

COMMITTEE OF THE WHOLE PUBLIC AGENDA

**Tuesday, December 8, 2020, 7:00 pm
Zoom Meeting**

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1. Call to Order - Vice-Chair of the Board	
2. Approval of Agenda	
3. Briefing from the Chair of the Board	
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11.1. Report from OPSBA (if required)	
11.2. New Ministry Initiatives Update (if required)	

11.3. OSTA Update (if required)

12. New Business - Information and Inquiries

13. Adjournment



Decoding Dyslexia Ontario

Advocate. Educate. Empower.

Committee of the Whole, Ottawa Carleton District School Board (OCDSB)
December 8, 2020

Dear Members of the Committee:

Grassroots parents group Decoding Dyslexia Ontario would like to acknowledge the effort and personal sacrifices that educators and administrators are making to provide a safe learning environment for our children during this very difficult time. We know that when evidence-based reading instruction, support and accommodations are provided most students with dyslexia can learn alongside their peers and achieve their full potential. However, as we head into the second quadmester of this school year, we are seeing more and more evidence that the most vulnerable learners are being left behind. The pandemic has further exacerbated existing educational barriers for many vulnerable students in our community, and this is the reality for many students with dyslexia here in Ottawa, and across the province.

As families in the OCDSB community, we hope to shine a light on the challenges that students with dyslexia are currently facing in the pandemic education environment, and in doing so, help bring about greater awareness about what these students need to learn and feel emotionally safe in their learning environment.

Critical learning supports missing during the pandemic

A [new survey by Abacus Data](#) showed that: “Two-thirds of youth [in Canada] who are in school say the pandemic situation has made it more difficult for them to learn. And 67% are struggling to access the supports they need to learn as a result. Half have started rethinking their plans for education.”

Without support, students with dyslexia and other learning disabilities – who represent the largest category of exceptionalities in Ontario public schools – face many barriers in the learning environment; the challenges of the pandemic have made things worse.

The Ontario Human Rights Commission, in a July 2020 letter to MOE said that, “The OHRC has heard from stakeholders that students with special education needs and other vulnerabilities have experienced unique and compounded challenges, that their circumstances have not consistently been considered and addressed, and that as a result, they have fallen even further behind than their peers” (OHRC, Letter to MOE, http://www.ohrc.on.ca/en/news_centre/letter-minister-education-school-leaders-respecting-rights-students-disabilities).

In October, Lawrence Barns, President & Chief Executive Officer of the Learning Disabilities Association of Ontario stated that,

“In the middle of this Pandemic it is clear that those who already faced barriers to success now have additional challenges to overcome. This Pandemic has heightened challenges at school, university, the workplace and of course homes in lockdown. Our desire is to remind people that stigma has very real negative consequences and that support has the reverse impact. Statistics in Canada weren’t great and likely worse during this time, it’s time for all of us to do better at supporting those with Learning Disabilities” (<https://www.ldao.ca/ld-awareness-month-october/>).

[New research](#) from the University of Alberta professor George Georgiou shows what this looks like for students with dyslexia. A comparison of reading ability scores among Albertan students in grades 1 to 3 before and after COVID-19 classroom shutdowns showed that those who already had reading problems were up to six months behind where they should have been.

“Because the schools were closed and many students went online, those already struggling with their reading skills didn’t get the pull-out, small group intervention when they needed it, beyond regular classroom instruction, and their reading skills got worse over time,” said Georgiou. “I’m worried the number of poor readers will increase over time and if this continues, it means that schools will have to invest significant dollars in supporting these children for the rest of their school lives.”

Here in Ottawa, a recent OCDSB back-to-school [survey](#) showed that a significant number of students with dyslexia and other exceptionalities are struggling to get support—both online and in class.

We are seeing similar reports from across Canada, in the US, and globally.

Key concerns

During the pandemic, we have heard regularly from parents that adapting to pandemic life, the condensed quadmester system, difficulty in obtaining educational assessments, effective reading intervention, instructional support and accommodations, challenges related to virtual learning, has placed a heavy burden on their dyslexic children. Decoding Dyslexia Ontario is increasingly concerned that if these services are not delivered, these students will face undue pressure and gaps in their education that will affect their long-term learning and well-being.

The OCDSB back-to-school survey illustrates our concerns. The [survey](#) showed that most parents and students appreciate the return to school and that students are engaged in learning. However, 30% of virtual learners reported that their well-being has worsened since returning to school, and 19% said that teachers are sometimes or rarely available for support when they need it. 35% of in-class learners said their well-being has worsened since returning to school, and 24% said they were very uncomfortable or uncomfortable using materials and resources from the online learning platform.

Students who identify as having IEPs, learning disabilities, dyslexia and other learning and attention issues reported feeling “stupid” and dumb,” and parents describe their learning experience as “soul crushing”, with their learning needs being “tragically ignored.”

In the OCDSB back to school survey (Oct. 2020) parents and students reported:

- No access to IEP or a delayed IEP
- IEPs that are in place are not being followed
- No access to, or not enough, learning support teachers and none/not enough one-on-one support
- Quadmester system posing barriers to learning; accelerated learning without accommodations and supports makes it hard for dyslexic/LD kids to keep up
- Inaccessible technologies and document formats, such as PDFs
- Lack of direct instructional support, inaccessible curriculum, and heavy workload causing emotional distress and a further stigmatization for students (“soul-crushing”, “feels worthless ad stupid”, “looking like the dumb kid”)
- Lack of communication between school and families, and lack of support, places heavy onus on parents to assist children with homework, etc.

We identified more than 70 comments by concerned parents and students in the OCDSB survey, here are just a few:

"I haven't received the extra time afforded by my IEP due to the classroom conditions during covid, which has impacted my marks going in to university. Students with extra time have it on their IEP for a reason, they need it to show their understanding," I am a secondary [in class] school student (grades 9 to 12)

"resources for extra help feel unapproachable or out of reach; as a student with an IEP this makes it harder to keep up with my classmates," I am a secondary [in-class] school student (grades 9 to 12)

"I have had a horrible experience, I am finding it difficult to learn and I cannot get the help when I need it. I have an IEP that is not being used. I need to be able to communicate with my teacher without letting all 30 people in the class know my questions," I am an Ottawa-Carleton Virtual (OCV) Secondary School student (grades 9 to 12)

"No LST. My son has an IEP and needs more help than is possible in the virtual class, therefore I have become his LST, which is unsustainable as I work FT," parent of an Ottawa-Carleton Virtual (OCV) elementary school student (JK to grade 8)

"Kids with disabilities and learning disabilities are being tragically ignored by the virtual school. These kids already struggle enough," parent of an Ottawa-Carleton Virtual (OCV) elementary school student (JK to grade 8)

"The accelerated learning with the virtual structure is extremely challenging for students with an IEP. They move to another module before the student can get help and fully understands the current module," an Ottawa-Carleton Virtual (OCV) secondary school student (grades 9 to 12)

"My daughter has an IEP but is not getting much support in her two classes. Her teachers mean very well but are not able to accommodate her. She feels "stupid" and frustrated, sometimes even afraid to go to class for fear of looking like the dumb kid," I am the parent/guardian of [in-class] secondary school student (grades 9 to 12)

“super condensed classes don't work for IEP kids; two of my kids have IEPs for dyslexia. One days worth [of] homework takes hours for them. condensing one subject 8 hours/day for 5 days is too much,” I am the parent/guardian of a secondary school [in-class] student (grades 9 to 12)

“The pace of a high school quadmestered course is so fast. Particularly for a course like math, this is challenging. **For a child with an IEP for extra time/slow processing this is soul crushing,**” I am the parent/guardian of a secondary [in-class] school student (grades 9 to 12)

“Children with IEP and students in need of extra support have limited access to this under the current model used at my child's school. **It is these populations that are going to suffer the most during this period, but are not getting much attention and action to help them,**” I am the parent/guardian of a secondary [in-class] school student (grades 9 to 12)

“**My child has an IEP. She has expressed that she often does not understand instructions but that it takes a long time for the teacher to get to her.** Not the teacher's fault. It is just that the teacher is stretched helping many other kids 1 on 1. Worried without small groups, extra support suffers,” I am the parent/guardian of an elementary [in-class] school student (JK to grade 8)

“**IEPs have, in practise, been discontinued**...arguably more important in such a high stress environment,” I am a secondary [in-class] school student (grades 9 to 12)

Some parents reported that their children are receiving support, saying that this is making all the difference to their learning and mental health:

“My daughter has had her learning needs met by the small class sizes. **Her teachers are aware of her IEP and her learning style - she is not "lost in the crowd" anymore.** I am the parent/guardian of a secondary school student” (grades 9 to 12)

Ensure accessibility in pandemic learning

Pre-pandemic, [students with dyslexia showed very sizable education achievement gaps](#) and outcomes, and negative social-emotional impacts, in comparison with neurotypical students, including:

- long-term literacy challenges
- dropping out of school
- higher risk of suspension

- mental health challenges
- bullying and abuse
- unemployment and underemployment
- homelessness and incarceration

As research shows, these challenges are further compounded for students with multiple exceptionalities, as well as low income and racialized students. Last winter, thousands of parents provided lived experience of these challenges to the Ontario Human Rights Commission's (OHRC) Right to Read Inquiry.

Decoding Dyslexia Ontario is concerned that the inequity we see in our education system is growing even greater during the pandemic, and further widening the gap for students who can't pay for private tutoring, devices and software, and high-speed internet.

The same concerns have been raised by many others in the province.

The [Planning for Emergencies Working Group released a report](#) in July citing the Covid-19 barriers facing students with disabilities in Ontario. They reported emerging "gaps in student skills and knowledge," identified ongoing accessibility issues with virtual learning, and made recommendations to the Ministry of Education and school boards.

The [OHRC wrote a letter to the Ministry of Education](#) reminding it of its obligation to students with exceptionalities during the pandemic -- including access to the Empower Reading program (which we understand has not yet been made available to all students):

"Under the *Code*, students with disabilities have a right to meaningful access to the education that all other students receive. Education providers have a legal duty to accommodate the needs of students with disabilities who are adversely affected by a requirement, rule or standard. Accommodation is necessary to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits."

The [Accessibility for Ontarians with Disabilities Act Alliance](#) has stated that:

"Before COVID, Ontario's education system had far too many disability barriers, impeding many students with disabilities. The move to online learning created even more hardships for them, and their teachers."

We understand the challenges of providing education services during the pandemic, and we are grateful that our Board has provided a dedicated virtual learning school to all who need it.

Safety is paramount. In that context, we have written the Ministry of Education asking that they ensure that, where possible, students with dyslexia (*and all students*) receive the support and accommodations that they need to learn and be emotionally well during the pandemic. For example, we know that reading instruction can be provided online, and suggest that this could be a way to continue supporting students in the coming months.

Recommendations to the Ministry of Education:

1. Ensuring that students' rights to timely identification and remediation of reading disabilities are met
2. Ensuring that students have access to timely and effective learning support and one-on-one support with classroom teachers (virtual and in-class)
3. Providing support to teachers to deliver dyslexia-friendly instruction and accommodations, for example, use data from school boards to develop tailored supports, tip-sheets and frequently asked questions for staff
4. Providing greater support to parents to navigate the IEP process and the virtual learning environment
5. Further exploring the data, key themes, and trends overall and within disaggregated groups identified with exceptionalities (e.g. English language learners, lower socio-economic and racialized students)
6. Working with the dyslexia community, and engaging with students directly, to identify what is working, and what is not

The pandemic has highlighted the existing inequities in the Ontario education system for students with dyslexia and other exceptionalities. Within the OCDSB community, how can we collaborate with the Board and educators to address students' concerns as we all navigate this very difficult time together—and minimize the impact going forward? We hope that we can work together to ensure that all children have equitable access to the opportunities that our public schools are meant to provide.

Sincerely,
Decoding Dyslexia Ontario

Background

About dyslexia

Dyslexia is a learning difference that makes it difficult — but not impossible — to read, write and spell. Dyslexia is the most common learning exceptionality in Ontario schools, affecting at least 2 children in every classroom. Children with dyslexia can learn to read, write and spell with effective instruction. Yet, currently in Ontario schools, children with dyslexia do not have access to the support they need, and show very sizable education achievement gaps and outcomes in comparison with neurotypical students.

Decoding Dyslexia Ontario is driven by families – parents, students and educators -- who are concerned with the limited access to interventions for children with dyslexia in our schools. We raise dyslexia awareness and empower families to support their children. We advocate for best practices regarding identification, remediation and support for students with dyslexia in Ontario schools. We are a voluntary organization with active members across Ontario, including Ottawa.

