. 170, 171

Board Policy P.100.IT: Acceptable Use of Computers and Internet/Intranet Technology

Board Procedure PR.672.IT: Electronic Communications Systems

Board Procedure PR.622.IT: Acceptable Use of Computers and Internet/Intranet Technology

Board Policy P.074.IT: Computer Network Security

Board Procedure PR.564.IT: Computer Network Security



To: Chair and Members
Committee of the Whole

DATE: 11 May 2021

RE: Cambridge Street Community Public School

Trustee Bell has given notice that she will move as follows at the Committee of the Whole meeting on 11 May April 2021:

WHEREAS Cambridge Street Community Public School is a single track English program school with a capacity of 323 students; with declining enrollment over the past 10 years; and with a current combined enrollment of 55 in person students in all 8 levels: JK to Grade 6;

WHEREAS Cambridge Street Community Public School is situated in a community of mixed socio-economic demographics and has traditionally served the needs of a marginalized communities facing many challenges;

WHEREAS the current state of the school is untenable: three-grade split classes, no sports teams, no extracurricular activities, no funds for supplemental programming;

WHEREAS evidence demonstrates that the introduction of French immersion into single track English program schools increases the resources, opportunities, and parent involvement, helping to create a more equal footing for all students;

WHEREAS the addition of a French immersion program at Cambridge Street Community Public School would help to increase school enrolment and ensure more equitable access to programming for this community;

WHEREAS a significant numbers of children (approximately 166) in the current catchment area of Cambridge Street Community Public School are leaving to attend other schools outside of their community because of the lack of French Immersion programming;

WHEREAS many from traditionally marginalized communities have stated that the English program no longer meets the educational needs and aspirations of those communities and diminishes employment opportunities for those students;

WHEREAS the decrease in enrollment numbers at Cambridge Street Community Public School mirrors the district-wide trends and trajectories of increased enrollment in French immersion programming and the decrease of enrollment in the English program;

WHEREAS the OCDSB is committed to equity and anti-racist action for underserved communities;

WHEREAS a vibrant school in this community with its diverse populations and mixed income demographics will contribute to the cohesion and health of the neighbourhood, and social and institutional determinants of success for students;

WHEREAS the Building Community Together report released by Somerset West Community Health Centre in December 2020 notes that public services such as schools in a community with populations from a mixed income and demographics contributes to the cohesion and health of the community;

WHEREAS the community has been advocating for the introduction of French Immersion program at the school for at least 10 years;

WHEREAS with planned and approved construction development projects, it is anticipated that there will be an additional 2000 to 9000 mixed income new units built in the area between 2017-2026 which will add thousands of individuals and families in the community;

WHEREAS there is a provincial moratorium on pupil accommodation reviews and continued inaction could result in the eventual loss of an important community school;

WHEREAS waiting for a broader review or for plans to address the systemic barriers to student success in the English program will further negatively impact already disadvantaged students at Cambridge Street Community Public School and those within community;

RECOGNIZING that community involvement and input is essential to evidence-based decision making;

RECOGNIZING that grandparenting and phased-in programming will minimize disruption until population settles into new housing;

RECOGNIZING the long-term sustained viability of neighbouring schools;

THEREFORE BE IT RESOLVED,

THAT staff be directed to prepare a plan to introduce a French immersion program at Cambridge Street Community Public School in September 2022, together with such other recommendations as may be feasible to ensure a viable English program for the current and future students at Cambridge Street Community Public School, with a report to the Board in September 2021 outlining the study and transparent community consultation process to be followed, and a final report to the Board in early 2022 with recommendations for implementation including attendance boundaries, initial grade structure and transition planning.

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

Michèle Giroux
Executive Officer
Corporate Services

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



PARENT INVOLVEMENT COMMITTEE

Wednesday, March 31, 2021

6:00 pm

Zoom Meeting

- Members:** Diana Mills, Martyn Reid (OCASC Member), Malaka Hendela (OCASC Member), Seyi Okuribido-Malcolm, Abdulnaser Atef, Kristina Price, Annette Dillon, Jacquie Samuels, Jennifer Hood
- Non-Voting Members:** Brett Reynolds (Associate Director), Wendy Hough (Trustee), Justine Bell (Trustee), Alain Brule (Principal, Cedarview Middle School), Sarah Pope (Principal, Castlefrank Elementary School), Ian Morris (SEAC)
- Staff and Guests:** Michele Giroux (Executive Officer, Corporate Services), Lynn Scott (Trustee), Donna Blackburn (Trustee), Diane Pernari-Hergert (Manager of Communications & Information Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Manager of Board Services), Emily Addison (OCASC Rep.), Nancy Solange Dean (AAC), Darren Gatley (Board/Committee Coordinator)

1. Call to Order

Chair Reid called the meeting to order at 6:03 p.m.

2. Approval of Agenda

Moved by Diana Mills, seconded by Annette Dillon,

THAT the agenda be approved

Carried

3. Delegations

3.a Sarah Young RE, Concerns with Secondary School Model for the 2021-2022 School Year

Ms. Young noted that she is a parent of two children of Glebe Collegiate and raised concerns about the secondary quadmester model. She noted that her daughter was required to learn the full grade 9 math curriculum in 9 weeks, and the quadmester model could result in a gap of 1.5 years between grade 9 and 10 math classes. She added that teachers have had to amend parts of the curriculum in order to maintain the reduced course timelines which does not allow students to feel that they retained the

material or are prepared for the next grade. She also noted that her son, who is in grade 12 and planning to attend post-secondary school, was on track for scholarships and is now experiencing some challenges as a result of the quadmester model, placing potential scholarships at risk. She expressed concern about student mental health and her daughter's general lack of engagement which may be a risk to the successful completion of her grade 9 year.

Chair Reid noted that three parents had provided similar concerns and requested that Ms. Young delegate on their behalf.

In response to queries from members, the following clarifications were made:

- Ms. Dillon expressed her support to have children back in school full time, but also recognized the complexity of the Board's planning for full-time return for students. She queried what role parents could play to support the Board with the return plan;
- Ms. Young noted that teachers have been providing support to her children, including resource teachers who reach out on a daily basis and guidance counselors who have been providing academic planning; however, Ms. Young noted that she has not received any information regarding mental health supports available within the District;
- Associate Director Reynolds noted that districts across the province are using an adaptive model in response to Ministry guidelines which outline safety measures for COVID-19. Significant changes are not expected for September 2021 as cases are increasing. At the first prudent opportunity, the District plans to gradually resume in-person class models. Mental health training for staff has increased and additional resource workers have been deployed to schools to provide support and resources, where possible. Parents should reach out to their school for information;
- Ms. Young expressed the view that students need structure for the entire school day; and
- Chair Reid noted that parents feel they are not receiving sufficient information on the District plans for the return to school in September 2021 and would welcome additional information to better understand the rationale for some decisions.

4. Discussion Items

4.a Barriers to Engagement

Executive Officer Giroux noted that understanding the research on parent involvement is useful in identifying the opportunities and gaps in current

practices which can help identify areas of focus for the work of the Parent Involvement Committee (PIC).

