

For further information on this agenda or how the Committee of the Whole meeting works, please contact Amanda Rock, Committee Coordinator, at 596-8211 ext. 8363 or amanda.rock@ocdsb.ca

COMMITTEE MEMBERS:

All Trustees

STAFF:

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

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternates: Brent Smith and Andrew Nordman

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell
Alternates:

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Mark Wylie, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Stacey-Ann Morris

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Amanda Rock, Committee Coordinator at 596-8211, ext. 8363 or amanda.rock@ocdsb.ca

IN CAMERA MEETINGS:

- Under provincial law, "*A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,*
 - (a) *the security of the property of the board;*
 - (b) *the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - (c) *the acquisition or disposal of a school site;*
 - (d) *decisions in respect of negotiations with employees of the board; or*
 - (e) *litigation affecting the board.*"

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Amanda Rock on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Amanda Rock, Committee Coordinator at (613) 596-8211, ext. 8363, or amanda.rock@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, June 4, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1.	Call to Order - Vice-Chair of the Board	
2.	Approval of Agenda	
3.	Briefing from the Chair of the Board	
4.	Briefing from the Director	
5.	Presentation on Student Bus Transportation (Vicky Kyriaco, General Manager/Chief Administrative Officer)	
6.	Delegations	
7.	Matters for Action:	
7.1	Receipt of Advisory Committee Annual Reports	
a.	Advisory Committee on the Arts, Nancy Dean	1
b.	Advisory Committee on Equity, Elaine Hayles, Chair	5
c.	Advisory Committee on Alternative Schools	15
d.	Advisory Committee on Extended Day Program and Child Care, Eleanor Heap	17
e.	Indigenous Education Advisory Council, Jody Alexander and Monique Manatch	25
f.	Parent Involvement Committee, Mostafizur Khan, Chair	29
8.	Report from Statutory and Other Committees	
8.1	Parent Involvement Committee, 08 May 2019	37
8.2	Special Education Advisory Committee, 15 May 2019	49

9. Matters for Discussion:

10. Information Items:

10.1 Report from OPSBA (if required)

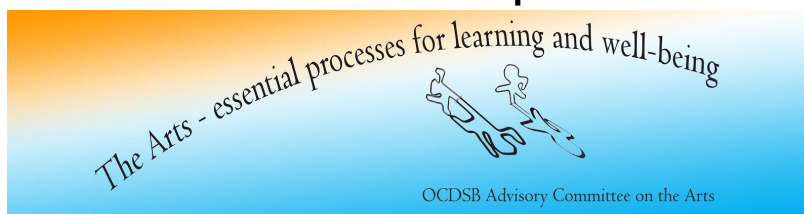
10.2 New Ministry Initiatives Update (if required)

10.3 OSTA Update - Board of Directors, 29 April 2019

11. New Business - Information and Inquiries

12. Adjournment

ACA Annual Report



OCDSB Advisory Committee on the Arts 2018-2019 Year-End Report, June 2019. Chair Nancy Solange Dean

Established in 1987 under the guidance of Trustee Theresa Kavanagh, the OCDSB's Advisory Committee on the Arts (ACA) has as its principal mandate to support and encourage arts education for all students, and to provide a liaison between parents, OCDSB teachers, board staff and community arts organizations.

Mission Statement

We advocate for the incorporation of the arts as a means of building bridges between learning, well-being and equity.

Vision

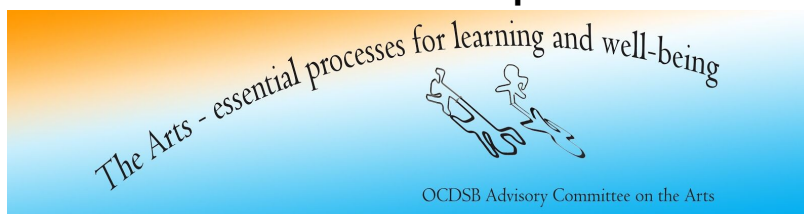
The arts naturally teach problem-solving, communication, resiliency and creativity while supporting interdisciplinary, project-based learning, well-being and equity. The vision is to see OCDSB be a leader in the inclusion Arts Informed Pedagogy and the creative process at every level and in all learning.

ACA Meetings and Membership

Over the 2018-2019 school year, ACA meetings were held from 19:00 – 21:00 on the last Monday of each month (8 general meetings). The ACA Executive Committee consisted of the following people: Chair: Nancy Solange Dean, Past Chair: Ingrid Daubinger. The following people were members of this year's Advisory Committee on the Arts: * = voting member

Alexander, Jane	System Principal, Curriculum Services
Boudewyn, Jennifer	OCDSB Arts Instructional Coach
Bovell, Carl	OCDSB Interm. Music Teacher
Sandy Irvin*	Community MASC
Dabringer, Ingrid*	Parent, community
Dean, Nancy Solange*	Parent, AVPS
Donato, Susanna	OCDSB Arts Instructional Coach
Hough, Wendy	OCDSB Trustee/ ACA rep
Reussner-Pazur, Sophie*	NAC Music education
Wiley, Frank	Superintendent
Kate Carroll*	UofO

ACA Annual Report



2018-2019 Goals

- Be part of the new strategic plan for OCDSB
- Build more partnerships in community
- Continue to support the Arts Instructional Coaches with advocacy

Strategic Plan Consultation

The OCDSB 2019-2023 Strategic Plan consultations were held and ACA endeavoured to provide input to this plan with respect to the importance of the arts and creativity as part of the learning and mission in education. Students become confident, engaged, and creative learners through classroom instruction that integrates the arts in everyday learning in other curriculum areas. The arts allow students to personalize their work and make their learning more meaningful. The arts are an important vehicle for student learning, helping to build creativity and critical thinking. The arts keep students engaged in their learning, enabling them to open up by expressing themselves.

- Attended Parent Involvement Committee Advisory Committee Focus Group
- Encouraged all members to provide input through Thought Exchange

Building more partnerships in the community

Role of Arts Instructional Coaches:

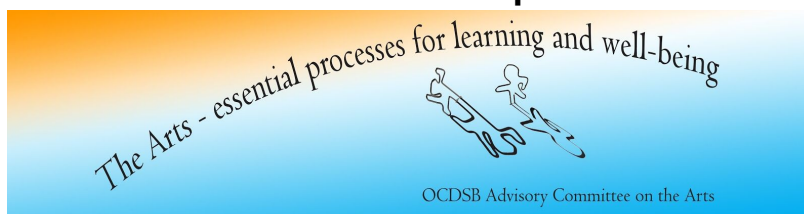
This year, Arts Instructional Coaches focussed on Intermediate Arts Programs, but also provided support for art, drama, and dance across the board. The AICs conducted arts workshops in large gatherings, and gave small group sessions at individual schools. They provided ongoing support through the Leaders/Learners programs. They helped build capacity through instruction and sharing of knowledge with teachers.

The Arts Instructional Coaches have continued their efforts on building more community partners to support Arts programing.

Just a few of the MANY great initiatives:

- New project with MASC - **Storytelling Through The Arts Project (SttArts)**. The depth and intensity of the stories being discovered from our students is truly inspiring.
- **Pilot Project with SHSM Arts** (and Culture) classes, where the goal is to support student learning and preparation for future in **Arts and Animation**
- **Upcycling Second-Hand Clothes** with Student Designs, Adobe, and Cricut Machine

ACA Annual Report



Need for more resources for Arts Instructional Coaches

We continue to hear about the key role the Arts Instructional Coaches play in helping alleviate the fears teachers have about teaching all the arts, with so little background knowledge. We learned how the AICs' provided knowledge, skills, and information about resources for teachers. Teachers learned from hands-on experience how to create exciting lessons that integrate the arts into classroom instruction.

The lack of resources for teacher release time has made it difficult for more teachers to attend important workshops and AIC initiatives. This has changed the initial function of the AIC role to become more specialized and deal with small group or one-on-one support. It was discovered that this form of support was in fact so much more effective.

The role of the Arts Instructional Coaches remains of utmost importance in building the confidence, skills, and capacity for the teachers who are expected to deliver the arts to their students. AICs have a wealth of information for teachers who are relieved to have ready-to-go lessons and resources that may be used immediately in the classroom.

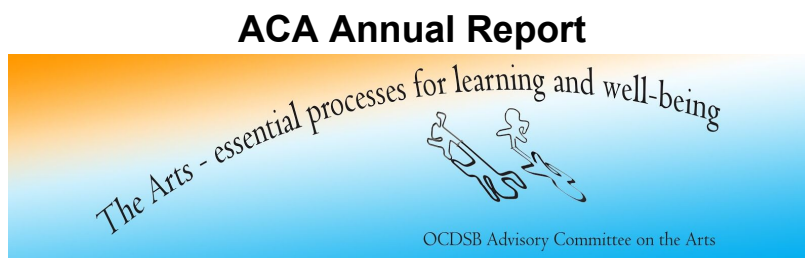
Although our two AICs, who cover all elementary and secondary schools, do an amazing and jam-packed job at delivering arts instruction, there is always a waiting list for the instruction they offer. Having only two coaches means the OCDSB is unable to meet the demand for help requested by its teachers. Therefore, ACA members continue to advocate for additional support to AICs

Future considerations for OCDSB in order to enhance innovation, support well-being and deliver equity through Arts Informed Pedagogy

Invest in current teacher arts informed pedagogy capacity building by providing more resources to our amazing Arts Instructional Coaches

When hiring new staff ensure that they have demonstrated some involvement, understanding and ability to include arts and creative process in their role

Invest in multidisciplinary projects bringing in specialized support partnership with and for staff



Future focus for Arts Advisory Committee - Looking towards 2019-2020

Continue to advise OCDSB Strategic plan and it's implementation

Advise on the inclusion of Arts and the Creative Process in all areas

Increase awareness about and engagement in the committee

Budget

ACA operates on a budget of approximately \$1000.00.

Meeting Schedule

ACA will continue to hold its meetings on the last Monday evening of the month at Fisher Park School. Elections for the 2018-2019 ACA executive will be held at the September 23, 2019 ACA meeting.

Acknowledgements

ACA is grateful for the dedication and support of many individuals for their contributions towards our ongoing efforts to help shape policies and programs for arts education in our schools.

Special thanks are extended to

OCDSB staff - Principal of Curriculum Jane Alexander, Superintendent Frank Wylie, Trustee Wendy Hough, Instructional Arts Coaches Susanna Donato and Jennifer Boudewyn and Music Teacher Carl Bovell

Community and Organization representatives - Sophie Reussner-Pazur NAC, Sandy Irvin MASC



ANNUAL REPORT FOR THE YEAR 2018-19

**Presented to the Committee of the Whole of the
Ottawa-Carleton District School Board**

June 4, 2019

Introduction

It is said that “transformation occurs in conversations”. Conversations, rooted in diverse voices and experiences make up the heart and backbone of the OCDSB’s Advisory Committee on Equity (ACE). And, it is through courageous, challenging and necessary conversations that ACE members share and listen for relevant and creative possibilities “to advise the Board of Trustees on the review, development, implementation and monitoring of all policies that support student achievement and well-being” In the 2018-19 school year, ACE continued to liaise with community stakeholders, parents, students and community partners to strengthen their recommendations for the District to foster equitable, safe and inclusive learning and working environments.

As part of its evolution, different voices enter and leave ACE’s conversation space yearly. We acknowledge and thank Trustee Erica Braunovan as trustee representative, Stacey-Ann Morris, Nadine Clarke, Leslie Giddings for their contributions to the conversation over the years. And, we welcome Trustee Rob Campbell and Chris Ellis as the Board representatives, Trustee Lynn Scott, Raigelee Alorut (Tungasuvvingat Inuit), Sonia Nadon-Campbell and Sue Crowin from SEAC, Clara Morgan, Sue Rice (Equity Instructional Coach) who have all brought different perspectives and experiences to enrich ACE’s conversations.

2018-19 Priorities and Accomplishments

In the 2018-19 school year, along with its continued focus on engagement, research and valuing diverse types of knowledge, ACE also focused on strengthening the communication channels with communities and trustees to ensure they have access to the reports that capture the rich conversations generated during ACE meetings. In addition, ACE participated in the professional development for Advisory Committee Chairs to ensure the conversation space is navigated with ease. A brief summary of these priorities are provided below.

Engagement

In 2018-19, ACE’s engagement conversations focused on the following key areas:

- Ensuring diverse voices are connected and included to identify systemic barriers and opportunities, tools and resources are available to address them;
- Strengthening a two-way communications between communities and ACE and ACE and the Board;

- Developing a Communications and Marketing Membership Outreach Campaign; and,
- Applying a diversity, equity and inclusion lens on District priorities.

Ensuring diverse voices are connected and included

With its revised mandate and having a seat at the Committee of the Whole (COW) table, ACE expanded opportunities for communities to engage in two ways. It created a community voice standing item at the beginning of each meeting's agenda. This demonstrated ACE's commitment to put the voice of parents, students and communities first. The intention is to hear their stories and, whenever possible, their proposed solutions to inform how ACE can support identifying and addressing systemic barriers that currently impact equity of access and opportunities within the OCDSB. These stories are also a qualitative data source to inform ACE's recommendations to the Board.

ACE also added a conference line for members to be able to attend meetings virtually if they are unable to do so in person so that quorum is achieved. We have also found that this has expanded avenues for parents, students and community partners to participate in these important conversations.

Strengthening a two-way communications with communities and the Board

ACE strengthened two way communication channels with its key stakeholders this year by realigning the distribution of ACE's minutes with Board Services to ensure trustees and community members have access to ACE minutes on the website. ACE also implemented a Motion/Action Tracking Report and Long Range Planning process to enhance transparency regarding the status of key priorities, including feedback from the Board and District staff regarding ACE recommendations.

Developing a Communications and Marketing Membership Outreach Campaign

ACE's revised mandate strengthens the voice of parents with students currently enrolled in OCDSB schools and community representatives from organizations and agencies representing and/or serving OCDSB parents and students. To this end, while preparing to develop its membership outreach campaign, ACE reviewed its membership composition to ensure that distinct subgroups within the Indigenous, racialized, 2SGLBTTQ+ and Persons with Disabilities communities were listed to ensure they would also receive the invitation to appoint members. As well, members believed it was important to include the contributions and difference that ACE is making within the District in the promotional materials. This will enable interested individuals or organizations to see how their time will be invested and to envision how they can add or expand the conversation.

A Membership Committee was struck and tasked to pull the campaign together with the support of the Communications department. To this end, the team was able to identify the membership outreach theme of: *Together: We Can Make a Difference* and drafted invitation letters, a poster and web banner that will be on our site for the duration of the campaign from the end of May to the end of August, 2019. In addition, the

Communications department will engage in a social media campaign via Facebook and twitter.