Contact us:

Email: decodingdyslexiaon@gmail.com

Social media: <https://www.facebook.com/DecodingDyslexiaOntario/>

Website: TBA

Key statistics/facts (from the Ontario Human Rights Commission)

- Reading disabilities affect approximately 10% of the population
- Dyslexia is the most common reading disability; it involves difficulties with accurate and/or fluent word recognition, and poor spelling and decoding abilities
- Approximately 80% of people with learning disabilities have dyslexia
- In 2013 – 14, school boards reported that 41.4% (75,543) of exceptional students identified by an Identification, Placement, Review Committee (IPRC) had a learning disability
 - This is the largest exceptionality group of the 12 exceptionalities specifically recognized by the Ministry of Education (MOE)
 - The MOE states that it is a reasonable hypothesis that a significant portion of students receiving special education programs and services, but not identified by an IPRC, have learning disabilities (144,987 or 7.1% of total enrollment)
- 2018 – 2019 Education Quality and Accountability Office (EQAO) results indicate that 26% of Ontario's Grade 3 students and 53% of Grade 3 students with special education needs did not meet the Provincial Standard (Level 3 or 4) for reading

- Only 50% of students with special education needs passed the Grade 10 Ontario Secondary School Literacy Test, which measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9.
 - Successfully completing the literacy test is one of the requirements to earn an Ontario Secondary School Diploma. EQAO states that “the persistent discrepancy in achievement between students with special education needs and those without requires attention”
- Without appropriate instruction, more than 74% of children entering Grade 1 who are at risk for reading failure will continue to have reading problems into adulthood
- An estimated 40% of people with learning disabilities struggle with anxiety, depression, and low self-esteem
- In one study, 52% of homeless youth in Toronto had a reading disability
- 65% of people in Canadian correctional facilities have lower than elementary-level literacy skills
- Canadians with a learning disability were 46% more likely to have attempted suicide

(Source: <http://www.ohrc.on.ca/en/right-read-inquiry-reading-disabilities-backgrounder>)

About the OCDSB survey

The OCDSB back-to-school survey asked virtual and in-person learners and their parents: “What are the most important things you want to share about your/your families school experience so far this year?”

Link to survey results: <https://ocdsb.ca/cms/One.aspx?portalId=55478&pageId=33336962>

References

Abacus Data, Covid-19 & Canadian Youth: Impacts, Perspectives and the Recovery (November 2020)

(<https://www.abacusdata.ca/covid19-and-canadian-youth/>)

AODA alliance statement: Ontario’s Ministry of Education Must Now Meet the Urgent Needs of A Third of a Million Students with Disabilities During the COVID-19 Crisis (May 4, 2020)

(<https://aoda.ca/ontarios-ministry-of-education-must-now-meet-the-urgent-needs-of-a-third-of-a-million-students-with-disabilities-during-the-covid-19-crisis/>)

Learning Disabilities Association of Ontario, Learning Disabilities Awareness month (October 2020) <https://www.ldao.ca/ld-awareness-month-october/>

OHRC statement: Letter to the Minister of Education, school leaders on respecting the rights of students with disabilities (July 14, 2020)

(http://www.ohrc.on.ca/en/news_centre/letter-minister-education-school-leaders-respecting-rights-students-disabilities)

OCDSB 2019-2020 Suspension Data: “In 2019-2020, approximately **19% of the OCDSB student population was identified with special education needs** (excluding gifted) (14,498 of 74,854), **yet accounted for 49% (825) of students who were suspended**. The suspension rate for students with special education needs was 2.5 times higher than expected given their representation in the overall student population, and were 4 times as likely to receive a suspension compared to all other students.”

([OCDSB 2019-2020 Suspension Data - Ottawa-Carleton District School Board](#))

Pandemic putting young readers behind the learning curve, says education expert: Younger online learners need extra support from teachers and parents, especially if they already struggled with reading before COVID-19, suggests U of A professor (November 19, 2020)

(<https://www.ualberta.ca/folio/2020/11/pandemic-putting-young-readers-behind-the-learning-curve-says-education-expert.html>)

The Planning for Emergencies Working Group report: Covid-19 barriers facing students with disabilities in Ontario and recommendations (July 14, 2020)

(<https://www.ontario.ca/page/covid-19-barriers-students-disabilities-and-recommendations>)

Racialized, disabled, gender diverse students more likely to be suspended from Ottawa schools, report suggests (Jacquie Miller, The Ottawa Citizen, Nov. 25, 2020)

(<https://ottawacitizen.com/news/local-news/racialized-disabled-gender-diverse-students-more-likely-to-be-suspended-from-ottawa-schools-report-suggests>)

School shutdowns have put children up to eight months behind in reading, research indicates (Caroline Alphonso, The Globe and Mail, Nov. 26, 2020)

(<https://www.theglobeandmail.com/amp/canada/article-school-shutdowns-have-put-children-up-to-eight-months-behind-in/>)

US Government Accountability Office report: ELL and SEN student pandemic virtual learning experiences -- barriers and the opportunities (<https://www.gao.gov/assets/720/710779.pdf>)



COMMITTEE OF THE WHOLE **Report No. 20-081**

08 December 2020

New Half Moon Bay Elementary School – Approval of Study Consultation Plan and Timeline

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To seek Board approval of a consultation process and timeline to establish the grade structure, program offering and attendance boundary for a new elementary school located in the Half Moon Bay community of Barrhaven.

CONTEXT:

2. In the summer of 2020, the Board received notice of capital priority funding for the construction of a second elementary school within the Half Moon Bay community.

Supporting earlier business case requests of the Ministry of Education for capital priority funding for this new elementary school, the Board acquired the school site in November 2018. The 2.83ha (7 acre) site is located at the southwest intersection of Kilbirnie Drive and River Mist Road. Please refer to the general location map attached as Appendix A.

Construction of the 674 pupil place school is anticipated to commence in 2021 and tentatively scheduled to be completed in time for a September 2022 opening.

KEY CONSIDERATIONS:

3. The Half Moon Bay area in the suburban community of Barrhaven is a geographically well-defined growth community with a total build out in excess of 8,600 homes.

Half Moon Bay Public School, which opened in 2016, now serves this entire area, and was the first of three planned OCDSB schools for the larger Half Moon Bay community. With 10 portables on site for the 2019-2020 school year, enrolment for September 2020 was projected at 902 students. With continuing enrolment growth in the community over the next few years, enrolment is no longer sustainable at the school beyond 2022. October 2019 enrolment is shown in the table below. Note that current enrolment at the school comprising both “virtual” and “in school” within the formal attendance boundary is not yet available, but is pending.

Half Moon Bay Public School Enrolment October 2019										
	JK	SK	1	2	3	4	5	6	Total	Util
KGTN	90	120							210	
ENG			21	21	39	49	37	58	225	129%
EFI			119	94	73	62	45	39	432	
TOTAL	90	120	140	115	112	111	82	97	867	
Note: School Capacity is 674										
Utilization = total enrolment / capacity										

4. Growing enrolment pressures at Half Moon Bay Public School will be substantially reduced with the opening of a new elementary school for September 2022. Given that the existing attendance area for Half Moon Bay Public School mirrors the community's well-defined geography, the new school boundary is anticipated to be formed from within the existing boundary of Half Moon Bay Public School. As area grade 7 and 8 students are directed to Cedarview Middle School, it would also be included in the limited scope of this review. As is typical, should it be determined that other schools should be included, they will be informed as soon as is practical.

During the accommodation study for Half Moon Bay Public School, it was noted that the accommodation of area intermediate students would be reviewed during the consultation process for the second elementary school in this area.

Issues to be considered during the development and examination of the attendance boundary, grade structure and program offering, will be the viability of regular program offerings and the possibility/viability of introducing a grade 7/8 program in the Half Moon Bay area.

5. Formal Pupil Accommodation Review (PAR) Not Required

A formal PAR under Board Policy P.118PLG, Pupil Accommodation Reviews (currently suspended under a provincial moratorium) is not required, as the new school will not accommodate more than 50% of Half Moon Bay Public School's enrolment.

The policy states that a PAR is not required when the Board is planning the relocation of grades and programs in which the enrolment constitutes less than 50% of a school's enrolment. The calculation is based on the enrolment at the time of the relocation.

In accordance with Board policy, affected schools and communities are to be informed about the proposed study before a decision is made by the Board of Trustees to exempt a school from a PAR.

RESOURCE IMPLICATIONS:

6. The cost of conducting the review will be managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

7. An Information flyer and web link to this report (when it becomes public), will be sent to those schools affected by the review, and their respective communities, in advance of the Committee of the Whole meeting on 8 December 2020.

Once a decision has been made to proceed with the consultation process as an exemption from a PAR, notice in accordance with the policy will be provided to the City of Ottawa, coterminous school boards, the Ministry of Education and community partners that have expressed an interest.

Given the focused scope of the proposed review, two or more information meetings, including affected principals and school council representatives, are proposed to be held in February and March of 2021, and prior to a broader public consultation meeting. Affected schools include Half Moon Bay Public School and Cedarview Middle School.

A public consultation meeting, to be held virtually, is tentatively planned for April 2021. Final Board decisions regarding the review are scheduled to take place in June 2021. The timeline (attached as Appendix B) and consultation plan (attached as Appendix C) are attached.

STRATEGIC LINKS:

8. Conducting a review of pupil accommodation in this part of the District in order to provide students with improved access to learning environments, serves to optimize the use of District resources which is consistent with the Culture of Caring objective of the 2019-2023 Strategic Plan.

RECOMMENDATION:

- A. THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and,
- B. THAT the timeline and consultation plan attached as Appendix B and C to Report 20-081, be approved in order to consult with local school communities and the public.

Michael Carson
Chief Financial Officer (ext. 8881)

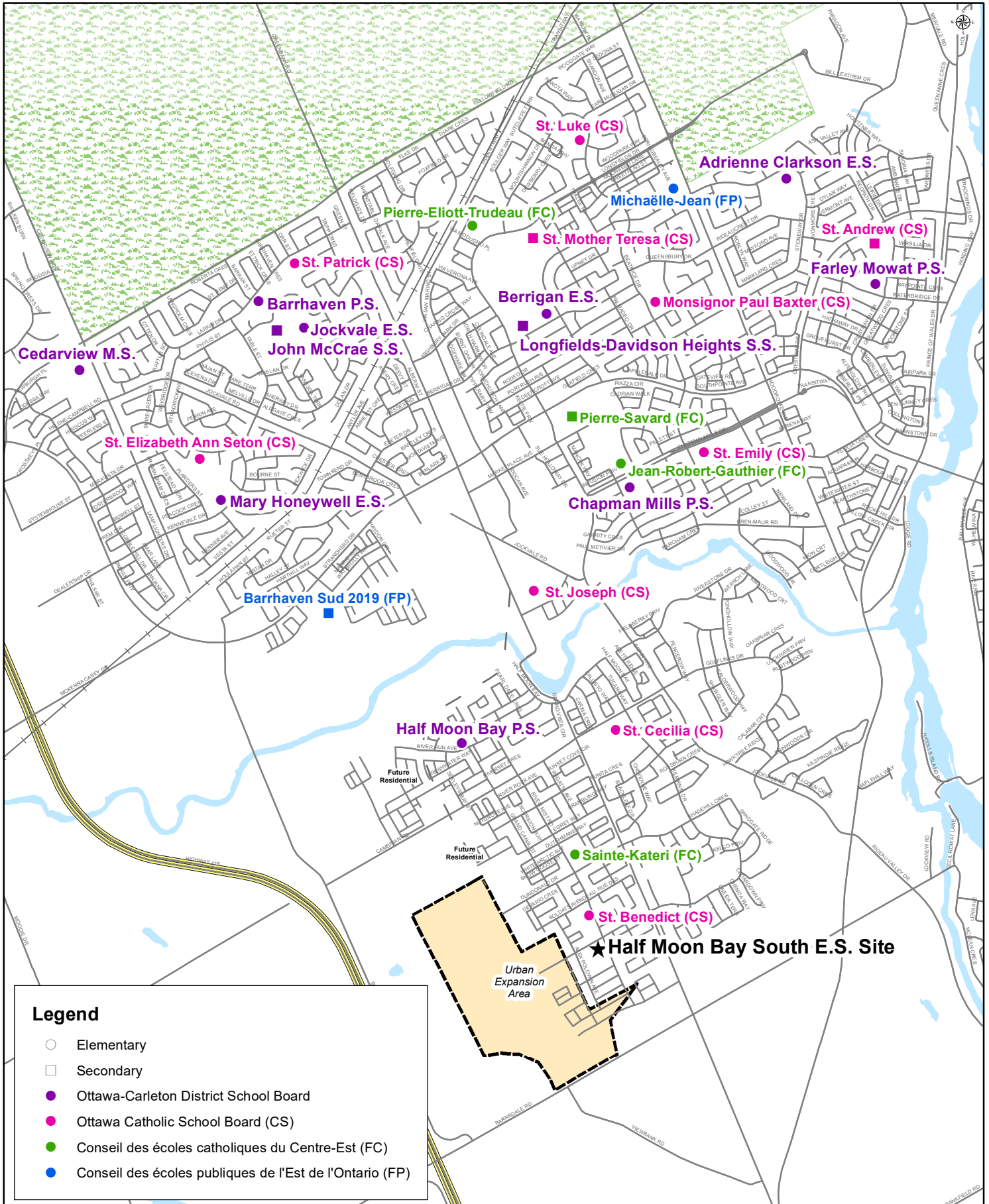
Camille Williams-Taylor
Director of Education and
Secretary of the Board

APPENDICES

Appendix A General Location Map
Appendix B Timeline
Appendix C Consultation Plan

Location Map

New Half Moon Bay Elementary School Site



**Appendix B
to Report 20-081**

New Half Moon Bay Elementary School Consultation Timeline

Activity	Date
Notice of Intention to Commence Study and Approve Study and Timeline	
➤ Committee of the Whole Meeting (potentially an online format)	November 2020
➤ Board Approval of Study Consultation Plan and Timeline (potentially an online format)	December 2020
Consultative Stage	
➤ Formation of the Advisory Group	January 2021
➤ Information Meeting #1 with Advisory Group (potentially an online format)	February 2021
➤ Information Meeting #2 with Advisory Group (potentially an online format)	March 2021
➤ Information Meetings <u>as required</u> with Advisory Group (potentially an online format)	March/April 2021
➤ Public Consultation Meeting (potentially an online format)	April 2021
Recommendation and Decision Making Stage	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report (potentially an online format)	May 2021
➤ Regular Board Meeting – Final Decisions (potentially an online format)	June 2021
Communication and Implementation Stage	
➤ Communication of Board Approved Decision	June 2021
➤ Implementation of Board Approved Decision	September 2022

Appendix C to Report 20-081



CONSULTATION PLAN

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

DATE:	October 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Half Moon Bay Elementary School Approval of Consultation and Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p><i>The scope of the consultation includes 2 elementary schools –Half Moon Bay Public School and Cedarview Middle School</i></p> <p><i>The consultation process will serve to discuss possible grade, program and attendance boundary options for the new Half Moon Bay elementary school.</i></p>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply) <input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain)	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<p><i>The consultation will seek to recommend a grade, program and attendance boundary for the new Half Moon Bay elementary school.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	



CONSULTATION PLAN

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

WHO?