Executive Officer Giroux presented an overview regarding barriers to engagement for parent involvement and provided a collection of resources and key elements of the research as outlined in the Barriers to Engagement Memorandum.

Executive Officer Giroux also shared a video outlining Karen Mapp's Dual Capacity- Building Framework which explains the importance of building and enhancing the capacity of staff/families in the following areas:

- Capabilities – Human capital, skills and knowledge, including cultural competency;
- Connections – Important relationship and networks built on trust and respect;
- Cognition – Assumptions, beliefs, values, and worldview; and
- Confidence – Individual sense of comfort and self-efficacy

Executive Officer Giroux highlighted that Karen Mapp's framework research looks at transitioning from individual initiatives and can be connected to the District and PIC work plans through the 2019-2023 Strategic Plan and the Indigenous, Equity, and Human Rights Roadmap. She noted that at the school level, this could include a school improvement plan to achieve parent engagement goals. She added that barriers within school communities vary greatly.

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

- Ms. Hendela expressed the view that the research appears to be more oriented for operating a school board and is disconnected from parents. Instead, she suggested the use of individual lived experiences as guidance for the discussion;
- Ms. Dillon pointed out that any action PIC undertakes needs to be sustained by resources, and queried how is this concept of parent involvement would work with insufficient resources;
- Ms. Mills noted that there have been updates to the research documents that were provided to the members and highlighted the importance of collaboration with teachers, students, parents and the community.
- Ms. Mills questioned how to get individuals involved in the initiatives that focus on building the intellectual, social, and human capital of stakeholders engaged in education, and what real life experiences

students would learn from this. She added that students would benefit from understanding real world applications for the material they are learning. She suggested that education can be made more enjoyable and insightful by involving members of the community who can mentor and provide access to materials and other educational opportunities;

- Ms. Hood pointed out that a focus on building an early positive relationship between parents and schools could augment and increase parental engagement. She noted that this would further support parents of children with special education needs entering the school system for the first time. She added that this idea will not only improve the experiences of parents who are struggling in their first interactions with school, it could also increase capacity for the classroom teacher and remove some of the challenges that can occur in the early years. She suggested that PIC members brainstorm ways to identify and address issues between parents and schools;
- Ms. Price noted that in working with the Ottawa Network for Education (ONFE) , she seeks to have volunteers in the classrooms to assist with programming. She noted that many of the volunteers that support programs could employ better methods of engaging interested parents. She suggested that parents could also be engaged by bringing topics home for discussion to foster parental engagement;
- Ms. Samuels drew attention to the OCDSB Remote Learning Ottawa Carleton Virtual (OCV) Public Group. She noted that this group of parents have students in the virtual classroom and actively participate in their daily school activities. This group provides resources for parents in how to better support their children in the classroom, access extra supports, and has a list of pooled resources; and
- She highlighted the many benefits of this collaborative community-based approach.

4.b PIC Work Plan

During the discussion and in response to questions regarding the draft PIC work plan, the following points were noted:

- Ms. Hood suggested the introduction of an onboarding strategy for parents as a way to address expectations. A process that assists parents in navigating the school system would provide a clearer understanding in an effort to address their concerns with teachers and schools, which would help to build early positive relationships. This standardized process could also be applied for parents in understanding the Ontario education system, any special education needs concerns, language barriers, or any other matters to make the “path” easier for families;

- A survey could be used to gather information from families on their experiences in entering the education system;
- Mr. Atef expressed concern that Ottawa Public Health (OPH) and the Ministry have great control over the school system and that the District should have its own say in the matter of closing schools. He noted that closing schools has implications and issues for families;
- Ms. Mills informed members that they can bring forward items to be addressed for inclusion on the agenda. She added that in discussions with Director Williams-Taylor, she indicated the lack of PIC representation on Committee of the Whole (COW) and hoped to see PIC representation in the future;
- Ms. Dillon submitted that, based on her experience, parents of primary and middle-school children are more engaged than those with students in secondary schools. She suggested that the work plan include elements to engage secondary school parents;
- Ms. Hendela noted that parents engage for either fear, fun, or frustration and that a user-centred approach is required to identify specific community needs. An ambassador program could be implemented to engage parents when a matter arises. She added that PIC could focus on specific audiences, needs, and community building pieces to fill gaps. She drew attention to the lack of communication between PIC and other statutory committees with parent members, and that opening communication with them would allow PIC to connect with other parent communities which could be a work plan goal;
- Ms. Hendela noted that parents also engage in personal advocacy through trustees, teachers, school community, superintendents or delegations which can be a barrier as the process can be intimidating to many in the Ottawa community. She suggested that communication through social media or other means could create awareness for families to know that PIC is available for support and engagement;
- Chair Reid suggested the addition of a work plan item entitled “parental guidance into the school system”. He explained that this would focus on kindergarten to grade 1 and the transition from grades 7 to 9 would allow for families to understand what engagements are available. Parents could also be approached to ask about their experiences and what processes could be improved to ensure an easier introduction and transition into the education system;
- The importance of parental involvement and navigating pathways for secondary schools will be included in the work plan;

- Exit interviews with parents could be conducted before the school year ends to gain insight on any engagement needs and how their needs changed before and during the pandemic through a community-centred approach. The input could be gathered by PIC members, community members, school councils, trustees, principals, and other individuals to ensure a breadth of engagement and feedback;
- Chair Reid suggested that PIC members discuss ideas on how to ease parents into the education system at the 12 May 2021 PIC meeting. He suggested data could be collected from parents who are exiting the system to obtain their observations. These could then be reviewed and the recommendations provided to staff;
- Ms. Hood noted that data collection may have fluctuations due to the pandemic;
- The pandemic has provided a learning opportunity for parental engagement. For example, conducting school council meetings using Zoom allows families to easily join meetings without having to make arrangements or overcome other barriers to appear in person;
- Ms. Hood suggested that a parent-to-parent website that is associated with the District could help remove barriers for parental engagement. She added that the proposed website could be more welcoming as it would not feel as “corporate” with intimidating acronyms and would be more user friendly for families;
- Not all families may be aware of the parent portal and PIC could use other non-traditional means of engagement through the various popular social media platforms, such as Twitter or Facebook, to create awareness and direct families to information and engagement opportunities;
- Members pointed out the importance of a place for more meaningful discussions and engagement. Engaging with a variety of families in soccer fields, places of worship, at the store, community events, parks, and other locations promote inclusivity, discussion, and helps remove barriers;
- Trustee Hough noted that her primary engagement mechanism is being present in the schools. She added that zone meetings and virtual community meetings are effective methods to open channels of communications and allows for easier participation for different families and communities;
- Trustee Bell noted that Carleton University communication and journalism students approached her to study how to effectively outreach to parents and communities. The study indicated that a

regular newsletter supports engagement. She added that she maintains a social media presence, regularly writes a segment for the local newspaper, and that wearing OCDSB senate clothing can engage community members in public. She suggested that whichever method of engagement is used, to first reach out Executive Officer Giroux as there may be certain rules or guidelines for engagement;