Applying a diversity, equity and inclusion lens on District priorities

During the 2018-19 school year, ACE was invited to provide a diversity, equity and inclusion lens on the following District priorities: the Strategic Plan, Budget, Identity Based Collection and the Mental Health Strategy. The summary of the conversation around the Identity Based Data Collection will be provided under ACE's research update given its direct alignment with ACE's research commitments.

Strategic Plan

ACE acknowledged the Strategic Plan information gathering process for visibly integrating diversity and equity elements such as translation, bias aware questions, and the willingness of staff to work with community members to input the data for those who may not have access to technology or who may require accessible accommodation beyond the ThoughtExchanges compatibility with assistive devices.

ACE's contribution to the Strategic Plan conversation focused on the following: ensuring communication strategies link parents participation to their child's success and well-being; engaging the most vulnerable populations to voice their lived experiences; inviting community groups, especially those that have not traditionally engaged with the OCDSB, to host forums as Indigenous and equity seeking communities are increasingly voicing the mantra "nothing about us without us"; creating a welcoming atmosphere through the ritual of breaking bread together to provide a safe environment; tapping into the expertise of community partners with access to parents and students and their understanding of key issues that impact certain communities; supporting students and parents with limited access to technology by exploring the possibility of schools being a community hub to facilitate access and investigating the possibility of a mechanism for voluntary self-identification (as many boxes as relevant to reflect intersectionality of identities) within the Thoughtexchange platform so that the District can know which communities are engaged and what ideas they bring forward.

2019-2020 Budget Overview

During a presentation on the 2019-2020 Budget Overview, members appreciated the learning around growth opportunities such as the increase in enrollment while understanding that forthcoming challenges due to recent decisions by the province. Members also appreciated the inclusion of equity-related initiatives such as funding for RAISE schools, MLOs, Indigenous support staff and breakfast programs.

The conversation that followed centered on a more direct alignment of the budget with the strategic plan's equity goals to better align the allotted investments as a measurement to foster student achievement and well-being. To further illustrate this point, some members noted that Black students are not getting the financial support they need and should be granted. When these supports were spoken to specifically around matters relating to mental health, both Black and Indigenous representatives voiced similar concerns and as a result, the following motion was recommended to the Board:

THAT the Board 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 Black African descent.

ACE was pleased to hear that the motion was heavily discussed at COW and amended as follows:

Moved by Trustee Braunovan, Seconded by Trustee Campell

THAT the following motion be referred to staff to provide additional information, including consultation with the Advisory Committee on Equity, prior to presentation at the Board meeting in September 2019.

Moved by Trustee Ellis, seconded by Trustee Braunovan,

- 1. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.**
- 2. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.**

Mental Health Strategy

As a result of the motion mentioned above, staff requested ACE's input in the draft Mental Health Strategy that is being developed to be implemented in the 2019-2020 school year. ACE invited a stronger reference to the impact of the experiences that students with a single or intersecting racial, cultural and gender identities may have on their mental health. ACE will provide additional input in the coming weeks and looks forward to the strategy coming back to the table in the fall for more detailed conversation and on-going updates.

Research

ACE's research focus is about getting to know the diverse mix of students and parents that are being served within the District. This year, the District's forthcoming Identity Based Data Collection and ACE's Community Forum with Students sharing their lived experiences provided rich conversations to inform ACE's work moving forward.

Identity Based Data Collection

ACE was pleased to hear and see concrete plans outlining the District's focus groups with community partners, students and parents to inform the data gathering process and questions in order to meet the District's timeline to complete its 2nd Identity Based-Data Collection process in November 2019. The direction is very much in alignment with ACE's call over the years for disaggregation of data to possible disproportionalities such indicators as suspensions and early school leavers with the intention to identify

underlying trends, patterns or insights to inform program direction and measures around student success and well-being.

ACE wanted to ensure that as OCDSB moves through the process it was understood that self-identity is not necessarily about self, but more about how other people perceive you and ascribed identities cannot be gleaned from personal information, however, the social categories within the standards may help the District differentiate questions about race and ethnic origins. As a result, capacity building and training are critical to ending systemic racism. This underscores the need to communicate clearly the purpose and use of the data being collected to build trust, especially with the Indigenous and Black communities that have had historical experiences of information being collected and seeing very little shift in practices to serve them effectively.

ACE also had questions around the application of the Ownership, Control, Access and Possession (OCAP™) principles pertaining to Indigenous groups and its relation to data collection, whether or not the data collection would extend to staff, include a focus on Southeast Asian communities, and how intersectionality of students will be captured. Other considerations from ACE included; recognizing that the Ottawa-Carleton District is particularly distinct as it is a rural, suburban and urban board; inviting the students from the Black Student Forum, Rainbow Youth Forum and Indigenous Youth Symposium to participate in the focus groups; listening how ACE can be involved in the collection of the qualitative data and community conversations and stressed the importance of a bottom-up approach and expressing an interest in the results of the focus groups.

Community Forum with Students

For the second year, ACE invited students to share their lived experiences. The students represented the three major student voice forums in the District: the Indigenous Student Symposium, the Rainbow Youth Forum and the Black Students Forum. A summary of their stories are provided below.

Indigenous Voice

- Little programming or information to engage Indigenous students in my school, but in the District's Indigenous Youth Symposium and leadership camp felt more welcomed;
- As a minority in my school, I stand out and other students act differently around me;
- Believe it is essential for the District to provide resources and spaces for all cultures so that students feel comfortable as most often have to research on my own and it would be helpful if the school provided more information. For example, when bullied, the school administration did little to intervene, and I had to take time away from school to escape and begin to heal.
- Recommends that the OCDSB:
 - host presentations throughout the year to inform all students about Indigenous history to create awareness and understanding.

- enhance education for teachers to be able to better present Indigenous history and studies.
- Many students may not feel comfortable with providing accurate information during the identity based data collection initiative if it is not anonymous.

Trans Voice

- Rainbow Youth Forum provides 2SLGBTQ+ students with a safe place to explore the issues students experience in schools; helped me to come to terms with feelings to shape and fully express self.
- Important for 2SLGBTQ+ history and information to be included in the curriculum (it is our civil rights history) because many Trans students are forced to get their information online and there is a lot of misinformation. It would also be good to see self in the curriculum.
- Educators and administrators need to be more informed of the broad terms and language of the 2SLGBTQ+; using non-gender language is a small change to help foster feelings of inclusion. As well need to understand transsexual health as this is the area Trans students struggle with the most.
- Current school is a welcoming place and the staff has a great understanding of my identity compared to last school where I felt unsafe and unwelcomed because teachers and administrators did little to help after a violent incident.
- Expressed concern about participating in the identity based data collection online for fear others are looking over your shoulders. The suggestion of a voting box or private booth format where paper forms could be completed in private;
- Trans students are often anxious about washrooms because of safety issues in using preferred washroom and gender neutral washrooms single out Trans students. Propose "I'll go with you" system, where other students wear an identifier to indicate their willingness to support Trans peers.

Black & Muslim Voice

- Although attends a multi-cultural school, still feels like a visible minority as a Black, Muslim man;
- Expressed the importance of diverse representation of staff to empower Black students to see themselves in teachers, support staff and administrators. I am lucky, in my school there is a Black principal. I see them in a place of authority, with empathy and has a real understanding of the types of issues Black students face both at school and within the community;
- Stressed the importance of seeing self and other Black students seeing themselves in future career opportunities, therefore they want to hear the stories of Black lawyers, scientists, doctors, and business leaders. The Black Youth forum provided this opportunity for Black students; more opportunities like this are needed across the District;
- Shared that the OCDSB needs more conduits, programs and activities to support and engage Black students. He warned that when his peers do not have these outlets, they feel closed off and disengaged in school and community. One of his teachers saw his potential and persistently encouraged their engagement in a variety of school initiatives. This encouraged them to take risks and brought

them to the Black Youth Forum. Because of this, I work as a leader in my school to empower fellow and future students;

- Highlighted importance of intersectionality; currently working on a project to reduce stigma of Black and Diasporic students in the 2SLGBTQ+ community; small campaigns like this help to create a spirit of equity and make everyone feel welcomed;
- Importance of inclusivity in education because histories of many peers are mere side topics and if they were highlighted it could help broaden understanding; and,
- Micro-aggressions experienced as a Black student helped to perpetuate division and attitudes.

They all agreed that the best for teachers and administrators to find out about their identities is to ask them what is your background, the use of pronouns or where they can tap into Indigenous resources instead of making assumptions about students.

Valuing Diverse Types of Knowledge

Capacity building speaks to the journey from intention to the impact of OCDSB policies, procedures and programs to foster an equitable and inclusive learning and working environment. In essence, it speaks to applying learning and showing instead of telling how practices are being transformed where it matters most: in the OCDSB classrooms; schools, departments and anywhere decisions are being made that impact student success and wellbeing. Understanding and valuing diverse types of knowledge is essential for this culture shift to happen and in particular for students, parents and staff to feel a sense of safety, welcome and belonging.

The capacity building necessary to demonstrate value of diversity types on knowledge were evident in our conversations in the following ways:

- The practice of Land Acknowledgement
- Curriculum development and implementation
- Professional Learning
- Equity Resources
- Building a representative workforce

Practice of Land Acknowledgement

This year, ACE began opening its meetings with the Land Acknowledgement. As guests on this land, this acknowledgement honours the different ways of knowing and being that Indigenous peoples have stewarded over the centuries. We fully endorse this practice in our schools as a start to understanding the truth of First Nation, Metis and Inuit experiences and listen for how we can support and work with our Indigenous members who call for their culture and teachings to be taught to strengthen Indigenous students while expanding the learning of non-Indigenous students and staff. .

Curriculum Development and Implementation

There were conversations about the role that communities can play in the development and delivery of curriculum. It was shared that although the curriculum is developed at the provincial level, teachers and administrators have leveraged community knowledge

to enhance and supplement the curriculum in a culturally sensitive manner. ACE was also listening for how to leverage community knowledge in a more expansive way across the District.

Professional Learning

In terms of staff professional development, ACE was happy to hear that culturally relevant and responsive pedagogy training was conducted with Central coaches, Learning Support Services and MLOs. As well, as a founding member of A Date with Diversity Learning Event, ACE was pleased to see staff, students and community members engaged in learning with, from and about each other to deepen their understanding of what it takes to journey from a focus on diversity to a focus on equity. ACE was pleased to hear about the plans for district wide learning around equity and unconscious bias.

Equity Resources

ACE continued its quest to know the type of equity resources that are available and accessible to students, staff, parents and the community to ensure that students see themselves in the curriculum and increase global awareness of their classmates. ACE appreciated the presentation by Curriculum Services on the resources that are currently shared with schools and welcomes the invitation to continue to listen for and share resources that may help Curriculum Service expand its resources.

Building Capacity through a Representative Workforce

In addition, various conversations throughout the year emphasized the importance of the District's hiring and retention practices to build a workforce population that is representative of the students it serves. ACE supports this notion more and more given the increasing number of student and parent voices seeking more representation to ensure a better understanding of the nuances and impact the lived experiences and to provide role models to aspire Indigenous and equity seeking group students to pursue post-secondary education, including seeing education as a viable career path. ACE is very interested in seeing if the recent provincial government's announcement regarding changes to Regulation 274 will support this process while being mindful that some federations see this change may see an exodus of occasional teachers thus escalating OT shortages and impacting this diverse pipeline for future positions.

Key Next Steps

As the District becomes more intentional about its journey from diversity to equity, ACE's 2018-19 conversations to once again put in the space the following recommendations:

- Establish a central equity office of equity within the District, including a superintendent whose portfolio is exclusively equity;
- Prepare a district-wide Equity and Inclusive Education Strategy and Action Plan with measurable indicators;
- Outline concrete initiatives that will honour the Board's commitment to honour the UN Decade for people of African Descent;

- Develop a diversity, equity and inclusion lens to support the work of schools and departments, including when consultations are being conducted to ensure multiple ways that responses can be gathered (i.e. online, face to face, focus groups) and the opportunity for respondents to voluntarily self-id to ensure data is being collected on the communities that are engaged and those that are not; and,
- Enhance equity page to include resources for staff, students and the community; events, videos, pictures, celebration of successes and which is user friendly

ACE will continue to do its part to contribute by:

- Strengthen its membership base to ensure diverse voices are at the table and ensure alignment with the evolving language of each group's identity;
- Continue its community outreach forums to hear the stories to gain a better understanding of the experiences of students, staff and communities, including meetings within community at various locations to enable different voices to be heard;
- Continue use of technology to allow different voices to join the conversation;
- Leverage the knowledge and skills of non-voting members and guests through working and ad hoc groups; and,
- Continue to apply a diversity and inclusion lens on OCDSB policies, programs and practices.

Conclusion

A special thank you to ACE's members and community guests for their on-going commitment to contribute to the OCDSB's efforts to foster a welcoming, caring and inclusive learning and working environment. Thank you to our community members Elaine Hayles, Clara Morgan, Chukwuemeka Ndukwe, Harvey Brown, and Nadine Clarke, whose commitment has been greatly appreciated. A special thank you to our community agency representatives: Jane Fjeld, Youth Services Bureau, Lisa Montroy from Family Services Ottawa and Ruth Sword and Jean Goulet from the Spiritual Care Group in Secondary Schools, and Raigelee Alorut (Tungasuvvingat Inuit).

We are thankful to our trustee representatives Rob Campbell and Chris Ellis. As well, we wish to recognize Trustees Donna Blackburn and Lynn Scott who regularly attended the meetings to provide support to the equity work that is unfolding in the OCDSB. We also acknowledge the regular presence of the following community representatives: Professor Timothy Stanley, Bob Dawson and June Girvan.

And, we would like to acknowledge the ongoing support and leadership of Dorothy Baker, Superintendent of Curriculum; Jacqueline Lawrence, Diversity & Equity Coordinator; and Nicole Guthrie, Committee Coordinator.