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

OCDSB Community

- ☐ Students
☒ Parents/guardians
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☐ Advisory committees (Specify below)
☐ Special Education Advisory Committee, etc
☐ Other Alternative Schools Advisory Committee _____

Internal to OCDSB

- ☒ Trustees
☒ Superintendents
☒ Principals and/or Vice-principals
☐ Managers
☐ District staff
☐ Federations
☐ Other _____

External / Other (please identify)

- ☐ Agencies/associations _____
☒ Community groups _____
☒ General Public _____
☐ Other governments _____
☐ Other _____

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

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

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

Yes, local Trustees, the Superintendents of Instruction for local area schools and the Chief Financial Officer.

HOW?

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

- ☒ Media advertisement (print and/or radio)
☒ Letter distribution
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☒ School newsletter
☒ Website (schools and/or OCDSB sites)
☐ Other _____

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

Stakeholders will be informed via school email, school parent council email which will include information regarding date and duration and opportunity for feedback for a potential online method of consultation.

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

- ☐ Focus groups
☐ Interviews
☒ Mail-out or email circulation
☐ Open houses / workshops / cafes
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☒ Public meetings (potential online format)
☐ Survey / questionnaire
☒ Web-based notice / Web-based comments
☐ Other _____

Please describe:



CONSULTATION PLAN

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

Appendix C to Report 20-081

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:	June 2021	
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<u>NOTES**</u>
	SEE ATTACHED APPENDIX B - TIMELINE	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)	
<input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> Letter distribution <input type="checkbox"/> Letter of Transmittal to committee/Board Please describe:	<input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other
OTHER	
10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):	
Consultation costs will be managed within existing departmental budgets.	
<i>* Note that the consulting body bears responsibility for the costs of the consultation.</i>	
11. EVALUATION: Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)	



COMMITTEE OF THE WHOLE Report 20-114

8 DECEMBER 2020

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources, ext. 8207

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring (Appendix B).

CONTEXT:

2. Earlier this fall, the Ontario government announced its plan to revoke Regulation 274 - Hiring Practices, effective October 27, 2020. The regulation, which had been in effect since 2012, set out mandatory hiring processes for long term occasional and permanent teaching positions that placed significant emphasis on seniority, and restricted school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

When the regulation was repealed, the government issued interim hiring guidelines for school boards to follow, pending the release of a Policy/Program Memorandum. A draft PPM, which is attached at Appendix B, was released in early November, and sets out the parameters that school boards are required to include in locally developed hiring policies and practices. The final PPM is still pending as of the date of this report being released.

KEY CONSIDERATIONS:

3. The Indigenous, Equity and Human Rights Roadmap, presented to Committee of the Whole earlier this fall, outlines specific actions and accountabilities toward achieving the District's commitment to human rights, equity and inclusion. This includes ensuring that human resources policies and practices, including all recruitment and hiring processes, are aligned. This year's work plan for Human Resources included developing an equitable recruitment and hiring policy and the accompanying procedures. With the repeal of Regulation 274 and the new PPM, the development of a policy specific to teacher hiring was expedited for approval by December 31, 2020. Staff will be continuing consultations with various stakeholders through the spring to bring forward recommendations for

revisions that may be required so that the policy applies to all applicants, regardless of the position.

Pursuant to the PPM, the District is required to develop and implement local hiring policies and practices by the end of December 2020 which align with the expectations and requirements set out in the PPM. In summary, the PPM requires that school boards:

- establish fair, consistent and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession;
- ensure the requirements and selection criteria for hiring are clearly laid out and publicly available on their websites;
- develop hiring policies that include the following components:
 - diversity, equity and human rights;
 - qualifications and merit;
 - employment mobility;
 - fairness and transparency; and
 - monitoring and evaluation.

The draft policy P.105.HR, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity. The policy also specifically directs the development and implementation of equitable recruitment and hiring procedures for teachers. The procedures will be developed in consultation with the union representatives and other stakeholders. More specific guidance and expectations related the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

Work is also currently underway to develop a Human Rights Policy to articulate the Board's commitment to adhering to human rights principles in all aspects of the District's operations, as a service provider and employer. Policy P.105.HR will be reviewed following approval of that policy to ensure alignment, and revised as required.

RESOURCE IMPLICATIONS:

4. There are no significant financial implications associated with the development and implementation of the policy. The policy will have positive implications for human resources practices in the District, by centering the commitment to human rights and equity in the hiring processes.

COMMUNICATION/CONSULTATION:

5. Human Resources staff have met with representatives of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers' Bargaining Unit), OSSTF (Occasional Teachers') Ottawa Carleton Elementary Teachers' Federation and Ottawa Carleton Elementary Occasional Teachers' Association to provide an opportunity for them to provide input and feedback on the policy.

Representatives of principals and vice-principals also had an opportunity to provide input and feedback. Consultation with these stakeholder groups will continue with the development of the procedures.

The policy has also been informed by advice and guidance provided through a provincial working group of senior human resource professionals with regard to the PPM and its implementation.

STRATEGIC LINKS:

6. The development and implementation of an equitable recruitment and selection policy supports the District's commitment to a culture of caring and social responsibility.

RECOMMENDATION:

THAT the Board approve the draft Policy P.105.HR - Equitable Recruitment and Hiring of Teachers.

Janice McCoy
Superintendent of Human Resources

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

Appendice A to Report 20-114 Draft Hiring Policy
Appendice B to Report 20-114 Draft Teacher Hiring PPM

Appendix A to Report 20-114 Draft Hiring Policy

P.105.HR

TITLE: Equitable Recruitment and Hiring of Teachers

Date Issued:

Date Revised:

Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment and hiring practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB).

2.0 DEFINITIONS

In this policy,

- 2.1 Board** refers to the Board of Trustees.
- 2.2 District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.3 Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, age, race, creed, sex, sexual orientation, and socio-economic status.
- 2.4 Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5 Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.
- 2.6 Hiring** refers to the process for selecting teachers for permanent and long-term teaching positions based on merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and written assignments.

2.7 Recruitment refers to the process for advertising, posting, and outreach activities to attract teachers based on the unique needs of OCDSB schools and their communities.

2.8 Teacher refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

3.1 It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and equitable outcomes for all students. The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.

To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. The District is committed to the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

Guiding Principles

3.2 The OCDSB recognizes the positive effect of on the educational experiences and outcomes of historically under-served students when teachers reflect their identities. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.

3.3 All staff shall demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education for all students.

3.3 System and school leaders shall model actions to enhance equity and inclusion as an essential leadership competency.

3.4 All Human Resources processes, and actions by OCDSB employees to implement these processes, shall comply with the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*.

3.5 All applicants to positions with the District shall experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.

3.6 Hiring decisions must be based on providing the best possible education program for students and ensuring student safety and well-being.

- 3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail.

4.0 Specific Directives

- 4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.

a. Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. The District is committed to ensuring all employment policies and practices are non-discriminatory and to identifying and removing barriers for marginalized groups at each stage of the hiring process. Procedures will be established to collect and analyze voluntary demographic data at different stages of the recruitment and selection process.

b. Qualifications and Merit

In addition to adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria:

- i) valuing applicants’ additional lived experiences, skills, backgrounds, and work experience;
- ii) promoting the hiring of staff from under-represented groups and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;
- iii) providing the best possible program as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school and suitability for a particular assignment; and
- iv) responding to local needs based on clearly defined criteria, including qualifications.

c. Employment Mobility

Teacher hiring procedures will address employment mobility by permitting teachers who have relocated to apply for any teaching position (occasional, long-term occasional, or permanent) for which they are qualified, and to be granted an interview.

d. Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process);
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in Regulation 298, “Operation of Schools – General”, and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;
- a process and criteria for internal postings and external postings (e.g., establishing minimum posting dates; establishing outreach strategies to reach diverse candidates);
- recruitment processes to support hiring teachers with specialized qualifications
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the lived experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers’ Bargaining Unit.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario’s Equity Action Plan , 2017

Revocation of Ontario Regulation 274/12, Hiring Practices, October 2020

Policy/Program Memorandum No. xxx, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity



Appendix B to Report 20-114

Ministry of Education

DRAFT Policy/Program Memorandum

Date of Issue: DRAFT: November 4, 2020

Effective: XXXX, 2020

Subject: School Board Teacher Hiring Practices

Application:

Reference: This memorandum is effective following the revocation of Ontario Regulation 274/12, "Hiring Practices" on XXXX, 2020.

Purpose

The Ministry of Education is committed to having the best education system in the world in order to prepare our students¹ for success, now and in the future. To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

The purpose of this memorandum is to provide direction to school boards² on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on XXXX, 2020.

This memorandum is informed by leading research on pedagogy and best practices on creating a strong and diverse workforce in the education sector. It is also informed by the results of consultations with stakeholders who have asked for more fairness and flexibility, mobility, merit and quality in the hiring of teachers and in the development of a diverse teaching workforce.

Expectations for School Board Hiring Policies

¹ In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

² In this memorandum *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O, 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

All school boards in Ontario’s publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession. School boards’ requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

School boards are expected to include the following components in their teacher hiring policies:

- Diversity, Equity, and Human Rights
- Qualifications and Merit
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet needs of an increasingly diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. The way to achieve a diverse and representative workforce is to:

- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes, all steps – to ensure that no stage creates a barrier for candidates from under-represented backgrounds.

Qualifications and Merit

Although teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, school boards should also consider the importance of the following when developing their selection and evaluation criteria:

- valuing applicants' additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers; the ability to speak languages in addition to English or French; professional experience outside of the classroom; other experiences of well-rounded candidates, such as the ability to lead a school choir or orchestra);
- promoting the hiring of staff from under-represented groups;
- providing the best possible program as determined by the principal, and considering applicants' demonstrated:
 - teaching commitment;
 - experience or time spent in a particular school;
 - suitability for a particular assignment;
- responding to local needs based on clearly defined criteria, including qualifications.

Employment Mobility

The teacher hiring process should address employment mobility by:

- permitting qualified teachers who have relocated from other school boards in Ontario to be granted an interview;
- enabling all teachers, including those who have relocated from another board, to be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified.

Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring policies should include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process). The attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy;
- a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in Regulation 298, "Operation of Schools – General";
- a process and criteria for internal postings and external postings (e.g., for establishing minimum posting dates);
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers, with current contact information;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,

- a process for the disclosure of information to the Occasional Teachers' Bargaining Unit.

Monitoring and Evaluation

Boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring policy and make adjustments as necessary. This process should include:

- assessing the skills of their teacher workforce and identifying any gaps;
- determining the diversity of their teacher workforce and identifying any gaps in representation;
- ensuring that all employment policies, procedures, and practices are non-discriminatory.

Effective practices for monitoring and evaluation are outlined below to support school boards in this review process.

Effective Practices

To implement the expectations outlined in this memorandum and to ensure that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations. The ministry recommends that school boards develop the following effective practices where they are not already in place:

Candidate Selection

New Teachers

Hiring policies should acknowledge the importance of supporting the renewal in the teacher workforce and help to provide career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity of perspectives;
- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

Representation

Encouraging diversity of the teaching workforce in the school board is vital because the workforce should be reflective and representative of the community. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized students.

As stated above, school boards should examine each part of the teacher hiring process – from setting job requirements to the recruitment, application, screening, interview, and selection processes – to ensure they are not creating barriers for candidates from various under-represented backgrounds.

Special Programs

The Ontario *Human Rights Code* enables organizations to create temporary special measures, referred to as “special programs”, to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face disadvantage and discrimination. Where people from specific marginalized communities are demonstrably under-represented in a board’s workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

Monitoring and Evaluation

Data Collection

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision.

Several boards in the province have collected voluntary workforce data through a staff census. When analysing census results, it may be helpful for school boards to consider the following questions:

- Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- What identities, and intersections of identities, should be represented in the teacher workforce in order to help to meet the needs of the school board community?

Fair and equitable teacher hiring practices need to address under-representations in the existing workforce, and these under-representations are best identified through voluntary demographic data collection. School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

Employment Systems Review (ESR)

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture

for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

A centralized applicant tracking and file management system for all hiring-related documentation is recommended as a key monitoring tool. In some boards, such a system may already be in place.

DRAFT



COMMITTEE OF THE WHOLE

08 December 2020

REPORT NO. 20-103

HIGH PERFORMANCE ATHLETIC PROGRAM

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

PURPOSE:

1. To present findings on the OCDSB High Performance Athletic Program consultation.
2. To seek approval of recommendations concerning the future of the High Performance Athletic Program.

SUPPORTING OUR STRATEGIC PLAN:

3. Examining programs within the OCDSB is work that supports the goal of creating a culture of responsibility that leads to the desired outcomes of improved student achievement, increased graduation success in all pathways and an increased sense of relevance and motivation for students.