- PIC members agreed that they should be more publicly engaged;
- In response to a query regarding the available supports that PIC could use to promote engagement, Executive Officer Giroux noted that there is a PIC page on the OCDSB website that could be expanded upon, and that the District has active accounts on a variety of social media platforms. She noted that to build the presence of PIC, it is important to determine the purpose and approach to build awareness as an advisory committee to the Board. She suggested that PIC develop messaging for incorporation into existing platforms. PIC meetings are public and there are opportunities for additional reach through virtual meetings;
- Personal social media accounts do not allow for sustainability as these accounts cannot be passed to future members. It may be more effective to have a centralized approach;
- PIC members may consider having their photograph posted on the PIC portion of the OCDSB website so that they can be more easily identified to members of the public;
- A mechanism such as an email for parents to reach directly out to PIC could be considered;
- Ms. Hood suggested that a sub-committee be formed to discuss a strategy and messaging for public PIC communications. She suggested that a degree of separation from the District take place so that PIC communications can operate freely;
- Executive Officer Giroux noted that if a sub-committee is formed, it will be important to clarify and establish a mandate. She added that the mandate of the sub-committee should be in the context of PIC's role to advise the Board on parent engagement strategies and to have consistent messaging;
- Ms. Hendela noted that the role of the PIC is more than advisory. PIC's full role is outlined under section 28 of *O. Reg. 612/00*.

Moved by Martyn Reid, seconded by Jacquie Samuels,

THAT a sub-committee for PIC public communication be formed, headed by Jennifer Hood.

Carried

- Executive Officer Giroux noted that there is limited time to complete initiatives before the 12 May 2021 PIC meeting. She noted that the Board is limited in its resources and capacity; however, this discussion has provided feedback for staff to enhance their own practices and communication to PIC. She added that parental engagement in formal settings, social media, emails, and meetings are good engagement strategies for those interested in that engagement. She pointed out that another important element of parental engagement is to support families at home, parents with children with special education needs, and those that cannot attend meetings but need support in finding resources to build capacity to understand how to address their concerns;
- Chair Reid noted that the discussion on parental onboarding and establishing the sub-committee for a communication strategy for parental engagement will continue at the 12 May 2021 PIC meeting. He suggested that the May meeting be used to capture PIC members' experiences and community feedback to make parent introduction into the education system successful;
- Chair Reid noted that discussion on the Parents Reaching Out (PRO) grant could occur in September 2021 to allow adequate planning time for staff; and
- Ms. Hendela noted that she sits as the Ottawa-Carleton Assembly of School Councils (OCASC) representative for COW Budget, and that the budget process has not been shared with PIC. She suggested that the committee may benefit from an explanation at the 12 May 2021 meeting on funding for PIC as it does not resonate with the parent community and could enable members to provide input to the budget process regarding engagement funds.

Moved by Malaka Hendela, seconded by Diana Mills,

THAT a presentation from staff to explain the budget process for PIC be presented at the 12 May 2021 PIC meeting.

Carried

5. Review of PIC Report, 13 January 2021

Moved by Diana Mills, seconded Jacquie Samuels,

THAT the Parent involvement Committee report, dated 13 January 2021, be approved.

Ms. Mills noted that information regarding her experience is missing on page 7 and she will provide the information to be included to board services.

Moved by Diana Mills, seconded Jacquie Samuels,

THAT the Parent involvement Committee report, dated 13 January 2021, be approved, as amended.

Carried

6. Information Items

6.a Chair's Report

Provided for information.

6.b Director's Report

Provided for information.

6.c OCASC Report

Ms. Hendela suggested that communication between PIC and OCASC could be improved. She encouraged PIC members to attend OCASC meetings and to review their minutes. She added that PIC and OCASC concerns could be raised at each other's meetings.

Executive Officer Giroux noted that there is a defined liaison role from the OCASC representative between PIC and OCASC as the founding of PIC recognized the importance of OCASC as a partner in parental engagement in the community.

Ms. Hendela expressed the view that OCASC will continue the liaison between organizations; however, the previous OCASC reporting mechanism as a standing item was not effective.

6.d PIC Correspondence

The PIC correspondence registry was provided for information.

7. New Business

Ms. Hendela noted that the use of the chat function in Zoom can only be seen by panelists and use of the chat should be re-considered.

In response to a concern from Ms. Hendela, Chair Reid noted that delegations could be asked more effective questions or suggest motions to advance delegations concerns.

8. Adjournment

The meeting adjourned at 8:32 p.m.

Martyn Reid, Chair, Parent
Involvement Committee



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, April 7, 2021, 7:00 pm
Zoom Meeting**

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Lisa Paterick (VIEWS for the Visually Impaired), Katie Ralph (Autism Ontario, Ottawa Chapter), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Safina Dewshi (Ottawa-Carleton Assembly of School Councils)
- Association Representatives (Non Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
- Staff and Guests:** Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Kathryn Langevin (Supervisor of Social Work), Stacey Kay (Manager, Learning Support Services), Monique Manatch (Facilitator, Indigenous Education Advisory Council) Deepika Grover (Co-chair, Advisory Committee of Equity), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:05 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 Rob Campbell,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 3 March 2021 SEAC Report

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 3 March 2021 report be received.

Trustee Boothby proposed that on folio 11, paragraph three, the final sentence read: "Superintendent Symmonds responded that re-applying to programs will not be necessary for the 2022-2023 school year but that he could not commit to the options for the school year."

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 3 March 2021 report be received, as ammended.

Carried

4.2 Forward Agenda

The SEAC forward agenda was provided for information.

5. Discussion

5.1 Memo 21-036, Learning Support Services Operational Review

Your committee had before it Memo 21-036, providing an update on the Learning Support Services (LSS) Operational Review. Superintendent Symmonds noted that in response to the Board motion of 30 October 2018, staff was directed to undertake an operational review of the process for identification, needs assessment and placement for all exceptionalities. In January 2020, the contract was awarded to external consultants and the project was launched. A number of review activities were started, however, the impact of labour action led to the postponement of the scheduled stakeholder focus groups in early March 2020. The provincial school closure due to COVID-19 led to the full pause of the project in April 2020.

Manager Kay summarized the plan to adjust the timing and scope of the review, considering the period of time elapsed from the beginning of the initial framework of the LSS Operational Review and the impact of global events on the community and education system. The following revised timelines were reported:

- 2021-2022 - Implementation of the 'Learning Support for Students with Special Education Needs' resource for OCDSB Staff;
- 2022-2023 - Renew goals and scope and launch a procurement process for external consultants; and
- 2023-2024 - Final report delivered to SEAC and the Board of Trustees in February for recommendation implementation.

Despite delaying the operational review, LSS continues to work to address issues related to communication about the District's approach to providing special education programs and services. LSS is continuing to examine the use of a universal screening tool designed for educators to promote early identification of emerging learning needs and the consistent delivery of high yield supports and services for students with special education needs from all exceptionality groups, whether their educational program is delivered within a specialized program class or regular program class. The revised timelines will allow the opportunity for further evaluation of the impact and effectiveness of the tool and may address many of the concerns brought forward.

