

BOARD (CONTINUATION) PUBLIC AGENDA

Thursday, June 24, 2021, 7:00 pm
Zoom Meeting

Public Action Items Continued from 22 June 2021

Pages

- | | | |
|------|--|----|
| 1. | Call to Order -- Chair of the Board | |
| 2. | Matters for Action | |
| 2.1. | Non-Consent Items | |
| | a. Suspension of the School Resource Officer Program | 1 |
| | <i>Recommendation</i> | |
| 3. | Matters for Discussion | |
| 3.1. | Report from OPSBA Representatives (if required) | |
| 3.2. | Ministry Update (if required) | |
| 4. | Matters for Information | |
| 4.1. | Receipt of Annual Reports from Advisory Committees | |
| | a. Advisory Committee on Equity | 13 |
| | b. Alternative Schools Advisory Committee | 29 |
| | c. Arts Advisory Committee | 55 |
| | d. Advisory Committee for Extended Day and Child Care Programs | 59 |
| | e. Indigenous Education Advisory Council | 68 |
| | f. Parent Involvement Committee | 71 |
| 5. | New Business -- Information and Inquiries | |
| 6. | Adjournment | |



SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT

**Monday, June 14, 2021, 8:00 p.m.
Zoom Meeting**

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

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

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

Vice-Chair Penny called the meeting to order at 7:51 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Carried

3. Matters for Action:

3.1 Notice of Motion re School Resource Officer Program, Trustee Lyra Evans

Moved by Trustee Lyra Evans,

- A. THAT the Ottawa-Carleton District School Board immediately and completely end it's engagement with the School Resource Officer program;
- B. THAT the Ottawa-Carleton District School Board (OCDSB) provides notice to Ottawa Police Service that as of 1 September 2021, the OCDSB shall only meet its minimum statutory obligations under the relevant provincial protocols and acts until further evaluation is complete;
- C. THAT the Ottawa-Carleton District School Board (OCDSB) issue a formal apology, published on the OCDSB website, social media, and in the local papers, to the communities and students who have been harmed by the School Resource Officer program; and
- D. THAT the Chair of the Board write a public letter to the City of Ottawa containing the following elements:
 - i. A direct ask of the strongest language, not asking the city to consider;
 - ii. Asking the City of Ottawa to reallocate the funds previously assigned to the Ottawa-Carleton District School Board share of the School Resource Officer program into the formation of a mobile crisis team for youth;
 - iii. This team could operate 24/7, but should be available for schools to call upon in need as a non-police alternative to behaviours which may require it;
 - iv. This team should consist of people with a counselling, social work, and/or reconciliation background; and
 - v. This team must not contain any police officers or be funded, administered, or operated through OPS; and
 - vi. While the Ottawa-Carleton District School Board has approximately 65% of the students in the Ottawa area, we recognize that fewer people in the School Resource Officer role might require those remaining to cover larger areas, so we are requesting only 50% of the total previously allocated be diverted to this new team, or 1.6 million dollars.

In her introduction to the motion, Trustee Lyra Evans stated that, as reflected in the Policy and Practice Review of Police Involvement in Schools, trustees have heard the voice of the school community that is signaling an end to the School Resource Officer (SRO) program. In order to disrupt systemic discrimination of marginalized groups, the District need

only to meet its minimum statutory obligations under the relevant provincial protocols and legislation at this time. She expressed the view that a formal apology is owed to the community by the District, noting that under the *Apology Act* an organization can apologize without legal repercussions. Trustee Lyra Evans explained that part of the motion included asking the City of Ottawa to reallocate the funds previously assigned to the District's share of the SRO program into the formation of a mobile crisis team for youth. Professionals with a background in social work or youth counselling are better equipped to respond to an incident which requires behaviour de-escalation. The City of Ottawa has an opportunity to show leadership on the establishment of programs that genuinely support healthy communities. She expressed concern about the possibility that the funds which were allocated to the SRO program will simply be reassigned to increased policing within communities.

An amendment moved by Trustee Bell,

THAT a new Part E, F and G be added:

E. THAT the Board adopt a do not harm approach as a guiding principle. That this approach is undertaken by staff when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion. This approach would require proactive efforts to stop the harm be initiated immediately, in consultation with the student who has been harmed and their family or guardian. Additional reviews, studies, or data on the systemic nature of such harm may be warranted, but should not precede or override the immediate end to such harm and attention to the needs of the student who has been harmed.

F. THAT the Board commits to incorporating an intersectional and anti-racism analysis lens in all policies presented to the Board.

G. THAT the Board of Trustees commit to individually and collectively undertaking anti-racism and decolonization training with support from Board Services prior to September 2021.

Trustee Scott requested that each Part be dealt with separately.

A sub-amendment moved by Trustee Boothby,

THAT section E be amended to the following: “the Board adopt a do not harm approach as a guiding principle. That this approach is undertaken by staff when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion”.

Trustees speaking in favour of the sub-amendment expressed concern over the ability to operationalize the approach to enlisting proactive efforts to stop harm. Policies and procedures govern actions and approaches.

Director Williams-Taylor commented that the approach works as a principle but is not a measurable objective. She noted that the word 'harm'

is subjective. A principle is subject to interpretation. There is risk of potential liability around the wording contained in the last two sentences of the amendment.

Trustee Boothby reflected that trustees have the obligation to the policy that is being set. She noted that the sub-amendment removes the accountability for the policy from trustees and onto staff.

Trustee Bell maintained that as a guiding principle, the language in the amendment attests to stopping the harm which was highlighted in the review. Building the principle into the policies and procedures is the way forward. She contended that as she and other trustees, along with staff, receive more training on anti-racism and human rights-based approaches and the principle will be more easily understood.

Director Williams-Taylor acknowledged that though the principle may be tied into overarching policy and can thereby be tied to a measured statement of commitments, the ambiguity of using words like "approach" in a motion is troublesome in applied practice.

Ms. Miller expressed her disappointment about the resistance to adopt the principle within the motion.

Trustee Hough expressed the view that full form of the amendment to the main motion was acceptable and serves as a compassionate response to the school community.

Trustee Scott highlighted the importance of recognizing the difference between the operational elements and the policy elements in the work of the District. She noted her support for Trustee Boothby's sub-amendment as it served to clearly reflect a policy directive.

Committee members speaking against the sub-amendment noted that the last two sentences of section E provide context and should remain as part of the motion. Members also noted that motions could provide policy and operational direction to staff.

Director Williams-Taylor noted that "do no harm" is the intended way forward; however, competing priorities from different groups makes it difficult to operationalize in a way to meet everyone's needs. Competing interests would require a case by case approach as a blanket statement will result in disagreements around each decision.

HREA Tanner noted that there is no hierarchy of rights, although there can be situations of competing rights. As the Human Rights policy is being developed, the Ontario Human Rights Commission provides guidance in situations regarding competing rights; however, each case needs to be examined on a case-by-case basis. She noted that just because someone indicates that their right is being infringed does not mean this is the case and would involve deeper analysis.

Members speaking in favour of the sub-amendment noted that the language suggests removing the exercise of judgment to mitigate harm that may have occurred. Members noted that there is no need to be overly specific and staff could be permitted to work through the process of resolving conflict and providing consultations, which is already a staff expectation.

Trustee Bell noted that including “do no harm” would set expectations and would demonstrate to the community that the Board takes the matter seriously.

Trustee Boothby noted that the sub-amendment should stand, as the original amendment permits multiple interpretations and it is not clear how staff could operationalize this. She noted that this would cause inconsistencies across the District as practices may differ at every school. She urged trustees to set policies that are broadly applicable and not to appease one group and not another.

A sub-amendment moved by Trustee Boothby,

THAT section E be amended to the following: “the Board adopt a do not harm approach as a guiding principle. That this approach is undertaken by staff when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion”.

Carried

A sub-amendment moved by Trustee Scott,

THAT section E be amended to substitute “not” with “no”.

Carried, friendly

A sub-amendment moved by Trustee Scott,

THAT section E be amended to the following: “the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion”.

Carried, friendly

Director Williams-Taylor noted that if section E of the motion were to be implemented, that there would be a level of ambiguity and subjectivity. Although there may be occasions where individuals may not be in agreement with decisions of the “do no harm” approach, this will allow staff to be more reflective on decisions made.

An amendment moved by Trustee Bell,

E. THAT the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion.

Carried

An amendment moved by Trustee Bell,

F. THAT the Board commits to incorporating an intersectional and anti-racism analysis lens in all policies presented to the board.

In introducing the amendment, Trustee Bell noted that this would demonstrate to the community that the Board is committed to receiving the expertise necessary to have an anti-racist lens during policy reviews.

Director Williams-Taylor noted that the accountability and governance section of the Indigenous, Equity and Human Rights Roadmap, outlines that cyclical policy reviews will be completed through an Indigenous, equity, and human rights lens. She noted that the nature of this work would be significant for staff in applying an additional lens as there are over 125 policies and procedures that require review and updates.

Members speaking in favour of the amendment noted that it would provide accountability and would ensure that policies reflect anti-racism. Although the amendment does not set a standard, it provides an intention and direction.

Director Williams-Taylor noted that the Human Rights policy will be the first policy to be presented to trustees in the fall of 2021 as it will influence the remaining policies to be reviewed.

A sub-amendment moved by Trustee Scott,

THAT section F be amended to the following: “the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens in all policies presented to the board”.

In introducing the sub-amendment, Trustee Scott noted that the commitment has already been made and that this would be a reaffirmation as the Human Rights policy would encompass this.

In speaking against the sub-amendment, Trustee Bell noted that the Indigenous, Equity and Human Rights Roadmap is an operational document and not an all-encompassing Board policy. She noted that the intention is to provide commitment at the Board level.

A sub-amendment moved by Trustee Scott,

THAT section F be amended to the following: “the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens in all policies presented to the board”.

Carried

A sub-amendment moved by Trustee Hough,

THAT section F be amended to replace “in all policies presented to the board” with “as new policies are adopted and existing policies are updated.”

In introducing the motion, Trustee Hough noted that it is important to ensure that an anti-racism lens is applied to each incoming and existing policy as they are presented to the Board.

The members noted their understanding that staff would undertake reviews of each policy prior to their presentation to trustees for consideration.

A sub-amendment moved by Trustee Hough,

THAT section F be amended to replace “in all policies presented to the board” with “as new policies are adopted and existing policies are updated.”

Carried

Director Williams-Taylor clarified that section F would apply to the local protocol and procedures when they are presented for review.

Director Williams-Taylor noted that lenses are applied at discussions in the Director’s Executive Council when considering items such as plans, decisions, memos, and implementation. These core business discussions consider who is and is not included, how resources are allocated to the most vulnerable students, and focus on student achievement, outcomes, and impact as the first priority. She noted that sometimes compromises are required and recognized that policy does not make people behave in a certain way, it is the commitment to practice that does. She added that a third party equity coach works with senior staff regarding the decision framework on procedures and practices.

HREA Tanner noted that an intersectional and anti-racism analysis lens could be replaced with a Human Rights and equity-based lens to achieve the same result.

An amendment moved by Trustee Bell,

F. THAT the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens as new policies are adopted and existing policies are updated.

Carried

An amendment moved by Trustee Bell,

G. THAT the Board of Trustees commit to individually and collectively undertaking anti-racism and decolonization training with support from Board Services prior to September 2021.

A sub-amendment moved by Trustee Jennekens,

THAT section G be amended to the following: “the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.”

In introducing her sub-amendment, Trustee Jennekens noted that there is no need for a deadline as training and learning in this matter is an ongoing process.

Members speaking against the sub-amendment suggested that it is reasonable to have an individual mandate for trustees to do this training over the summer and that a timeline would demonstrate commitment.