CONTEXT:

4. The High Performance Athletics Program (HPA) was established at Confederation High School three decades ago and was moved to John McCrae Secondary School (JMSS) when the school was closed. It was originally started at Confederation High School due to its proximity to the Nepean Sportsplex, where many students trained with swim, skating and hockey clubs. The move to JMSS was predicated on its connection to the Walter Baker Sportsplex. In the 2020-2021 school year there are 110 grades 9 - 12 students in the program at JMSS representing a wide range of competitive sports.
5. The HPA Program is classified as a District Program as per the "Secondary School Program Framework" as found in *Policy P.105.CUR, Changes to*

Programs and Program Delivery Structures at Secondary Schools. As such, it is within the Board's purview to make any changes to, and/or eliminate the program. This could include a significant change to the delivery model or the relocation of the program. This framework also defines what constitutes a District Program and names the High Performance Athletic Program as one of these programs at the secondary level.

6. John McCrae Secondary School is currently experiencing facility enrolment pressures. The school has a capacity for 996 students (based on an addition done a number of years ago) and has seen its enrolment grow to 1391 in the 2019-20 school year. While the school does have some ability to function over capacity, the current enrolment presents a challenge.
7. At the 1 October 2019 Committee of the Whole meeting, trustees passed a motion directing staff to commence the activities outlined in *Policy P.105.CUR and Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools*, with a view to phasing out the High Performance Athlete Program (HPA) at John McCrae Secondary School, effective September 2021. It should be noted that the activities in this procedure provide a process for the addition of a District program to a school but do not provide a process for closing or moving one.

KEY CONSIDERATIONS:

8. The two most important aspects to contemplate the potential phasing out of the District High Performance Athletic program at JMSS are (1) the program delivery model and (2) the location of the program. Both aspects should be measured by how well they support the success of elite athletes from across the system.

The HPA Program at John McCrae Secondary School

Program Delivery Model

9. As a District program, students may apply from across the jurisdiction and from out of board jurisdictions. The criteria for entrance into HPA is as follows:
 - Applicants must be competing at the provincial level (or higher) in their respective sport.
 - They must train/compete in their respective sport a minimum of 14 hours per week.
 - Admission criteria include an entrance portfolio accompanied by a letter of recommendation from a coach and in some cases their previous school.

Admission requirements have been 'tightened up' over the past few years in regard to monitoring that students continue to meet admission criteria during their enrolment in HPA. This has resulted in fewer students being enrolled in the HPA Program over the last three years.

10. Working with the dedicated HPA coordinator (guidance counsellor) in the school, students build a long range timetable that looks at their whole academic career

while attending JMSS, with a focus on their desired post-secondary placements, athletic goals, and career aspirations. Flexibility in attendance and modification in course work assignments is provided where needed based on training and competition schedules. Web-based resources are used to support classroom learning (such as staff webpages/blogs/video streaming/Google Classroom, VLE).

11. Students in the HPA Program may have the option to take some of their credits in dedicated HPA classes. In this environment students can work more independently with the support of a mentoring teacher and it allows HPA students to spend a large portion of their day together when attending school. Currently the program offers these classes for grade 10-12 students in English, Math, Science and Social Science.

Location

12. As stated previously, 110 students are enrolled for the 2020-2021 school year and come from across the District. A small percentage of the enrolment comes from out of the jurisdiction. The program's enrolment has seen ebb and flow over the years, climbing as high as 240 students in past years. Traditionally, twenty-five percent (30%) of the grade nine intake for the program lives in the John McCrae/South Carleton/Longfields Davidson catchment area. The total population from the catchment area from grades 10-12 is in the thirty percent (35%) range (Appendices 'A' and 'B').

Consultation: What We Heard

13. A broad consultation process was undertaken in June and October, 2020. In June two focus groups were held; one with OCDSB administrators and one with a mixture of present and past parents of students enrolled in the HPA program at JMSS. A Thoughtexchange™ was also conducted with staff and HPA students at John McCrae Secondary School. We heard from 72 participants: 31 students and 41 staff. This feedback highlighted:

Things that are working well:

- Flexible schedules, deadlines, and exam dates; the ability to continue with academics while away;
- Well-organized, supportive and understanding teachers in HPA;
- Being together with other athletes, who understand each other – this also helps teachers understand them as a group;
- Students can study and train simultaneously; maintain balance;
- Location at JMSS;
- Teachers and guidance counselors who are familiar with student athletes;
- Helps students earn competitive grades/the grades they deserve; and
- The program should continue as there are Arts and IB Programs.

Things that could work better:

- Desire for non-HPA teachers to understand the program better;
- More HPA classes offered; and

- Stricter requirements to enter/remain in the program.

Full results from the June Thoughtexchange can be found in Appendix “C”.

14. In October a website survey was launched that resulted in 1,310 participants: 950 parents, 161 students, 140 educators, 23 coaches and 36 community members.
 - a. The breakdown in the parental group had 144 JMSS parents (115 with students enrolled in the HPA program, 29 not) and 474 parents with children enrolled at other schools. Most parents (n = 370) indicated that their child would apply for HPA if it was offered at their school.
 - b. The breakdown in the student group had 44 JMSS students (30 enrolled in HPA, 14 not) and 81 students from other schools (40 who self-identified as elite athletes).
 - c. The breakdown of staff had 33 JMSS staff (9 who teach at least one class of HPA students) and 96 educators from other schools.

Program Delivery Model Feedback

Admission Criteria

15. On the whole, HPA students and their parents indicated over 70% satisfaction that the admission criteria met the needs of the elite athletes. The staff at JMSS felt quite differently; those 9 educators who teach at least one class of HPA students were only 38% convinced of that statement and non HPA staff only 13%. Parents and students at other community schools said overwhelmingly that they could not comment on the criteria as they did not know enough about it. This trend was apparent in the community and coaches’ responses as well.

Eighty-four percent (84) of parents from community schools said that they would apply for a program offered in their school if they knew more about the admissions criteria. Feedback from the focus groups and TE held in June identified a need for stricter admission criteria in order that students in the program were ‘true’ elite athletes. While this was not a general trend with all survey groups, 60% of students not enrolled in the program but enrolled at JMSS did state that stricter criteria would ensure integrity of the program, as did 32% of parents of JMSS students, not enrolled in HPA.

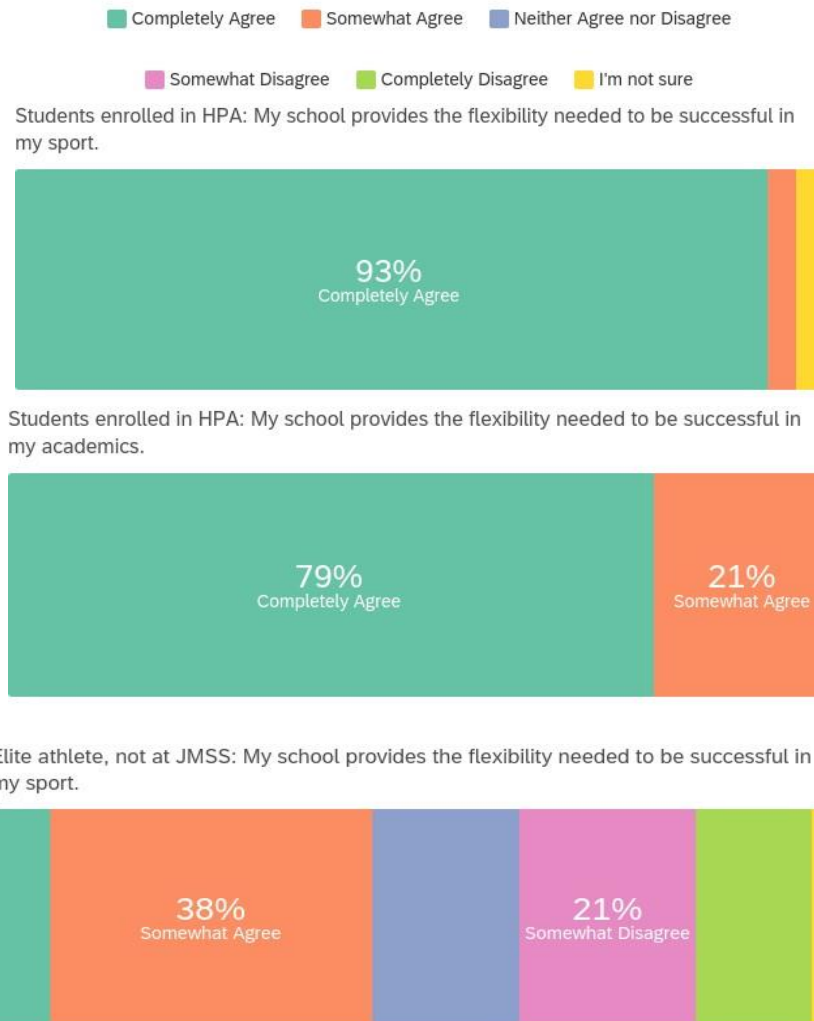
16. Of all of the groups surveyed, only the parents and students involved with the current HPA program indicated a deep knowledge of the admissions criteria. All other groups of respondents (including staff at the school) indicated that they were ‘somewhat’ to ‘not at all’ informed about the program criteria.

Flexibility for Students

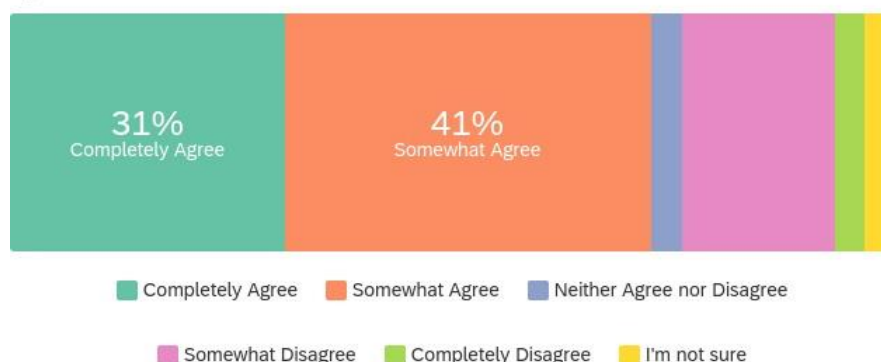
17. There was overwhelming concurrence from all groups that flexibility was the critical component for success for elite athlete students. Flexibility was needed in:

- timetabling creatively to facilitate the four year course plan for the student to achieve post secondary goals;
- adapting assignment and assessment schedules. Many students in some sports can miss up to 90 days of school time for training and competition schedules. They need to be able to work with the teacher in arranging how to achieve the appropriate demands and evaluations of course material;
- granting credits in relationship to co-op placement and PLAR's; and
- assigning HPA students to staff who were willing and accustomed to working with their erratic schedules.

The following data represents the responses from elite athletes at JMSS and other schools.



Elite athlete, not at JMSS: My school provides the flexibility needed to be successful in my academics.



Responses from parents and coaches also strongly reflected the connection between flexibility and student success. The staff responses were less definitive. 34% completely agreed that HPA students were able to keep up to the academic expectations and 31% somewhat agreed.

90% of HPA students stated that the HPA program at John McCrae SS contributed to their success as a competitive athlete.

A number of parents said that they had enrolled their child in the local community school but found it unable to provide suitable accommodation and moved to the HPA program.

School Environment Feedback

Dedicated team

18. There was general agreement by students and parents that having staff dedicated to elite athletes in a school led to their success. In the case at JMSS, a dedicated guidance counsellor (HPA coordinator) and supportive staff were cited as the next two important keys to success after flexibility. Given the enrolment at JMSS, the ability to offer 'HPA' courses in certain subjects was mentioned as a definite plus. A cadre of teachers who understand the demands of elite athletic training/competition, know the students well and have experience in adapting classroom expectations.

In a congregated setting, students and parents felt that the care, understanding and encouragement coming from another adult provides another outlet other than parent or coach and helps minimize stress. Students responded that they loved being in classes with others "who understood their world".

Many parents and students anecdotally stated that having elite athletes congregated for a program was an important support; they stated that being surrounded by like-minded peers - team mates- gave social and emotional support for athletes. However, in terms of responses, being together as HPA students was rated fourth out of five in terms of importance by parents and

students. Some educators at JMSS stated that they felt that some HPA students could be isolationist and projected entitlement.

Location of HPA Program Feedback

19. 77% of parents who live outside the catchment area of JMSS and have a child in the HPA program responded that the current location met their child's needs. Most students enrolled in the program are also satisfied with the location: 76% of students from outside the catchment area; 91% of students from within.

Parents and students (elite athletes) not attending John McCrae had a high rate of agreement (77% and 68% respectively) with the statement that there should be several HPA programs located across the District. Some staff (29-54%) and coaches (47%) also supported this stance.

20. Very few responses (0-14%) identified a need to relocate the program to a central location. Administrators and some parents did cite that the location in Barrhaven may not provide geographic flexibility for students but administrators at many other central District sites also made the point that they would be unable to take additional students in a program due to their lack of space.
21. Out of all of the factors of a successful elite athletic program, proximity to the training facility was rated as least important by all groups.

Models from Other Districts

22. Programming for elite athletes in other schools in the region and other districts varies greatly. Memo No. 19-146 (Appendix 'D') was provided for trustees late in November 2019 outlining program models from other districts.

The Research

23. Limited research has been done on how best to support elite athletes during their high school careers. One notable work was done by J. Diakun in 2015 at Queen's University entitled "Supporting High Performance Athletic Students Balance Sport and Education: An Examination of the Teacher's Role". Three core themes emerged from this research related to teachers' support for high performance athletes: (a) flexibility, (b) relationship, and (c) support. With the application of these three themes, it is believed that teachers can better assist student athletes in balancing their athletics and education, resulting in a positive outcome in both areas.