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

- LSS is working with Supply Chain Management to understand best practices on the continuation of the existing contract with consultants;
- SEAC will be consulted on the new scope of work; and
- SEAC and the Board of Trustees were engaged to develop the original scope of work. Labour sanctions and the provincial school closures became a barrier to stakeholder group meetings about the operational review.

Dr. Mamen queried the potential for the OHRC's Right to Read Inquiry recommendations to be incorporated in the future assessments. Manager Kay responded that initiatives of this sort may be factored into the proposed scope of work. She noted that the District is engaged with the Indigenous, Equity and Human Rights Roadmap and there may be new links to equity and inclusion directives as well. She added that a critical evaluation of the scope will be an important component to re-introducing the operational review.

Superintendent Symmonds stated that once the Right to Read Inquiry recommendations are published, LSS will begin to review the recommendations. The report is expected in April 2021 and it will be circulated to SEAC for discussion.

6. Information

6.1 Report 21-034, Academic Staffing Plan for 2021-2022

Superintendent Symmonds reported that on 30 March 2021, the Board of Trustees approved the Academic Staffing Plan for 2021-2022. He thanked members of SEAC who engaged with LSS in a discussion about priorities and broader staffing themes. The information was helpful in informing some of the direction taken with the academic staffing plan and continues to support the conversations as the overall staff recommended budget is in development. He noted that segments of Report 21-034 were missing from the meeting package and that information will be re-distributed to the committee.

Communication from the provincial government indicated that school boards should not expect the same elevated level of funding that was allocated prior to the launch of the 2020-2021 school year. The assumption by the District is that there will be no additional COVID-19 funding for the coming 2021-2022 school year. The District is anticipating much lower enrollment in the Ottawa Carleton Virtual (OCV) campuses. If additional funding is supplied, the District can examine staffing additions to support student achievement, well-being and safety in our schools.

Changes have been made to the Learning Disability Specialized Intervention Program (LDSIP). It was established to be a partially integrated program with opportunities for students to learn and develop skills within the LDSIP portion of the day, and then an opportunity to generalize the learned skills in a regular classroom with support. Additional staffing resources have been assigned to ensure meaningful opportunities for the LDSIP students in large classrooms. Part-time Learning Resource Teachers (LRTs) are assigned to each of the LDSIP sites to support integration. Going forward LSS has repurposed the LRT and contingency staffing allocations to make full-time classes for LDSIP. To address the need to ensure all students experience the integration portion as intended, the LSS has increased their staff complement, hiring two more itinerant teachers. One itinerant teacher is in place for students with learning disabilities and the intent is to support those students who are leaving the LDSIP this year as they reintegrate back into their home classrooms. The second increase of an itinerant teacher is in place to support the large enrollment numbers of children with Autism Spectrum Disorder (ASD).

Other expansions to the services in learning support for students have been approved. The Blind Low Vision Team increased by a .05 full time equivalent (FTE) employee, as more students arrive to the District with greater visual needs than in the past, many of whom require training and instruction in Braille. There has been an addition of a partially integrated General Learning Program (GLP) with some additional sections to explore opportunities for those students as they transition into the secondary education panel. Additional learning support will be extended to the Ottawa Carleton Virtual (OCV) campuses. The allocation of LST and Learning Resource Teachers (LRTs) will assist those students who have chosen to learn remotely. The next step in assessing the needs of the OCV students will consider Educational Assistant (EA) allocations.

6.2 Memo 21-030, Planning for District Special Education Support 2021-2022

Your committee had before it Memo 21-030, reviewing plans for District special education support for the 2021-2022 school year.

Superintendent Symmonds specified that a companion report is issued with the academic staffing plan to highlight the decisions arrived at with respect to special education in the District. Manager Kay noted that LSS engages in an annual process where the department studies current specialized program classes and makes adjustments based on projected student need. This year an added element of consideration arose with pandemic measures and the goals to secure stability for staff and students alike. Overall, there were few changes to the specialized program classes and she highlighted the following changes going into effect for September 2021:

- The itinerant teacher of ASD has worked closely with the classroom educational team. Through these inroads, positive results were observed on changing the trajectory for some students with autism. For the 2021-2022 school year, there will be added support for this work;
- Queen Elizabeth Public School will welcome a new ASD class;
- Queen Elizabeth Public School's intermediate developmental disability program has had low enrollment numbers for many years. It was deemed feasible to close the class this year, with the fewest impact to existing students; and
- Across the District, the primary special needs classes had low enrolment. Factoring geographic distribution of students and using information assessing the fewest impacts to existing classes, the decision was made to close the class at W.E. Gowling Public School.

In response to an inquiry from Ms. Miedema, Manager Kay noted systems were established, allowing the District to track which students and their families have made various choices for in-person or virtual mode of learning for the 2021-2022 school year. For those students accessing virtual plans for next year, LSS will ensure placement opportunities are available should the plans continue to be appropriate for September 2022. She noted that annually there are approximately 30% of students moving within Specialized Program Classes (SPCs), for example, junior to intermediate panels, intermediate to secondary panels, and graduation. She stated that as families accessing special education support wish to return to in-person learning, requests will be evaluated on a case-by-case basis. In-person learning is often the preferable method of schooling, if students require the support offered by SPCs.

In response to an inquiry from Mr. Morris, Manager Kay stated that in the LDSIP program approximately one third of the students leaving the LDSIP will be transitioning into high school. All 40 students in the LDSIP will have had two years in the program. Mr. Morris questioned whether there had been requests from families to complete the program in the traditional sense, featuring three full years of training in LDSIP. Manager Kay responded that there are questions pertaining to longer stays in LDSIP and LSS works closely with educational teams to assess and accommodate the needs of the students. There is a reluctance to suggest a third year and this is not a learning strategy recommended by LSS. She explained that the intent of the LDSIP is to have a time limited, intensive program. The student then returns to the regular classroom with support. The experience has been that this leads to positive educational outcomes and pathway opportunities as students transition into high school. Mr. Morris maintained that equity of outcome is important for each student. He expressed the concern that due to the unusual times of learning within a pandemic, some of the students exiting LDSIP may have not received the full benefit of the program. Employing an itinerant teacher to visit local classrooms for support may not be as intensive as the experience students would have received in a normal school year. Manager Kay reflected that due to the fully self-contained, small group environment with the LDSIP teachers, the experience for students in the 2020-2021 school year was more intensive than in years past. The return to the regular class with the itinerant teacher will be able to recreate the goals associated with the integrated portion of the program. One of the other considerations is to create space in the program for the grade four and five students who have felt the impact of the pandemic in their learning. Mr. Morris concluded by imparting that extreme value is placed in the generalization phase for students learning in the regular classroom and he hopes that this can be replicated again in a challenging year ahead.