Trustee Scott noted that learning is lifelong and trustees were involved in training such as the Osgoode Human Rights Professional Development course, Ontario Public School Boards’ Association (OPSBA) professional development training, and continued planning for professional development on these topics. She noted that training would not be complete before September 2021 and that this is already included in the work plan.

A sub-amendment moved by Trustee Jennekens,

THAT section G be amended to the following: “the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.”

Carried

Trustee Bell noted that decolonization training is a different area of focus than anti-racism training and hoped that trustees would be willing and able to initiate this training soon.

An amendment moved by Trustee Bell,

G. THAT the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.

Carried

Director Williams-Taylor confirmed that staff did not indicate any legal concerns with the amended language of section B of the motion.

Director Williams-Taylor confirmed that meeting the minimum statutory obligations for police involvement, including the operation of the protocol obligations, and that there was an understanding that senior staff would retain limited discretion.

In response to a query from Trustee Campbell, Executive Officer Giroux committed to providing a response regarding the publishing cost of issuing an apology through newspapers outlined in section C of the motion.

In response to a query from Trustee Campbell, Director Williams-Taylor noted that staff would provide a report to outline how staff could propose or carry out any alternatives to the specifics outlined in section D of the motion.

Director Williams-Taylor noted that there are aspects of decision making which are an extension of staff's discretion and that section B of the motion would effectively remove the District's discretion on items outside of the protocol. She noted that although the protocol is not a contract, there are obligations to legal legislative expectations regarding safety, obligations on provincial directions, and District commitments to protocol.

Superintendent Farrish noted that the local protocol helps frame engagement above and beyond the mandated provincial model. She noted that the provincial model cannot be opted out of and that the 22 elements of the provincial model must be included in local agreements. From this, she noted that school boards work with one or several police services in the local area to establish local needs relationships such as crime prevention and strategies to build positive relationships with police. She noted that these methods of engagement are not required and that the District could not participate in this manner, providing the District does not differ from the mandated provincial model. She noted that disengaging from some activities with OPS would not be a violation.

Trustee Lyra Evans clarified that the word "completely" used in section A of the motion would clarify that disengagement from the SRO program would be thorough.

Director Williams-Taylor noted that "completely", with the exception of the obligations, in section A of the motion allows the District to meet the minimum obligations without going beyond. She added that Manager Sinclair did not have any legal concerns with this language.

Trustee Lyra Evans expressed the view that city council controls the budget and that they could allocate funds from OPS to a mobile crisis youth team as outlined in section D of the motion. She added that OPS could appeal this decision.

Trustee Schwartz noted that the city budget passes at different times than the District. She added that the City of Ottawa recently passed their budget which may require the request in section D to be passed the following year.

Director Williams-Taylor noted that it is within the purview of the Board to determine whether they wish to request a municipal board to make decisions regarding another organization.

Moved by Trustee Ellis,

THAT debate be ended.

Carried

Student Trustee Liu called for a recorded vote and that student trustees be included in the vote.

Trustee Schwartz requested that each section be voted on individually.

Moved by Trustee Lyra Evans,

A. THAT the Ottawa-Carleton District School Board immediately and completely end its engagement with the School Resource Officer program.

Carried

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

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Nil (0)

Moved by Trustee Lyra Evans,

B. THAT the Ottawa-Carleton District School Board (OCDSB) provides notice to Ottawa Police Service that as of 1 September 2021, the OCDSB shall only meet its minimum statutory obligations under the relevant provincial protocols and acts until further evaluation is complete.

Carried

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

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Trustee Schwartz (1)

Moved by Trustee Lyra Evans,

C. THAT the Ottawa-Carleton District School Board (OCDSB) issue a formal apology, published on the OCDSB website, social media, and in the local papers, to the communities and students who have been harmed by the School Resource Officer program.

Carried

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

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Nil (0)

Moved by Trustee Lyra Evans,

D. THAT the Chair of the Board write a public letter to the City of Ottawa containing the following elements:

- i. A direct ask of the strongest language, not asking the city to consider;**
- ii. Asking the City of Ottawa to reallocate the funds previously assigned to the Ottawa-Carleton District School Board share of the School Resource Officer program into the formation of a mobile crisis team for youth;**
- iii. This team could operate 24/7, but should be available for schools to call upon in need as a non-police alternative to behaviours which may require it;**
- iv. This team should consist of people with a counselling, social work, and/or reconciliation background;**
- v. This team must not contain any police officers or be funded, administered, or operated through OPS; and**
- vi. While the Ottawa-Carleton District School Board has approximately 65% of the students in the Ottawa area, we recognize that fewer people in the School Resource Officer role might require those remaining to cover larger areas, so we are requesting only 50% of the total previously allocated be diverted to this new team, or 1.6 million dollars.**

Carried

FOR: Trustees Hough, Campbell, Jennekens, Lyra Evans, Bell, Chen, Liu (7)

AGAINST: Trustees Ellis, Penny, Fisher, Schwartz (4)

ABSTENTIONS: Trustees Scott, Boothby (2)

ABSENT: Trustee Blackburn (1)

Moved by Trustee Lyra Evans,

E. THAT the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion.

Carried

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

ABSENT: Trustee Blackburn (1)

Moved by Trustee Lyra Evans,

F. THAT the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens as new policies are adopted and existing policies are updated.

Carried

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

ABSENT: Trustee Blackburn (1)

Moved by Trustee Lyra Evans,

G. THAT the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.

Carried

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

ABSENT: Trustee Blackburn (1)

4. Adjournment

The meeting adjourned at 10:35 p.m.

Keith Penny, Chair

ANNUAL REPORT
**ADVISORY
COMMITTEE
ON EQUITY**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Please refer to the membership chart 2020-2022 for a list of the members.

ACE Co-Chairs (Two-year term ending 30 November 2022)

Ayan Karshe (she/her)

Deepika Grover (she/her)

Activities and Achievements 2020-2021

Since ACE's annual report to the board for the 2018-2019 school year, the committee has strengthened its organizational structure, and provided relevant and meaningful feedback to trustees and staff with an enhanced focus on anti-oppression, and anti-racist perspectives and, where possible, an application of a trauma informed lens. The key changes made to membership and meeting structure in 2020-2021, prompted long time ACE member, Trustee Campbell, to remark on the increased member engagement and more "insightful" conversations throughout the year. He credited the active co-leadership of the co-chairs, coordinators, and committee members.

A sample of ACE's activities and achievements are as follows:

Governance

ACE met during the first and subsequent school shutdowns. Its intention was to be a bridge between the District and communities and to provide a space to centre critical conversations about the individual and intersecting inequities being unveiled by COVID-19 and their impacts on students, staff, families and community partners. In doing so, ACE seamlessly and successfully transitioned from meeting in-person to virtual meetings, during periods that ACE typically does not meet, namely the months of June to August.

- ACE co-chairs collaborated with Board Services to substantially revise the agenda structure, in order to create more space for in-depth conversation, participation, and engagement between ACE members, staff, and community partners.
- ACE tested its three tiered membership model. This model was developed to enable greater accessibility and engagement, as well as to establish a fluid mechanism to replace members in the event that priorities had changed due to family, work and other life commitments.

This new model, combined with the new virtual format and a newly structured agenda, contributed to enhanced consistency of ACE members' participation in meetings, noticeably higher quality discussions, and ensured that quorum was always easily met.

- Ms. Seema Lamba, ACE representative on the Committee of the Whole (COW), attended all meetings and contributed regularly on behalf of ACE members, in addition to delivering the COW report at ACE meetings.

Advice

- ACE's contribution was also essential in shaping the District's Indigenous, Equity and Human Rights Roadmap, Mental Health Strategy and the District's preparation for the review on police involvement in schools and human rights policy consultations;
- ACE offered critical feedback on the *Valuing Voices-Identity Matters! Student Survey*, including reports on student suspension rate and the analysis of disproportionality and disparity in Grade 10 credit accumulation;
- ACE demonstrated exemplary leadership and substantive revisions for Policy P. 146.HR. Equitable Recruitment, Hiring and Promotion Policy; and
- ACE worked to build awareness of the specific needs of different minoritized people and different communities newly attending the Canadian public school system and the role of various community partners in supporting them (i.e. OCISO, RAJO Project)

Plans for the 2021-2022 School Year

- Use the Indigenous, Equity, and Human Rights Roadmap to guide the work of ACE;
- Establish sub-committees aligned with forthcoming policy development and policy review processes, as well as emerging equity issues and, where/as necessary, propose recommendations for the COW;
- Co-develop inclusive approaches to enhance intersectional, equity and anti-racism analysis in the development and review of OCDSB's policies and to strengthen community engagement and feedback opportunities;
- Further center student and community voices within ACE meetings, sub-committees, and deliberations;

- Create space for ongoing conversations with staff regarding the implementation of the Indigenous, Equity, and Human Rights Roadmap's commitment to identify and address systemic barriers that impact student and staff success and well-being;
- Connect and collaborate with other OCDSB committees, councils, and advisory bodies where necessary; and
- Continue to be a demonstration of how to facilitate spaces for uncomfortable, necessary conversations, and support culturally-appropriate and responsive co-learning space within systems.

Attachments/Links

- Evidence of the committee's membership campaign
- ACE Membership Chart
- Minutes confirming the election of the co-chairs
- 2021-2022 ACE Meeting Schedule

Ottawa-Carleton District School Board seeking Community Representatives for the Advisory Committee on Equity



The Ottawa-Carleton District School Board (OCDSB) is seeking five (5) Community Representatives to serve on its Advisory Committee on Equity (ACE) for a two (2) year term, ending November 30, 2020.

We are seeking 3 individual members and 2 community members representing community associations, agencies, groups and organizations.

Community representatives play a critical role in identifying barriers and opportunities to equitable access, opportunities, and outcomes. This enables ACE to advise the Board of Trustees on fulfilling its commitment to provide an equitable and inclusive educational and work environment to support student and staff success and well-being.

ACE meets 6–8 times per year and its meetings are open to the public.

If you are interested and have...

- a strong interest and commitment to student achievement and well-being;
- knowledge and understanding of the link between equity and inclusive education;
- an enthusiastic approach and ability to motivate and support others;
- the ability to work effectively and collaboratively with representatives from various communities who may have diverse opinions and perspectives;
- the ability to think critically and strategically;
- the ability to exercise tact, diplomacy and respect for others; and,
- the ability and willingness to attend meetings during the academic year, and to serve a two (2) year term.

Then please tell us...

- Why are you interested in being a member of ACE;
- How do you identify yourself: First Nations, Metis or Inuit, Racialized communities such as African, Black or Caribbean origins, Lebanese, Chinese, South Asian; Faith Group; Person with Disabilities, a member of the 2SLGBTQ+ communities, a Newcomer (in Canada five years or less), Immigrant or Refugee or an ally to one or more equity seeking group.
- What knowledge, skills and experience do you bring to ACE in one or more of the following: a parent; two way engagement with equity seeking communities; equity and inclusive education, public education; public policy and/or communications; and,
- An indication of your commitment to serve a two (2) year term.
- If submitting your interest as a community organization, association or agency, please include a letter from the organization's Executive body.

**All applications must be submitted by 28 August 2019 to ace@ocdsb.ca
Please check our website www.ocdsb.ca for more details.**

Join a dedicated team committed to: *TOGETHER: WE CAN MAKE A DIFFERENCE*

ACE Accomplishments include:

- Drafting motions to advise Trustees to collect and disaggregate identity-based data and to ensure supports are in place for students who could potentially disengage, be suspended or expelled and subsequently leave school early (2016); to undertake a qualitative study to collect data on students, parents, staff and other stakeholders experiences of racism in the OCDSB to inform future strategies to address racism (2017); and to explore funding to support mental health through an equity lens especially for students who self-identify as First Nations, Inuit and Metis and for male students of African descent (2019);
- Providing a diversity, equity and inclusion lens on district priorities such as: the budget, exit outcomes, strategic plan, identity-based data collection, graduation rates and early school leavers and suspension rates; accommodation reviews, complaints' resolution policy, mental health strategy and ensuring OCDSB's hiring page include a statement about OCDSB's commitment to build a representative workforce;
- Recommending Islamophobia sessions in schools prior to the arrival of a large number of Syrian students to prepare and to support staff for the culture shift in their schools;
- Co-Founders of A Date with Diversity Learning Event and Community Forums which engages students, parents and staff on how to foster academic success and promote well-being; and,
- Establishing the Excellence in Equity Awards to recognize students, staff and community partners who are contributing to support the OCDSB to fulfill its commitment to build an equitable and inclusive learning and working culture.