Conclusions

Program Model

24. The HPA program is providing a structure that supports academic and competitive success for the students enrolled in the program at JMSS. However, based on the feedback through TE, surveys and focus groups, a greater

percentage of students and parents reported that it was more challenging to meet the athletic and academic needs of elite athletes not enrolled in the HPA Program at JMSS. There is a need to apply the skills and characteristics that contribute to the success of elite athletes to all schools as identified by staff, students and parents. This includes flexibility in student learning opportunities, an educator dedicated to support the academic and athletic goals of the student and learning models that support and enhance the student athlete experience.

25. A number of issues arise around the admission criteria. Many of the respondents felt that there is a need to continue to review, monitor and adapt the criteria for the program to retain program rigor. The staff at JMSS have been refining the criteria during the last few years and that approach should continue in the future.
26. Overwhelmingly all respondents (with the exception of students/parents enrolled in the JMSS program) felt that they knew little, if anything, about the program and its admission process. There is a compelling need for better information to be shared with students and their parents who are going into the high school setting.

Program Location

27. The discontinuation of the HPA Program at JMSS at this time would have minimal impact on the accommodation pressures at the school, due to the percentage of students in the program who live in the JMSS or Longfield Davidson Secondary School Boundaries. As a result, we are not recommending the HPA Program at JMSS be phased out until we are able to diversity our approach in supporting the needs of elite student athletes in all schools across the District. This may include students being able to remain at their home school, engaging in digital learning, being in a congregated setting, or a combination. The goal is to create a framework to support all elite athletes across the District in meeting their athletic and academic needs, regardless of where or how they are learning.
28. There was little interest expressed to relocate the program to a more central area. Most respondents instead expressed the wish to expand the program by adding more programs in geographically appropriate sites across the District. However, a more robust, district wide framework in all community schools to support competitive, elite athletes would not require the addition of sites but rather result in all schools offering the opportunity for students to remain attached to their home school and meet their academic and athletic needs in this setting.

NEXT STEPS

29. From the time of the original motion to the writing of this report, much has changed. Based on these changes, it is prudent to look at long term and short term planning regarding the HPA program at John McCrae.

Long Term

30. The Ministry of Education has announced funding for the construction of two new high schools (Stittsville and Riverside South) which will ultimately have impact on the enrolment patterns of John McCrae Secondary School. The construction of these new schools will result in changes to school boundaries in the area which in turn will alleviate accommodation pressures at both JMSS and Longfields Davidson Heights Secondary School (LDHSS). As noted on Appendix B, close to 50% of the total population of the HPA program have either JMSS or LDHSS (or the optional attendance areas) as their home school. Any phasing out plan would result in 20-25 students leaving on an annual basis.
31. There was overwhelming support from survey respondents to improve communication regarding the availability and admission criteria of the HPA program in the OCDSB. Developing a more comprehensive internal communication plan regarding all District programs is a need that staff has considered as a goal for the future and HPA would be part of that work.

Short Term

32. More specific information concerning elite athletes attending their community schools and how they are being supported will be gathered.
33. Identify and communicate program delivery options that support the academic and athletic needs of students who meet the criteria of the HPA Program.
34. Program delivery for secondary students has changed drastically this year. Innovation in the delivery of programs through technology is rapidly expanding. Frameworks to support the needs of elite athletes in all schools will be developed. These models will include the characteristics that have been identified as successful at JMSS; namely, flexibility in student learning, a staff member dedicated to supporting students in navigating the secondary school experience while engaging in a rigorous training schedule, exploring post-secondary opportunities combining academics and athletics will be developed with local priorities in mind.
35. There are a number of short term actions tied to admission standards that will need to be addressed. It should be noted that the work on admission criteria and monitoring students' eligibility will need to be done for any type of diversified program delivery model.
36. A review of entrance criteria will be undertaken to ensure that the requirements for students to gain acceptance to the program is rigorous while aligning with the needs of students who require significant program adaptations to be successful in both their academic and sport performance goals.
37. Entrance criteria also needs to be reevaluated through an equity lens in order to remove barriers to equity of access, opportunity and outcomes for all students who wish to apply for the program. Equity of access work also will encompass a review of the eligibility for HPA students to participate on JMSS school athletic

teams. Some concern has been expressed that the participation of elite athletes in some school team sports limits access for others.

38. An annual process will be established to monitor students in the program to assure that they continue to meet the criteria in the program.
39. Where students in the HPA Program are congregated for dedicated program delivery, every attempt will be made to tailor the learning experiences to meet the unique needs/goals of competitive, teen athletes. This applies not only to how the program is offered but also to course content.
40. A review of the job description of the HPA coordinator's role will take place to ensure that the outlined roles and responsibilities continue to be in alignment with the needs of students in the program.

RESOURCE IMPLICATIONS

41. The current cost for running the HPA program at John McCrae Secondary School is approximately \$200,000. Transportation costs are in the realm of \$135,000 and the .50 FTE position for the coordinator is approximately \$65,000.

COMMUNICATION/CONSULTATION ISSUES:

42. The consultation plan has been described previously in this report.

RECOMMENDATIONS:

43. It is recommended that:
 - a. Staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools; and
 - b. That staff be directed to undertake the short term work as outlined in the report; and
 - c. That staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the Spring of the 2021-2022 school year.

Shawn Lehman
Superintendent of Instruction

Camille Williams-Taylor
Director of Education
Secretary to the Board

Appendix A Student Counts by Grade-Students Attending John McCrae SS
 Appendix B Counts by Grade of Where Students Attending John McCrae SS
 Appendix C Thought Exchange Results
 Appendix D Memo Number 19-146, School Boards with High Performance Athlete
 HPA Programs

Student Counts by Grade of Where Students Attending John McCrae SS Live

School of Attendance: John McCrae SS

Program: Regular

Students Included:

Program/Identifiers (students must meet any variable): High Performance Athletes

								Enrolment								Subtotals		
Catchment Area of Residence	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12	9-12			
John McCrae SS	0	0	0	0	0	0	0	0	0	0	7	11	14	19	51			
Longfields-Davidson Heights SS	0	0	0	0	0	0	0	0	0	0	2	2	6	8	18			
South Carleton HS	0	0	0	0	0	0	0	0	0	0	2	2	1	7	12			
Option - South Carleton / J. McCrae	0	0	0	0	0	0	0	0	0	0	2	0	3	4	9			
Option - Merivale / South Carleton	0	0	0	0	0	0	0	0	0	0	0	1	4	3	8			
Sir Robert Borden HS	0	0	0	0	0	0	0	0	0	0	1	2	2	2	7			
Osgoode Township HS	0	0	0	0	0	0	0	0	0	0	1	2	1	2	6			
Merivale HS	0	0	0	0	0	0	0	0	0	0	1	1	1	1	4			
Ridgemont HS	0	0	0	0	0	0	0	0	0	0	0	2	1	1	4			
A. Y. Jackson SS	0	0	0	0	0	0	0	0	0	0	1	1	0	1	3			
Bell HS	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2			
West Carleton SS	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2			
Woodroffe HS	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2			
Brookfield HS	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1			
Earl of March SS	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1			
Glebe CI	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1			
Gloucester HS	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1			
Lisgar CI	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1			
Nepean HS	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1			
Option - Nepean / Glebe	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1			
Option - Osgoode / South Carleton	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1			
Out of Board - Renfrew County D.S.B.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1			
Out of Board - Upper Canada D.S.B.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1			
Total by Grade	0	0	0	0	0	0	0	0	0	0	19	28	38	53	138			

Student Counts by Grade of Where Students Attending John McCrae SS Live 2020/2021

School of Attendance: John McCrae Secondary School

Program: **High Performance Athlete Program**

Enrolment by Grade

Catchment Area of Residence	9	10	11	12	Total
John McCrae	5	8	12	11	36
LDH	6	1	2	5	14
OPT John McCrae/ South Carleton	3	2	1	2	8
OPT Merivale/South Carleton	3		1	4	8
SRB	2	1	2	1	6
South Carleton	1	2	3		6
Ridgemont	1		3	1	5
AY Jackson	1	1	1	1	4
Osgoode		1	2	1	4
West Carleton	1	1		2	4
Merivale	1	1		1	3
Earl of March	1			2	3
Bell		1	1		2
Brookfield			1		1
Gloucester			1		1
Nepean				1	1
Woodroffe			1		1
Out of Board (Kemptville)	1				1
Out of Board (Perth)	1				1
Out of Board (Almonte)			1		1
Total for Grade 9	27	19	32	32	110

Data Source: Preliminary Data 15 October 2020 Trillium and HPA DATA from John McCrae

Thoughtexchange™ Results

We conducted a Thoughtexchange™ with staff at John McCrae Secondary School and students currently enrolled in the High Performance Athletic Program at the school.

We asked:

What aspects of the High Performance Athletic Program are working well and what could work better?

Participation Rate:



72 Participants: 31 Students and 41 Staff



125 Thoughts Shared



1,259 Star Ratings Assigned

Thoughts shared and their corresponding ratings can be explored using these links:

- [Student Thoughts](#)
- [Staff Thoughts](#)

Summary of Student Feedback

Student feedback on the program was overwhelmingly positive, with high praise for the teachers in the program. Feedback is summarized below, and ordered largely based on the ratings assigned.

What is working well:

- Flexible schedules, deadlines, and exam dates; the ability to continue with academics while away.
- Well-organized, supportive and understanding teachers in HPA.
- c, who understand each other – this also helps teachers understand them as a group.
- Students can study and train simultaneously; maintain balance.
- Location at JMSS.
- Small class sizes.
- Teachers and guidance counselor who are familiar with student athletes.
- Helps students earn competitive grades/the grades they deserve.
- The program should continue as there are Arts and IB Programs.

What could work better:

- Desire for non-HPA teachers to understand the program better.
- More HPA classes offered.
- Stricter requirements to enter/remain in program.

Top 10 student thoughts, exactly as they were shared:

“Having teachers that aren't teaching the HPA class have an understanding of why the program is important. It's important for the teachers in the school to understand

Thoughtexchange™ Results

that it's hard to do work while we're away and shouldn't get piled with work right away”

“Teachers are very organized. HPA teachers are super organized, they know what they’re going to teach in advanced so we can work around our schedule to both train/compete and learn”

“I think that the flexibility that it gives to students is really important. It also makes teachers and students more understanding of the treatment. I know that if it weren’t for Coronavirus I would have missed almost an entire month of school. I wasn’t worried because of the HPA program.”

“In my HPA classes, we’re all athletes with busy schedules and we often all work very hard at both our sport and in school. This means that we’re all a like and we’re able to help each other when it comes to our education.”

“It also allows for many student-athletes to be in the same place which makes teachers more understanding. If all of the HPA students were spread across the board we would seem more as an anomaly and maybe not get the liberties that we need.”

“It’s wonderful to have the option to do school and be an athlete and be accommodated in school to allow you to continue to do better. Without this, athletes wouldn’t be able to study and train simultaneously and would have to give up the one or the other”

“Exam flexibility. It would be heartbreaking for an athlete to miss an important competition due to not being able to reschedule an exam. No matter how supportive the teacher is, if there is no HPA program, a number of athletes would have to miss important events due to no exam leniency.”

“An example where the program really benefit my academics was when exams were happening and I was absent. Being the program gave me flexibility to write exams before I left and when I came back.”

“Flexible timelines. Helpful during our season when less work can be done on the weekends and the amount of practices increase during the week”

“I would most likely not be able to have the same marks in school if there was no HPA program. The flexibility and understanding of teachers is the key to my success academically.”

Summary of Staff Feedback

In general, the feedback from staff was positive, with agreement ratings tending to be higher for thoughts about things that are working well. Feedback is summarized below, and ordered largely based on the ratings assigned.

Thoughtexchange™ Results

What is working well:

- Having a single, knowledgeable guidance counselor dedicated to students in program.
- Flexible schedule - the opportunity to work with students to manage their schedules, which can be difficult in a regular class; athletes shouldn't have to resort to online classes.
- Students are with others who understand their world.
- Experiential learning - learning beyond academics.
- The ability for students to compete at high levels with excellent fitness goals.

What could work better:

- Admissions guidelines – HPA classes should be reserved for students whose training/competition actively interferes with regular school program; portfolio requirements should be extensive; students need to earn their place in the program and demonstrate they can be successful in this environment.
- More sports/activities should be included – students in cheerleading/dance do not get the same accommodations.
- Regular input from parents is needed.
- Information from sports associations on the various sport requirements.
- More communication from students – they need to be able to advocate for themselves, express what they need, and communicate their schedule to their teachers.
- Classes are too big to give individualized support.
- Through digital tools, students can be increasingly well served at home schools.
- Attitude of entitlement – both students and parents use HPA as “an excuse”.
- Access to facilities – need improved city transportation so that students in urban areas get more opportunities to play/participate.
- Location of the program – move it to a school with lower enrolment.
- Privilege of HPA students – desire for Board to spend money on the general student population, not a specific group of students who are already economically privileged; everyone would benefit from flexible schedules and smaller classes, not just HPA students.
- Keeping athletes together can be exclusionary for other students.
- Provision of transportation is a waste when students do not regularly attend school.
- Opportunity to combine with other classes: Co-Op and/or Healthy Active Living
- Special classes are not necessary – teachers can use professional judgement and everyone should have access to flexible deadlines.

Top 10 staff thoughts, exactly as they were shared:

“I like the fact that there 1 guidance counsellor dedicated to the HPA students. Knowledge about the different directions the students are heading into including American Universities and their application process”

Thoughtexchange™ Results

“Having a guidance counselor attached directly to the program makes it easier to deal with the program without having to include extra people. HPA students need to be given the same set of policies & procedures, therefore having one leader for the program to set parameters keeps it consistent”

“Extra time for assignments; work can be provided ahead of time; teacher works w/ student to manage schedules. This extra work is difficult in a regular class - teacher might not be planned for providing significant work ahead of time.”