Appendix A: ACE COMMITTEE MEMBERS AND DISTRIBUTION LIST (2018-2019)

	NAME	MEMBER AFFILIATION
	Chukwuemeka Ndukwe	Community Rep
	Elaine Hayles	Community Rep; Acting Chair
	Harvey Brown	Community Rep
	Nadine Clarke	Community Rep
	Claire Morgan	Community Rep
	Stacey-Ann Morris	Young Leaders Advisory Council
	Jane Fjeld	Youth Services Bureau
	Saadia Nuh	Ottawa Community Services Organization OCISO
	Raigelee Alorut	Tungasuvvingat Inuit
	Lisa Montroy	Family Services Ottawa
	Ruth Sword	Spiritual Care in Secondary Schools
		Spiritual Care in Secondary Schools
	Donna Blackburn	Trustee
	Rob Campbell	Trustee Representative to ACE (incoming)
	Chris Ellis	Trustee Representative to ACE (incoming)
	Erica Braunovan	Trustee Representative to ACE (outgoing)
	Sonia Nadon-Campell	SEAC
	Sue Crowin	SEAC
	Bob Dawson	Community
	June Girvan	Community
	Hindia Mohamoud	OLIP
	Denise Deby	OLIP
	Professor Timothy Stanley	University of Ottawa
	Eldon Holder	Community Member at large
	Professor Awad Ibrahim	Community Member at large
	Nimao Ali	EISC of Ontario
	David Sutton	OCDSB
	Ken Mak	OCDSB
	Jimmy Pai	OCDSB
	Nicole Guthrie	OCDSB
	David Wildman	OCEOTA
	Dorothy Baker	Superintendent of Instruction
	Janice McCoy	Superintendent of Human Resources
	Sherwyn Solomon	Principal, York St. Public
	Jacqueline Lawrence	Diversity & Equity Coordinator
	Nancy Henry	Aboriginal Education Instructional Coach
	Sue Rice	Equity and Instructional Coach
	Johanna Jackson Kelly	Curriculum Services

ASAC Report to the Board

During the 2018-2019 school year the Alternative Schools Advisory Committee (ASAC) held three official meetings, on December 10, January 28, and May 6. ASAC focused on two areas:

1. Looking for opportunities for the Alternative schools to partner
2. ASAC's finances

Opportunities for the Alternative schools to partner

Last school year ASAC had hoped to work together to co-host a parent information evening in November 2018. With the Parents Reaching Out (PRO) Grants being delayed in the spring of 2018, it was not possible to follow through with this plan for November 2018.

Discussion this school year has been whether an event such as hiring a University of Ottawa speaker is still of interest to the Alternative schools communities and whether such an event is possible to organize. Given the costs of such an event, the ASAC representatives decided to not proceed with booking a speaker at this time.

ASAC's finances

Much to our surprise, ASAC received an email early in the school year from a former Alternative parent, asking what to do with money collected and held by ASAC. This money was outside the OCDSB's allotment to ASAC and was held in a separate bank account. ASAC was not aware of this money or bank account. The money was transferred into ASAC's OCDSB account and the original bank account was closed. All of ASAC's funds are now held in the OCDSB's ASAC account.

ASAC discussed uses for this money, in light of the goal to have the Alternative schools partner on a project. Discussion is ongoing and ASAC hopes to put this money to good use in the 2019-2020 school year.

The Alternative Program in action at the various OCDSB Alternative schools

The Alternative schools each continue to strive to be places of Innovation in learning, with creative and unconventional projects as a way to fully engage students; where children can learn and play Cooperatively (not motivated or defeated by competition); where in and out of class Multi-age groupings allow both opportunities for mentorship, as well as the ability to work ahead or extra time to learn, depending on the student's stage of development; where a Balance between student-directed and teacher-directed learning allows for students to develop responsibility in their own learning, a valuable skill that promotes life-long learning; where Ongoing assessment and self-evaluation emphasizes engaged learning rather than marks; where a Family & community-centered school environment brings strength with additional hands on deck and a variety of skillsets and contributions; and where learning is Integrated between all subjects. Math, language, social studies and all other subjects are not taught in isolated bubbles, but as completely *interconnected*, much like each member of our school communities. There are five Alternative schools in the OCDSB: Summit (Grades 7 and 8), Churchill, Riverview, Lady Evelyn, and Regina (all Grades 1-6).

As part of the discussions in our ASAC meetings, we had the chance to share some of the ways we exhibit the seven Alternative tenets through various activities.

At Lady Evelyn, for example, on a monthly basis a teacher and parent work together at a school assembly to explain one of the Alternative tenets in detail, and engage the students to demonstrate it in action. This helps to keep the strength of the Alternative program alive in learning and play.

Also at Lady Evelyn, parents, teachers and students work together to put on an annual Earth Day event for all ages; with cooperative games and activities; seedlings and birdhouses for sale which are grown and built by students, teachers and families. This event is a great example of an Innovative approach to learning, and how there is an absolute interconnectedness to learning between all subjects such as science, math, art, social studies, language and more, and where this learning can be wholesomely achieved amongst multi-ages and in a school environment that includes not only students and staff, but the broader community and families as well.

2018-2019 marks the second full school year for Regina Street Alternative School, after the merger of Regina Street School and Grant Alternative. The Regina Street Alternative School parents made the following comments regarding what they like best about Regina Street Alternative School:

“Bordenball and basketball tournaments with the other alternative schools...I love the way that the ‘teams’ are a mixture of students from various schools. Hence, our kids get to meet new people.”

“As a parent I love being welcome at school, whether to volunteer for an hour of helping with math or a full-day field trip to Ray’s Reptiles.”

“Scientists in the classroom is always fun, and the trip to the farm with the kinders was a blast.”

“Family Science night was fun.”

“The grade 5 MacSkimming multi day trip...the proceeds of pizza lunches and milk are used to pay for the grade 5 multiday (overnight) trip to the MacSkimming Outdoor Center and the Grade 6 trip too!”

“Mud Lake! What an amazing resource, and the school uses it so well. Each walk to Mud Lake has a purpose. My kid has done everything from math to science to art, all related to trips to Mud Lake. Plus the outdoor time and the physical activity are invaluable.”

**Advisory Committee for Extended Day and Child Care
Annual Report for the Year 2018/19**

Presented to the Committee of the Whole of the
Ottawa-Carleton District School Board
June 4, 2019

Introduction

In December 2018, the committee received resignation from the chair and to date this position has not been filled. This report is being presented and written by staff as a representation of what was discussed during the committee meetings.

The Advisory Committee for Extended Day and Child Care (the Committee) was formed through Ottawa-Carleton District School Board (OCDSB) Policy in January 2014, to assist the Board of Trustees in meeting its commitment to the provision of quality programming in Extended Day and Child Care Programs.

The child care landscape has changed dramatically since the implementation of Full-Day Kindergarten and Extended Day Programs (EDP) across the OCDSB. Today there are 5,663 children enrolled in OCDSB Extended Day Programs across 63 locations. This represents approximately 13% of the elementary student population. To highlight the magnitude of this transformation in 2010, the first year of operation, 125 children were enrolled in OCDSB Extended Day Programs across four locations.

Extended Day Programs operate on a cost recovery basis. Families pay between \$22.50 and \$27.00 per child, per day, depending on how many sessions per week they require. In addition, optional days of care are offered on PA Days, March break, Winter break and summer at a cost of \$35.00 per day. In 2018-2019 the operating budget of the program is approximately \$17M. In earlier years there were small operational surpluses followed by several years of small operational deficits, however the cost recovery model has stabilized. No fee increases were required for the 2019-2020 school year to remain cost neutral.

The OCDSB uses a hybrid operational model. While 68% of locations are operated by OCDSB directly, Community Partners (Child Care Agencies) play an important role in the provision of care. Today Community Partners operate 31 programs co-located within a OCDSB school.

The OCDSB also offers Infant, Toddler and Preschool child care at two locations which are fully subscribed. A focus of this year has been supporting the development of guiding principles, strategic objectives and potential governance models, including the interrelationship with Extended Day and other programs, for this element of child care.

The Committee provides advice to the OCDSB and the Board of Trustees on all strategic and operational challenges and opportunities within this wide program area.

2018-2019 Committee Membership

Committee Member	Affiliation
Sandra Schwartz /Rob Campbell	Trustee
Olga Grigoriev	Superintendent of Instruction
Holly Grenier (Voting Member)	Chair – Parent Member (Resigned December 2018)
Derek Black (Voting Member)	Parent Member (Resigned December 2018)
Melanie Good (Voting Member)	Parent Member
Terry Warner (Voting Member)	Special Education Advisory Committee (SEAC)
Eleanor Heap	Manager Extended Day Programs
Myriam Pepin	Community Partner (Children's Village)
Cass Inglis	Community Partner (YMCA/YWCA)
Vacant (Voting Member)	Parent Member
Vacant (Voting Member)	Parent Member
Vacant (Voting Member)	Parent Involvement Committee (PIC)
Vacant (Voting Member)	Advisory Committee on Equity (ACE)
Vacant (Voting Member)	Ottawa-Carleton Assembly of School Council (OCASC)
Vacant	Ontario Secondary School Teachers' Federation-SSP
Vacant	Child Care Council
Vacant	Community Partner
Vacant	One elementary school principal
Vacant	System Principal of Early Learning

2018- 2019 Priorities and Achievements

The Committee held three meetings over the last year – 24 October, 30 January, and 9 May. The meetings have enjoyed rich discussion and Committee members are very engaged in the work. The use of a call-in number is a best practice that has increased the ability of Committee members to participate in scheduled meetings.

During the 2018-2019 year, the Committee was consulted on:

- Strategic Plan 2019-2023
- Review of the parent survey results (Spring 2018) (Appendix A)
- EDP Fee Structure for the 2019-2020 School Year
- General operations of the OCDSB Extended Day and Child Care programs
- The call for new members was emailed directly to all EDP parents, included in School Council Newsletters, posted on the OCDSB website and twitter.
- Confirmed new members; and
- Delegations were heard from parents who expressed concern about violent incidents within the Extended Day Program and air conditioning.

Next Steps

- Continued annual consultation of the fee structure
- Provide ongoing advice to the Board on the management, delivery and implementation of the Extended Day Child Care programs;
- Review policy to provide input on extended day programming and child care to ensure successful delivery of programming for early learners; [Extended Day Program Policy](#)
- Establish a forum for stakeholders to collaborate and share experiences across related sectors; and
- Discuss improved methods for feedback from stakeholders given that attendance at meetings has been challenging

**Appendix A****MEMORANDUM****Memo No. 18-133**

TO: Trustees
Student Trustees

FROM: Jennifer Adams, Director of Education and Secretary of the Board
Olga Grigoriev, Superintendent of Instruction

DATE: 9 November 2018

RE: Extended Day Programs Parent Survey

Following a recommendation made at the January 2018 meeting of the Advisory Committee for Extended Day and Childcare programs, the Early Learning department conducted a survey of all parents of students registered in extended day programs operated by the Ottawa-Carleton District School Board.

The Early Learning department worked in collaboration with the Advisory Committee for Extended Day and Childcare programs to develop the survey questions. Parents were asked a range of questions relating to attendance, fees and satisfaction with the Extended Day Program. The survey was emailed to 4,567 families. The response was robust, in that close to 1,450 responses were received, or a 32% participation rate.

The following summary of responses is provided for your information.

Attendance:

The majority of families 66.46% indicated that they have one child enrolled in the Extended Day Program (EDP). 30.98% of families have two children in the program and 2.56% of families have 3 or 4 children enrolled in the program.

82.92% of families access the program five days per week. 5.95% of families access the program 4 days per week, 6.50% of families access the program three days per week, and 5.12% of families access the program 2 days per week.

52.90% of families access the after-school program only. 36.03% of parents access the before and after-school program. 11.13% of parents access the before-school program only.

48.55% of parents access the EDP on P.A. days. 17.15% of parents access the EDP during the summer break. 15.91% of parents access the program during the March break, and 14.04% of parents access the program during the Christmas break.

80.00% of parents indicated that they preferred to know the location of the EDP in advance, when registering for Christmas break, March break and Summer break programs.

48.58% of parents indicated that it is either important or extremely important for them to be able to change required care days quickly and/or on a regular basis, while 51.42% indicated this flexibility was not important or somewhat important.

Fees:

72.07% of parents indicated that they thought the fee for the extended day program was reasonable. 20.79% of parents indicated they thought the fee was high, and .55% of parents indicated they thought the fee was low.

Satisfaction with the EDP:

88.99% of parents indicated that they were either extremely or somewhat satisfied with the EDP.

95.02% indicated that they were either extremely or somewhat satisfied with the location of the EDP.

79.55% indicated that they were either extremely or somewhat satisfied with the activities that are offered.

73.34% of parents indicated that they were either extremely or somewhat satisfied with the snacks offered in the EDP.

85.31% of parents indicated that they were either extremely or somewhat satisfied with the outdoor activity time.

67.43% of parents responded *not applicable* when asked to rate their level of satisfaction with the manner in which children with special needs are accommodated in the EDP. 20.35% of parents responded that they were either extremely or somewhat satisfied in this area. 8.82% of parents responded that they were neither satisfied or dissatisfied; 3.40% of parents were either somewhat or extremely dissatisfied.

85.53% of parents indicated that they will access the EDP in the 2018-2019 school year and 92.88% of parents indicated that they were very or somewhat likely to recommend the OCDSB EDP to other parents.

Administration of EDP:

87.30% of parents indicated that the amount of time provided for returning registration forms for optional days was adequate.

61.28% of parents responded that the Early Learning department of the OCDSB had been responsive to questions. 32.94 % of parents responded *not applicable* to this question.

It should be noted that a similar survey conducted in May of 2015, indicated results that were comparable to those above. i.e., an overall satisfaction rate of 85.48% was reported in 2015 as compared to 88.99% in 2018.

The program continues to be appreciated by the majority of parents. However, given the feedback provided, the following areas will be given particular attention in continuing to improve the experience for families accessing extended day programs:

- Programming/activities;
- Accessing EDP on non-instructional days, ie. March break, PA days, and statutory holidays; and
- Snacks.