OCDSB's Advisory Committee on Equity Membership Chart – 2020 - 2021

INDIVIDUAL - VOTING MEMBERS (4)	Alternates	Members at Large Members who able to participate in discussions and working groups, however, they are not eligible to vote	COMMUNITY GROUP MEMBERS – VOTING MEMBERS (7)	Non-Voting Members
<ul style="list-style-type: none"> Ayan Yusuf Karshe (co-chair) Nasrin Mirbagheri-Javanfar Bronwyn Funicello Deepika Grover (co-chair) 	<ul style="list-style-type: none"> (no designated alternate for Ayan) Seema Lamba Elizabeth Sweeney Carrie-Lynn Barkley 	<ul style="list-style-type: none"> Bob Dawson Edil Adan Ahmed June Girvan Yazhuo Zhang Breanna Pizzuto Megan Wills Said Mohammed Elaine Hayles 	<ul style="list-style-type: none"> Chandonette Johnson-Arowolo Jaku Konbit Maria Teresa Garcia Ottawa Community Immigrant Services Organization (OCISO) Kahmaria Pingue Parents 4 Diversity Ryan Doucette Young Leaders Advisory Council Larissa Silver Youth Services Bureau 	<p>Trustees:</p> <ul style="list-style-type: none"> Rob Campbell Justine Bell <p>Student Senate Representative Rotating student assignment</p> <p>Indigenous, Human Rights and Equity Division</p> <ul style="list-style-type: none"> Dorothy Baker, Superintendent of Instruction Jacqueline Lawrence, Diversity & Equity Coordinator Sue Rice, Instructional Coach <p>Federation representative(s):</p> <ul style="list-style-type: none"> David Wildman – Ottawa Carleton Elementary Occasional Teacher's Association (OCEOTA) <p>Post Secondary Representatives Professor Awad Ibrahim University of Ottawa</p>
			<p>(Membership on hold due to pandemic pressures):</p> <ul style="list-style-type: none"> Nicole Parsons Tungasuvvingat Inuit 	<p>Committee Representatives Sue Cowin, SEAC Inini McHugh, IEAC</p> <p>Board Services Team Leigh Fenton, Committee Coordinator</p> <p>Staff in attendance: Ken Mak Jeannine Bradley Rana Kais Laura Sosnow David Sutton</p>



ADVISORY COMMITTEE ON EQUITY REPORT

November 26, 2020

6:00 pm

Zoom Meeting

Voting Members:	Ayan Yusuf Karshe, Nasrin Mirbagheri-Javanfar, Seema Lamba, Bronwyn Funciello, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Elizabeth Sweeney, Chandonette Johnson-Arowolo (Jaku Konbit), Maria Teresa Garcia (Ottawa Community Immigrant Services), Ryan Doucette (Young Leaders Advisory Council), Kahmaria Pingue (Parents 4 Diversity), Larissa Silver (Youth Services Bureau)
Non-Voting Members:	Rob Campbell (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), June Girvan, Yazhou Zhang, Ruth Sword, Megan Willis, Said Mohammed, Sonia Nadon-Campbell (Special Education Advisory Committee, Alternate), Inini McHugh (Indigenous Education Advisory Committee), David Wildman (Ottawa Carleton Elementary Occasional Teachers Association)
Staff and Guests:	Justine Bell (Trustee), Donna Blackburn (Trustee), Dorothy Baker (Superintendent of Instruction), Mary-Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Melissa Collins (System Principal, Equity), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Nicole Guthrie (Manager, Board Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Sue Rice (Equity Instructional Coach), Sharon Martinson (OCDSB Educator), Maxine Awedalla (Delegate), Kyrstin Dumont (Co-Chair National BIPOC LGBTQ2 Youth Mental Health Convention), Leigh Fenton (Board Coordinator)

1. Welcome

Acting Chair Deepika Grover called the meeting to order at 6:06 p.m. She acknowledged that the meeting was taking place on unceded Algonquin Territory. She expressed gratitude to the Algonquin people for the privilege to live and work on their land.

2. Approval of the Agenda

Moved by Nasrin Mirbagheri-Javanfar,

THAT the agenda be approved.

Carried

3. Community Voice (Delegations)

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

Ms. Adwella, the Executive Director of National Collaboration for Youth Mental Health (NCYMH), introduced Ms. Kyrstin Dumont, the co-chair of the “National BIPOC LGBTQ2 Youth Mental Health Convention”, who will launch the virtual convention on 3 March 2021. Ms. Adwella encouraged OCDSB students and staff to attend the conference. Ms. Adwella’s delegation highlighted content for potential five-year workshops and training programs against racism and systematic discrimination, available to communities, corporations and educators through NCYMH.

4. Presentations

4.1 The Development of a Human Rights Policy (C. Tanner)

Human Rights and Equity Advisor Tanner reviewed a presentation on the development of a foundational human rights policy for the District. She noted that there are existing policies and procedures that address some aspects of human rights, such as anti-discrimination and harassment and some types of accommodation, however there are opportunities to strengthen the promotion and protection of human rights by developing a policy that will have primacy over other policies that will include recognition of fundamental human rights principles, define a human rights complaints mechanism, and define a process for accommodation requests. Her aim is to work in a collaborative way with students, parents and caregivers, employees, and community stakeholders to develop a transparent and accountable human rights policy and complaint procedure that serves the District’s stakeholders.

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

- Consultation may include virtual focus group meetings, written submissions, a public forum and an anonymous ThoughtExchange survey to create safe spaces to engage in conversation;
- Incorporate the human rights policy into the curriculum and define the language associated with the policy, for example, the words “equity”, “poverty” and “discrimination” are terms which merit definition;

- Consult with educator networks and community stakeholders in an open forum style, encouraging representatives from each organization to join the discussion. A group meeting format may provide additional feedback rather than meetings with individual groups;
- Ensure that mental health organizations are a part of the consultation groups;
- Visit community centres to listen to input from new Canadians;
- Consider developing a conceptual scope question to measure whether the intended policy would eliminate possible exclusion, lack of opportunity or imbalances in the right to education;
- Engage directly with students with complex disabilities. Seek feedback from students and families who are not members of organizations or affiliates and who may not otherwise be heard;
- Refer to the Ontario Human Rights Commission's recommendations on balancing competing rights for the express purpose of drafting policies and procedures; and
- Consult with the Aboriginal Coalition of Ottawa which represents all Indigenous organizations in the city. Each agency within the coalition could be approached for feedback.

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

Your committee had before it Report 20-085, presenting the annual report on student suspensions in 2019-2020.

Manager Orcheski reported that suspension data is reviewed annually. The Safe Schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, and ensuring bullying prevention initiatives are in place. The Safe Schools framework governs reporting requirements. The Anti-Racism Act and accompanying data standards governs the collection, analysis and reporting of identity based data, including the requirement to calculate disproportionality and, or, disparity indices.

Manager Orcheski noted that suspension information has been consistent over the past several years. For 2019-2020, the overall student suspension rate was 2.2%, measured from September 2019 to March 2020, at which time the province mandated the closure of schools due to COVID-19. Approximately 10% of suspensions were mandatory in nature and approximately two thirds of suspensions were single-day suspension. She highlighted that in all cases the disproportionality and disparity rates are higher for Indigenous students and students with special needs. Ongoing efforts are being made to create safe

spaces that promote student engagement, safety and a greater sense of belonging.

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

- Some school teams are trained to understand restorative justice approaches. Superintendent Farrish noted that in discretionary suspensions, progressive discipline is utilized to care, correct and support the student. Embarking upon a restorative justice practice requires knowledge of Indigenous circles of support and accountability;
- There is a need to be sensitive towards the complexity of self-identification for a racialized person. The way a student identifies is not necessarily the same way they are viewed by staff;
- It was suggested that a record of the number of sharing and healing circles that transpired with Indigenous students, prior to suspension, be included in future reports;
- A concern was expressed regarding the parallel increase in intermediate school suspensions alongside the typical increase in mental health challenges for students in grades seven and eight. As some of the suspensions may be based on mental health challenges, these students may benefit from mental health interventions rather than being suspended;
- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature. System Principal Anderson noted that there are six broad categories of conduct outlined in subsection 306(1) of the Education Act where a principal shall consider suspension: a threat to inflict bodily harm to another person, possessing alcohol, cannabis or illegal drugs, being under the influence of alcohol or cannabis, swearing at a teacher or a person of authority, committing an act of vandalism that causes extensive damage to school property, and bullying, including cyber-bullying. He highlighted that the main reason for discretionary suspension was to uphold the safety of students and staff;
- The 10% of mandatory suspensions issued to students in 2019-2020, were related to possession or use of a weapon, committing assault requiring treatment by a medical practitioner, trafficking weapons, sexual assault, committing robbery, or supplying a minor with alcohol or cannabis, an unacceptable bullying risk to the safety of another person or any activity listed in subsection 306 (1) that was motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, or gender expression;

- Principals are required to use their discretion to consider the context of the behaviour, the circumstances of the individual student, potential biases, and whether the student will learn from the consequence;
- Concerns were expressed that students with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders, who regularly demonstrate severe tantrums and aggressive behaviours when irritable, are being suspended for these behaviours;
- Manager Orcheski explained that the Research, Evaluation and Analytics Division (READ) conducted the analysis of the data, and have benefitted from ongoing discussions with other research personnel from across the provinces undertaking the same type of analysis. A Technical Advisory Group (TAG) was assembled from the community, composed of people who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. TAG met on 6 November 2020 to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, and streaming);
- The suspension data has not been disaggregated by school site; and
- Additional reports will be generated from the data, such as credit accumulation, achievement streaming and sense of belonging.

Committee members agreed that suspension data be kept on the agenda as a standing item.

5. Matters for Action

5.1 ACE Committee Appointments

Superintendent Baker and Equity and Diversity Coordinator Lawrence explained the process for appointing members to the various positions.

a. Chair

Ms. Ayan Karshe nominated herself for the position of Chair.

The committee supported that notion that an ACE member may wish to stand as Co-chair. This collaborative seat could replace the requirement for an election of a Vice Chair.

Ms. Deepika Grover nominated herself for the position of Co-chair.

Ms. Karshe and Ms. Grover were declared the Co-chairs of ACE by consensus.

5.2 Community Involvement on Board Standing Committees

a. Committee of the Whole

Delegate Ms. Awedalla nominated herself for the position of Committee of the Whole representative for ACE. It was noted that committee representatives must be current members of ACE. A District-wide membership drive was initiated in the fall of 2019 and the orientation of new members was held on 27 August 2020. Ms. Awedalla requested that she be contacted following the meeting with information on ACE membership.

Ms. Nicki Dunlop nominated herself for the position of Committee of the Whole representative, by proxy, with the caveat that she would withdraw her nomination should a person of colour wish to hold the position independently.

Ms. Seema Lamba nominated herself for the position of Committee of the Whole representative.

With Ms. Lamba's consent, the committee was in support of electing Ms. Lamba for the position of Committee of the Whole representative and Ms. Dunlop as the alternate representative.

b. Committee of the Whole – Budget

Ms. Bronwyn Funiciello nominated herself for the position of Committee of the Whole, Budget representative.