“HPA students were accepted based on levels of playing sports. Students stopped playing their sport and still in program. Fairness. if a student played a lower level sport they were still accepted. There needs to be guidelines like there is at admissions”

“Working well: the extended time to complete credits as well as due date flexibility to help students who are frequently absent for their sport. The program should be restricted to those athletes for whom their training/competition schedule actively interferes with the regular school program”

“HPA students enjoy being in classes with people who understand their world.”

“only acknowledges certain recognized sports. students in cheerleading, or similarly skilled training fields like dance, may have a harder time advocating for accommodations”

“program acknowledges challenges HPA face balancing academics & their sport. adds weight to their need for accommodations (scheduling, types of tasks), so teachers can help them also achieve academically”

“Feedback from parents is crucial to ensure the program is doing its job. Surveys, questionnaires, etc need to be MANDATORY for parents every term to understand what is working and what isn't.”

“Sports associations in the city/province should be providing information to the HPA program to ensure the school understands the sport requirements. Not every sport should be treated equally, yet without knowledge of the sport commitment itself, the school cannot accommodate the student.”



MEMORANDUM

Memo No. 19-146

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Nadia Towaij, Superintendent of Program and Learning K-12
Shawn Lehman, Superintendent of Instruction

DATE: 26 November 2019

RE: **School Boards With High Performance Athlete (HPA) Programs**

In response to trustees' queries at the 19 November 2019 Committee of the Whole meeting, the following information is being provided to inform the discussion on a notice of motion to phase out the High Performance Athlete program at John McCrae Secondary School commencing in September 2021.

In reviewing the websites of school boards in Ontario, it was determined the following school boards offer programs for high performance athletes. Please note that this was not an exhaustive search as some school boards may offer the program, but the information may not be readily accessible through their district websites.

Peel District School Board:

Students who live in the Peel Region will be offered spots in the Peel Region High Performers Program first. The program is offered at Britannia Public school (grade 4 to 5), Dolphin Senior Public School (grade 6 to 8) and Mississauga Secondary School (grade 9-12). In order for high-performing athletes to qualify for the program, students must be recommended by a coach, agent or instructor who can verify the students' levels of competitiveness, training hours and schedules. There is no cost to attend the program. If students have been accepted into the program, and live within the school boundary, they are eligible for busing only if they meet the distance criteria outlined in their policy.

York Region District School Board:

There are thirteen secondary schools that offer the HPA program in the York District School Board. The program is offered to grade 9 to 12 students who are competing at the provincial, national and/or international level as a specialized, cooperative education program. Students may earn up to two co-op credits for each subject-related course they take and is considered the same as any other curriculum course. The program is tailored to meet the learning needs of students who are committed to focusing on their long-term career objectives while accommodating competitive needs. Criteria for acceptance is based upon the number of hours committed to training, learning needs of the student, levels of competition, training season and a completed coaches' reference form.

Bill Crothers Secondary School York Region District School Board

This stream of high performance programming is designed for the athlete who has serious aspirations to train and compete at the next level, i.e., National Team or University. This competition structure is differentiated from typical high school sport in that the season may be longer and practices may be more in-depth and incorporate regular strength and conditioning sessions. Only some sports are able to fit into this model based on the length and intensity of the athletes' out of school sport commitment. In addition to completing the online application, all applicants must submit an IEP if applicable, two required reference forms (coach reference and teacher reference), a summary of sport involvement and their previous report cards. Bill Crothers Secondary School offers a vast and diverse Health and Physical Education (HPE) curriculum from grade 9 to 12 allowing students to gain credits while also being introduced to a wide variety of sports and sport specific programs.

Limestone District School Board:

Limestone District School Board offers a High Performance Athletics Program as part of their Focus Program offerings. Students in grade 11 and 12 can apply for this program that is offered at Loyalist Collegiate in Kingston. Students attend the school for a semester, take the same three courses (Exercise Science, Organizational Studies and Healthy Activity Living). At the conclusion of the semester, the students return to their home school.

The program is designed for students who are seeking opportunities to participate in sport at the Canadian Interuniversity Sport (CIS) or National Collegiate Athletic Association (NCAA) level and have an interest in post secondary education in health sciences.

Students are not permitted to play on school teams while they are attending the HPA Focus Program. Transportation is provided to students who live outside the school boundary.

Ottawa Catholic District School Board:

Each secondary school provides accommodations to high performing athletes and artists with demanding training and competition schedules who perform at the provincial and national levels.

Schools provide a variety of supports for high school athletes and artists which may include:

- personalized timetabling;
- flexible attendance expectations to suit training and competition schedules;
- later school start times;
- access to e-learning;
- access to Achievement Centres (flexible learning environment);
- a staff mentor/advocate;
- assignment completion accommodations; and
- support in accessing summer school learning opportunities.

Durham District School Board

Durham District School Board (DDSB) works in partnership with the Academy for Student Athlete Development (ASAD). ASAD supports secondary school student-athletes in high performance sports or those training to compete at provincial and national levels. ASAD helps student-athletes at these high levels of competition and performance athletically, academically and psychologically. An ASAD representative will follow up with each athlete and family to discuss application status and the admissions procedure. The athlete and family meet with the respective school and partnering school board to ensure their academic schedule aligns with ASAD and the students' academic pathway. Enrolment fees cover programming and support services provided through ASAD. Fees differ according to the stream of enrolment, ranging from \$5,000 to \$9,000 a year. Financial assistance may be available through the ASAD Academy Assistance program.

Toronto District School Board

Toronto District School Board has three secondary schools that offer a similar program to the OCDSB's HPA program.

- Birchmount Park CI (Birchmount Exceptional Athlete Program -BEAP)
- Northview Heights SS (Academic Program for gifted Athletes - APGA)
- Silverthorn CI (High Performer Program for Elite Athletes)

The academic programs at these three schools are for students grade 9 to 12 who are elite athletes involved in regional, provincial, national or international competition. These students are offered intense training schedules and the opportunity for a more flexible timetable in order to balance their out of school commitments so that they can strive for both academic and athletic excellence. Criteria requirements differ slightly, though all three schools request a transcript identifying academic achievements and/or a most

recent report, a letter of recommendation from a professional coach, documentation from a sports governing body (i.e., Ontario Tennis Association (OTA), Greater Toronto Hockey League (GTHL)) and a letter of intent outlining why the athlete wishes to join the program. Each school will accommodate the students' needs and permit special timetables and arrangements to co-exist with coaching and travel schedules.

Conseils des écoles publiques de l'Est de l'Ontario

Conseils des écoles publiques de l'Est de l'Ontario (CEPEO) offers a sport-studies program at Louis-Riel Secondary School for elite athletes at the secondary school level. Students follow a regular timetable with the last period dedicated to their training. This program targets student athletes who aspire to achieve a high level of competition and are a member of a local sports club with experience in competitions at regional, provincial or national level. This program also caters to student athletes with experience in competitions at school level or who are a part of a club or community team and student athletes who are passionate about practicing their respective sport. All travel fees are covered for the students and all students have free access to arenas, local community gyms and local ski hills. Students who live outside the school boundary are eligible for school bus transportation or for an OC transpo bus pass.

Former districts of students enrolled in OCDSB HPA program:

Year	Other School Boards	Total
2016/2017	Other Country (1) CSDCEO (1) OCSB (6)	8
2017/2018	Private School (1) CEPEO (1) CDSBEO (2) CSDCEO (1) OCSB (7)	12
2018/2019	Private School (1) CSDCEO (2) OCSB (6)	9
2019/2020	CEPEO (1) OCSB (4)	5

If you have any further questions, please contact Nadia Towaij at nadia.towaij@ocdsb.ca or at 613-596-8211 ext. 8573 or Shawn Lehman at shawn.lehman@ocdsb.ca or at 613-596-8211 ext 8391.

cc Senior Staff
 Acting Manager, Board Services
 Corporate Records

COMMITTEE OF THE WHOLE

8 DECEMBER 2020

REPORT No. 20-084

DEVELOPMENT OF A HUMAN RIGHTS POLICY

Key Contact: Carolyn Tanner, Human Rights and Equity Advisor
carolyn.tanner@ocdsb.ca

PURPOSE:

1. To seek approval of the Consultation Plan to develop a human rights policy.

STRATEGIC LINKS:

2. The development of a human rights policy supports the achievement of the Cultures of Caring and Social Responsibility of 2019-2023 OCDSB Strategic Plan through:

- championing high learning expectations for all students in all programs;
- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

A stand-alone human rights policy will also deliver on one of the commitments of the OCDSB Indigenous, Equity and Human Rights Roadmap. Seeking out the voices of the Indigenous, Black, minoritized, 2SLGBTQ+ and people with disabilities, including students, families, staff and communities, the District will collaboratively develop a policy and associated procedures that meet the priorities of the people it serves. The subsequent adoption of the policy will ensure that the promotion and protection of human rights is centred within the OCDSB. The consultation process will also contribute to the Strategic Plan outcomes of increasing student and parent voice, employee engagement and community partnership.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the Office of the Human Rights and Equity Advisor and will set a clear direction for how to engage with the Office when needed. It is also in line with the District's priority character attributes: acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect and responsibility.

CONTEXT:

3. Currently the District has a variety of policies and procedures that relate to some aspects of human rights, but it lacks a foundational human rights policy that sets applicable human rights standards against which all other policies must comply and it also lacks accountability mechanisms for enforcement.

KEY CONSIDERATIONS:

4. Background

In March 2020 the District hired a Human Rights and Equity Advisor in accordance with the terms of a transfer payment agreement with the Ministry of Education. The role of the Human Rights and Equity Advisor is to provide advice and support to build and maintain a culture of human rights across the organization and to oversee the investigation and resolution of human rights-based complaints.

On October 13, 2020 the District established two different mechanisms to strengthen human rights and equity within the Board. The Indigenous, Equity and Human Rights Division is responsible for program implementation and service delivery. The arm's length Office of the Human Rights and Equity Advisor is the mechanism that will provide accountability and seek resolution of human rights-related concerns and complaints.

5. Preliminary Work

A desk review of current OCDSB policies and procedures and human rights policies of other boards has been conducted by the Human Rights and Equity Advisor in order to identify gaps and best practices. Currently, the OCDSB has a variety of policies and procedures that deal with different aspects of harassment, discrimination and accommodation for both staff and students, however it lacks a uniform, foundational human rights policy and procedure document that sets the standard and details OCDSB's commitment to upholding human rights, preventing infringements and responding to human rights related concerns from students, families, staff and the community.

6. Legislative Framework

The United Nations *Declaration on the Rights of Indigenous Peoples* recognizes right of Indigenous Peoples to the dignity and diversity of their cultures, traditions, histories and aspirations and to have those appropriately reflected in all aspects of education. This right is reflected in the *Constitution Act*, the *Canadian Charter of Rights and Freedoms*, as well as in the Truth and Reconciliation Commission of Canada: Calls to Action 62, 63 and 64.

The right of a child to access education on the basis of equal opportunity, that reflects diversity and human rights, that develops the child to their fullest potential and that is free from discrimination is guaranteed by the United Nations *Convention on the Rights of the Child*, protected by the Ontario *Human Rights Code* and reflected in the *Education Act*. The best interests of the child must be the primary consideration in guiding actions that impact on that child.

The fundamental right to equality and to be free from discrimination is enshrined in the *Universal Declaration of Human Rights* and reflected in the *Canadian Charter of Rights*

and Freedoms and the *Ontario Human Rights Code*. This includes the right to be free from discrimination in both a learning and a working environment and is further reflected in the *Occupational Health and Safety Act*.

The right of persons with disabilities to equally access opportunities is set out in the United Nations *Convention of the Rights of Persons with Disabilities*, protected by the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* and reflected in the *Education Act*.

The right of a person to be free from racial discrimination is set out in the United Nations *Convention on the Elimination of all forms of Racial Discrimination*. The right for women and girls to be free from discrimination is set out in the United Nations *Convention on the Elimination of all forms of Discrimination Against Women* and protected by the *Ontario Human Rights Code* and the *Anti-Racism Act*.

It is within this framework of rights and responsibilities that OCDSB seeks to develop a policy and related procedures that will set standards for behaviour, clarify roles and responsibilities and establish a mechanism for accountability.

7. Proposed Policy Framework and Consultation Process

The recently launched OCDSB Indigenous, Equity and Human Rights Roadmap calls for a human rights-based approach within the Board. A human rights-based approach centres around principles of equality and nondiscrimination, participation and inclusion, and transparency and accountability. This consultation process is designed around these principles.

The District proposes consulting with a diverse range of OCDSB stakeholders. The consultation will be done in two phases. Phase One will seek out information about current gaps and challenges related to human rights within the Board, identify any special considerations that are a priority for certain identity groups, make recommendations to improve accessibility to users and identify steps needed to ensure effective uptake of a new policy.

An internal working group of subject matter experts will draft a policy based on feedback from Phase One. Phase Two of the consultation will revisit the groups originally consulted to share and seek feedback on the draft policy. Efforts will be made to seek out feedback and use a collaborative process to ensure that the policy is relevant and accessible to a diverse range of anticipated users. Feedback will be considered and incorporated where possible.