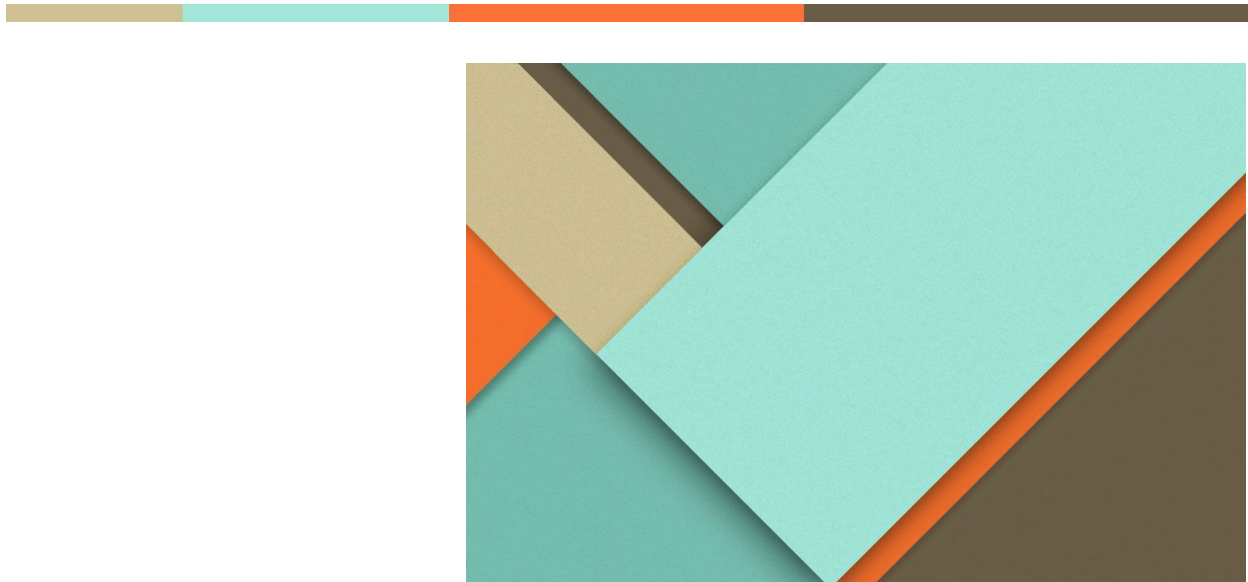
The Early Learning department will review the programming/activities offered within all of the programs to ensure consistent high quality learning opportunities are available to all children enrolled in the EDP.

A more in-depth review of programs offered during the non-instructional day, needs to be undertaken, to have a better understanding of why such a small percentage of families access the EDP during these times.

Early Learning department will work with our food provider to add more healthy food items to the menu which will provide more options to the children daily.

If you have any questions, please contact Olga Grigoriev at 613-596-8287, or email olga.grigoriev@ocdsb.ca

cc Senior Staff
 Manager, Board Services
 Corporate Records



Indigenous Education Advisory Council

06.04.2019

Monique Manatch & Jody Alexander

Indigenous Education Advisory Council

Introduction

In 2015, Senator Murray Sinclair said, “Education got us into this mess and it is education that will get us out.” The Truth and Reconciliation Commission set Canadians upon a path to repair the relationships between Indigenous and non-Indigenous people. The OCDSB is committed to responding to the Calls to Action and as such has made efforts to work together with the Indigenous community in Ottawa towards supporting achievement and well-being of Indigenous students. With this commitment in mind, the creation of the Indigenous Education Advisory Council (IEAC) is in alignment to achieve this goal.

The Indigenous Education Advisory Council Policy (P.140.Gov) met District approval June 25, 2018. The policy set a course to establish the advisory council in the 2018-2019 school year. The official composition of the IEAC was put forward in February 2019 - Albert Dumont, Jo McQuarrie, Sytukie Joamie, Monique Manatach, Inini McHugh, Benny Michaud, Jennifer Lord, Raigelee Alorut, Karen Baker-Anderson, Wendy Hough, Jody Alexander, Dorothy Baker, Falicia Green, Ganaabouté Gagne, Jordyn Hendrick, Lili Miller, Kris Meawasige, Kareena Butler and Josh Lewis. While the aforementioned hold seats on the Indigenous Advisory Council, all Indigenous students, parents/guardians, families, staff, and community members in the OCDSB are welcome to attend, provide input and feedback.

IEAC's Mandate:

1. To collaborate with the District on the development of the Indigenous Education Board Action Plan;
2. To provide strategic advice on implementing the Truth and Reconciliation Calls to Action, specifically Calls to Action pertaining to education (62-63);
3. To assist the Board of Trustees in its commitment to provide an equitable and inclusive education and work environment for First Nations, Métis and Inuit students and staff;
4. To advise the Board of Trustees on any issue affecting First Nations, Métis and Inuit students' learning and well-being;
5. To act as a resource to provide authentic and current knowledge of First Nations, Métis and Inuit perspective to support informed decision making; and
6. To liaise with community stakeholders as needed by actively engaging parents and community partners to help provide an equitable and inclusive education and work environment for Indigenous students and staff.

Recommendations

The Indigenous Education Advisory Council recommends the following as priorities for the Ottawa-Carleton District School Board: respectful language and communication; safe spaces for Indigenous students in all areas of the OCDSB, leveraging data from community partners, and conducting supported student-led presentations at schools across the District. All of these recommendations will form the basis for the upcoming 2019-2020 school year and will be included in the Board Action Plan for Indigenous Education. In addition, there was a request for the OCDSB to implement intentional hiring practices to ensure Indigenous representation across all staffing groups. This will be a priority in the 2019-2020 school year and IEAC meetings.

Key Next Steps

I. Improve Cultural Competency

- *Providing guidance to create an open environment for educating all staff, and Board of Trustees;*
- *Providing guidance to all to better understand diversity among First Nations, Métis, and Inuit;*
- *Incorporate Ownership Control Access and Possession (OCAP) principles regarding any research conducted with the Indigenous community;*
- *Smudging protocols in schools.*

II. Creating Safe Spaces

- *Providing continuous support and advice in the creation of Indigenous spaces and programs consistently throughout the school board.*

Review Policy

Much conversation around the composition of the Indigenous Education Advisory Council ensued in several initial meetings. The concern of the IEAC centered around understanding identity and representation of First Nation, Métis and Inuit community. The IEAC feels strongly the review of the composition of the Council is necessary following the two year period set out in the policy.

Highlights

I. Strong Indigenous student leadership

Since the onset of the Indigenous Education Advisory Council, there has been strong interest and representation of Indigenous students eager to share their voices. Students regularly attend the IEAC meetings and provide valuable input and feedback to how the OCDSB might create culturally safe spaces for Indigenous students in schools across the district. Some suggestions include: addressing inappropriate language and stereotypes in schools; student-led workshops for other students to gain knowledge and understanding of Indigenous perspectives, history and contemporary issues; engaging with Indigenous cultural learning for Indigenous students outside of the school setting (eg. Leadership camp opportunities); cultural competency and safety training for educators, and more Indigenous safe spaces in schools across the District.

II. Community Representation

Upon inviting community members, parents/guardians, families, students, agencies and OCDSB staff to attend inaugural meetings, there was plenty of interest that reflected a diversity of Indigenous people. It is evident from the great turnout of interested people, the establishment of the Indigenous Education Advisory Council is welcomed by the Indigenous community. Many people representing diversity among the First Nations, Métis and Inuit communities wish to give meaningful input to ultimately contribute to the achievement and well-being of Indigenous students and their families.

Conclusion

While the TRC set out 94 Calls to Action, it is the responsibility of all Canadians to act upon the Calls to Action to create more positive learning for the generations to come. The OCDSB will benefit greatly from collaboration with the Indigenous Education Advisory Council and the recommendations to enhance and improve learning opportunities for all students. It is through collaboration, the OCDSB and IEAC will see the repair of relationships between Indigenous and non-Indigenous students and educators within the OCDSB.

Parent Involvement Committee Annual Report 2018-2019

About the Parent Involvement Committee (PIC)

The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level to improve student achievement and well-being. (*O. Reg. 612/00 with an Amendment 330/10*). The PIC acts as an advisory body to the District and provides a vital link between parents and the Director of Education and Trustees. Parent involvement committee builds parent engagement by:

- Communicating with parents, providing information and advice to the District on parent engagement;
- Developing strategies and initiatives on how the board could engage diverse parents to support their children's learning at home and school;
- Sharing information with, and supporting the work of school councils; and
- Identifying and reducing system barriers to parent engagement.

Parent involvement committees and school councils both encourage parent involvement in children's learning. Where school councils focus on the local schools and communities, PIC participates as an advisory committee at the Board level and focus on things that affect more than one school.

The Ottawa-Carleton District School Board recognizes the critical voice of the parents in a collaborative approach to educate their children. The PIC provides regular opportunities for the parents to network, share innovative ideas, offer advice, encourage partnerships, and stay informed by attending educational presentations throughout the school year.

PIC Membership

2018-2019 PIC Members

Chair: Mostafizur Khan,

Vice-Chair: Carm Janneteau

Parent Members:

- Susan Fullerton
- Gita Nurlaila
- Diana Mills
- John Marshall
- Graciela Jasa Silveira
- Geneviève Harte

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OCASC Members:

- Malaka Hendela
- Martyn Reid
- Amber Labelle (Alternate)

Community Representatives:

- Susan Ingram (Big Brothers Big Sisters of Ottawa)
- Mante Molepo (Parents for Diversity)
- Carolyn Hunter (Ottawa Network for Education)
- Melissa McGuirk McNeil (Ottawa Network for Education, Alternate)

Non-Voting Representatives:

- Brett Reynolds, Associate Director of Education (Director Designate)
- Wendy Hough, Trustee
- Shannon Smith, Principal

Staff Support:

- Michèle Giroux, Executive Officer, Corporate Services
- Engy Abdel Masieh, Policy Analyst

The PIC members are appointed to either a one-year or two-year term. This tenure allows for consistency in membership between school years, which also ensures a variety of parents can participate in the Committee year to year. PIC is a parent-led committee; our Chair and Vice-chair are parents, and the majority of the members are parents.

In January 2019, PIC warmly welcomed new trustee, Wendy Hough, to the Committee. She replaced outgoing trustee Chris Ellis. Trustee Hough, new to the District, has brought fresh eyes and a unique perspective to the PIC.

The District requested an expression of interest from the parent members of PIC whose terms expired as of 30 November 2018, and all the respective members indicated their interest to sit on PIC for another term of office to continue their work.

The Ottawa-Carleton Assembly of School Councils (OCASC) appointed a new member, Martyn Reid and a new alternate, Amber Labelle. The Co-Chair of OCASC, Malaka Hendela, expressed her interest in continuing on PIC.

Parent Involvement Committee Annual Report 2018-2019

Appointment of Community Representatives

The community representative vacancies were well advertised on various news media between 24 February and 22 March 2019, and the District received four applications. A membership sub-committee was formed and the sub-committee considered how the applicants could contribute to the mandate of the PIC, whether the applicants could bring a new perspective to PIC discussions and whether the applicants had an established relationship with the OCDSB and public education.

After careful deliberation, the sub-committee recommended Ottawa Network for Education and Parents for Diversity as the two applications that best addressed all of the criteria and needs of the PIC. At the 8 May 2019 meeting, PIC warmly welcomed the new members and received a presentation from the new members on the work of their respective organizations.

PIC 2018-2019 Achievements

The Committee continued to build on the three guiding principles in their work: support, encourage and connect parents in education. Throughout the 2018-2019 school year, the committee accomplished the following activities to fulfill the above three areas of work:

SUPPORT: the infrastructure of resources available to facilitate parent engagement across the district includes: providing opportunities on parent engagement; parent learning; providing resources to support structures/strategies (i.e., School Councils, PIC, and OCASC).

- Hosted five Speaker Series events;
- Hosted the annual Parent Conference;
- Hosted a PIC-led workshop to engage parents in the Ministry's 2018 Consultation: Education in Ontario as part of the Parent Conference; and
- Revised the PIC Bylaws and Standing Rules

ENCOURAGE: developing strategies through the PIC that encourage parent involvement, particularly for those who are traditionally less engaged in their children's education.

- Participated in the consultation of:
 - Parent School Climate Survey Results; and

Parent Involvement Committee Annual Report 2018-2019

- Strategic Plan 2019-2023: Pre-Consultation
- Provided parent input on:
 - Ministry Consultation on Education Reform in Ontario;
 - Ministry Consultation on Class Sizes and Hiring Practices
 - Rowan's Law (Concussion Safety), 2018 Regulatory Registry Consultation
 - School Climate Parent Survey;
 - OCDSB Parent Portal;
 - Identity Based Data Collection;
 - Field Trips;
 - Data Security;
 - Parent Conference planning; and
 - Speaker Series planning.

CONNECT: building capacity of the parent members in school and district initiatives to enhance parent engagement in favor of children's higher academic achievements.

- Established a Membership Sub-Committee;
- Provided information on the new community representatives;
- Hosted the Parent Conference; and
- Hosted a focus group session for the advisory committees in support of the 2019-2023 Draft Strategic Plan

Speaker Series

The OCDSB Speaker Series offers free presentations to the community and seeks to provide parents and educators with access to leading ideas and information on how parents can effectively contribute in their children's learning at home and school.

The series is sponsored by the PIC and supported through PRO grant funding from the Ministry of Education. During 2018-2019 school years, the following speaker series events were held:

Concussion Management with Dr. Michael Vassilyadi

Division of Pediatric Neurosurgery Children's Hospital of Eastern Ontario and Gordon and Kathleen Stringer advocates for Rowan's Law (September 26, 2018)

Parents learned about Gordon and Kathleen Stringer's efforts to make Ontario a leader in concussion awareness and prevention. Dr. Vassilyadi provided valuable lessons on concussion management, causes, symptoms, and recovery.

Parent Involvement Committee Annual Report 2018-2019

Cannabis Information Sessions (October 23 and November 6, 2018)

The District, in partnership with Ottawa Public Health, hosted two sessions for parents to learn about cannabis. The discussion involved tackling the myths, what is known about the new laws, how to talk to youth, protecting youth, and available services.

UNSTOPPABLE YOU with Unstoppable Tracy Schmitt (February 28, 2019)

Tracy Schmitt, a four-way amputee from birth, shared her three keys to success: exceed uncertainty, embrace possibility and earn independence. The presentation for parents and students reminded all those who attended about the need to set high expectations and take extraordinary actions to achieve success.

Autism: An Information Night for Parents

Supporting the Mental Health of Students with Autism presented by Dr. Jonathon A. Weiss (April 23, 2019)

Dr. Weiss spoke about promoting positive outcomes for youth with autism. He noted that indicators such as happiness, satisfaction and resilience on the school level, parent/ family level and individual level are important areas of focus. He emphasized the importance of inclusive schools, improving parent-adolescent attachment, and participating with positive peers to promote positive growth.

When Technology Takes Over: Navigating Through the Teen Years with Liz Parsons and Matt Young of Rideauwood Addiction & Family Services (May 2, 2019)

The session offered parents practical strategies to encourage the healthy use of technology in teens. Liz and Matt emphasized that technology addiction is a general term that can include excessive behaviours related to playing video games; accessing social networks such as Instagram and Snapchat; watching videos on YouTube; excessive texting; smartphone overuse, and more. They encouraged parents to acknowledge the good as well as the bad in conversations with their kids so that the talks are not only about the negative.

The Parent Conference

The Parent Conference and School Council Training Day was held on November 3, 2018, at Gloucester High School and was once again a great success. Over 200 dedicated parents and guardians attended. The Conference provided parents and educators with a fantastic opportunity to learn about issues related to children's learning and well-being, special education and school council best practices.