Ms. Funiciello was declared Committee of the Whole, Budget representative by acclamation.

5.3 Ad Hoc Committee Appointments

a. The Advisory Committee on Extended Day and Childcare Programs

Ms. Nasrin Mirbagheri-Javanfar nominated herself for the position of The Advisory Committee on Extended Day and Childcare Programs representative.

Ms. Mirbagheri-Javanfar was declared The Advisory Committee on Extended Day and Childcare Programs representative by acclamation.

Equity and Diversity Coordinator Lawrence encouraged the members to consider striking a membership subcommittee. The item will appear on the 28 January 2021 meeting agenda for further discussion.

6. Reports

6.1 Superintendent's Report

Superintendent Baker announced that the *Valuing Staff Voices: Equity and Engagement Survey* will be undertaken in March 2021, led by a third party facilitator. The survey will be divided into two sections providing two different sets of data on identity within the organization, in addition to employee engagement

questions. Needs assessment sessions with staff occurred in October 2020, providing employees with the opportunity to have conversations about the topic of identity and engagement. Due to the level of interest in the sessions, an additional session has been scheduled for 1 December 2020. As part of the pre-survey work, a draft survey instrument was used in consultation with union executives and the leaders of employee affinity groups such as the Indigenous employee resource group, employees with learning disabilities, Black Educators Network, Rainbow Educators Network, Muslim Educators Network (MENO), and representatives from the Ontario Principals Council (OPC). Findings from the pre-survey discussions and the results from the upcoming survey will be used to develop a comprehensive action plan with focused responses on a system, department and school level.

Trustee Bell requested clarification on whether ACE can make a recommendation to the Board of Trustees to add an Indigenous voting member to ACE prior to the District's proposed advisory committee review. Trustee Ellis suggested that item be added to a future agenda for discussion. Ms. Hayles suggested that the topic be broadened to discuss the appointment of an Indigenous trustee to the Board of Trustees.

6.2 ACE Report, 29 October 2020

This item was deferred to the 28 January 2021 ACE meeting.

7. Standing Items

7.1 Update on District Review on Police Involvement in Schools

Human Rights and Equity Advisor Tanner provided a brief update on the District Review of Police Involvement in Schools:

- A call for proposals by facilitators was sent by invitation, with a closing date of 30 November 2020;
- Facilitators will be selected to support the process by mid-December 2020;
- Ayan Karshe, Kahmaria Pingue and Elizabeth Sweeney volunteered to sit as the ACE representative on the steering group for the Police Involvement in Schools;
- Two representatives from the Indigenous Education Advisory Council (IEAC) and one from the Special Education Advisory Committee (SEAC) are a part of the steering group;
- The inaugural meeting of the steering group will occur on 16 December 2020. Steering group exercises are to include a literature review and determining questions for the review participants; and

- Consultation and engagement with review participants is planned for January 2021.

Human Rights and Equity Advisor Tanner noted that many of the points raised in the ACE meeting of 29 October 2020, such as compulsory training for school resource officers, community safety services, and the engagement of police in schools, will be addressed in the literature review. She confirmed that the ACE representatives on the steering group will provide the update to this standing item on the ACE agenda going forward.

On the subject of inviting a police officer to present to ACE, as was suggested in the ACE meeting of 29 October 2020, Ms. Sweeney commented that this invitation was the suggestion of one member and would require further discussion to achieve consensus from the committee.

8. Information

There was no new information presented.

9. New Business or Event Announcements

Superintendent Baker recognized Elaine Hayles for her contribution as the Interim Chair of ACE for many years. Her dedication to ACE has been exemplary and her advocacy within the community, commendable. Her voice has been a true sense of change not only for the committee's work but for the work of the District.

10. Adjournment

The meeting adjourned the meeting at 8:38 pm.

Deepika Grover, Acting Chair, Advisory Committee on Equity

2021-2022 Advisory Committee on Equity Meeting Schedule

<u>Date</u>	<u>Location</u>	<u>Time</u>
Thursday, September 23, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, October 28, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, November 25, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, January 27, 2022	TBD	6 - 8:30 pm
Thursday, March 24, 2022	TBD	6 - 8:30 pm
Thursday, May 26, 2022	TBD	6 - 8:30 pm

ANNUAL REPORT
**ALTERNATIVE
SCHOOLS ADVISORY
COMMITTEE**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Ananda Kelly (Parent Member), Dennis Murphy (Parent Member), Shannon Smith (Superintendent of Instruction), Emily Addison (Parent Member), Carolyn Webb (Parent Member), Christine Boothby (Trustee), Sam Kazak (Parent Member), Gil F.G. Miranda (Parent Member), Maxime Champagne (Parent Member), Alastair Mullin (Parent Member)

Committee Chair

Ananda Kelly (Parent Member, Co-chair), Dennis Murphy (Parent Member, Co-chair)

Activities and Achievements 2020-2021

- In August, the Alternative Schools Advisory Committee (ASAC) advocated for the inclusion of the Alternative Program as an option in OCV. Initially, virtual school did not include an Alternative Program pathway, but ASAC's advocacy highlighted how the alternative tenet of multi-age groupings would enable enough students in an Alternative Program class to justify the program virtually.
- In November, ASAC gave a presentation and facilitated discussion of the seven tenets of the Alternative Program to school board trustees, school staff and parents. The presentation and discussion were done as a way to promote the benefits of the Alternative Program, especially to those not familiar with the program's core values, the seven tenets. It was also a means to hear examples of how each of the tenets are exemplified in OCDSB's different alternative schools.
- In March, ASAC solicited feedback from school staff and parent councils at OCDSB's six Alternative Program schools - Lady Evelyn Alternative, Churchill Alternative, Regina Alternative, Riverview Alternative, Summit Alternative and OCV Central-West. The feedback was gathered by means of a community conversation whereby seven questions were posed about the merits of the Alternative Program, what sets it apart from other programs and what can be done to promote and strengthen the program going forward. The seven questions asked were.
 1. Why is it important to have an alternative option in the OCDSB?
 2. What do alternative schools (the program) offer that other schools do not?
 3. What outcomes do you want for your child/children/students coming out of the Alternative Program?
 4. What makes a thriving alternative school?
 5. In your wildest dreams, what would an alternative model/school/classroom look like?
 6. What are the current impediments to alternative schools/teachers that the OCDSB could help remove?
 7. What support could the OCDSB offer to encourage thriving alternative schools?

Participation from both staff and parent councils was highly successful, with close to four hundred separate comments contributed in the community conversation.

In May, ASAC provided a slide presentation, summarizing the community conversation with school staff and parent council. All alternative school principals were in attendance for this presentation and each contributed their experience and perspective to the conversation. Also in attendance were Camille Williams-Taylor, OCDSB Director of Education; Shannon Smith, Superintendent of Instruction; Christine Boothby, School Board Trustee; and numerous parents. Presenters shared how the community feedback gathered aligns with the objectives, goals, and exit outcomes of the OCDSB's 2019-2023 Strategic Plan. Included in the findings were a number of actions that could be pursued to further strengthen the program. Please see the attached slide deck for highlights from OCDSB school councils and staff's community conversation about the Alternative Program.

Plans for the 2021-2022 School Year

ASAC expects that its work will be varied in 2021-2022. Much of the focus will be on taking what we learned from the community conversation this past spring and working to implement and support the OCDSB in implementing some of the recommendations that came forward from the community. These recommendations include:

- Actions to better promote the Alternative program.
- Improving communication among Alternative school communities.
- Increasing understanding of the Alternative tenets with staff and families who attend Alternative schools.
- Removing some of the specific impediments that teachers face in delivering the Alternative Program.
- Providing ongoing professional development specific to the Alternative model.

While we have seen a marked improvement in ASAC membership, it would be wonderful to have more participation. We have discussed how we would like to engage school staff more with ASAC as their voice is extremely valuable in terms of shaping the Alternative Program and school cultures. We also anticipate facilitating conversations across schools as we resume having each Alternative school 'host' one ASAC meeting per year. Even if the meetings are online, it will be an opportunity to feature the work of each Alternative school through virtual means.

Proposed 2021-2022 Meeting Schedule

- 25 October 2021
- 29 November 2021
- 24 January 2022
- 14 February 2022
- 25 April 2022
- 30 May 2022

Attachments/Links

[Slide deck](#) - Highlights from community conversations with OCDSB school councils and staff on the Alternative Program

OCDSB Alternative Schools Advisory Committee

Highlights from school council and staff input on the Alternative program

ASAC meeting - 31 May 2021



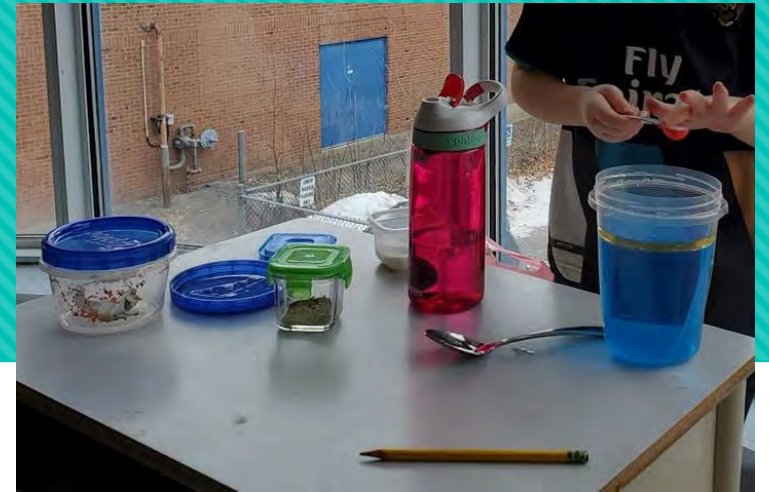
About the input that we collected:

- To inform ASAC's future work, we developed seven questions to ask our community through conversations at the school level. The questions were developed with input from the superintendent and trustee for the Alternative program.
- Alternative school staff and school councils were approached for input. Information was collected at the school level and then shared back with ASAC.
- We heard back from five school councils and staff from five schools. Future input with even more voices could be helpful.
- These slides highlight some of the key findings as identified by Emily Addison & Carolyn Webb - tasked to analyze what was shared by schools.
- Much of what we heard aligns with the objectives, goals, and exit outcomes of the OCDSB's 2019-2023 Strategic Plan.



Question 1:

Why is it important to have an Alternative option in the OCDSB?



- **Not all students learn the same way. The Alternative program supports different ways of learning. Teachers work to support individual needs and meet students where they're at.**

"People learn in different ways. The alternative program acknowledges that, and finds ways to meet the needs and strengths of all students (not a cookie cutter approach)" [Lady Evelyn Council]

- **By taking the emphasis off of competition the Alternative program creates the space for self-directed learning and intrinsic motivation, emphasizes doing your best and encourages students to develop a love of learning.**

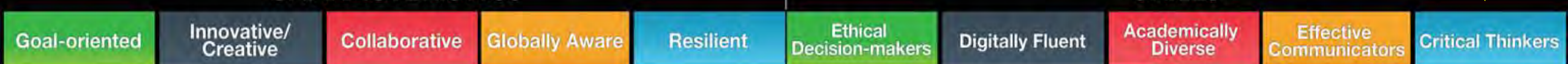
"It reserves a space for a less competitive, more collaborative approaches to learning" [Staff]

- **The Alternative program offers different kinds of learning opportunities: non-competitive; focus on the arts, social justice, environment, outdoor, play-based, critical thinking, student-led learning, and extracurricular activities.**

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS



Question 1:

Importance of Alternative option continued...

- The Alternative program is a good place to try out new approaches to learning.
- The Alternative program gives students lots of opportunities to connect with a mix of age groups and to share peer learning and support.
- The Alternative program's tenets are based on what are now considered best practice. This ensures that what is now considered best practice is the norm in alternative schools. Families can be reassured that their children are a part of a program that has best practice at its core.
- The program offers a diverse, accepting and innovative learning environment.