In developing the policy, consideration will be given to enshrining the legal requirements set out in the domestic and international human rights framework referenced above. It is expected that the policy will: (a) include human rights-related concepts and principles (e.g., anti-racism, anti-discrimination, the duty to accommodate, and mechanisms to address human rights complaints); (b) explore individual and organizational roles, responsibilities and legal obligations to prevent and address all forms of discrimination, including in the form of racism, sexism, ableism, homophobia, transphobia, antisemitism, Islamophobia, anti-Sikhism; (c) establish processes for accommodation where needed; and (d) establish mechanisms for accountability that are accessible to diverse stakeholders.

The final phase of the consultation will involve bringing the finalized policy and associated procedures and informational tools back to the groups we consulted to share information about how the final policy will work and to answer questions. It is anticipated that this model of bottom up stakeholder engagement will not only result in a policy and related procedures that meet the needs of the OCDSB community, but will also strengthen engagement, partnerships and trust with students, families, staff and community members.

FINANCIAL CONSIDERATIONS:

8. The consultation may incur costs related to interpretation or translation to allow for the participation of English language learners and people who are deaf and hard of hearing. It is not anticipated that the consultation will have any additional financial implications. The vast majority of the consultations will take place virtually and will be completed using existing networks and partnerships. Any costs that may arise will come out of existing budgets.

COMMUNICATION/CONSULTATION ISSUES:

9. An internal Working Group of the following subject matter experts has been established to provide guidance for the design of the Consultation Plan:

- Human Rights and Equity Advisor
- Diversity and Equity Coordinator
- Vice-Principal, First Nations, Métis, and Inuit Education
- Instructional Coach, Inclusive, Safe & Caring Programs
- Trans and Gender Diverse Student Support Coordinator
- Mental Health and Critical Services Manager
- Human Resource Manager
- Legal Services Manager
- Investigation Advisor for Staff Misconduct; and
- Policy Analyst

The Group advised that a participatory approach be adopted for the development of the new policy in order to generate internal and external support.

RECOMMENDATION:

THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084, be approved.

Carolyn Tanner
Human Rights and Equity Advisor

Camille Williams-Taylor

Director of Education and Secretary of
the Board

APPENDIX:

Appendix A: Consultation Plan



Consultation Plan

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

DATE:	December 8, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Human Rights Policy Development
CONTACT / PROJECT LEAD (Name, telephone, email):	Human Rights and Equity Advisor, Carolyn Tanner
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>The purpose of the consultation is to collaboratively develop a human rights policy for the Ottawa-Carleton District School Board. The policy will address the promotion and protection of human rights within the OCDSB community; set out rights, roles and responsibilities; and establish accountability mechanisms to allow people to request accommodation and seek resolution of human rights-related concerns or complaints.</p> <p>During the consultation process, the working group will engage students, staff and families to seek input and build support for a human rights policy and associated procedures. We intend to engage a wide range of diverse voices and build collaborative and authentic relationships with students, staff, families and community.</p> <p>Through this consultation process we expect to identify priority content and requirements for an accessible policy and procedure. We will intentionally seek out Indigenous perspectives and perspectives from racialized and minoritized stakeholders. The information received will guide the OCDSB in developing a human rights policy framework that is both relevant to and has the flexibility to meet the needs of the diverse people served by the OCDSB.</p> <p>During Phase One we will meet with advisory committees, employee groups, students and families to set expectations, understand priorities and hear suggestions on how to create a complaints mechanism that is accessible to the people it serves.</p> <p>Phase One of the consultation will:</p> <ol style="list-style-type: none"> 1. Identify gaps and challenges with existing policies, procedures and processes that: <ol style="list-style-type: none"> a. promote and protect human rights; 	

- b. provide human rights-related accommodations;
- c. to address human rights related concerns;
- 2. Identify any special considerations from Indigenous, racialized or minoritized (including 2SLGBTQ+ and people with a disability) perspectives;
- 3. Recommend how to make a complaints procedure(s) accessible to all users;
- 4. Identify steps needed and tools required to ensure effective uptake of the policy and procedures.

Based on feedback received, the internal working group will draft the policy, related procedures and tools.

During Phase Two we will share the draft policy with the same groups consulted during Phase One to seek feedback and input. The feedback will inform the drafting of the final policy and related procedures and tools. During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.

WHY?

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

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

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The development of a human rights policy framework is aligned with the **OCDSB Strategic Plan**. The OCDSB Strategic Plan commits to creating a culture of innovation, caring and social responsibility by:

- championing high learning expectations for all students in all programs;

- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

The consultation plan and the collaborative development of the policy is also aligned with approaches and activities identified in the **OCDSB Indigenous, Equity and Human Rights Roadmap**. The Roadmap calls for a human rights-based approach within the Board, that this consultation plan respects that approach by highlighting participation and inclusion in the creation of a transparent accountability mechanism for the promotion and protection of human rights. The Roadmap also calls for the centering of human rights and equity in decision-making and names the development of a human rights policy as a deliverable action.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the **Office of the Human Rights and Equity Advisor** and the role of the Human Rights and Equity Advisor (HREA) within the OCDSB. The HREA position was created under a TPA with the Ministry of Education. The HREA is mandated to strengthen and maintain a culture of human rights promotion and protection within the OCDSB and to establish and oversee a human rights complaints investigation mechanism.

This consultation, and the subsequent adoption of a human rights policy will strengthen the promotion and protection of human rights of students and staff. It will create accountability mechanisms to allow students, families, staff and communities to seek resolutions for human rights concerns. It will also create the framework for centring human rights and equity in decision making within the Board. The consultation process is expected to not only result in a policy that reflects the needs and priorities of the people it serves, but also contribute to increasing student and parent voice, employee engagement and community partnership.



Consultation Plan

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

WHO?

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

<u>OCDSB Community</u>	<u>Internal to OCDSB</u>	<u>External / Other (please identify)</u>
<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Trustees	<input type="checkbox"/> Agencies/associations
<input checked="" type="checkbox"/> Parents/guardians	<input checked="" type="checkbox"/> Superintendents	<input checked="" type="checkbox"/> Community groups
<input type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> Managers	<input type="checkbox"/> Other governments
<input checked="" type="checkbox"/> Advisory committees (Specify below) PIC, SEAC, IEAC, ACE	<input checked="" type="checkbox"/> District staff	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc.		<input checked="" type="checkbox"/> Federations
<input type="checkbox"/> Other		

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

We will consult with **students** (such as Original Voices, Black Youth Forum, Rainbow Youth Forum, students who have complex disabilities; Student Trustees, Student Senate; etc.), **parents/caregivers** (such as parents of Indigenous, racialized or minoritized students; newcomers; parents of children with disabilities); **employees** (such as principals/vice principals, staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators, etc.); **community groups** (such as Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth; 613/819 Black Hub; ASILU Collective; organizations serving students' mental health needs and other groups recommended by Committees or Councils). We will also consult with **Advisory Councils** (ACE, IEAC, PIC and SEAC) and Federations.

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

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

An internal working group of subject matter experts was established to design the consultation plan. The working group includes members of the Indigenous Education team, members of the equity team typically engaged in community outreach and partnership, members of the Learning Support Services team, members of Human Resources and members of the legal team. This group provided insight into effective, bottom up engagement approaches.

Several meetings were also held with the Ministry of Education's Equity Secretariat and members of the human rights and equity advisor community of practice from across Ontario to discuss approaches to the development of human rights policies for school boards and the effective approaches to consultation.

A pre-consultation meeting was held with ACE on November 26 and feedback incorporated and will be held with Student Senate (December 3) and IEAC (December 10) to seek advice on how to maximize effectiveness of the consultation process, including through identifying who should be consulted and how they should be consulted.

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

- | | |
|--|--|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

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

We will reach out to stakeholders using existing networks and partnerships. We will also have a dedicated place on the OCDSB website where stakeholders can engage and provide input. Translation and/or interpretation will be provided as needed to facilitate the participation of newcomers, English language learners and people who are deaf and hard of hearing.

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
|--|--|

☒ Interviews☒ Mail-out or email circulation☐ Open houses / workshops / cafes☐ School council(s)

Please describe:

☒ Public meetings☒ Survey / questionnaire☒ Web-based notice / Web-based comments☐ Other



CONSULTATION PLAN

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

WHEN?

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

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

TARGETED DATE FOR FINAL DECISION:

June 21, 2020

**PROJECTED
DATE(S)**

ACTIVITY/MILESTONE

NOTES**

PHASE ONE

January -
February 2021

- Consultation with SEAC (January 6)
- Consultation with PIC (January 13)
- Consultation with IEAC (January 21)
- Consultation with ACE (January 28)
- Consultation with Student Senate (February 4)
- Meeting with small group of English language learners (ELLs) and/or parents of ELL
- Meeting with small group of students with complex disabilities
- Public Consultation with representatives of community groups identified above or suggested by Committees and Councils
- Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD)

These consultation sessions will start with a presentation that includes a general overview of human rights principles, particularly as they relate to education and employment, current policies within the OCDSB that relate to human rights and will identify key elements of a comprehensive human rights policy. This will give the participants a framework against which to make informed recommendations.

Thought Exchange will be considered as a tool for the consultations with the staff affiliate groups.

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

	<ul style="list-style-type: none"> • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) 	Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.
PHASE TWO		
March 2021	<ul style="list-style-type: none"> • Analysis of stakeholders feedback • Development of a draft Human Rights policy and related priority procedures 	Using feedback and information gathered during Phase One, the working group will collaboratively develop a draft policy that reflects the priorities and recommendations heard.
April 2021	<ul style="list-style-type: none"> • Presenting the draft policy to DEC (April 6) 	
April 2021 - May 2021	<ul style="list-style-type: none"> • Consultation with PIC (April 14) • Consultation with ACE (April 29) • Consultation with SEAC (May 5) • Consultation with IEAC (May 13) • Consultation with Student Senate • Meeting with small group of ELL and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) • 	<p>During Phase Two we will bring the draft policy and procedure framework back to the groups consulted in Phase 1 for discussion and to seek final input and recommendations to improve the draft and make it relevant and accessible to users.</p> <p>During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.</p>

May 2021 - June 2021	<ul style="list-style-type: none"> • Present the policy to DEC (May 18) • Present the policy to COW (June 8) • Present the policy to Board (June 21) 	
<p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		
<p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p>		
<p> <input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> School / principal communications / newsletter <input type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board <input type="checkbox"/> Media reports <input type="checkbox"/> Other </p> <p>Please describe:</p> <p>The consultation process will identify tools needed to ensure the effective understanding and uptake of the human rights policy. After the policy is finalized the final policy, together with tools to promote understanding of the policy will be shared widely with students and staff.</p>		
OTHER		
<p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):</p> <p>There may be costs associated with interpretation and translation required for this consultation process. The rest of the consultation will be done using existing resources. Any ancillary costs will come out of existing budgets.</p> <p><i>* Note that the consulting body bears responsibility for the costs of the consultation.</i></p>		
<p>11. EVALUATION:</p>		

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

Engage with a select number of the participants to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, October 7, 2020

7:00 p.m.

Zoom Meeting

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Amy Wellings (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing Children), Mark Wylie (Down Syndrome Association), Nicole Ullmark (Easter Seals Ontario), Lisa Paterick (VIEWS for the Visually Impaired), Safina Dewshi (Ottawa-Carleton Assembly of School Councils), Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Katie Ralph (Autism Ontario)
Association Representatives (Non-Voting):	Jennifer Titley (Alternate, Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), (Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
Staff and Guests:	Justine Bell (Trustee), Wendy Hough (Trustee), Jennifer Jennekens (Trustee), Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Mary Ann Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Kathryn Langevin (Supervisor of Social Work), Stacey Kay (Manager, Learning Support Services), Sandy Owens (Manager, Business and Learning Technologies), Nicole Guthrie (Manager of Board Services), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Jim Harris,

THAT the agenda be approved.

Chair Nadon-Campbell requested that the letter from the Thames Valley District School Board, sent to all Chairs of Special Education Advisory Committees (SEACs) in Ontario, be added as item 11.3 under New Business.

Moved by Jim Harris,

THAT the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 7 October 2020

Moved by Katie Ralph,

THAT the Special Education Advisory Committee Report dated 7 October 2020 be received.

Carried

5. Presentations

5.1 Report 20-090, Consultation Plan to Review of Police Involvement in OCDSB Schools (M. Farrish)

Your committee had before it Report 20-090, seeking approval of the consultation plan to review policy P.043.SCO Police Involvement in Schools. This will include an overall review of District practices, outcomes and impacts when involving police in schools.

Superintendent Farrish reported that on 27 October 2020 the Board of Trustees approved the proposed consultation plan. She provided an overview of the scope of the consultation process. She noted that members of SEAC could assist in the review by identifying which voices need to be heard and how best to engage with these individuals.

Trustee Ellis contributed that as part of the literature review intended for the consultation plan, it would be imperative to look for information around police involvement with students accessing special education services. There have been incidents with police and Autism Spectrum Disorder (ASD) students or those who have behavioural exceptionalities, where handcuffs were used. He recommended that the outreach to special education parents or former students be proactive. He noted that should a community steering group be assembled, it would be beneficial to solicit the interest of a special education student to contribute to the group.

Superintendent Farrish advised that she and Human Rights and Equity Advisor Tanner are in the process of finalizing the steering group. SEAC will be invited to select a

representative to participate. Human Rights and Equity Advisor Tanner explained that the intention of this review is to engage in a collaborative and strong listening process while undertaking the consultation. She noted that a shared document requesting leads on various resources will be distributed to the Board's advisory committees. The aim of this review is to draw from the experiences of people most impacted by the involvement of police in schools. Research has shown that involvement with police has disproportionately impacted children with special education needs. She requested that the committee come forward with recommendations on how to work with this group of students, either through their parents, a trusted adult or a community facilitator.