Ms. Houlden queried the rationale behind adding an elementary itinerant teacher when one third of students in the LDSIP program are transitioning from grade eight into grade nine. She saw a greater need in the placement of an added itinerant teacher to the secondary panel. Manager Kay stated that many of the LSCs have a Kindergarten to grade 12 portfolios. The LSC model supports education teams from elementary to secondary schools. Ms. Houlden asked whether the LSCs have experience with secondary students. System Principal Kessler shared that a designated LSC focuses on referrals and the transition planning process. LSS recommends that families moving into grade nine level explore a learning strategies course as an ideal way to support students as they graduate into high school. In addition, educator teams, in consultation with families, bring forward learning disability program referrals for students at the secondary level. Three high schools in the District offer learning disability programs. She noted that the pillars of the LDSIP program are self-advocacy, self awareness and use of technology. Some of the LDSIP students are moving into grade seven and LSS has identified some gaps for this particular age group, whereas there are many pillars of support already in place for the transition into high school.

7. Department Update

7.1 Superintendent's Report

Superintendent Symmonds reported that the COVID-19 pandemic continues to shift and disrupt the education system. The District remains closely connected with Ottawa Public Health (OPH) to follow municipal directions and safety guidelines.

There has been a change in the screening criteria from OPH. This direction has resulted in more absences for students and staff. Increased challenges have arisen to find occasional teachers for instruction. After making all reasonable efforts to find replacement staff, decisions to pivot to remote learning, with less than 24 hours of notice, have occurred to avoid cancelling the class. He emphasized that schools remain safe relative to viral transmission in the community; however the number of cases continues to grow on a daily basis. On 6 April 2021, Dr. Vera Etches, OPH Chief Medical Officer, presented information at the Committee of the Whole meeting, addressing questions from trustees as it related to measures to combat COVID-19 and the current outbreak trends in Ottawa.

Superintendent Symmonds identified that with the stay-at-home order announced today, the District continues to assess how to best deliver education within the safety of schools. He noted today Premier Doug Ford announced that education workers serving students with special needs will be eligible for vaccines next week. Though the District has no further

information on the vaccination prioritization, communication continues with OPH on the process for the vaccination rollout. Information will be shared with educational partners as it becomes available.

Superintendent Symmonds reported that in January 2021, a letter from the Ministry of Education arrived, outlining the forthcoming federal Safe Return to Class fund. To date the Transfer Payment Agreement (TPA) has yet to be received; however once this agreement is issued, a specific description will provide further clarification on instructions for use of the funds. He noted that mental health support does not strictly apply to all areas of special education however mental health support is part of the LSS portfolio.

Superintendent Symmonds shared the new funding allocations for the remainder of this school year. Approximately \$200,000 was allotted to support students with special education needs. Funding was used to help support continuing education programs in both credit and non-credit granting courses.. An additional \$175,000 was received to support students with special education needs for a summer transition program. The model that LSS will propose will not be exactly the same as the year previous. Last year the Ministry announcement came at the end of June and the LSS worked to establish a responsive model of services and supports. This year LSS has additional time to consider areas of support for students with high special education needs who may be challenged upon the return to school in September.

The Ministry of Education is providing in-year funding to continue to support the mental health of all students. In addition to \$195,000 to support the implementation of the new School Mental Health Ontario Action Kit, \$158,000 will be allocated for summer mental health support systems for students who are struggling with mental health concerns. In the summer of 2020, the program was called the “Continuity of Mental Health Supports”. Staff psychologists and social workers had the opportunity to support students over the summer, maintaining a connection and preparing students for the return to school. A portion of the \$158,000 will be used to provide training and resources for District mental health professionals.

New evidence-based reading intervention programs are being funded with \$124,000 from the Ministry. Programming is to be offered to struggling readers who are at risk due to the COVID-19 pandemic. For summer reading support, another \$180,000 funding envelope was granted.

Superintendent Symmonds indicated that LSS is in the process of examining the best strategies to develop the specially funded programs. The finalized plan will be presented to SEAC.

Trustee Boothby commented that all District staff have been working to capacity and beyond for over a year. She expressed the concern that an additional workload burden for the same employees throughout the summer may lead to "burnout". Superintendent Symmonds highlighted that the concern is an important consideration for LSS and senior staff. He noted that these summer opportunities are voluntary; however, LSS are making efforts to ensure all staff are exercising self-care practices to ensure that they return to school in September, rejuvenated and prepared for the new school year. Dr. Duschner showed appreciation for the identification of the high level of stress that staff are experiencing while supporting the mental health needs of students and families. She confirmed that LSS is exploring all options for staffing during the summer including possibly hiring outside the school board if volunteers do not step forward. When staff volunteers to work over the summer break, an initial conversation will occur to ensure that they are balancing their time and making self-care a priority.

Ms. Allen requested further information on the strategy to hire outside of the OCDSB. Her understanding is that recruiting mental health staff is challenging. She drew attention to the inequity should financial incentives be involved to hire other individuals at a compensation rate higher than existing staff at the District. Dr. Duschner stated that the notion of hiring outside of the OCDSB was an example of a strategy which may be deployed. She noted that she is unable to field a question about the earnings of the summer staff members; however if LSS was unable to fulfill these roles internally, other recruitment undertakings would be fulfilled through consultation with the Professional Student Services Personnel (PSSP) union executive.

Ms. Titley queried the number of summer staff required for the described programs. Manager Kay noted that in the summer of 2020, LSS was working with a substantially larger budget. Approximately 200 OCDSB staff, across four federation groups, were hired to work for two weeks in the summer break period. She affirmed that for the summer of 2021, a model of support will be created using a smaller staff group. The hiring is completed with colleagues in labour relations. Last year Memorandums of Agreement (MOA) were developed with all four federation partners.

- a. Update on the Committee of the Whole Motion of 16 April 2019 on Supporting Mental Health through an Equity Lens for Indigenous Students and Male Students of African Descent

Superintendent Symmonds reported that on 16 April 2019 the Board directed staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, for students who self identify as Indigenous and for male students of African descent. Dr. Duschner explained that a plan was developed to proceed with

a literature review to examine the barriers and facilitators for accessing mental health for the distinct groups of students. Part of the plan was to engage with the students directly to explore the student experiences in the Ottawa area and at the District. Once the draft Mental Health Strategy was finalized in the fall of 2019, she held consultations with the District's advisory committees. Mental health staff connected with academic researchers at the University of Ottawa concerning two literature reviews: one for issues faced by Indigenous students and the other for issues that Black students encounter. The assembly of student focus groups occurred up until March 2020 when the project was paused due to the announcement of the provincial school closure. This was a decision that was made in consultation with the Indigenous Education and Equity Teams. Dr. Duschner shared that inviting people to confer on the topic of mental health and well-being is a sensitive effort. She underscored the importance of engaging students in a way that is safe for them from a psychological and cultural perspective.

Independent research on the part of District Mental Health Teams continued on the literature review component of the endeavour. To-date the work completed is listed as follows:

- June 2020 - Mental Health Team representative attended the Black Student Virtual Forum;
- August 2020 - Two scoping literature reviews were completed;
- Fall 2020 - Developed a framework and process for the consultations with student focus groups, including appropriate mental health supports for students;
- November 2020 - Indigenous-led facilitation for Indigenous student focus groups. Emotional support was provided by an Elder from the community; and
- March 2020 - Black students invited to share their voices by joining a virtual discussion. Five focus groups were held and each group was supported by social workers and psychology staff, along with co-facilitation by students from the Black Student Forum.