Question 2: What do Alternative schools (the program) offer that other schools do not?



- **Alternative schools have a child-centred approach to learning. They focus on cooperation and help students develop a love of learning and of doing their personal best. Students are supported to work together, to develop intrinsic motivation, to problem solve, innovate, and to challenge themselves.**

“I believe that the alternative program puts a greater emphasis on social skills, collaborative learning and problem solving.”
[Churchill Council]

“The emphasis on cooperation over competition is often not appreciated in regular programs. Teachers and administrators may say that cooperation is primary, but don’t realize how pervasive a presence inherent competition really is in their programs. Developing a culture of awareness within a school allows the feelings of respect, understanding, empathy, and natural curiosity to flourish... Cooperative learning happens best within a supportive community.” [Staff]



Question 2:

What Alternative schools offer continued...

- **Alternative schools put an emphasis on community, connection, and family involvement. This connection happens both within the school and with the broader community. There is a feeling that the entire school community is working together to support the needs of students.**

“Emphasis on CONNECTION - Students connect with a wide variety of peers with multi-age groupings. Cross-curricular connections with integrated curriculum. Connect their school life with family and broader community.” [Regina Council]

“A high level of collaboration between teachers, parents, and community members in delivering meaningful and authentic learning experiences for students, both at school and in the wider community.” [Staff]



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

Question 2: What Alternative schools offer continued...



- Alternative schools focus on the strengths of each student. They meet students where they're at and support all types of learners.
- The Alternative program offers an inclusive environment. Students develop a strong sense of empathy for each other and differences are accepted and celebrated.
- Students are encouraged to be leaders in their school community. Multi-age groupings allow students to both challenge themselves and mentor others with different strengths and needs.
- The Alternative tenets offer a learning environment that is based on best practices. They attract families and teachers who value these approaches to learning.

Question 3:

What outcomes do you want for your child / children / students coming out of the Alternative program?

- **A love of learning and a sense of intrinsic motivation.**

Innovative/
Creative

"A love of learning - where independent research and exploration is second nature and leads them to open doors and develop new skills without the need of external rewards or an adult telling them when and how to do each step." [Lady Evelyn Council]

"I want my children to come away from grade school with increased curiosity and desire to learn about everything - from themselves to their community to the world around them." [Churchill Council]

"To learn to appreciate the joy of learning and the importance of challenging themselves." [OCV Council]

"To enjoy learning, and be motivated to pursue interests on their own initiative." [Staff]



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

Question 3: Desired outcomes continued...

- **Self-confidence, a sense of value and self-worth and the feeling that they are being heard.**

“Self-confidence, Sense of value and worth.” [Summit Council]

- **A sense of self-awareness.**

“An understanding that there are many pathways to learning and a sense of the ways that work best for them.” [Staff]

- **Collaboration skills.**

“Collaboration, social skills are extremely high on my list and I think are highlighted much more in the alternative model through some of the tenets and their associated practices.” [Churchill Council]

- **Creative thinking skills.**

“We hope students to be innovative, adaptable and creative thinkers.” [Staff]



Question 3: Desired outcomes continued...

- **A sense of being socially responsible, a global and caring citizen.**

“Socially responsible - with an awareness of the experiences of others, and a wish to make choices that benefit others as much as themselves” [Lady Evelyn Council]

- **A sense of empathy.**

“I want our children to appreciate their own and their friends' abilities and strengths and be ready to be friends with all the group instead of ignoring some students” [OCV Council]

- **A sense of being a positive member of a community.**

Globally Aware

Ethical
Decision-makers



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Question 4:

What makes a thriving Alternative school?



- Includes strong understanding of, valuing of, and commitment to the Alternative tenets by the Board leadership, school leadership, staff, parents, and students.

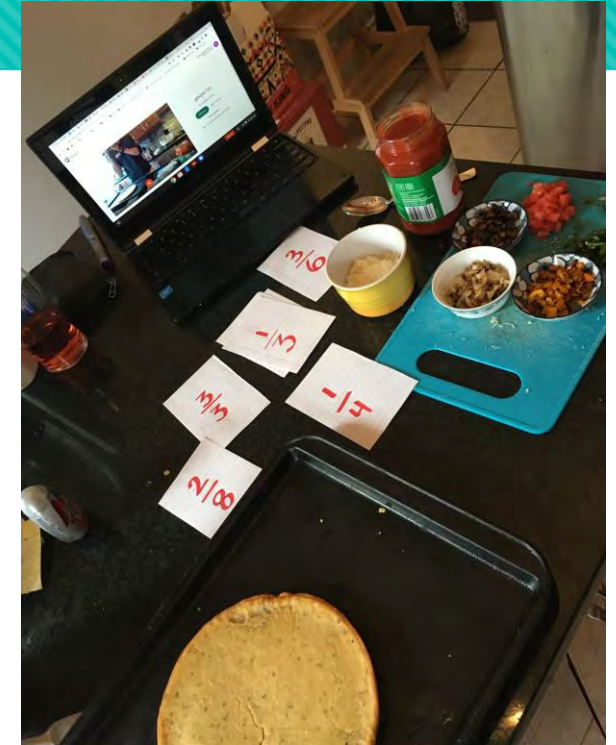
"A thriving alternative school is one where the 7 tenets are embraced as the foundation of everything the school does; from basic school policy to creating learning opportunities for children." [Churchill Council]

- Involves much collaboration and a focus on community.
 - A focused effort on building community and school culture (e.g., school-wide activities focused on community).
 - Strong communication between school staff and parents.
 - Strong parental involvement.
 - Collaboration among staff.
 - Collaboration with the wider community – connections outside of school.
 - Collaboration with and among students (e.g., of different ages/stages of development).

Question 4:

What makes a thriving Alternative school continued...

- Focuses on intrinsic motivation and downplays grades (e.g., not providing grades on report cards unless requested; focus on cooperative games).
- Focuses on innovation in teaching (e.g. teachers are engaged in new teaching methods; encouraging collaboration across alternative schools and beyond to bring in new ideas that align with the alternative model).
- Other comments included:
 - Specific comments relating to the important role of teachers, school leadership, and the Board.
 - Curriculum-related characteristics (e.g., appreciation of and emphasis on the arts, environment/outdoors, social justice, and indigenous knowledge; more flexibility in how the curriculum is taught such as more integration).



Question 5:

In your wildest dreams, what would an Alternative model/school/classroom look like?
(Thinking outside any obstacles.)

Overall, responses reflected the fact that staff and school councils want strong implementation of the alternative tenets (e.g., community engagement; innovation). Both parents and school staff identified opportunities to strengthen that implementation.



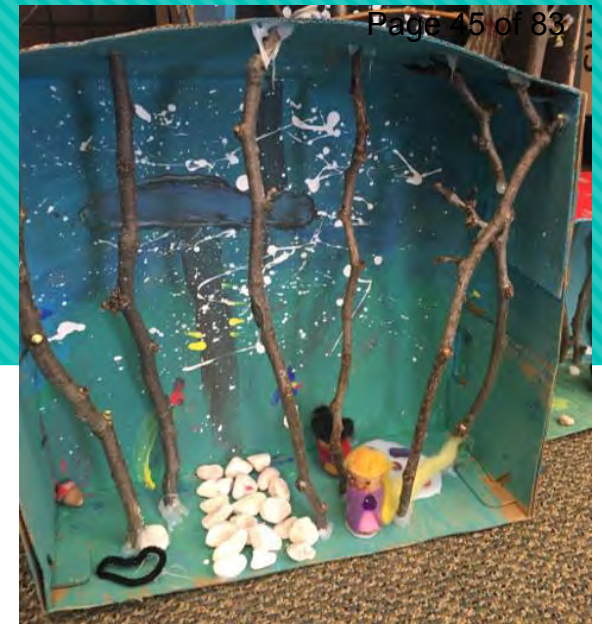
- **The most common response was the wish for more learning outside in nature (e.g., students spending much of their day outside; holding classes in parks; having purposeful outdoor classrooms).**

“For [our school], I envision a Forest school kind of model for learning. I would be at [outdoor location] SEVERAL times a week-if it were made possible (ratio of adults to students is a barrier). Where learning happens outdoors as much as possible. Classrooms that open to the outside.” [Staff]

- **Staff and parents want connections with community partners (i.e., bringing the community into the school and going out into the community).**

“Many members of the community visiting to share their expertise, also students having experiences outside of the school as much as possible (visiting local businesses to see what is involved; volunteering projects; exploring nature). [Regina Council]

Question 5: 'Wildest dreams' continued...



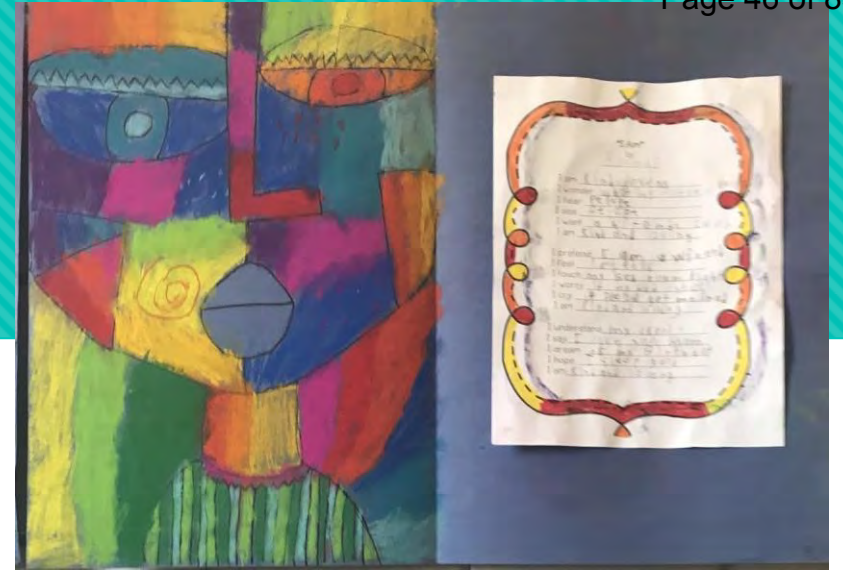
- **Student led learning with teachers in a facilitator role.**

“There would be resources available to allow students to run with ideas-to really embrace student-led learning.” [Staff]

- **Innovative approaches to the curriculum and learning (e.g., less-structured days/schedules that allow for more integration of subjects; more music and art; more freedom to pilot alternative teaching approaches; more experiential and hands-on learning).**

“Have pilot projects going on that can then be spread to other sites across the board when proven to be beneficial to students.” [Staff]

Question 5: 'Wildest dreams' continued...



- **Strong parent engagement.**
- **Different designs to learning spaces. In addition to more class-time outside/outdoor learning spaces, parents and staff wrote about standing desks, no desks, more collaborative workspaces, lots of plants, etc.**
- **More support for students and teachers (e.g., professional learning to support the model; greater involvement of OT and mental health professionals).**
- **Students who are curious, motivated to learn, and engaged.**
- **Even more ideas! More multi-aged groupings, support on the transition to high school, etc.**

Question 6:

What are the current impediments to Alternative schools/teachers that the OCDSB could help remove?

Lack of quality communication and promotion of the Alternative program.

- Virtually no information on the OCDSB website (e.g., no listing of schools & their catchment areas; not clear that all students in the Board are eligible to attend; no description of the value of the program and the benefits of an alternative education).
- Confusion between the elementary Alternative vs secondary Alternate program (e.g., when one searches in Google for 'OCDSB Alternative program', the Alternate program comes up as the first item listed).
- The need for better promotion of Alternative student success in high school and post-secondary education.
- Lack of knowledge among some Board staff resulting in lack of proper promotion of the program (e.g., messaging from other local principals; family reception centre).
- Lack of promotion generally as compared to other Board programs (e.g., French Immersion).
"I would like the board to promote the alternative program to the same extent that they promote the EFI and MFI programs. Many families do not understand what the alt program offers, and the FI message is given so much more loudly and clearly. We lose a lot of our students to FI, at G1 and G4 because of this." [Churchill Council]

The results of poor communication include that parents do not have enough information to make an informed decision as to whether to send their children to an Alternative school or not.