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The keynote speaker, Dr. Peg Dawson, co-author of *Smart but Scattered*, spoke about the connections between the District's Exit Outcomes and the executive skills critical to effective learning. She offered parents tips and strategies to cultivate these skills in their children to enable them to navigate their educational path and prepare for life successfully. Educational sessions presented by highly skilled facilitators provided more in-depth learning opportunities for parents and included topics such as growth mindset, leveraging digital technology in the classroom, the parent-child connection, self-regulation, math fundamentals, active transportation, special education supports and more. School council training sessions focused on best practices, finance, and school council websites.

Parent Involvement Committee Session on the Ministry of Education Consultation on Education Reform

At its 17 October 2018 meeting, PIC members presented a motion to hold a workshop during the 2018 Parent Conference to receive feedback from parents on the Ministry's consultation. Approximately thirty parents attended the PIC workshop.

The OCDSB Parent Involvement Committee hosted the workshop-style session to discuss the ongoing provincial consultation on public education reform. The PIC was able to provide the attendees with valuable information on how to participate in the Ministry consultations, why participation is meaningful and was able to collect parent feedback to the Ministry.

The PIC prepared a summary of the workshop which was presented to the Board of Trustees to help inform the OCDSB's submission to the Ministry on the provincial consultation on education in Ontario. The PIC summary was also provided to the Ministry of Education and posted to the District's website to help promote parents' awareness and participation in the Ministry Consultation.

The 2018 Parent Conference was a unique opportunity for PIC to expand discussions and engage in direct communications with the parents of the District around important changes that may impact their children's education. The PIC is in the early planning stages for the 2019 Parent Conference and building on its success will again be hosting a workshop to engage parents.

Parent Involvement Committee Annual Report 2018-2019

PIC-hosted Focus Group

The 2018-2019 school year saw the District begin the development of the OCDSB 2019-2023 Strategic Plan. PIC was engaged in early consultation and used its 9 January 2019 meeting as a focus group session to support the Strategies & Actions stage of the strategic plan process. PIC invited the Chairs and three members of all of the Advisory Committees to the Board to attend and participate in the focus group through the contribution of ideas and sharing their committee's voice.

At the session, participants from the Special Education Advisory Committee (SEAC), the Advisory Committee on Equity (ACE), the Advisory Committee on the Arts and the Indigenous Education Advisory Council (IEAC), were provided with feedback from the ThoughtExchange and worked in small, independent groups to develop strategies and actions for the following themes: curriculum, teaching and learning, school environment and student supports. PIC and their colleagues were able to explore and discuss the results of the online consultation and helped define some unique strategies for achieving identified goals.

Staff and trustees were able to use the valuable input to further their work in the strategizing stage. PIC plan to incorporate the elements of the finalized 2019-2023 Strategic Plan in their work plan for 2019-2020.

PIC Bylaws and Standing Rules

The PIC last approved its By-Laws and Standing Rules in 2011 and they had not undergone any revisions since their development. The PIC reviewed the changes to ensure the Bylaws and Standing Rules reflect the current practice, ensure compliance with the Regulation, and optimize the resources available to the Committee. The major revisions included specifying the number of the one (1) and two (2) year terms of office, clarifying the process of appointing Community Representatives to the Committee; and simplifying the process of acquiring the names of the OCASC Representatives to the Committee. The review and update of the By-Laws and Standing Rules will help guide the work of the PIC in the 2019-2020 school year.

Funding

As part of its commitment to increase parent engagement across the province, the Ministry of Education provided funding to school councils and PICs to support local initiatives in more effective ways. The OCDSB-PIC received \$10,000 in 2018 for the Parent Conference and Speaker Series.

Parent Involvement Committee Annual Report 2018-2019

In addition, 87 School Councils shared \$ 84,475 in PRO Grant funding. School Councils used their funds to work on projects that made an impact on parent outreach related to children's learning and well-being. Projects included mental health and resilience development workshops; computer and social media safety presentations; family arts, science and math events; and celebration of diversity.

Looking Forward

The Draft 2019-2023 Strategic Plan outlines parent engagement as a key performance indicator in the creation of a culture of caring. In 2019-2020 school year, PIC will continue its work to support student achievement and well-being through initiatives that empower parents to play active roles in making their children successful learners and contributory citizens. PIC will also continue its collaborative approach, share accomplishments and create resources in the engagement process to support and increase parent voice.

PIC members have expressed an interest in providing parents with additional resource documents and online links with relevant information. Together we can make the District a more inclusive place for our children.

Contact Us

PIC members want to connect with their communities. If you're interested in learning more about PIC or wish to discuss a parent involvement idea or concern, contact a PIC representative at PIC@ocdsb.ca



PARENT INVOLVEMENT COMMITTEE

Wednesday, May 8, 2019

6:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Members: Mostafizur Khan, Carm Janneteau, Geneviève Harte , John Marshall, Diana Mills, Gita Nurlaila, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member)

Non-Voting Members: Mante Molepo (Community Representative), Wendy Hough (Trustee), Brett Reynolds (Associate Director), Melissa McGuirk McNeil (Community Representative, Alternate)

Staff and Guests: Lynn Scott (Trustee), Donna Blackburn (Trustee), Michele Giroux (Executive Officer), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

Chair Khan call the meeting to order at 6:13 p.m.

2. Approval of Agenda

Moved by Martyn Reid,

THAT the agenda be approved.

Carried

3. Review of PIC 17 April 2019 Report

Moved by Martyn Reid,

THAT the PIC 17 April 2019 Report be received.

Carried

4. Chair's Report

Chair Khan noted the PIC had success this year bringing the advisory committees together to provide input into the draft 2019-2023 strategic plan.

Chair Khan conveyed his sympathies for all those affected by the flooding of the Ottawa River and praised the students, staff, and families who assisted in the flood relief efforts.

Chair Khan expressed his condolences to those families and students in the Ottawa area impacted by the tragedies in New Zealand and Sri Lanka. He expressed his frustration over the attack in New Zealand and his concern for those without religion and country.

Ms. Hendela, on a point of clarification, requested that the mention and reference to religion in the Chair Khan's message regarding those without religion be removed. She noted that the Ottawa-Carleton District School Board is public and non-denominational and provides equal opportunity for all students regardless of faith.

Chair Khan responded that he is respectful to all languages, ethnicities, and faiths.

Chair Khan advised the committee of the following upcoming events:

- The Annual Volunteer Appreciation Awards, 13 June 13, 2019;
- Presentation of the PIC Annual Report to the Committee of the Whole, 4 June 2019;
- Mental Health Week, 6 May to 12 May 2019; and
- Education Week, the first week in May 2019.

Chair Khan noted that further to the parliamentary procedure training he spoke about at the 17 April 2019 PIC meeting, he has prepared a letter to the Director of Education and the Chair of the Board requesting that the training be offered to all chairs and vice-chairs of advisory committees. In response to a question, Executive Officer Giroux clarified that the District retained the services of a registered parliamentarian to conduct the exercise with the chairs and vice-chairs. No additional training is planned at present.

5. Director's Report

Associate Director Reynolds advised that information on the website survey was distributed to all parents through "Keeping You Connected."

Associate Director Reynolds reminded members that students who are in grades four to twelve would complete the OurSCHOOL Survey online at school between 23 April and 10 May 2019. Information regarding the school climate survey was made available to parents through the School Council Newsletter and information from the school.

Associate Director Reynolds advised that the 2019-2020 budget process continues with the Committee of the Whole Budget meeting on 29 May 2019 with the presentation of the 2019-2020 staff recommended budget. This meeting will begin the public debate. Parents and others who wish to provide input are invited to delegate on 3 June 2019 and 10 June 2019.

Associate Director Reynolds noted that A Date for Diversity: Journeying from Diversity to Equity will be held at Canterbury High School on 14 May 2019 from 6:00 p.m. to 9:00 p.m.

Executive Officer Giroux advised that staff will meet with community partners the week of 6 May 2019 to gather the information that will help inform the focus group sessions aimed at gathering lived experience in anticipation of the Identity Based Data Collection planned for November of 2019.

The focus group for students are planned for 31 May 2019. Focus groups for parents and community partners are planned for 27 May and 11 June 2019.

In response to a query from Ms. Molepo, Executive Officer Giroux advised that the focus group sessions are not a town hall session and that those expressing an interest to participate may attend.

In response to a query from Ms. Hendela, Executive Officer Giroux advised that staff will provide information on the outcome of the focus groups in early September 2019 about what was learned and how the information will inform the work of the District and the next steps.

In response to a query from Ms. Molepo, Executive Officer Giroux noted that the Anti-Racism Act expressly acknowledges four groups, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The District has taken a more inclusive approach and also believes that the collection of identity-based data must also address the issues and challenges of the lived experiences of other communities including 2SLGBTQ+, South East Asian, socioeconomically disadvantaged, and disabled (AODA) and newcomers.

The data will be collected from all students. Staff is working on the specificity of the questions, and the focus group sessions will help inform that work. The District will report on the findings and, through the community conversations, will determine comparison groups and data segregation. The District is reviewing the work of other Districts who are further along in their research to help guide the work.

Ms. Hendela and Mr. Reid expressed concern over the volume of data collected and the security of the data. Executive Officer Giroux noted that the data collection will be confidential but cannot be anonymous if it is to be correlated with other student achievement data. The District is currently in the process of acquiring software that will support the collection of the data. Consideration will be given to the storage of the data. There are specific guidelines for the collection and storage of data, and the District will use those to inform the reports.

Ms. Hendela expressed the view that it will be necessary for the District to identify that the ownership and control of the data resides with the District in its procurement process.

Ms. Hendela stressed that storage of school board related data must be viewed as a risk and appropriate measures and controls enacted to ensure security. She noted that information regarding the protection of the data must be communicated to parents as they may choose not to participate if specifications are not met.

Mr. Marshall echoed the statements of Ms. Hendela and Mr. Reid but shared that he could not envision a situation where the OCDSB would entertain the risk of a data leak and has faith that his children's data is protected. He added that he had not seen any sign to the contrary.

Ms. Mills expressed concern with self-reporting surveys noting the data can be skewed as many may not answer truthfully.

6. Community Representative Presentations

Chair Khan welcomed new community representatives Melissa McGuirk McNeil and Mante Molepo.

6.a Ottawa Network for Education (ONFE)

Ms. McGuirk McNeil provided the members of PIC with information on the Ottawa Network for Education (ONFE).

During her presentation, the following points were noted:

- ONFE works closely with all four school boards in the Ottawa-Carleton region to support students and education;
- ONFE has three primary areas of focus: learning, health and wellbeing and career readiness;
- ONFE's Ottawa Volunteers in Education (OVIE) program brings volunteers from the community into classrooms, to help educators ensure the academic success and well-being of their students;
- ONFE places close to 1500 volunteers a year and recruits, screens and trains the volunteers based on requests from teachers;
- ONFE's OttawaReads is an early literacy program that inspires a love of reading in children in kindergarten to grade three classrooms. Volunteers read aloud to children weekly helping develop essential literacy skills;
- ONFE's Ottawa School Breakfast Program provides students in need with a nutritious breakfast. The program operates with the support of individual and corporate donors, volunteers, educators, the City of Ottawa, and the Ontario Ministry of Children, Community and Social Services;

- Classroom Gardens, a new ONFE pilot project, is available in 24 schools across Ottawa's four public boards. Classroom gardens engage students in the planting, growing and harvesting of vegetables;
- ONFE plays a facilitator role in the Substance Abuse Support Program which offers counseling, treatment and information to youth to prevent life-long addiction and support student success;
- ONFE promotes career readiness through its JA Ottawa (formerly Junior Achievement) program. The programs serve between 5000 to 7000 students a year from grades eight through twelve. JA Ottawa promotes financial literacy and entrepreneurship. JA Company supports students as they work collaboratively to build a business;
- ONFE's World of Choices brings students together with career mentors working in desired fields, industries and professions. In small sessions, students learn first-hand what it takes to be successful; and
- ONFE's Employer Connections program connects educators and employers, creates work-related learning experiences, provides opportunities for career exploration and encourages increased enrollment in STEM-related courses.

6.b Parents for Diversity

Ms. Molepo shared that she was one of the founding members of Parents For Diversity. The Ottawa based organization evolved from their children's personal experiences of racism and other forms of discrimination in their schools and the inadequate response from the schools on how to address the incidents and the absence of a sense of belonging evidenced in the school system.

Ms. Molepo noted a lack of representation in the curriculum and a lack of diversity among decision makers and educators and wanted to be a voice for students and believe that all students have the right to an education free from discrimination. She noted that most of the Parents for Diversity Directors are lawyers and view the work from a human rights lens.

Ms. Molepo advised that Parents For Diversity conduct a variety of workshops for parents, schools and educators on the various forms of discrimination and serve as advocates for change. Parents for Diversity work one on one with parents of children who have experienced discrimination in schools.

Ms. Molepo noted that Parents for Diversity is building a library of children's books that celebrate the diversity of Canada's population. She expressed the view that students need to see themselves in the books they read.

In response to a query from Ms. Mills regarding the diversity library, Ms. Molepo indicated that the Parents for Diversity website has several lists of books about race and culture. She noted that the Parents for Diversity workshops and mosaic audit she conducts with parents and educators seeks to ensure that the school includes more diverse literature in their classrooms. The workshops promote cultural competency and using the lived experiences of the students to inform the teaching practice.

Ms. Molepo indicated that she helped shape the commitments in the Ottawa Catholic School Board's (OCSB) declaration of support for the United Nations International Decade for People of African Descent. She noted that collaborative engagement is integral to achieving diversity and inclusion in schools.

Ms. Hendela welcomed Ms. Molepo and invited her to attend a meeting of the Ottawa-Carleton Assembly of School Councils (OCASC). She remarked that Ms. Molepo's addition to the committee would help provide an impactful perspective. She noted that the insight from Parents for Diversity may help PIC challenge some of the norms and practices of the District that are rooted in colonialism.

Ms. Molepo added that the collection of identity-based data is significant to the organization.

7. Presentation and Discussion

7.1 Report 19-053, Report on the 2019-2023 Draft Strategic Plan

Your committee had before it Report 19-053, Report on the 2019-2023 Draft Strategic Plan, presenting the Draft Strategic Plan 2019-2023 to the community to encourage feedback.