Dr. Duschner reported that the data is being reviewed and summarized into themes. The information will be shared with the students to ensure that the themes are an accurate reflection of the messages that they intended to convey. Following the consultation with students, a report will be written and shared with the advisory committees.

Chair Nadon-Campbell queried whether there were students present in the discussions who identified as accessing special education support. Dr. Duschner responded that they did not specifically solicit the voices of those students accessing special education support; however, such students may have been in the various groups.

8. Committee Reports

8.1 Board

There was no report from the Board.

8.2 Committee of the Whole

Chair-Nadon Campbell shared that the presentation provided by Dr. Vera Etches at the Committee of the Whole (COW) meeting of 6 April 2021 impressed her. She recommended listening to the recorded video found on the District website's calendar event page. She expressed enthusiasm that the teachers, who are working with students accessing special education needs, will be given preference to receive COVID-19 vaccinations. Ms. Titley commended that many individuals from the federations present at SEAC wrote to the Ministry, promoting legislation to allow those workers to receive priority vaccinations. Chair Nadon-Campbell thanked those who had written letters to the government and noted that their hard work has prevailed.

8.3 Indigenous Education Advisory Council

There was no report for the Indigenous Education Advisory Council.

8.4 Parent Involvement Committee

Mr. Morris highlighted that during the Parent Involvement Committee (PIC) meeting of 31 March 2021, staff made a presentation on Barriers to Engagement, which included a literature review. He suggested that a discussion of common barriers faced when navigating the school system might be an exercise that SEAC could pursue at a later date. He reported that parents noted the lack of a roadmap when entering the system with a child who requires special education support. Newcomers to Canada may face compounded issues associated with settling in a new country and the challenge of finding support for their child may be an area that becomes too overwhelming to manage. One member of PIC queried the possibility of connecting with SEAC to deliberate on better ways to serve parents.

9. New Business

Superintendent Symmonds reported that April is World Autism Awareness Month. He acknowledged the work of the LSS Autism Team and the District, specifically the outstanding leadership of System Principal Kessler and Applied

Behaviour Analysis (ABA) Coordinator, Leanne Forrest. He announced that Dr. Jed Baker will appear as a keynote speaker on 8 April 2021 from 7:00 to 8:30 p.m. The presentation will include a discussion of strategies to motivate individuals to learn ways to teach social skills and generalize skills. Information and registration details are available on the District's website. The presentation slides are available to download. In addition, he noted that on 22 April 2021, a Zoom panel discussion will be held with representatives from Autism Ontario, Service Coordination Support and Developmental Services Ontario. These organizations will be sharing information on supporting families and navigating services and supports locally. Discussions will be based around children and youth case management and developmental services. Registration is available through the District website. The sessions can be accessed through YouTube streaming should registration be full.

9.1 Proposed Committee Meeting Schedule for School Year 2021-2022

The SEAC meeting schedule for school year 2021-2022 was presented and adopted by consensus.

10. Adjournment

The meeting adjourned at 8:44 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee



INDIGENOUS EDUCATION ADVISORY COUNCIL

April 22, 2021

6:00 pm

Zoom Meeting

Members:	Albert Dumont, Inini McHugh, Monique Manatch, Jo VanHooser, Nina Stanton, Lili Miller, Romaine Mitchell, Marlene Souliere, Elena Abel (Parent)
Indigenous Education Staff:	Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Kyl Morrison
Other Staff and Guests:	Wendy Hough (Non-Voting Trustee Delegate for IEAC), Justine Bell (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Shannon Smith (Superintendent of Instruction), Reg Lavergne (System Principal of Instruction and Innovation), Joan Oracheski (Manager, Research, Evaluation and Analytics Division) Nicole Guthrie (Manager, Board Services), Leigh Fenton (Board/Committee Coordinator), Wayne Alrout, Sonia-Nadon Campbell (Special Education Advisory Committee Representative on the Indigenous Education Advisory Council)

1. Opening (Elder Albert Dumont)

Elder Albert Dumont opened the meeting at 6:15 p.m.

2. Student Voice

A student was welcomed into the meeting.

3. Community Discussion

3.1 Algonquin Meeting Protocols

The Algonquin meeting protocols were presented by Elder Dumont and Ms. Manatch, who created and developed the protocols, governing the gatherings held by the Indigenous Education Advisory Council. It was noted that the intention is to bring the protocols to Indigenous communities for further consultation. The protocols will be updated as required. (Appendix A)

Ms. Miller shared that she felt that the established protocols were important. She noted that the document was written by Elders therefore she was reluctant to add more feedback about the document. She

suggested that in order to engage more Indigenous parents, they must be able to come to a meeting without a commitment at first. Under the section heading "Guests", the third bullet specified that parents must make a request to come to IEAC. Ms. Manatch indicated that she will clarify the protocol around parents attending to extend an open invitation to Indigenous parents of students at the District.

Ms. Abel noted that the protocol document offers an opportunity to share teachings. For example, the concept of the consensus approach can be expanded to share the Indigenous systems of governance. Ms. Manatch agreed that providing a background to the Indigenous value system is important.

Vice Principal Alexander showed her appreciation for the Elders who created the Algonquin protocols. She contributed that in meetings she supports Elder's having the "first say" and to make space for students and the voice of youths. Ms. Manatch agreed that the student and youth voice must be prioritized.

Trustee Bell recalled the story in the IEAC meeting of 21 January 2021, where Elder Dumont shared that in former times when a stranger approached Indigenous territory, a scout would be sent to report to the nation to assure them whether or not the stranger had designs upon their peace. Trustee Bell's assumption was that trustees were visitors to the IEAC. She was grateful to be allowed to state her intention and understood that a discussion amongst the Elders regarding an invitation would ensue, for each request to attend. Should the decision be that the invitation would not be extended, as the presence of a White person may not contribute to a safe space for Indigenous participation in the meeting, she stated that she would be respectful of that decision and hoped that other guests would be as well.

Ms. Manatch noted that the protocols will be appended to each IEAC agenda with the revisions. More developments to the Algonquin protocols are intended.

4. Presentations

4.1 Report 21-014, Student Achievement: Focus on Grade 10 Credit Accumulation (M. Giroux)

Your Council had before it Report 21-014, presenting data 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 and the differences in credit accumulation rates across groups of students, based on demographic characteristics.

Analyzing credit accumulation data informs the District's Improvement Plans for Student Achievement and Well-being, serves as a key metric in monitoring progress at the District and school level, and helps to target interventions for individual students through re-engagement, credit rescue, and credit recovery for assistance towards graduation.