Question 6:

Current impediments continued...

There was the perception that families choose the Alternative program for many different reasons.

- Closest school to home.
- Child is being bullied at another school.
- Parents looking for a strong English program and their local school has a small English program because so many families are selecting FI.
- Students with learning and/or behavioural exceptionalities struggling in another school.

Some comments suggested that *IF* the reasons for attending an Alternative school are different than for the Alternative model (e.g., tenets), there can be various consequences. For instance,

- Lower parent engagement.
- What teachers can offer in terms of program delivery.
- The overall perception of the program by the wider community in that it is for students with exceptionalities and therefore not an appropriate choice for all types of students.

“We receive many students who come to our program with the idea that it is an alternate program. Our tenets describe a profile of a student, yet more often than not, other school staff recommend that students struggling come to [our school] because we are a “special education program”. It would really help if the OCDSB would clarify to their central staff and admin/teaching staff what the alternative program is really about.” [Staff]

“Insufficient human resources to support students with exceptionalities or behavioural needs (who tend to gravitate to our program after not succeeding at other schools). It is almost impossible for the teacher to support these students while also creating and delivering learning opportunities that are more student-directed than in a traditional classroom.” [Staff]

Question 6: Current impediments continued...

Board and provincial impediments such as...

- Rigid rules around timetabling that stifle innovative approaches.
- Limiting of team teaching.
- Strict standards on the reporting of student learning.
"Provincial/board level standards, for example one philosophy is "reduced emphasis on grades", yet we follow standard reporting styles (letter grades on report cards). Also student-directed learning is much more challenging when required to meet curriculum standards." [Regina Council]
- Rules/paperwork around field trips which limit the frequency of trips.



Question 6:

Current impediments continued...



There were a few comments that mentioned the following:

- Lack of the tenets being applied to the EDP programs.
- Challenges related to school administration (e.g., occasional principals that don't support the alternative approach).
- Teachers who don't understand or aren't committed to the model (e.g., some teachers haven't chosen to be at an alternative school and it may not be the best fit).
- Lack of FI options in Alternative schools.
- Lack of parental involvement.
- The lack of evolution in the alternative tenets/program as teaching practices have changed over the years.
- Location of the alternative schools (i.e., all centrally located making it challenging for students at the edges of the Board boundaries).
- Start times for some alternative schools being challenging for families.
- Lack of communication across Alternative schools to share ideas/best practices among staff and school councils.

Question 7:

What support could the OCDSB offer to encourage thriving Alternative schools?

Provide learning opportunities for teachers:

- **Ongoing professional development specific to the Alternative program (e.g., PD days; release time).**
“The alternative schools need release time to meet and ensure our programs align and support each other.” [Staff]
- **Provide an easy way for teachers across all Alternative schools to share ideas.**
“Easy way for staff of the alternative schools to communicate and share ideas (through Google group conference).” [Staff]
- **Share best practices from other jurisdictions and current research in ways that is easy for teachers to incorporate.**
- **Offer training to all teachers who join alternative schools to learn about the tenets and how they can be enacted (e.g., have an experienced alternative teacher as a mentor).**

Question 7: Support continued...



Hire staff who value, and are committed to the Alternative model.

“Hire teachers who have the energy to tailor lessons to the current class, who believe in alternative teaching methods.” [OCV Council]

Better promote the Alternative program and schools.

- **Share stories that feature the amazing things that alternative students are learning and doing.**
- **Improve the OCDSB Alternative web space (e.g., make it easier to find information; include photos and videos).**
- **Have other OCDSB schools offer information about the local Alternative school in their area so that parents who may be interested in the Alternative tenets can learn about the school more easily.**
- **Educate OCDSB staff members about the program so they can better communicate about it.**

“People at board level need to understand what ALTERNATIVE programming is and advertise it accordingly.” [Staff]

Question 7: Support continued...



Other possible supports include:

- **Hire dedicated staff at the Board level to support the program as they have for other programs (e.g., outdoor education).**
- **Develop partnerships with organizations that align with the Alternative program (e.g., Museum of Nature).**
- **Remove some of the rigid rules and bureaucracy that place limits on the program (e.g., field trips; timetabling).**

“It is very challenging to be innovative and creative within a large bureaucracy that applies the same lens to every site. Alternative sites struggle to offer an “alternative” when forced to conform to the status quo on every front.” [Staff]

“Rules and paperwork around field trips have sometimes limited our ability to offer rich and frequent experiential learning. We can work together to find a solution that protects students but allows us to provide rich experiences on a regular basis.” [Staff]

Questions and conversation



Culture of Innovation

Graduation Rate
Annual Certification Rate
EQAO Results
Achievement Gaps
Parent, Student, Staff Experience



Culture of Caring



School climate
Employee engagement
Student engagement
Parent engagement

Culture of Social Responsibility

Social Emotional Skills
Leadership Diversity
Disproportionality indices
Environmental Stewardship



EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

Goal-oriented Innovative/Creative Collaborative Globally Aware Resilient Ethical Decision-makers Digitally Fluent Academically Diverse Effective Communicators Critical Thinkers

ANNUAL REPORT
**ARTS ADVISORY
COMMITTEE**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Arts Advisory Committee Members

1. Carl Bovell - Music Teacher, Instrumental Music Committee Representative
2. Harprit Boiteux - OCDSB Parent
3. Jennifer Boudewyn - Arts coach
4. Ingrid Dabringer - OCDSB Parent
5. Nancy Dean - OCDSB Parent and Chair
6. Susanna Donato - OCDSB Arts coach
7. Wendy Hough - Trustee
8. Meagan Miller - OCDSB Parent Minute Taker
9. Kelly Racicot - National Arts
10. Kristin Riddell - Principal OCDSB
11. Alejandro Salgado - MASC Representative
12. Olivia Simms - OCDSB Student
13. Shannon Smith - OCDSB Superintendent of Instruction

Committee Chair

Nancy Dean - Arts Advisory Committee Chair

Activities and Achievements 2020-2021

Activity	Achievement
Member recruitment	<ul style="list-style-type: none"> Increased engagement through addition of new members
Held 7 regular meetings	<ul style="list-style-type: none"> Discussed arts role during covid Developed a sub-committee to align ACA with OCDSB board document
Hosted guest speakers	<ul style="list-style-type: none"> XL - Cam Jones and Eric Hardie presented achievements Dr. Peter Gamwell revisited crucial role arts play during learning
Aligned ACA with OCDSB Strategic Plan, Human Rights Road Map and other documents	<ul style="list-style-type: none"> Created comparative document to assess ACA's role in supporting OCDSB strategic plan and Equity and human rights Road map Made recommendations based on comparative study of 4 key OCDSB documents
Developed recommendations report	<p>Proposed recommendations to the Board</p> <ul style="list-style-type: none"> Arts is an essential tool for a successful return to school and to the recovery from the pandemic. OCDSB needs to effectively support the Arts and place as a top priority. ACA be involved and assist in the development of the accountability structures for equity and well-being. Support the upscaling of implementation of Arts scope and sequence in Elementary. To ensure OCDSB's Strategic goal of promoting collaborative environments which foster innovation and creativity by hiring teachers with arts training and backgrounds. These types of experiences within teachers build capacity that is essential to student success.

- | | |
|--|--|
| | <ul style="list-style-type: none"> Arts is a language for student VOICE and when prioritized is the every realization of our Strategic Plan and of the Equity and Human Rights roadmap. |
|--|--|

Plans for the 2021-2022 School Year

2021-2022

- Acknowledge and shed light on how ARTS can help schools recover, and it's importance to mental health and well-being.
- Align with Roadmap and engage in a formal membership recruitment to ensure diverse representation
- Formalize Advisory Committee status in support of amplifying student voices for well-being and equity
- Secure accountability in the Arts by developing and conducting survey on arts capacities to amplify student voices within the schools
- Build website in support of Arts Amplify Voices
- Distribute September ART-up! Guide and Arts Scope and Sequence to support the arts as an amplification tool for student voices
- Build partnerships with Community and other OCDB departments to be determined

2022-2023

- Recognition of arts as essential tool for 21st century competencies by OCDSB
- Evaluation of results from arts capacity survey
- Develop accountability framework to quantify representation of the arts, representation of minoritized voices, and the promotion of student well-being through the arts in OCDSB
- Development of programming and support strategy for students by Arts Coaches based on the findings of arts capacity in the schools
- Connect community leaders and industry leaders to build community-based equity strategy by and through the arts for 21st century competencies

2023-2024

- Allocate sufficient time and resources for the arts to be used as an essential tool for well-being, equity, and 21st century competencies
- Implementation of new Programming in support of Arts Amplify Voices by the Arts Coaches
- Establish pilot project to measure amplification of voice and fostering of engagement and connectedness through the arts
- Build partnerships with community leaders and industry to amplify minoritized voices through the arts

Proposed 2021-2022 Meeting Schedule

18 October 2021
8 November 2021
10 January 2022
7 February 2022
11 April 2022
9 May 2022

Attachments/Links

1. October Meeting Notes:

<https://docs.google.com/document/d/1FVJhoBLVuD2wPPRzXKfUHdReov1iWmAcSFxvD7o7Dg/edit?usp=sharing> As all other voting members were in their first year in the committee, Nancy Dean acclaimed Chair. Meagan Miller agreed to provide notes.

2. Membership Campaign: With recognition that all who want to be involved in supporting the arts, there was no formal membership campaign with applications or nominations committee. All who wanted to be informed and involved were given the chance to do so. Member recruitment involved the following:
- Presentations at OCASC
 - Invitation to University Of Ottawa Education students via Michael Willson
 - Invitation to past community representatives

The Policy requirements for membership were unknown to Chair until recently and therefore are now included in the plans for 2021-2022 year.

ANNUAL REPORT
**ADVISORY
COMMITTEE FOR
EXTENDED DAY
AND CHILDCARE
PROGRAMS**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Lucas Malinowski (Parent Member), Laura Kelly (Parent Member), Terry Warner (Special Education Advisory Committee), Melanie Aqiqi (Parent Member), Kass Inglis (YMCA), Tanya Burger, Tammy Piche (OSSTF), Prince Duah (Superintendent of Instruction), Julie Cyr (Manager of Early Learning), Susan Baker Staff and Guests: Chris Ellis (Trustee), Blake Doucett (Ottawa-Carleton Assembly of School Councils), Nasrin Javanfar (Advisory Committee on Equity), Myriam Pepin (Children's Village), Orllie Gogolin (REKSAP Centres for Early Learning).

Committee Chair

Lucas Malinowski (Parent Member), Chair

Activities and Achievements 2020-2021

- The Committee provided ongoing advice to the Board on the management, delivery and implementation of the Extended Day Child Care programs during a time of great disruption and uncertainty;
- Responding to longstanding membership challenges, the Committee undertook a successful recruitment effort to bring in new parent members, as well secure representation engagement from other Advisory Committees at our meetings
- Advised the Board on changes to the fee structure in response to significantly reduced enrolment as a result of COVID and school closures
- Supported the Board on its development and launch of a new EDP Parent Handbook
- Advised the Board on the successful rollout of its new 'Digibot' online registration platform
- Supported the Board on its development of updated Vision and Mission statements for the Early Learning Department

Plans for the 2021-2022 School Year

Reflecting the significant disruption created by COVID-19 over the past year, the Committee expects much of its work over 2021-22 to focus on working with the Board on supporting sustainable Extended Day and Infant, Toddler and Preschool programs. Expected challenges include staff retention, significantly diminished enrolment and increased health and safety measures. Opportunities to explore are the OCDSB policies in regards to the Extended Day Program, the potential establishment of a Canada-Wide Early Learning and Child Care System, strategies to increase parent confidence post Covid-19 and to solidify our partnerships with our third party partners.