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

- Ms. Hendela stressed the importance of the connection between the goals of the strategic plan and the budget. She hoped that the budget and communications material for the 2019-2020 budget would reflect the goals identified in the draft strategic plan and that a clear allocation of funding towards these initiatives will be illustrated by staff. She expressed the view that the budget is the engine that drives the strategic plan and it would enliven the budget materials to acknowledge the link between the two;
- Ms. Hendela commended the staff for their effort in the preparation of the draft plan. She expressed the view that the goals, strategies and outcomes are easy for parents to understand and the overall vision of the Board is clear;

- Ms. Hendela expressed concern regarding the key performance indicators and was not sure of the measurables or how the advisory committees of the Board may influence the work;
- Ms. Hendela commented that one of the primary areas of concern in the focus group sessions was infrastructure. She highlighted the lack of a commitment to good buildings, clean classrooms, manageable class sizes and air conditioning and noted that the commitment to decision making must be holistic and that students and staff cannot be well if their environment makes them uncomfortable. She highlighted the Green Energy policies that prohibit the use of fans and air conditioning in classrooms impact the health of the classroom in support of the point;
- Trustee Scott noted the importance of the collection of feedback from the advisory committees. She advised that the trustees felt strongly that the strategic plan must speak to every school, teacher, and student across the system. She noted that the specificity of the key performance indicators would be available in the operational plans and individual school improvement plans;
- Ms. Janneteau noted that the implementation of the plan would be critical, as will its evaluation. She queried how the District will be evaluating the implementation and how targets will be established. Executive Officer Giroux advised that the previous practice will inform the implementation. The senior team will meet at the end of the school year to reflect on progress. Independent work on areas of strength and areas of weakness is then conducted, and the senior team meets again in August to set priorities and allocate resources. The Board does a similar exercise to formulate their work plan. The two will then be aligned;
- In response to a query from Ms. Janneteau regarding math strategy, Executive Officer Giroux noted that changes to mathematics would be driven by the direction set by the province. School learning plans may also include math strategy, which is informed by data on school results provided to principals. The province has indicated a focus on mathematics fundamentals, and it is anticipated that school learning plans and professional development opportunities will focus on mathematics;
- Executive Officer Giroux noted that the strategic plan connects to the PIC workplan and can be used to inform and influence the speaker series, parent conference, and parent voice survey;
- The Education Quality and Accountability Office (EQAO) is undertaking a modernization exercise and have appointed a full-time Chair to ensure that their infrastructure is modern and accessible. The language and references within the testing are also undergoing modernization to make it more culturally relevant. EQAO is also undertaking a student engagement campaign to incorporate student

voice questions, student voice and student engagement in the process and helping students normalize the process; and

- Ms. Hendela commented that the District has an opportunity to set high expectations for students, staff, and the system and encouraged the introduction of a growth mindset and design thinking in the culture of innovation area. She expressed the view that innovative risk-taking should be an element as well as stress testing measures. She added that stress testing measures on negative issues are also important elements for the dashboard and course correction.

7.2 Parent Conference Planning

Executive Officer Giroux advised that the Parent Conference and School Council Training Day is funded through the Parents Reaching Out (PRO) grant provided by the Ministry. She added that based on preliminary information received from the Ministry regarding the Grants for Student Needs (GSN), she is optimistic the funding will continue for 2019-2020. She indicated that the survey results from the 2018 conference were provided for information.

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

- A tentative date of 9 November 2019 has been identified. The location has yet to be determined;
- The keynote speaker is not yet confirmed. The keynote speaker may connect to the strategic plan and the key areas that were discussed in the strategic planning process such as aggressive behaviour;
- Workshop attendance for topics that relate directly to parenting is generally higher and should be a consideration when planning the schedule, workshops and presenters;
- The PIC facilitated workshop on the Ministry consultations was successful, and the members agreed that another opportunity for collaborative dialogue and sharing should be an element of the 2019 Parent Conference;
- Improvements must be made to encourage participation in the conference survey. The members suggested offering an incentive to increase the response rate;
- The survey results and comments indicate parents appreciate the topics and the learning opportunities provided but would alter conference planning details, such as timing and classroom space;
- Local resources for the keynote and workshop presenters should be sought;
- MyLifeOnline was recommended as a potential subject for a workshop and guest speaker/presenter;

- Parents would appreciate additional time for self-reflection and opportunities for connections with other parents after the sessions;
- "Birds of a Feather" dedicated areas or times could be incorporated to permit further discussion with other parents;
- A panel discussion featuring three resource specialists could be used to save time;
- The members requested that the conference schedule be made available in advance of the conference;
- Many parents have expressed concern regarding having to choose between personal interest or parent council learning. The morning could be dedicated to parental learning and the afternoon specifically for parent council subjects. Additional fundraising sources, including OCASC, could be explored to cover the cost of lunch to ensure the conference is a day-long session and the needs of the parent council are being met; and
- Areas of focus and needs that are missed in the Parent Conference could be targeted within the Speaker Series to ensure the day is more manageable.

7.3 Speaker Series Ideas

A list of speakers was provided for information. Executive Officer Giroux advised that staff are seeking feedback on potential speakers and topics for the 2019-2020 series. She suggested that ideas and suggestions could be sent by email to the attention of Board/Committee Coordinator Guthrie.

Mr. Reid queried whether or not there should be an additional meeting of PIC in June to determine the 2019-2020 speaker series. Executive Officer Giroux advised that PIC is consulted to provide input and guidance on topics of interest for parents, PIC does not approve the speaker series. Ms. Hendela suggested that alternative brainstorming sessions be utilized in place of a meeting.

Ms. Hendela stressed the importance of having the speaker series live streamed or webcast to enable more parent participation and engagement and make it more accessible. She noted that within the speakers series list, the option for webcast or willingness to live stream should be indicated.

Executive Officer Giroux advised that the District does not utilize a request for information process to secure speakers for the series. In the past, the speakers were tied to professional development opportunities for staff, and the cost was shared with Curriculum Services as the speaker would present to staff during the day and to parents in the evening. However, with limits on teacher release time, the series has shifted to include topics that place more emphasis on supporting well-being and parenting and less about academic topics.

Ms. Hendela advised that there may be ways to offset the costs. She queried whether or not school councils could partner and combine their PRO funding or cost share with the District and work collaboratively to take the burden off the school.

Executive Officer Giroux advised that it is preferable to have the speaker series scheduled to ensure dates and related information can be marketed more effectively. Chair Khan encouraged the request for speaker series topics and speakers to be shared with parents in the School Council Newsletter and other communication channels. He urged the members to seek ideas from parents and to provide input.

7.4 PIC Workplan 2019-2020

The annual report for the PIC will be presented to the Committee of the Whole on 4 June 2019 and will provide the highlights of the committees work in 2018-2019. In preparation for the 2019-2020 school year, the members discussed possible connections to the strategic plan.

Trustee Scott noted that the alignment of the work of PIC and the strategic plan would be advisable.

Ms. Hendela noted the importance of engaging other parents in the work of the PIC and suggested that the Thoughtexchange be broadened to include parents who are engaged, e.g., parent conference attendees. She noted that principals could also be invited to participate and provide their knowledge on the types of priorities they hear from their school communities. She added that that the 2019-2020 PIC work plan include tactics and expected outcomes.

Executive Officer Giroux noted that PIC did not set a work plan in 2019-2020. However, the PIC worked on several initiatives and was engaged as advisers of work that was largely staff directed. The PIC workshop regarding the Ministry Consultation on Education held at the 2019 Parent Conference was highlighted as a success. The conversations had by the PIC informed the work of staff and helped inform the practice of the District.

Ms. Hendela noted that it is challenging to be a member of the committee representing a group without annual goals. An ability to pre-engage with OCASC members with a copy of the work plan would better support the PIC.

Executive Officer Giroux advised that PIC will be invited to participate in a Thoughtexchange to collaborate and collect the priorities for the 2019-2020 PIC Workplan. She noted that the Thoughtexchange outcomes would be used to draft a plan for presentation at the September 2019 meeting.

8. Member Information

8.1 OCASC Report

Mr. Reid noted that the presentation from MyLifeOnline at the 18 April 2019 OCASC meeting was informative and encouraged parents to be more involved with their children's online activity to ensure they are safe, smart and kind online.

Mr. Reid thanked Associate Director Reynolds for the clarification regarding field trips but shared that many parents and parent councils still have concerns with the communication they continue to receive from principals regarding the cancellation of field trips. Associate Director Reynolds advised that further outreach regarding the matter of field trips is forthcoming.

Mr. Reid noted that parents have also expressed concern over the lack of information regarding the appointment and transfer of principals and vice-principals. He suggested that parent councils are forced to share the news with parents and that parent councils are seeking more information. Associate Director Reynolds noted that the movement of principals provides for a further opportunity for engagement with the Superintendent of Instruction. The Superintendent can assist with the transition process.

Ms. Hendela noted that the OCASC Annual General Meeting will take place on 16 May 2019 at Fisher Park Public School and that the meeting was open to all.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 8:51 p.m.

Mostafizur Khan, Chair, Parent Involvement Committee



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, May 15, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

- Members:** Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Jim Harris (VOICE for deaf and hard of hearing children), Lisa Paterick (VIEWS for the Visually Impaired), Donna Owen (Ottawa-Carleton Assembly of School Councils), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Nancy McLaren Kennedy (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers)
- Staff and Guests:** Lynn Scott (Trustee), Donna Blackburn (Trustee), Dorothy Baker (Superintendent of Curriculum Services), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal of Learning Support Services), Christine Kessler (System Principal of Learning Support Services), Jennifer Offord (System Principal, Curriculum Services), Nicole Guthrie (Board/Committee Coordinator).

1. Call to Order

Chair Kirwan called the meeting to order at 7:04 p.m.

2. Approval of the Agenda

Moved by Christine Boothby,
 THAT the agenda be approved.

Superintendent Symmonds noted that item 5.5, the Role of the Early Childhood Educator, would be moved to the 12 June 2019 meeting.

Moved by Christine Boothby,

THAT the agenda be approved, as amended.

Carried

3. Delegations

Janet Bowen, Chair of the Crystal Bay Centre for Special Education School Council, expressed concern over the class sizes and staff to student ratios at the school. She expressed the view that the teacher to student ratio should be altered to 1:6 to match that of the Autism Spectrum Disorder (ASD) program to support the breadth of need these students require.

System Principal Kessler noted there are generally 2.5 FTE Educational Assistants (EAs) assigned per class, however in instances where students have higher medical needs, are deaf or hard of hearing or blind/low vision the allocation of EAs is higher.

Ms. Bowen noted that there are generally three to four adults per eight students.

In response to a query from Mr. Morris, Ms. Bowen expressed the view that the addition of more adults can overwhelm the students and recommended six students per class with similar staffing ratios.

Superintendent Symmonds advised that the support models for specialized program classes differ. The Education Act sets the limit for the Developmental Disability (DD) class size at ten. He added that Learning Support Services (LSS) had noticed a change in the complex profile of DD students at the Crystal Bay Centre for Special Education. LSS staff carefully monitor and review the support staff requirements and allocations for the site.

In response to a query from Trustee Campbell, Superintendent Symmonds advised that the support staff are a critical component of the DD program as is the collaboration with other professionals that help inform the programming. System Principal Kessler added that it can be difficult to implement instructional practice. The teacher is responsible for the instruction of the students but owing to the varying needs of the students; much of the instruction is individualized.

In response to a query from Ms. Houlden, System Principal Kessler responded that each class is a different configuration of students with special needs and noted that efforts are underway to address issues with transitioning support and liaising with families. In 2018-2019 there was an increase in Learning Support Teachers (LSTs) assigned to both Crystal Bay Centre for Special Education and Clifford Bowey Public School. Additional Vice-Principal time has also been approved. LSS cares about all students, no matter the learning profile and is continually investigating ways to improve service delivery.

Chair Kirwan requested that student staff ratios for Crystal Bay Centre for Special Education and Clifford Bowey PS be added to the long-range agenda.

Superintendent Symmonds noted that he had received an email from the chairs of the School Councils of Crystal Bay Centre for Special Education and Clifford Bowey PS expressing their concerns about class sizes ratios. The message was shared with all senior staff and trustees.

Trustee Campbell queried whether or not the matter should be raised as part of the 2019-2020 Budget process. Chair Kirwan noted that Ms. Bowen could make a delegation to the Committee of the Whole Budget Committee on 3 June 2019.

4. Review of Special Education Advisory Committee Report

4.1 10 April 2019

Moved by Christine Boothby,

THAT the report from the 10 April 2019 meeting of the Special Education Advisory Committee be received.

Trustee Boothby requested that the word "while" be removed from the second bullet on page 5.

Ms. McLaren Kennedy requested a correction to the spelling of her last name on page 7.

Moved by Christine Boothby,

THAT the report from the 10 April 2019 meeting of the Special Education Advisory Committee be received, as amended.

Carried

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

Chair Kirwan noted that completed items will be removed.

Trustee Boothby requested the addition of "Learning Resource Teachers (LRTs) and LSTs days lost and exclusions" to item fourteen.

Ms. Owen requested the addition of the changes and impact of e-learning to special education students at the secondary level as a possible discussion item in December 2019.

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action tracking report was provided for information.

Superintendent Symmonds advised that the Research, Evaluation, Analytics Division (READ) undertook a fulsome evaluation of data,

including EQAO data during the Gifted Review. He added that the READ team will take the request under advisement. Ms. Miedema indicated she would follow up with Superintendent Symmonds on the matter.

Superintendent Symmonds noted that he discussed the matter of the inclusion of locally developed statistics in the Annual Student Achievement Report (ASAR) and the Board Improvement Plan for Student Achievement and Well-being (BIPSAW), the READ team have questions of clarification. Ms. Houlden advised that she would speak with Superintendent Symmonds independently.

Manager Kay noted that she may have further information on the use of Communication Disorder Assistants at the 12 June 2019 meeting.

Ms. Miedema noted that the map of the specialized program classes does not indicate the location of the classes per grade and noted it is difficult to spot geographic holes that may occur within exceptionalities. Superintendent Symmonds advised that a follow-up memorandum will be provided at the October 2019 meeting.

5. Action/Discussion/Information Items

5.1 Report 19-053, Report on the 2019-2023 Draft Strategic Plan

Your committee had before it Report 19-053, seeking feedback on the draft 2019-2023 Strategic Plan.