With the introduction of the *Anti-Racism Act (2017)*, *Data Standards for the Identification and Monitoring of Systemic Racism (2018)*, additional analyses are required to calculate disproportionality and/or disparity to better understand the magnitude of overrepresentation and underrepresentation of particular identities in a particular program or service, as well as differences in outcomes between groups of students. This change in reporting practice offers an opportunity to explore the implications of decisions made at each step of the process and bring in community perspective through the representatives who sit on the Technical Advisory Group (TAG).

Staff continues to be guided by the QuantCrit Framework. Through this framework, results may be interpreted differently depending upon experiences that individuals have had and the worldview they hold. As results and interpretations are presented, Manager Oracheski encouraged the membership to think about alternative interpretations to the results that are being presented.

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. Based on the analysis of data for this subset of students, a disproportionate underrepresentation exists particularly for:

- Students who identify as First Nations, Metis, and Inuit;
- Those who identify with an undisclosed disability, Autism Spectrum Disorder (ASD), and/or addiction;
- Those who identify as transgender, gender fluid, gender non-conforming; and
- Indigenous, Black, Middle Eastern and Latino students

All groups are underrepresented in the group of students who had earned a minimum of 16 credits by the end of their grade 10 year. Students who identified as Indigenous were the most underrepresented and 0.7 times as likely as non-Indigenous students to be on track to graduate within 5 years of starting secondary school. For those students who identify as Indigenous, 57% of those surveyed will have earned 16 or more credits by grade 10.

Manager Oracheski reported that the analysis of student achievement data and other outcomes allows the District to identify patterns and trends, and monitor progress towards improving outcomes for all students, including the dismantling of systemic barriers and biases that preclude students from reaching their full potential. Critical components to this work are the 2019-2023 Strategic Plan, the Indigenous, Equity and Human Rights Roadmap 2020-2023, student success initiatives, and providing support to schools to engage in dialogue with students, staff, and the broader community to better understand the barriers students may be facing at the school level that could be contributing to these district-level outcomes.

System Principal Lavergne reported on the specific initiatives in Student Success, Innovation and Adolescent Learning.

Some of the key initiatives planned, or being undertaken, include:

- Graduation coaches supporting Indigenous and Black students;
- The Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits;
- The Annual Equity Accountability report to support monitoring of the Indigenous, Equity and Human Rights Roadmap;
- Additional resources have been allocated to schools where credit attainment has been below average;
- The Authentic Student Learning Experience Tool (ASLE), an OCDSB innovation, moves beyond completing missing assignments but focuses on student voice and recovery plans that take into account the student interests; and
- School-Within-A-College (SWAC) re-engages high school students by inviting them to participate in a collaborative learning experience at Algonquin College, to help them thrive in a college-setting independently. In the program, there is a connection to the Centre of Accessible Learning.

System Principal Lavergne reported on a shift to the funding model to support student credit accumulation. An envelope of \$74,000 was provided to Occasional Teacher (OT) support to ensure credit completion during the first four months of the 2020-2021 school year. Another \$50,000 has been allocated for credit attainment support. He also noted that Communications staff is drafting a multi-lingual letter which will provide parental support on how to make decisions regarding grade 9 pathways.

System Principal Lavergne highlighted the "Project True North " being piloted in ten schools, which is an example of experiential learning to enhance equity. He summarized the next steps in supporting student success as: providing multilingual information to parents to help them make the best decisions for their children, using experiential learning to enhance equity and to build meaningful community partnerships, expanding the pilot for Project True North to begin research on Indigenous soldiers who served in Canadian wars, expanding the use of ASLE and continuing to review and prioritize student success funding. The Superintendent of Instruction and Innovation, Mr. Eric Hardie, intends to collaborate with Vice Principal Alexander on co-building an experiential learning package for Indigenous students, developed in collaboration with Indigenous student voices.

In response to questions during the presentation and in discussion the following points were noted:

- A deeper understanding of how credits are accumulated, either through regular classes or targeted initiatives, would need to be part of a future analysis of credit accumulation;
- The Research, Evaluation, Analytics Division (READ) disaggregates credit accumulation data once the school year has been completed;
- System Principal Lavergne confirmed that the two new Indigenous Graduation Coaches were assigned to Canterbury High School and Ottawa Technical Secondary School (OTSS). He committed to connecting with Vice Principal Alexander to explore a plan for graduation coach support to other schools. Gloucester High School and OTSS, have dedicated Indigenous graduation coaches supporting Indigenous students.
- Student success teachers support credit recovery and intervention work for all university-level or applied-level courses; and
- In response to a query from Ms. Manatch, Superintendent Smith indicated that she would verify that the Independent Learning Centre (ILC) courses are available and accessible to the students who are enrolled in the Urban Aboriginal Alternate High School.

Ms. Stanton emphasized the importance of providing the entire story of the 4000 Indigenous soldiers who participated in World Wars and the equities they faced when they returned to their land, such as their Indigenous status being revoked. She stated that at least thirty-seven Indigenous soldiers were decorated with medals of bravery; however it was only much later that they were recognized publicly for their contributions. There is debate within Indigenous communities as to whether or not the wars that were fought were their wars to fight in. She

encouraged an honest lens of Canada to be portrayed when researching the experiences of Indigenous soldiers. System Principal Lavergne affirmed that the purpose of "Project True North" was to discover the truth behind the experiences of the veterans.

Ms. Mantach asserted that for any exercise involving the lives and experiences of Indigenous people, participation from the Indigenous community at-large was paramount. System Principal Lavergne concurred that this project will be undertaken by working directly with members of the Indigenous community. Ms. Mantach requested to learn more about the identity of the members of the community and the planned outreach strategies. She used the mantra "Nothing About Us Without Us".

Elder Dumont was interested to learn how many Indigenous students went from being in residential schools into uniform and sent to fight in Europe during the First and Second World Wars. He noted that he was aware that many Algonquin people died at the Battle of Vimy Ridge and the Dieppe Raid.

Ms. VanHooser remarked that in her experience of working as the only Indigenous staff member of the Children's Aid Society of Ottawa, many Indigenous children in her care suffer from being taught too much Western knowledge and Western truths about history. She proposed reaching out to those Indigenous secondary students who are failing to provide them with information about the Urban Aboriginal Alternate High School Program. At these schools the alternative program fosters land-based learning opportunities for students who have become disengaged in traditional high school settings.

Discussion ensued and the Council agreed that land-based teaching could be further explored in the District, with the creation of outdoor schools.

Superintendent Smith acknowledged that as a school community it would be beneficial to re-imagine how the land can be incorporated into learning and credit attainment. She agreed that outdoor spaces can be used more intentionally in teaching.

In response to a query from Mr. McHugh, Trustee Hough stated that she saw value in a delegation about the subject of outdoor schools. She noted that a discussion will set the stage for the potential solution to the need. She suggested that Mr. McHugh and Ms. VanHooser present a delegation. Trustee Scott noted that the elected IEAC representatives for the Committee of the Whole and Committee of the Whole, Budget will become the voices of IEAC at those meetings and therefore a delegation could appear before a Board of Trustee meeting.

5. Reports

5.1 Indigenous Education Team Update

There was no report from the Indigenous Education Team.