While we have seen a marked improvement in Committee membership, it is still precarious and at times struggles to achieve quorum. The Committee will continue efforts to recruit new members and form a solid foundation of engagement to support its activities in the future. Explore the current membership requirements in order to facilitate achieving quorum.

Proposed 2021-2022 Meeting Schedule

- September 2021
- 11 November 2021
- 27 January 2022
- 30 March 2022
- 25 May 2022

Attachments

27 January 2021 Minutes - Confirmation of the appointment of the Chair



Advisory Committee for Extended Day and Child Care Programs Report

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

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

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

1. Call to Order

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

2. Welcome

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

3. Approval of the Agenda

Moved by Blake Doucett, seconded by Tanya Burger,

THAT the agenda be approved.

Carried

4. Review of Committee Report

4.1 Report, 3 December 2020

Moved by Blake Doucett, seconded by Tanya Burger,

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

Carried

5. Update from Prince Duah, Superintendent of Instruction

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

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

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

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

6.1 Closure

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

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

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

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

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

6.2 Third Party Partner Emergency Child Care

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

During discussion, the following points were noted:

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

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

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

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

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

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

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

8. New Business

There was no new business.

9. Adjournment

Moved by Melanie Aqiqi, seconded by Blake Doucett,

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

Carried

The next meeting will take place in March 2021.

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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



ANNUAL REPORT **INDIGENOUS EDUCATION ADVISORY COUNCIL**



Activities and Achievements of IEAC in the 2020-2021 School Year

Notable Events

- The Elders, who support the IEAC meetings, co-wrote the Algonquin meeting protocols (April 2020)
- Review of the milestones within the Indigenous, Equity and Human Rights Roadmap (September 2020)
- Financial presentation about the increased funding directed at Indigenous learning and the funds specific to Indigenous students and mental health (December 2020)
- A motion came forth in the IEAC meeting of 21 January 2021 that the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee. This letter was written by Board Chair Lynn Scott on 21 April 2021 and sent to the Minister of Education.

Appointments

- The appointment of IEAC representatives to sit at the Committee of the Whole and Committee of the Whole, Budget meetings (April 2021)
- The appointment of an Indigenous representative from the Special Education Advisory Committee (SEAC), SEAC Chair Sonia Nadon-Campbell, to observe IEAC and share news with SEAC (September 2020)
- The appointment of an IEAC representative to sit on the Steering Committee for a Review of Police Involvement in Schools (November 2020)

Consultations

- Review of Police Involvement in Schools (October 2020)
- Development of a Human Rights Policy (December 2020)
- Equitable Recruitment and Hiring Policy (January 2021)
- Code of Conduct Policy (May 2021)
- Safe Schools Policy - Emergency Preparedness and Response (May 2021)
- Safe Schools Policy - Managing Student Behaviour (May 2021)

Review of Indigenous Data

Council discussions focused on two reports stemming from the Identify-Based Data Collection - *Valuing Voices Survey*:

1. Annual Report on Student Suspensions (2019-2020) (December 2020)
2. Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (April 2021)

ANNUAL REPORT **PARENT INVOLVEMENT COMMITTEE**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Abdulnaser Atef
 Annette Dillon
 Diana Mills
 Jacquie Samuels
 Jaime Morse
 Jennifer Hood
 Malaka Hendela (OCASC Representative)
 Martyn Reid (OCASC Representative)
 Seyi Okuribido-Malcolm

Committee Chair and Vice Chair

Chair - Martyn Reid
 Vice Chair - Diana Mills

Activities and Achievements 2020-2021

OCDSB Policies and Procedures

- The school council election procedure [PR.509.SCO School Council Elections, Constitution and By-laws](#) has been amended based on the PIC recommendation at its 21 September 2020 meeting. The amendment allowed parents whose children are attending a virtual school to continue participating on the school council of the school their child would attend in person, subject to certain conditions. The amendments also support online activities for school councils.
- Consultations on Human Rights Policy.

Committee Operations

- The Committee established its Membership Sub-committee to fill vacancies as a result of the expiry of a number of terms of office on 30 November 2019. The PIC membership renewal campaign resulted in the appointment of 5 new parent-members and 2 parent-members to the PIC waiting list, which was used to fill a vacancy that arose towards the end of the school year.
- The Committee updated its PIC By-Laws and Standing Rules on 13 January 2021 where it allowed parent members with a one-year term to run for chair where their term of office could be extended to a two-year term.
- A new communications plan for the Committee to be aligned with the District's.

Parents Reaching Out (PRO) Grants

The Parent Involvement Committee worked collaboratively with District staff throughout the brainstorming and planning for the allocation of Parent Reaching Out (PRO) 2020-2021 grants. The Committee advised the District with a number of barriers to parent engagement in this initiative, among which are the reporting requirements associated with PRO projects. The District, in response, adopted the School Council Speaker Nights where central staff contracted a number of speakers who were available to the school council to choose from. The PIC approved this model where parents were given control over their Speaker Nights with minimal reporting requirements. Staff took the lead on amalgamating the data

reported to the Ministry. Approximately 2000 parents participated in the School Council that were hosted by over 80 schools councils in the District.

The committee believes that the 2022/23 school year will be similar to this year's PRO grant activity due to the current health restrictions in place. The committee is looking to be more pro active and will plan for the 2023/22 year with a more holistic approach to this grant and wider parent involvement activities.

Additional Activities

- Presentation by the Medical Officer of Health, Dr. Vera Etches, providing updates on COVID19 in Ottawa and its effects on our schools.
- Presentation on destreaming math for Gr 9 students.
- Discussion on Secondary Extracurricular Activities
- Presentation on Barriers to Engagement
- Approval of the PIC Work Plan
- Presentation on school council financial reporting

Chair comment: For some time the committee has lacked focus on what it wishes to be and on how the meetings would work. There are many excellent examples across the Province of committees who work closely with Trustees and Boards to ensure the parents' voice is heard. Our aim is to make sure here in Ottawa the parents can engage and involve themselves with their children's education to the fullest extent possible. This is especially true as we discover what the future will look like as we move out of the initial phase of the pandemic and have to return to some form of normal.

Plans for the 2021-2022 School Year

The work plan is intended to provide a medium term view of activities and covers two years. It does not mean emerging items can not be presented to the committee but the aim is to have structure to activity to ensure effort is not wasted.

The approved 2021-2022 PIC Work Plan follows.

Proposed 2021-2022 Meeting Schedule

- Wednesday, September 22, 2021
- Wednesday, October 13, 2021
- Wednesday, November 17, 2021
- Wednesday, January 12, 2022
- Wednesday, April 13, 2022
- Wednesday, May 11, 2021

Attachments/Links

[18 November 2020 minutes](#) (PIC membership confirmation)

[13 January 2021 minutes](#) (Election of chair and vice chair)

Parents Reaching Out (PRO) 2020-2021 budget:

The Ministry of Education has allocated \$39,986 in 2020-2021 Parents Reaching Out (PRO) grant funding to the OCDSB. This budget was originally planned to cover the fees of speakers who were either contracted by the District or some school councils. As the uptake of the school council choice of a Speaker Night was below anticipated, the unexpended funds were used to cover simultaneous interpretation and translation fees as requested by Ridgemont School Council for their Speaker Night.

Parent Involvement 2020-2021 budget (PINV):

The Parent Involvement Committee (PIC) annually receives \$90,000 as parent involvement budget. During the 2020-2021 budget process, the Board allocated an extra \$60,000 to support the work of PIC to ensure it meets its obligation of communicating with school councils and undertaking activities to help parents of pupils of the board support their children's learning at home and school. Of a total of \$150,000, \$500 goes out to each school for spending on parent engagement. The remaining balance of this budget is used to cover any costs associated with parent engagement, such as the District's Speaker Series.

OCDSB Parent Involvement Committee Work Plan

Supporting parent engagement in District processes and structures	Overcoming barriers to parent involvement	Enhancing the role and functioning of the committee	Advising the District on key initiatives
Removal of G9 Math streaming 2021/22 and future for changes in other streaming			
What does removal of G9 streaming 2021/22 and future “de-streaming” mean for parents.	Communicating changes and how to meet Min Edu intent.	First occasion for PIC to be collaborative with District and have tangible output	Advising the District on how to communicate changes in streaming to parents
PIC and communications with the parent community			
Helping parents have a voice with the District. <ul style="list-style-type: none"> • School Councils • Communities of Interest • Individuals How can PIC help	Reaching out to all parents <ul style="list-style-type: none"> • Marginalised groups • Giving parents a voice who might not know how to or not confident to do so. 	Develop PIC comms plan	Ensure PIC comms plan complimentary to District plans
Helping parents be part of their children’s education			
Introducing parents to the education system. Supporting parent involvement	How to reach out to non-traditional parental groups/clusters to inform and engage	Using comms plan for engagement	
What does the future look like as COVID pandemic response develops			
Virtual schools – parent’s thoughts on new school year (21/22). How to support parents moving from Virtual to In Person or if Virtual remains.	What does this look like going forward		Provide parents voice to help District plan for 2022/23.

OCDSB Parent Involvement Committee Work Plan

Funding / resource support for parental engagement			
Reviewing new/revised Parental Engagement resources	Report on how technology can support parents' engagement	Audit / oversight of Parental Engagement spending	How can PIC support / advise on resource allocation by District
Standing items and District driven requests			
Pro Grant for 2022-2023. <ul style="list-style-type: none"> • What does it look like? Feedback on current use. • How can the Pro Grant support? • Pro Grant distribution – looking ahead to next school year. 			
		Nominations and planning for Volunteer Appreciation and Community Recognition Awards	
			Human Right policy feedback
		New committee members and Chair elections	
		PIC member learning and training	

2020-21 Parents Reaching Out (PRO) Grant Final Report - PART B: Project Expenses

Expenses should be the cumulative total of all PRO Grant projects. For a reminder of ineligible expenses, please refer to PART A.