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

- Mr. Warner stated that it would be helpful for parents if the strategic plan had a broad goal to work toward. Staff noted that the draft strategic plan links to the mission statement and the exit outcomes. The strategic plan helps further actions toward reaching the exit outcomes when students graduate;
- Ms. Gardner noted the absence of improved staff safety under the culture of caring and that its addition may help reduce the number of violent incident reports;
- Ms. McLaren Kennedy noted that a mechanism to track bullying incidents would help inform the key performance indicators under a culture of caring. She also noted a lack of reference to support for mental health which was an element discussed at the focus group sessions;
- The key performance indicators are not intended to be comprehensive;
- Ms. Owen expressed the view that the relationship between the goals and the key performance indicators under the culture of innovation are inconsistent;

- Ms. McLaren-Kennedy clarified that the use of the term well-being perpetuates the stigma of mental health by not specifically noting mental health. She expressed the view that the strategic plan should contain a reference to mental health and well-being;
- Mr. Morris expressed the view that it is the job of SEAC to ensure that the special education lens does not get lost and that special education students see themselves reflected in the classroom; and
- Superintendent Symmonds advised that the strategic plan is one element of a four-year plan which will be further broken down into department action plans. Mr. Morris expressed the view that the sub-goals related to special education will be of interest to SEAC.

5.2 Memo 19-066, 2019-2020 Specialized Program Class Locations

Your committee had before it Memo 19-066, 2019-2020 Specialized Program Class locations, providing information regarding changes to specialized program classes based on information available from the specialized program class referral process.

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

- Mr. Warner expressed the view that the map could be more precise;
- In response to a query from Ms. Owen, Manager Kay noted that the Learning Disabilities Specialized Intervention Program (LD SIP) at A. Lorne Cassidy Elementary School was closed in 2017-2018. The programs at both D. Roy Kennedy Public School and Broadview Public School are full and staff continues to see significant referrals justifying two new classes. LD SIP requires a kindergarten to grade eight configuration with options for both English and French Immersion and only certain schools can accommodate the classes;
- LD SIP is officially an English program, but LSS do provide for opportunities to accommodate the program in schools with French immersion programs where possible;
- French immersion has never been exclusionary criteria for the LD SIP program. The integration portion of the student's day will be French immersion. Literacy and math are taught in low ratio environments and students return to the regular classroom, either English or French immersion for other subjects;
- Superintendent Baker noted that there are different time allocations for different subject areas and mathematics and literacy are significantly larger; and
- Ms. Gardner queried whether or not the Behaviour Intervention Program (BIP) classes are fully contained or are students integrated for a portion of the day. Staff noted that there are a variety of models depending on the student. Integration opportunities are explored,

but often the needs are profound and the student requires a full day of learning to develop compensatory strategies and self-regulation skills in order to progress to the regular classroom. The BIP classes are staffed as a full-time program.

5.3 Memo 19-063, OCDSB Guide to Supporting Gifted Students in the Regular Classroom Pilot and OCDSB Interest Academy Pilot

Your committee had before it Memo 19-063, OCDSB Guide to Supporting Gifted Students in the Regular Classroom Pilot and OCDSB Interest Academy Pilot,

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

- The OCDSB Guide to Supporting Gifted Students is directed at gifted learners. The OCDSB Interest Academy Pilot is intended to support all learners, including those with Giftedness;
- The OCDSB Guide to Supporting Gifted Students is intended to be a useful and fulsome resource to remove barriers to effective programming for students with Giftedness;
- The OCDSB Interest Academy Pilot is an inquiry-based learning experience where teachers and students co-create learning goals and success criteria contributing to a shared learning opportunity;
- Initial orientation and training will be conducted with staff to prepare for the launch of the program in the fall of 2019;
- Data collection tools are still in development to ensure staff can monitor the effectiveness;
- The District is trialing the use of the Renzulli scales to assist educators in developing learner profiles. The learner profiles will serve as an aid to improve the learning experience for students;
- Staff intend to report on the pilot by the end of the 2019-2020 school year;
- Trustee Boothby queried the whether or not the OCDSB Guide to Supporting Gifted Students would be available in every classroom across the District. She expressed the view that the gifted students in the regular classroom cannot wait years in order to receive supports. Superintendent Symmonds advised that the intent of the pilot is to ensure the OCDSB Guide to Supporting Gifted Students and the OCDSB Interest Academy Pilot function as intended. LSS aim to ensure the resources are as effective as possible;
- Three schools have confirmed they will participate in the pilot;
- The intent of the student self-reflection assessment is to disaggregate the data for gifted students to measure the impact on gifted learners;

- The District is cautious about making decisions on a single point of data and will use a variety of data sources to analyze the effectiveness of the resources;
- In response to a query from Trustee Campbell, Superintendent Symmonds indicated he would speak to the Program Evaluator about the survey being provided to all participants;
- In response to a query from Trustee Campbell regarding the effect of the intervention and whether or not there is a control group, Superintendent Symmonds noted that the research is exploratory in nature and LSS is still working on the program evaluation;
- LSS will ensure there is balanced representation between the use of the OCDSB Guide to Supporting Gifted Students and the OCDSB Interest Academy Pilot;
- Staff indicated that the self-assessment may not be a part of the data as staff were unsure of the reliability and accuracy of the self-assessment of the teacher resource;
- Ms. Miedema expressed the importance of student data and voice in the analysis of the program's effectiveness. Superintendent Symmonds committed to working with the program evaluator to investigate the use of student input;
- LSS approached the principals of the three schools that were selected to participate in the pilot based on the knowledge that there were gifted students within the school;
- Ms. Owen expressed the view that if the goal of the pilot is to examine effectiveness in the support of students with giftedness then the focus of the evaluation and data collection should be on students with Giftedness;
- Ms. Miedema suggested that a parent and guardian survey also be administered with the OCDSB Guide to Supporting Gifted Students;
- Staff noted that the OCDSB Interest Academy Pilot is intended to operate in 6-week cycles and the OCDSB Guide to Supporting Gifted Students will support teachers throughout the school year. A preliminary report on effectiveness should be available by the end of March 2020.

5.4 Memo 19-062, Empower Reading Update

Your committee had before it Memo 19-062, providing an update regarding the status of the Empower Reading program.

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

- Teachers are asked to record pre-Empower and post-Empower assessment data in a tracking form developed by LSS;

however, gaps in collective data gathering exist due to the voluntary nature of the request. At this point it is not mandated;

- For those students who do not respond to Empower or are not able to be placed in Empower, there are other resources available to those students through Multi-Disciplinary teams, and Psycho-Educational assessments for the diagnosis of other needs. Empower is a tier three intervention at the school level and the Multi-Disciplinary team would look at different strategies to support those learners;
- Empower is currently being piloted at the secondary level at Gloucester High School and Sir Guy Carleton Secondary School and students may achieve credit for their participation at the discretion of the school principal;
- There can be up to eight students per Empower class or grouping, on average the District is reaching 800 students with the Grade 2 to 5 decoding and spelling;
- Mr. Morris commented that having seen Empower in action it is a powerful, tier three intervention. He expressed the view that while the budget for the program may be large, it is a critical investment for student success;
- Empower is noted the student's Individual Education Plan (IEP);
- Mr. Morris expressed the view that offering Empower at the secondary level is important as many high school students cannot read. He hoped the program would be offered in more high schools across the District to ensure students can access the program in their community school;
- Ms. Dlouhy shared the success Richmond Public School has had with Empower reading. In grade one, students have additional LRT support and small group reading and at the end of the year the Multi-Disciplinary team will establish a list of candidates for Grade 2 Decoding and Spelling. She noted that Richmond PS wants all students reading by the end of grade two. In the 2018-2019 school year Richmond PS offered three classes of decoding and spelling and one class of comprehension and vocabulary. Empower enables her school to capture the students before they fall behind. The fidelity of the program is an issue as the other teachers want to know how to support the student when they are outside Empower and her suggestion for overcoming the issue is team communication;
- Ms. Dlouhy expressed the view that Empower is the single most significant intervention in a student's life for those meeting the eligibility criteria and the expense is a bargain. She noted that the evidence of its impact is profound and often changes attitudes and behaviour;
- Superintendent Symmonds advised that reading is the single biggest indicator of student success;
- In response to a query from Ms. Owen, Superintendent Symmonds advised that students in schools without Empower will receive

assistance and support through the Multi-Disciplinary team and the program continues to expand;

- Empower reading is available to students in French immersion;
- Trustee Boothby queried the statement "not all trained teachers are delivering Empower this school year". System-Principal Kessler noted that the trained teacher is still within the school but the school may not have a cohort;
- The Empower program is highly regimented and students move through 110 lessons. Students must begin at the beginning and that may require a delay in participation until the next school year. Students are placed in Empower as quickly as possible. In the interim, the Multi-Disciplinary team is working to provide supports to the students. Students may re-enter Empower at a strategic point to reinforce the learning;
- The District still uses Leveled Literacy Intervention (LLI) as a reading intervention;
- The content for Empower is presented visually and a large part of the program is rooted in meta-cognition. For students accessing assistive technology, the program may need to be presented differently to make it accessible;
- Ms. Paterick noted that if the material is in a printed format it can be translated to Braille;
- Ms. Gardner queried the logistics of the program and the timetabling. System-Principal Kessler advised that the majority of Empower teachers are LRTs and LSTs and the school must be intentional in scheduling the time and space for the program;
- Ms. Houlden noted that, at the secondary level, there are no LRTs. With planned increases to class sizes, she queried how Empower can continue. System Principal Kessler noted Empower is currently being piloted at Sir Guy Carleton SS and Gloucester HS and is in the early stages of introduction. She advised that she will be meeting with the secondary school teams to review the results and discuss next steps;
- Chair Kirwan requested the addition of a Secondary Empower Update to the long range agenda; and
- Ms. Miedema expressed the view that early intervention is key and queried whether or not the data from the program could be used to understand missed opportunities. Staff noted that SickKids has data and that staff will communicate with them about its use.

6. Department Update

Superintendent Symmonds advised that LSS and the Mental Health Team are hosting information nights for parents on the topic of Self-Regulation in Childhood and Adolescence. He noted that the next session would be held on 28 May 2019 from 6:30 to 8:30 p.m. at Summerside Elementary School.

Superintendent Symmonds noted that Dr. Jonathan A. Weiss provided a presentation on Addressing Mental Health in Autism at the Autism Parent Information Night held on 23 April 2019. He noted that the event, hosted by the ASD team, was well attended and that the team provided workshops to parents on a variety of topics.

Storefront

System Principal Kessler noted that the Storefront program is a transition program for those in the General Learning Program (GLP) and an important pathway to employment in the community and other learning opportunities. Storefront is available to twelve students. She noted that of the six students graduating at the end of 2019, four have been able to find various degrees of paid employment. The majority of the students are referred from Sir Guy Carleton Secondary School and Ottawa Technical Secondary School. The students had many successes during the 2018-2019 school year with a highlight being a positive collaboration with the Algonquin College Kitchen Steward program.

System Principal Kessler advised that the Storefront program will remain at its current location in a commercial building near the St. Laurent Shopping Centre and has an ongoing commitment with the landlord. Trustee Boothby expressed concern over the lack of a sustained commitment. System Principal Kessler noted that she will confirm location details and arrangement and will report back to SEAC.

Chair Kirwan expressed concern about the instability of the present location and suggested the Merivale Road corridor as an alternative that could be investigated. Superintendent Symmonds advised that other GLP initiatives are offered in the Woodroffe High School area and, at present, LSS is not contemplating expanding Storefront.

Superintendent Symmonds advised that the Ministry has recently announced its Priorities and Partnership Fund which may grant the District additional funding to explore successful practices in transitioning students with developmental disabilities to work, community or post-secondary education.

System Principal Hannah advised that Storefront is an extension of GLP and focuses on the exit outcomes of its students with an emphasis on independence. The GLP criteria, along with input from teachers and family members regarding readiness and independence, are factors in student placement. Storefront students must be able to travel independently to and from the program utilizing OC Transpo and have some necessary social skills.

There is currently only one site for the program. Staff noted that Storefront is one opportunity, and there are other options within Secondary General Learning Programs that students can explore. The transition funding would allow the District to explore other possibilities to fill gaps, but it is premature to speculate.

Six students will graduate from Storefront this year. The program is offered to students between the ages of 19 and 21. Students may attend Storefront for one or two years but must leave the program the year in which they turn 21.

Integration and Support for Special Education Students

Principal Symmonds requested the item be added to the 12 June 2019 SEAC agenda.

External Consultation Qualifications

Superintendent Symmonds advised that the Ministry has implemented new procurement rules and the District must now first investigate whether or not vendors of record can undertake the work. The vendors of record provided by the Ministry are often large scale organizations, and it is difficult to assess whether or not they have experience in the work of school boards. He noted that LSS has conducted a preliminary review of the recommended vendors and have identified six that may suit the project.

Chair Kirwan noted that Superintendent Symmonds has agreed to a meeting with a select number of members to discuss the qualifications of potential consultants. Mark Wylie, Cathy Miedema, Sonia Nadon-Campbell, and Jim Harris volunteered to meet with Superintendent Symmonds.

7. Committee Reports

7.1 Advisory Committee on Equity

Ms. Nadon-Campbell noted that the 25 April 2019 meeting of the Advisory Committee on Equity (ACE) featured discussions on ACE membership, equity resources and follow-up on the mental health motion initiated by ACE at its 28 March 2019 meeting. She noted that the mental health strategy would be provided for discussion at the 23 May 2019 meeting.

7.2 Parent Involvement Committee

Mr. Morris advised that the 17 April 2019 Parent Involvement Committee meeting featured discussions on field trips, identity based data collection, the parent survey, and the Ministry consultation on class sizes and hiring practices. He added that the PIC also confirmed new community representatives, Ottawa Network for Education and Parents for Diversity.

7.3 Board

There was no report from Board.

7.4 Committee of the Whole

There was no report from the Committee of the Whole.

7.5 Committee of the Whole, Budget

Ms. Owen noted that, at the 16 April 2019 meeting of the Committee of the Whole Budget, Chief Financial Officer Carson presented the updated financial forecast as of February 2019 and an update on the 2019-2020 budget process.

Ms. Owen noted that the presentation of the staff recommended budget will be on 29 May 2019. The first meeting for public delegations will be 3 June 2019.

8. New Business

Ms. Nadon Campbell requested further details on the number of EAs at Clifford Bowey Public School and Crystal Bay Centre for Special Education to aid in the discussion of the class size ratios.

Mr. Warner noted that VOICE hosted a talent showcasing the deaf and hard of hearing students at Vincent Massey Public School on 11 April 2019.

Ms. Houlden shared that Sir Guy Carleton Secondary School will host a Spring Market on 16 May 2019.

9. Adjournment

The meeting at adjourned at 10:23

Rob Kirwan, Chair, Special Education Advisory Committee



INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, May 16, 2019, 6:00 pm
 Gloucester High School
 2060 Ogilvie Road
 Ottawa, Ontario

Attendees Present Sytukie Joamie, Raiglee Alorut, Inini McHugh, Nina Stanton, Anthony Debassige, Jo VanHooser, Romaine Mitchell, Junior Ittusardjuat, and Jesse Paypompee-Kavanaugh.