5.2 21 January 2021, IEAC Report

Moved by Mr. McHugh,

THAT the Indigenous Education Advisory Council Report dated 21 January 2021 be received.

Ms. Manatch queried the stage of development of the Equitable Recruitment and Hiring Policy. Superintendent Smith reported that she anticipates that the approval of the policy is imminent. Ms. Manatch noted that in-meeting she and Ms. VanHooser had offered to assist Superintendent McCoy with the language in the procedure that will accompany the policy. Superintendent Smith committed to connecting with Superintendent McCoy regarding the offer to support the procedure development.

Trustee Scott added that if members of the council had further comments on the Equitable Recruitment and Hiring Policy they could communicate them to Superintendent McCoy or to a trustee.

In response to a query, Superintendent Smith confirmed that consultations are in progress for input into a District Human Rights Policy.

Moved by Mr. McHugh,

THAT the Indigenous Education Advisory Council Report dated 21 January 2021 be received.

Carried

5.3 Superintendent's Report

- a. OCDSB Letter to the Minister of Education to allow the Appointment of an Indigenous Trustee

Trustee Scott shared that a letter to the Minister of Education, Stephen Leece, to appoint an Indigenous trustee to the Ottawa Carleton District School Board of Trustees was sent on 21 April 2021. In the letter, she highlighted that the District has many students who self-identify as First Nations, Métis or Inuit and an unknown number of students who have not self-identified. The District does not have agreements with any First Nations band or council for the provision of education and the District does not have the proportion of students that would qualify the making of an agreement under current Ontario Regulation 462/97. The piece of correspondence made reference to the Indigenous Education and Human Rights Roadmap and the District commitment to the Report on the Truth and Reconciliation Commission, along with the United

Nations Declaration on the Rights of Indigenous Peoples. The letter imparted the value of an Indigenous trustee position on the Board, for both the Indigenous community and especially for Indigenous students.

Ms. Manatch queried the timeline to receive a response. Mr. Mitchell offered to follow-up on news of the letter with the Manager of the Government of Ontario's Indigenous Education Office.

6. Elections and Appointments

Manager Guthrie explained the process for appointing members to the various representative positions, in the absence of an Algonquin way of electing council members. Mr. McHugh commented that the board procedures for elections were confusing and he was thankful to have received that election preparation documentation in advance of the meeting. He suggested that, in future, the council return to a traditional way of appointing someone to a position. Manager Guthrie noted that, in consultation with Ms. Manatch, the current board procedures would apply to the elections for Committee of the Whole and Committee of the Whole, Budget representatives; however Algonquin election protocols are to be developed for future IEAC elections.

6.1 Committee of the Whole

Mr. McHugh, seconded by Ms. Stanton, nominated Ms. Miller for the position of the IEAC representative to the Committee of the Whole.

Ms. Miller nominated Mr. McHugh, Mr. McHugh declined the nomination.

Moved by Trustee Hough, seconded by Mr. McHugh,

THAT the nominations be closed.

Carried

By acclamation, Manager Guthrie declared Ms. Miller, Committee of the Whole primary representative of IEAC.

Mr. McHugh, seconded by Ms. Souliere, nominated Ms. VanHooser for the position of the IEAC alternate representative to the Committee of the Whole.

Moved by Trustee Hough, seconded by Mr. McHugh,

THAT the nominations be closed.

Carried

By acclamation, Manager Guthrie declared Ms. VanHooser, Committee of the Whole alternate representative of IEAC.

6.2 Committee of the Whole, Budget

Mr. McHugh, seconded by Ms. Miller, nominated Ms. Stanton for the position of the IEAC representative to the Committee of the Whole, Budget.

Ms. Manatch, seconded by Ms. Miller, nominated herself for the position of the IEAC representative to the Committee of the Whole, Budget.

Moved by Trustee Hough, seconded by Ms. Miller,

THAT the nominations be closed.

Carried

Each candidate spoke about their interest in working with the Committee of the Whole, Budget Committee.

Following an election, Coordinator Fenton declared Ms. Stanton, Committee of the Whole, Budget representative of IEAC.

Ms. Stanton, seconded by Ms. VanHooser, nominated Ms. Manatch for the position of the IEAC alternate representative to the Committee of the Whole, Budget.

Moved by Trustee Hough, seconded by Mr. McHugh,

THAT the nominations be closed.

Carried

By acclamation, Manager Guthrie declared Ms. Manatch, Committee of the Whole, Budget alternate representative of IEAC.

7. Information and Invitation

7.1 Proposed Council Meeting Dates for School Year 2021-2022

The IEAC meeting schedule for the school year 2021-2022 was presented in draft form.

Ms. McHugh recommended that should the Minister of Education continue the stay at home order for the 2021-2022 school year, that IEAC meet each month of the school year. This recommendation was approved by consensus.

8. Closing (Elder Albert Dumont)

Elder Dumont offered a closing at 8:30 p.m.

Indigenous Education Advisory Council Algonquin Protocols

These protocols are in their draft form. There are some situations where the protocols have not yet been articulated. These protocols and this document will be updated as required.

The Indigenous Education Advisory Council (IEAC) is comprised of community members and parents of Indigenous students in the Ottawa Carleton District School Board. The OCDSB resides on Algonquin territory and as such follows the protocols of the host nation.

These protocols include how the IEAC meetings are conducted and the process of decisions and procedures.

Meeting protocols include:

1. Make personal commitment to the emotional wellness and general health for all students of Indigenous ancestry.
2. Promote and defend Algonquin initiatives with the equal vigour that you would promote an initiative put forward by your own Nation.
3. Every voice at a meeting is respected and valued. When speaking, be mindful of the time you are using up. Others may want to speak and will only get to do so if time allows.
4. Show complete respect for the prayer and teachings shared by the Elder.
5. Do not interrupt a speaker. Always yield to the voice of the oldest or the youngest people who may have the floor.
6. Before proposing an idea or plan you want to incorporate into student activities, confirm that your proposal is in line with the ethics of the Host Nation.
7. Never raise your voice in anger at a meeting.

8. Be mindful of the fact that some people present, especially those of us in the winter of our time, may have pain issues and therefore we ask that you are patient and understanding of it.
9. Be respectful of the person chairing the meeting.

Decisions

1. Decisions will be made after the voices of all the members are heard and a fulsome discussion completed
2. Consensus decision making is a goal of the council wherever possible. The process includes discussions around all sides of an issue.
3. The position of the moderator is responsible for ensuring all voices are heard and decisions are made by quorum.

Procedures

Guests

In Algonquin communities, a person wishing to come into the territory had to make a request. In the case of IEAC, a request to be invited into the circle has to be made. When guests request to attend the IEAC the following steps must be taken:

1. The request must be emailed or in writing at least three weeks before the meeting.
2. The request must include their name, position, the reason why they wish to attend as well as what they plan to do with any information they are gathering.
3. Community members/Parents can send a request. However, as members of the community it isn't necessary for them to outline their purpose. Identifying as community members will suffice.
4. The requests will be discussed and determined by the Algonquin representatives of the IEAC.