PRO GRANT SUMMARY	
District School Board / School Authority	
Total funding amount allocated	\$ 39,986.00
Total funding amount spent	\$ 39,986.00
Unallocated funds (if applicable)	\$ -
Total number of projects/events funded	

CULMULATIVE EXPENSES	COST (\$)	DESCRIPTION
<i>These costs should reflect the cumulative total of all project expenses</i>		
Interpretation	\$ 1,687.00	Remote Simultaneous Interpretation for
Translation	\$ 4,842.50	Translation into Nepali, and translated
Speaker Fee	\$ 4,237.50	Paul Davis Fee
Speaker Fee	\$ 19,200.00	Scientists in Schools Fee
Speaker Fee	\$ 4,000.00	Parents for Diversity Fee
Speaker Fee	\$ 500.00	Media Smarts Fee
Reimbursement of Speaker Fee for School Councils	\$ 5,519.00	School Councils who opted for hosting their own Speaker Night
ADMINISTRATIVE COSTS (MAX 10% of		
Item (please specify)		
Item (please specify)		
Other (Please Specify)		
Include additional items as needed		
TOTAL COSTS	\$ 39,986.00	

BUDGET REPORT For 100PINV00000 BUDE-INST-PARENT INVOLVEMENT
From 2021-1 To 2021-9

Account #	Description	Status	Precommitments	Commitments	Expenses	Total	Budget	Available	% Spent
100PINV00000	BUDE-INST-PARENT INVOLVEMENT		0.00	0.00	83,198.27	83,198.27	150,000.00	66,801.73	55.47

Expense Details For G/L Account # 100PINV00000

From 2021-1 To 2021-9

Opening Balance: 0.00

Invoices

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-02-FA5-03-08	2020/10/05	100-PIN-V00000	Inv.#: 5914121	IE	P.O.#: 302210018657	NELSON EDUCATION LTD.	1,695.00
2021-02-FA5-03-08	2020/10/05	100-PIN-V00000	Inv.#: 5914121	IE	P.O.#: 302210018657	NELSON EDUCATION LTD.	-162.60
2021-04-FA6-05-27	2020/12/03	100-PIN-V00000	Inv.#: 14511	IE		CHIN RADIO	437.88
2021-04-FA6-05-27	2020/12/03	100-PIN-V00000	Inv.#: 14511	IE		CHIN RADIO	-42.01
2021-05-FA4-01-01	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		A.LORNE CASSIDY SCHOOL COUNCIL	500.00
2021-05-FA4-01-02	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ADRIENNE CLARKSON SCH COUNCIL	500.00
2021-05-FA4-01-03	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ADULT H.S.	500.00
2021-05-FA4-01-04	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		AGINCOURT ROAD SCHOOL COUNCIL	500.00
2021-05-FA4-01-05	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ALTA VISTA PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-06	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ARCH STREET SCH	500.00
2021-05-FA4-01-07	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		AVALON P.S. SCHOOL COUNCIL	500.00
2021-05-FA4-01-08	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		A.Y.JACKSON SCHOOL COUNCIL	500.00
2021-05-FA4-01-09	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BARRHAVEN PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-10	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Bayshore Public School Council	500.00
2021-05-FA4-01-11	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BAYVIEW P.S. SCHOOL COUNCIL	500.00
2021-05-FA4-01-12	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BELL HIGH SCHOOL COUNCIL	500.00
2021-05-FA4-01-13	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BELLS CORNERS PS SCH COUNCIL	500.00
2021-05-FA4-01-14	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BERRIGAN ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-15	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BLOSSOM PARK PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-16	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BRIARGREEN PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-17	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BRIDLEWOOD COMM SCH COUNCIL	500.00
2021-05-FA4-01-18	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BROADVIEW PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-19	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Brookfield High School Council	500.00
2021-05-FA4-01-20	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CAIRINE WILSON SS SCH COUNCIL	500.00
2021-05-FA4-01-21	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CAMBRIDGE ST COM ES SCH COUNCI	500.00
2021-05-FA4-01-22	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Canterbury High School Council	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-05-FA4-01-23	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CARLETON HEIGHTS P.S.	500.00
2021-05-FA4-01-24	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CARSON GROVE ELEMENTARY SCHOOL	500.00
2021-05-FA4-01-25	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CASTLEFRANK ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-26	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CASTOR VALLEY ES SCHOOL COUNCI	500.00
2021-05-FA4-01-27	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Cedarview Middle School Council	500.00
2021-05-FA4-01-28	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Centennial Public School Council	500.00
2021-05-FA4-01-29	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Chapman Mills Public School Council	500.00
2021-05-FA4-01-30	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CHARLES H HULSE SCH	500.00
2021-05-FA4-01-31	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CHURCHILL ALT PS SCH COUNCIL	500.00
2021-05-FA4-01-32	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CLIFFORD BOWEY PS SCH COUNCIL	500.00
2021-05-FA4-01-33	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		COLONEL BY SS SCHOOL COUNCIL	500.00
2021-05-FA4-01-34	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CONNAUGHT PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-35	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Convent Glen Elementary School Council	500.00
2021-05-FA4-01-36	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		D. ROY KENNEDY PS	500.00
2021-05-FA4-01-37	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		DEVONSHIRE COMM PS SCH COUNCIL	500.00
2021-05-FA4-01-38	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Dunlop Public School Council	500.00
2021-05-FA4-01-39	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		DUNNING-FOUBERT ES SCH COUNCIL	500.00
2021-05-FA4-01-40	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Earl of March Secondary School Council	500.00
2021-05-FA4-01-41	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ELGIN STREET PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-42	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ELMDALE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-43	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		EMILY CARR MS SCHOOL COUNCIL	500.00
2021-05-FA4-01-44	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Fallingbrook ES School Council	500.00
2021-05-FA4-01-45	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Farley Mowat Public School Council	500.00
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2021-05-FA4-01-47	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		FIELDING DRIVE PS SCH COUNCIL	500.00
2021-05-FA4-01-48	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		FIRST AVENUE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-49	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		FISHER PARK PS SCHOOL COUNCIL	500.00
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2021-05-FA4-01-52	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		GLASHAN PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-53	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		GLEBE COLLEGIATE SCH COUNCIL	500.00
2021-05-FA4-01-54	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		GLEN CAIRN P S	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-05-FA4-01-55	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		GLEN OGILVIE PS SCHOOL COUNCIL	500.00
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2021-05-FA4-01-57	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		GOULBOURN MS SCHOOL COUNCIL	500.00
2021-05-FA4-01-58	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		GREELY ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-59	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HALF MOON BAY PS SCHOOL	500.00
2021-05-FA4-01-60	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HAWTHORNE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-61	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HENRY LARSEN ES SCH COUNCIL	500.00
2021-05-FA4-01-62	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HENRY MUNRO MS SCH COUNCIL	500.00
2021-05-FA4-01-63	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HERITAGE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-64	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HILLCREST HS SCHOOL COUNCIL	500.00
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2021-05-FA4-01-67	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HUNTLEY CENN PS SCH COUNCIL	500.00
2021-05-FA4-01-68	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		JACK DONOHUE PS SCH COUNCIL	500.00
2021-05-FA4-01-69	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		JOCKVALE ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-70	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		John McCrae Secondary School Council	500.00
2021-05-FA4-01-71	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		JOHN YOUNG ES SCH COUNCIL	500.00
2021-05-FA4-01-72	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HIGHLANDS PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-73	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		KARS ON THE RIDEAU PS SCH COUN	500.00
2021-05-FA4-01-74	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		KATIMAVIK ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-75	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		KNOXDALE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-76	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LADY EVELYN ALT SCHOOL COUNCIL	500.00
2021-05-FA4-01-77	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LAKEVIEW PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-78	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LE PHARE ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-79	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Lisgar Collegiate Institute Council	500.00
2021-05-FA4-01-80	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LONGFIELDS-DAVIDSON HEIGHTS SS	500.00
2021-05-FA4-01-81	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MANOR PARK PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-82	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MANORDALE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-83	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Manotick Public School Council	500.00
2021-05-FA4-01-84	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MAPLE RIDGE ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-85	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MARY HONEYWELL ES SCH COUNCIL	500.00
2021-05-FA4-01-86	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Meadowlands Public School Council	500.00
2021-05-FA4-01-87	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Merivale High School Council	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-05-FA4-01-88	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		METCALFE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-89	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MUTCHMOR PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-90	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		NEPEAN HS SCHOOL COUNCIL	500.00
2021-05-FA4-01-91	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		NORTH GOWER PS SCH COUNCIL	500.00
2021-05-FA4-01-92	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ORLEANS WOOD ES SCH COUNCIL	500.00
2021-05-FA4-01-93	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		OSGOODE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-94	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Osgoode Township High School Council	500.00
2021-05-FA4-01-95	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Ottawa Technical Secondary School Council	500.00
2021-05-FA4-01-96	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		PINECREST SCH	500.00
2021-05-FA4-01-97	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		PLEASANT PARK PS SCH COUNCIL	500.00
2021-05-FA4-01-98	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		QUEEN ELIZABETH PS SCH COUNCIL	500.00
2021-05-FA4-01-99	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		QUEEN MARY SCH	500.00
2021-05-FA4-01-100	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		REGINA ST PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-101	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		RICHMOND PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-102	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Ridgemont High School Council	500.00
2021-05-FA4-01-103	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		RIVERVIEW ALT SCH COUNCIL	500.00
2021-05-FA4-01-104	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROBERT BATEMAN PS SCH COUNCIL	500.00
2021-05-FA4-01-105	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Robert E Wilson Public School Council	500.00
2021-05-FA4-01-106	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Robert Hopkins Public School Council	500.00
2021-05-FA4-01-107	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROBERTA BONDAR PS SCH COUNCIL	500.00
2021-05-FA4-01-108	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROCH CARRIER ES SCH COUNCIL	500.00
2021-05-FA4-01-109	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROCKLIFFE PARK PS SCH COUNCIL	500.00
2021-05-FA4-01-110	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Roland Michener Public School Council	500.00
2021-05-FA4-01-111	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SAWMILL CREEK ES SCH COUNCIL	500.00
2021-05-FA4-01-112	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SEVERN AVENUE PS SCH COUNCIL	500.00
2021-05-FA4-01-113	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Sir Guy Carleton Secondary School Council	500.00
2021-05-FA4-01-114	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Sir Robert Borden High School Council	500.00
2021-05-FA4-01-115	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Sir Wilfred Laurier Secondary School Council	500.00
2021-05-FA4-01-116	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SIR WINSTON CHURCH SCH COUNCI	500.00
2021-05-FA4-01-117	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		South Carleton High School Council	500.00
2021-05-FA4-01-118	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SOUTH MARCH PS SCHOOL COUNCIL	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-05-FA4-01-119	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		STEPHEN LEACOCK PS SCH COUNCIL	500.00
2021-05-FA4-01-120	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		STEVE MACLEAN PS SCH COUNCIL	500.00
2021-05-FA4-01-121	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		STITTSVILLE PS SCH COUNCIL	500.00
2021-05-FA4-01-122	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Stonecrest Elementary School Council	500.00
2021-05-FA4-01-123	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SUMMERSIDE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-124	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		TERRY FOX ES SCH COUNCIL	500.00
2021-05-FA4-01-125	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		TRILLIUM ES SCH COUNCIL	500.00
2021-05-FA4-01-126	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		VIMY RIDGE SCHOOL COUNCIL	500.00
2021-05-FA4-01-127	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		VINCENT MASSEY PS SCH COUNCIL	500.00
2021-05-FA4-01-128	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Viscount Alexander Public School Council	500.00
2021-05-FA4-01-129	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		W. ERS JOHNSTON PS SCH COUNCIL	500.00
2021-05-FA4-01-130	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		W.E.GOWLING PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-131	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		W.O.MITCHELL ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-132	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		WEST CARLETON SS SCHOOL COUNCI	500.00
2021-05-FA4-01-133	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		WESTWIND SCHOOL COUNCIL	500.00
2021-05-FA4-01-134	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		WOODROFFE AVE PS SCHOOL COUNCI	500.00
2021-05-FA4-01-135	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Woodroffe High School Council	500.00
2021-05-FA4-01-136	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		York Street Public School Council	500.00
2021-06-FA3-07-17	2021/02/16	100-PIN-V00000	Inv.#: 150280	IE		SPEAKERS' SPOTLIGHT	8,475.00
2021-06-FA3-07-17	2021/02/16	100-PIN-V00000	Inv.#: 150280	IE		SPEAKERS' SPOTLIGHT	-813.00
2021-06-FA6-04-04	2021/02/02	100-PIN-V00000	Inv.#: 2021-01-04	IE		CHENG MICHAEL	565.00
2021-06-FA6-04-04	2021/02/02	100-PIN-V00000	Inv.#: 2021-01-04	IE		CHENG MICHAEL	-54.20
2021-06-FA6-16-27	2021/02/19	100-PIN-V00000	Inv.#: 1219	IE		PDEXCO	5,085.00
2021-06-FA6-16-27	2021/02/19	100-PIN-V00000	Inv.#: 1219	IE		PDEXCO	-487.80
2021-09-FA2-08-39	2021/05/10	100-PIN-V00000	Inv.#: CPROCBCSE	IE		CRYSTAL BAY CENTRE SCH COUNCIL	500.00
							83,198.27

Journal Entries

Batch #	Date	Account #	Reference	Src	J.V.#	Reference2	Amount
						Total:	0.00

Total Expenses: 83,198.27