Staff Present Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Student Support and Re-engagement Coordinator Kris Meawasige, Instructional Coaches Kareena Butler and Nancy Henry, and Committee Coordinator Amanda Rock.

1. Opening

Vice-Principal Alexander called the meeting to order at 6:14 p.m. Student Support and Re-Engagement Coordinator Meawasige led a smudge and Raiglee Alorut singing an opening song. Sytukie Joamie gave an opening prayer.

2. Approval of the 18 April 2019 IEAC Minutes

The minutes of the IEAC meeting of 18 April 2019 were approved with the following additions:

Sytukie Joamie advised that students enroll in French courses when they arrive from the Inuit Nunangat. He stressed that their focus should be to learn the English language with regard to page three of the IEAC 18 April 2019 report. He added that it would be beneficial for students to have the choice of learning in the Inuktitut language. Superintendent Baker advised that she has been discussing this issue with Romaine Mitchell from the Ministry.

Jo VanHooser added that the District's students may enroll in many different language courses and that Inuktitut ought to be a course offering. Students should have the choice to learn their primary/cultural language.

3. Identity-Based Data Collection Update

Superintendent Baker updated the IEAC on the identity based data collection.

She noted the following:

- The District is currently planning student focus groups followed by parent/community groups;
- An external facilitator has been arranged for all groups;
- The student focus group will be held on 31 May 2019 which will include five students from each secondary school site;
- The student focus group for First Nation, Métis, and Inuit students will be held at a separate venue;
- The feedback questions will be changed based on the community's input;
- The District will be taking a strength-based approach in asking the feedback questions and to identify barriers that exist;
- Parent and community meetings are will be held on 06 June and 11 June 2019;
- The community partners who attended previous meetings made a commitment to have an ongoing relationship with the District for the identity based data process;
- The District needs everyone's contribution to the parent and community feedback; and
- The identity-based data collection process will be a standing item on the IEAC agenda.

4. Strategic Plan 2019-2023 Update

Superintendent Baker shared that the District is developing the new 2019-2023 Strategic Plan and noted the following:

- Extensive consultation with community groups has been completed to review the draft strategic plan;
- Learning, a culture of caring and equity, social responsibility and the environment were topics of interest for many parents and community members;
- The 2019-2023 Strategic Plan has goals that are tied to three cultures: Culture of Caring, Culture of Innovation, and Culture of Social Responsibility;
- The goals of the Strategic Plan are outlined for students, staff, and the system;
- The IEAC is encouraged to provide feedback on the draft strategic plan; and
- The work listed in the draft strategic plan is not an exhaustive list. The District has outlined high-level objectives that will include many initiatives.

Superintendent Baker advised that she will share a link with the IEAC to provide feedback on the 2019-2023 Draft Strategic Plan:

<https://ocdsb.ca/cms/One.aspx?portalId=55478&pageId=18797344>

During the discussion, the following points were noted:

- The IEAC indicated that the document is concise and detailed; and
- The Black community currently attends the Advisory Committee on Equity meetings.

Superintendent Baker shared that the District's intention is to connect the new Strategic Plan directly to schools and classrooms.

5. Standing Recommendations

Vice-Principal Alexander recalled that a student member urged the OCDSB to act on the recommendations made by the IEAC. She noted that next year's goals for the IEAC will be submitted to Romaine Mitchell, from the Ministry of Education, and will be in the Board Action Plan.

She noted the following as priorities:

- Safe spaces for Indigenous students;
- Continuing learning/training with educators as often as possible; and
- Student-led presentations.

Instructional Coach Henry shared that one student-led presentation was held with more planned in the future. Students will typically be presenting to younger peers imparting their knowledge about Indigenous culture. She added that there is an interest from a few students who want to present to staff for staff cultural awareness. The format of the presentations is nearly finalized however it has been challenging to have at staff meetings due to Ministry mandated agenda items for compulsory staff meetings.

Instructional Coach Butler shared that four of the District's Indigenous youth were invited to Curriculum Services to share their voices with the Indigenous Education Team.

Superintendent Baker shared that a half day of professional learning for all staff will be focused on Indigenous education next year.

In response to a query, Romaine Mitchell advised that most post-secondary institutions (teacher's college) have a requirement to complete one course in Indigenous Studies. Some university programs are trying to recruit students in Indigenous Studies into Master's programs.

Sytukie Joamie commented that the Indigenous people have always had to learn about other cultures.

Mr. Mitchell noted that societies can co-exist together in a realm of mutual respect. Some of the most enriching places to go are places of worship. He added that when the Indigenous people have ceremonies with attending guests they offer a hand of friendship to them with the hope that others will honour them. Mr. Joamie added that it is still a choice to participate in the national anthem.

6. Board Action Plan Update

Vice Principal Alexander noted that the following standing recommendations have been moved to the Board Action Plan to be working on with the Indigenous Education Team:

- Safe spaces for Indigenous students;
- Leverage data from community partners;
- Leverage technology to connect Indigenous youth; and
- Conduct supported student-led presentations at schools across the District.

7. IEAC Annual Report

Vice-Principal Alexander shared the draft IEAC Annual Report that was drafted by Monique Manatch and herself. It outlines the work that the IEAC has completed this year as well as its role, recommendations that have come forward, highlights, and next steps going forward for the 2019-2020 school year.

Vice-Principal Alexander and Superintendent Baker noted the following:

- The IEAC is encouraged to provide their feedback on the draft IEAC Annual Report;
- The IEAC recommends that the District consider setting equitable hiring practices as a priority; and
- Intentional hiring practices may be a transparent strategy rather than a written policy.

Romaine Mitchell shared that some school boards have elders employed on a contract/retainer basis.

In response to a query, Romaine Mitchell stated that staff self-identification is an issue that is being discussed at the Ministry level.

In response to a query, Superintendent Baker advised that the 2019-2023 Draft Strategic Plan has not yet been approved.

Mr. Joamie noted that the most difficult thing is to implement change. He explained that the Nunavut government would like 85 percent of its employees to be Inuit but substantial efforts have not been made to make this a reality. He stressed the educators working in the schools are the people who need to be

representative of the students who they serve. Mr. Mitchell noted that the only constant is change. There is currently an entire Ministry focused on Indigenous Education. He submitted that the structure of Indigenous Education is still in its infancy in terms of being incorporated into all subject areas.

In response to a query about the draft Strategic Plan, Superintendent Baker advised that there is language regarding a desired outcome of a “more representative workforce” with the intention being across all employee groups.

Vice-Principal Alexander requested feedback on Key Next Steps of the IEAC Annual Report and the following was provided:

- Students should be included in the first next step;
- The Key Next Steps noted in the IEAC Annual Report are activities intended for the IEAC to undertake next year; and
- The Key Next Steps may be recommendations to the Board in the future.

Vice-Principal Alexander advised that a smudging protocol is about providing guidelines to schools to give opportunity to students to smudge. She shared that she has reviewed protocols from other Districts. The draft still needs to be reviewed by the OCDSB Facilities Management.

Raiglee Alorut expressed concern over the language used in the IEAC Annual Report's recommendations.

The following feedback was noted:

- The IEAC Annual Report should identify who "we", "them" and "their" is;
- Some of the recommendations are already being implemented; and
- Different cultures have different ways of identifying how the 2SLGBTQ+ community is respected.

Vice-Principal Alexander requested that if anyone has any other comments to share in the near future as the report will be presented to the Committee of the Whole on 04 June 2019.

8. Closing

Vice-Principal Alexander advised that the 16 May 2019 meeting is the IEAC's last meeting of the 2018-2019 school year. She encouraged members to participate in a final sharing circle, with respect to their experience with IEAC this year.

Romaine Mitchell offered a closing prayer.

Instructional Coach Henry shared that she will not be in her role next year. She thanked the IEAC for sharing their thoughts and experiences.

Superintendent Baker shared that Ms. Henry will be the new Vice-Principal at Ridgemont High School next year. Mr. Joamie extended his thanks for her work and her kindness as a human being.

The meeting was adjourned at 8:11 p.m.

**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday April 29th, 2019, 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 100/Teleconference**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Donna Blackburn
Lynn Scott
Jeremy Wittet
Lisa Schimmens
Denise Andre
Michael Carson

Absent: Camille Williams-Taylor.

General Manager/C.A.O.: Vicky Kyriaco

Other: Joanne Glaser, Cornerstones.

Recording: Jeff Redmond, Controller

1. Call to Order

The meeting was called to order at 5:48 p.m. with John Curry in the Chair.

2. Acknowledgement of First Nations

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

Moved by: Lynn Scott
Seconded by: Michael Carson

THAT the Regular Session agenda be approved, as amended.

Carried

5. Resolve In Camera

Moved by: Lynn Scott
Seconded by: Denise Andre

THAT the committee resolves In Camera.

Carried

Return to Regular Session at 6:30 p.m.

Public Delegations

There were two delegations in attendance.

Susan Muleme Kasumba,, Vice Chair of the OCSB SEAC committee addressed the Board respecting concerns of service levels for one of her children who utilizes OSTA contracted small vehicles, for transportation to and from school. Numerous service concerns were brought forward, including use of multiple drivers/vehicles, mechanical issues, talking on cell phones, fumes, poor driving skills and communication issues, amongst others. Complaints were brought forward to both the van Operator as well as OSTA without resolve. Vicky Kyriaco apologized for the level of frustration experienced, noting safety as a top priority of OSTA. Feedback was necessary, and the concerns would be reviewed. Presently, OSTA is trying to provide operator owned vans to improve service with consistency of drivers. Ms. Kyriaco also offered to attend the OCSB SEAC committee to discuss transportation service.

Mr. Frank Trifiro, a concerned constituent, also made a presentation to the Board concerning increases in dangerous and unsafe practices by students using school buses. Mr. Trifiro formerly worked for First Student and has also done consulting work for Campeau Bus Lines. Mr. Trifiro discussed bus behavior issues and the need for driver training. It was suggested equipping buses with cameras, as well as interviewing drivers and parents to gain further insight to improve service. John Curry discussed Intertrain training for students, and Vicky Kyriaco discussed driver/student behavior forms, privacy and funding. Currently OSTA is reviewing implementation of cameras and gps to increase safety for both students and drivers.

Presentation – School Active Transportation

Elise McCann, Director of Envirocentre, provided a short presentation to the Board. Envirocentre is a small non-profit organization with 20 staff, located downtown. Focus is for the provision of practical solutions geared toward active transportation in the city. Currently OSTA has 12 schools participating in the School Active Transportation program (currently monitoring over 150 action items), with 32 schools having graduated from the program since 2010. Other organized activities include bike rodeos, pedestrian safety, iWalk, Winter Walk Day and others. Currently staff are planning for spring encouragement events for active transportation. In 2018, the Ottawa Safety Council trained 19,500 students, and held 50 events training 2,500 students in cycling safety. Preparation is currently underway to blend volunteers into the Walking School Bus program for the fall 2019. Envirocentre is also developing a toolkit for use by teachers for event planning. This toolkit is expected to be launched in September for use during iWalk month. Questions and answers were provided for the Board.

Regular Session Action Items

6. (a) Confirmation of Regular Session Minutes, March 25th., 2019

Moved by: Denise Andre
Seconded by: Michael Carson

THAT the Regular Session minutes of March 25th, 2019 be approved.

Carried

(b) Business Arising from the Regular Session Minutes, March 25th., 2019

None.

7. Draft Budget 2019-2020

Vicky Kyriaco provided a brief overview of the Draft 2019/2020 OSTA Budget document. There were no changes to the draft budget document, as was presented in detail during the March 25, 2019 Board meeting. Budget highlights were noted, including maintaining the initial estimates used for Children and Youth in Care transportation. Questions and answers were provided.

Moved by: Michael Carson
Seconded by: Lisa Schimmens

THAT the OSTA budget for the 2019/2020 year as presented, be approved.

Carried

It was noted that levels of service may require review in the fall at the member Boards. Michael Carson thanked staff for preparation of the documents.

Regular Session Information Items

8. Long Term Financial Forecast

Annually, OSTA prepares a long term forecast in conjunction with the annual budget preparation. Structure of the long range plan replicates the current budget, and takes into account enrollment growth and both actual and projected economic increases over the next four years. Questions and answers were provided to the Board.

9. School Bus Safety

Vicky Kyriaco presented a written report reviewing School Bus Safety. Having a regular, permanent driver on the same route every day is the most effective safety component of bus transportation. Since last year, OSTA has been working with Operators to mitigate the impact of driver shortages in order to provide the necessary service levels to students. Numerous steps have been actioned to both recruit and retain drivers in our catchment. To note, OSTA plans to install cameras on 100 buses. Camera video will be accessible to school principals to help deal with student behavior and potential driver misconduct. With the upcoming procurement of services for the 2020/21 school year, OSTA is further planning to implement GPS tracking in almost half of the bussing fleet. GPS is used to validate routes for planning and to speed tune maps for accuracy. It is also used to provide data based KPI's relating to service levels and standards of performance. Other safety measures were reviewed, including bus evacuation drills, the CAA bus Patroller Program, and bus safety training. There were no questions.

10. Empty Seat Procedure Update

An update to the empty seat procedure was reviewed with the Board by Vicky Kyriaco. Of note, the application process must be submitted by the third Friday of September, which is a change from previous years. This will be communicated to all schools. After that date, OSTA will maintain a wait list for access to any available spots. Questions and answers were provided to the Board.

11. OSTA Update for April 2019

The April report was revised and distributed to the Board. Vicky Kyriaco summarized her presentation made at the Standing Committee on Transportation and Infrastructure and Communities, respecting use of seat belts on buses. A presentation was also made to the Catholic School Parent Association.

12. Long Range Agenda

No changes.

13. Flood Update

Vicky Kyriaco provided a handout respecting the City's call for a state of emergency due to spring flooding, which was issued on Friday April 26, 2019. Site visits were made over the weekend to deal with road closures and approximately 17 bus routes were restructured in order to safely transport students for Monday morning's classes. A number of runs were reported as late, but otherwise it was uneventful day. Special thanks was provided to Transportation Coordinator LeeAnn Grant for managing the situation.

14. New Business, Regular Session

None.

15. Meeting Schedule

Future Board meeting Dates:

April 29, 2019 – Public Meeting
May 27, 2019
June 26, 2019*
August 26, 2019

Nb: - * indicates optional meeting dates, dependant on agenda requirements.

16. Adjournment

Moved by: Donna Blackburn
Seconded by: Jeremy Wittet

THAT the Regular Session meeting adjourn at 7:35 p.m.

Carried

Signature

Title

Signature

Title