Ms. Allen suggested that, through Superintendent Symmonds and Kathryn Langevin, the Supervisor of Social Work, District employed psychologists and social workers may be able to identify compatible students in a professional and confidential manner. She noted a formal body of the Health and Safety Committee, named the Violence Subcommittee, may be able to contribute to the consultation. Lastly, she stated that The Ontario Secondary School Teachers' Federation (OSSTF) District 25 has established the Status of Women & Human Rights Committee, whose members could further a consultation process of this nature.

In response to a query, Superintendent Farrish noted that there are mandatory occasions for involving the police in schools as outlined in the required elements for a local police/school board protocol. Police are alerted to an incident at school by the administration office through a 911 call. If a patrol officer or School Resource Officer (SRO) were to come to a school for a visit, they would be required to sign-in through the administration office as a visitor on school property.

Trustee Campbell advised that the protocol referred to describes a mix of mandatory and discretionary cases upon which police services are involved in schools. Legitimately, the review may only encompass the discretionary cases. Though a specific incident in schools may have been historically considered mandatory, consideration on ways to mitigate summoning an officer to the school is also possible.

Superintendent Symmonds stated that the timeline to complete a findings report is set for 13 April 2020.

6. Information Items

6.1 Memo 20-137, Location of Specialized Classes 2020-2021 (P. Symmonds)

Your committee had before it Memo 20-137 specifying the location of specialized program classes (SPCs) for the 2020-2021 school year. Manager Kay reported that SEAC receives information annually on the locations of all specialized program classes in the District. New additions to the information chart include indications of grade configurations and language of instruction. She reviewed the changes that have occurred with respect to specialized program classes including openings, closings and relocations. As reported in the 9 September 2020 SEAC meeting, an elementary gifted classroom opened in an Ottawa Carleton Virtual (OCV) school to accommodate remote learners from four English Gifted school sites. Recently a second gifted class has been added at Knoxville Elementary School to accommodate remote

gifted learners from this site and Vincent Massey Elementary School. She highlighted that the gifted classes are offered in both English and French Immersion. In secondary schools, gifted sites have accommodated their learners with both 'straight gifted' as well as combined 'gifted/university' sections. The chart will be updated with any further class additions or omissions which have occurred after the publication of the information in the SEAC agenda package. Superintendent Symmonds identified that the use of the geographic model has created accommodation pressures for locations of some SPCs, particularly at the secondary level. Learning Support Services (LSS) is focused on planning for the future as these students grow older, however, the ability to add classes continually in a geographically equitable model is a concern.

Ms. Miedema expressed her gratitude for the detail contained within the chart. In the update on the reopening of schools during the 9 September 2020 SEAC meeting, she understood that a secondary gifted class was to be created in a virtual setting. Superintendent Symmonds responded that due to the size of the secondary program and time constraints to generate new timetables, the decision to offer specialized programming for students was changed. Due to the large number of students, an elementary gifted class was created in the OCV. For all students with an Individual Education Plan (IEP), the plans continue to be implemented and accommodations continue to be provided, as per Ministerial Order M638/95. In response to a query from Ms. Miedema to launch remote gifted specialized programming in the coming quadesters, Superintendent Symmonds noted the interrelationship between work assignments and students timetables from one semester to another. For this reason, shifting the current model is not being considered. Although she acknowledged the timetable challenges and difficulty beginning the year amidst the COVID-19 pandemic, Ms. Miedema stated her disappointment that she and other parents with gifted students were expecting a designated classroom, as per the September SEAC update.

Trustee Boothby reflected that with the number of gifted students in the OCV there may have been a possibility of forming a class with students who are gifted but not a congregated class. She expressed her frustration that congregated gifted students are losing a school year together. She queried whether an Interest Academy is in place to ensure that these secondary students are engaged. Superintendent Symmonds noted that extra programs have not been initiated; however the secondary Learning Support Consultant (LSC) is working with teachers to generate support for each of the students. The teachers are coached on IEP development, as well as instructional decisions and accommodations that would support learning as it relates to students with giftedness. He confirmed that there was not an opportunity to create combined courses, nor offer congregated gifted courses in the secondary level; all courses are offered individually. In Appendix A to Memo 20-137, there is a footnote on folio 31 referencing split sections for 'gifted/university' courses however these classes are offered at the brick and mortar schools. Due to the reduction in enrollment, many schools have been re-organized to offer combined courses. Trustee Boothby submitted that should the OCV schools continue beyond the 2020-2021 school year, every effort should be made to ensure that congregations for gifted students are promoted remotely, as well as in brick and mortar schools.

In response to a query from Trustee Boothby, Superintendent Symmonds advised that secondary level SPC accommodation pressure is due largely to honouring the geographic model to offer classes in locations in the communities where students live. In certain areas of the city there is no space inside the schools to offer additional specialized program classes. LSS has concerns around many SPCs offered at a single school site.

6.2 Memo 20-139, Special Education Consultation Plan 2020-2021- SEAC Revision and Consultation Process (P. Symmonds)

Your committee had before it Memo 20-139, Special Education Plan 2020-2021 – SEAC Revision and Consultation Process. System Principal Hannah identified that in the annual review of the Special Education Plan, SEAC members are an integral component in the consultation and feedback process. She proposed a new review format for 2020-2021: in a standard where the content reflects status quo or is prescribed by the Ministry of Education, these sections of the plan may be independently reviewed and brought forward by the 3 March 2021 SEAC meeting to address any outstanding questions or comments. This provision will give the members time to consult with their respective groups. All other standards will undergo a collective review during the November, December, January and February SEAC meetings. LSS is seeking to continue to refine the full document for ease of accessibility to parents, guardians, caregivers and the school community.

8. Department Update

8.1 Superintendent's Report

Superintendent Symmonds reported that the results of the Return to School Survey were released. The number of participants totalled approximately 22,000 people. For special education students, the key findings were: parents greatly value the return to school, generally, students and parents are comfortable with the safety practices and protocols that are in place, and students are engaged in their learning. LSS is working with the Research, Evaluation & Analytics Division (READ) to understand the data trends referring to the special education learners and to develop future support strategies. There are heightened concerns due to the amount of change and the impact on student and staff well-being. In general, educators expressed positivity to be re-engaged with students, but they have acknowledged the volume of work and the feelings of pressure in all areas. The last theme of the results centered on the need for stability at this time. More detail on the responses can be found on the District's website.

System Principal Hannah reported on key resources in place to support the provision of Special Education Programs and Services for students in the District. She presented the Remote Learning Launchpad to support the Specialized Program Class (SPC) Staff Portal, developed in partnership with the Business and Learning Technology (B<) and the Program and Learning (PAL) Department. This tool helps to support educators, itinerant staff and professional staff serving students simultaneously in the blended model. She noted that from a transition perspective, the blended model provides stability for students, families, caregivers and school teams during a time of uncertainty. SPC educator teams know their students best and can quickly provide guidance and support in the development of IEPs and the delivery of meaningful learning opportunities for both in-person and remote learners. The portal features a drop-down menu to guide educators to best practices in remote learning.

It contains a specific page for Learning Support Services Educators. The portal will be launched in the coming weeks.

To generate more input from those people who are working with the students on a daily basis, LSS is meeting with superintendents, system principals and learning support teachers (LST) to discuss the blended model of supporting students with special education needs.

Superintendent Symmonds noted that the portal is an example of how the District is adjusting to new styles of learning and the drive to ensure that premium resources are accessible.

Ms. Dlouhy congratulated the LSS team for advancing the powerful program. She queried the accessibility of the tool for teachers in the regular, in-person classrooms, as some students have more complex learning needs. For students studying while under quarantine, the teachers prefer they engage through a Google classroom. System Principal Hannah confirmed that the portal will be open to all educators to access key resources to help with programming. She added that the quality programming indicators underwent a review in May 2020 by the Learning Support Consultants (LSC). Formerly the indicators were captured using a hyperlinked resource on a platform that was not user friendly or accessible to all. As students entered into the Learn at Home program in March 2020, there was a need to re-invent the format of this resource. The goal is to present an update of the new resource and the process for its launch early in the New Year.

Dr. Duschner provided an update on the status of the Committee of the Whole motion of April 16, 2019, directing staff to identify the barriers to accessing mental health support for Indigenous students and male students of African descent. In collaboration with the University of Ottawa, literature reviews, both published reviews and organizational reports, have been conducted to examine the barriers to accessing services for Indigenous and Black youth. On 10 November 2020, two members from the Indigenous Education Team will lead a sharing circle to speak about uprooting systematic barriers. She noted that hearing the voices of the youth is essential for eliminating barriers. A focus group for male students of African descent is planned, in addition to a mixed gender focus group.

8.2 Special Education Plan (Standards)

a. Special Education Staff

In response to a query by Mr. Winchester, System Principal Hannah referred to the chart on folios 35 through 37 where the Special Education Staff are listed to provide specific details on board staff to the Ministry of Education and to the public. She explained that there is a requirement to use the template that is provided by the Ministry. In the chart under section 1.1 “Learning Support Teacher (LST)/Learning Resource Teacher (LRT)”, the Ministry is specifying teachers for resource-withdrawal programs. In the District both the LST and LRT fit this description. For greater clarity in this section, she stated that she would make a footnote with the explanation.

Ms. Allen contributed the following points:

- Communication Disorders Assistants (CDAs) are not regulated professionals and their scope of practice is limited. CDAs work in a supportive role with tasks supervised by a Speech Language Pathologist (SLP) and therefore this group should be listed as Paraprofessional Resource Staff under section 5 of the chart;
- On folio 43 there is a written description of Speech-Language Pathology. The supervisors of Speech Language Pathology are reviewing the description and intend to expand upon the list of services and scope of practice, similar to the way that the professions of Social Work and Psychology are described in the standard;

- SLPs provide resources to the education system by participating on working committees to help with the placement of students and make recommendations. It was requested that this statement be added to the standard to reflect the SLP system impact; and
- SLPs are a part of the specialized team to deliver services to students accessing special needs support. It was suggested that on folio 42, fourth bullet under the section “Speech-Language Pathology”, read “SLPs are integral members of specialized central teams”.

b. Identification, Placement and Review Committee (IPRC) Process and Appeals

System Principal Hannah noted that there is a requirement annually to update the Ministry with a tally of any types of appeals, tribunals or mediations. This content will be updated with information received until the end of the 2020-2021 school year.

Dr. Mamen requested clarification on the extent to which parents are informed of the IPRC process. System Principal Hannah highlighted that when the school administration learns that a student might be identified, a conversation occurs at the school level to potentially identify the student. An IPRC can be initiated by the parent, guardian, caregiver or by the school principal. At this juncture the parent or guardian is given the two guides. Presently, school Learning Support Teachers (LSTs) and school administrators are receiving regular updates from LSS. The goal of these updates is to inform the system of required practices to support implementation and monitoring of these legislative requirements. Dr. Mamen expressed the view that many parents are not aware of an option to initiate an IPRC. She often refers parents to the Ministry’s website for a complete set of IPRC procedures. She recommended that the IPRC process be made more transparent for parents and guardians. Trustee Boothby concurred, noting that this same comment has been heard frequently over the years. She suggested the creation of a fact sheet for parents outlining the directives for initiating an IPRC. Newcomers to Canada may not be aware of their rights as parents or the rights of their children. She stated parents can be overwhelmed in a new country and potential challenges with the education of their children may or may not be addressed at the school level. With a significant decision such as an IPRC, information must be directed to parents from the outset of enrolment, considering websites are not accessible for all families. Ms. Dewshi emphasized that in Ottawa Carleton Assembly of School Councils (OCASC) meetings, parents have had discussions on the varying levels of difficulty while navigating the IPRC process.

Superintendent Symmonds responded that the comments regarding the IPRC process illuminate the importance of the ongoing work with LSS and school staff through the LST networks and meetings with school principals, administrators, classroom teachers and parents.

9. Matters for Action

9.1 Appointment of a Representative for the Committee of Whole Meeting

Ms. Sonia Nadon-Campbell nominated herself for the position of SEAC member representative on the Committee of the Whole.

Ms. Nadon-Campbell nominated Ms. Amy Wells for the position of alternate SEAC member representative on the Committee of the Whole.

Moved by Mark Wylie,

THAT nominations be closed.

Carried

Ms. Nadon-Campbell and Ms. Wells were declared the SEAC member and SEAC alternate to the Committee of the Whole, by acclamation.

10. Committee Reports

10.1 Advisory Committee on Equity (ACE)

Chair Nadon-Campbell reported that there were no items contained on the ACE meeting's agenda that were of specific concern to SEAC.

10.2 Parent Involvement Committee (PIC)

Dr. Mamen reported that there were no items contained on the PIC meeting's agenda that were of specific concern to SEAC.

10.3 Board

Mr. Wylie reported that there were no items contained on the Board meeting's agenda that were of specific concern to SEAC.

10.4 Committee of the Whole (COW)

There was no report from the Committee of the Whole.

10.5 Advisory Committee Extended Day and Child Care Programs (EDCCP)

The next meeting for EDCCP is scheduled to be held on 16 November 2020.

10.6 Indigenous Education Advisory Council (IEAC)

Chair Nadon-Campbell reported that in the Council's discussion on the budget, it was highlighted that there is a need to promote the advancement of Indigenous EAs who may connect with students using culturally relevant knowledge. A member of the Indigenous Education Team shared that a bridge has formed between their department and LSS with a newly appointed, part-time Indigenous social worker, Courtney Valeyev.

11. New Business

11.1 The Forward Agenda

Mr. Harris reported that he and Chair Nadon-Campbell met with staff to discuss options for using a forward agenda for the business of SEAC. A forward agenda is a "living document" that ensures the association representatives will have time to raise the discussions with their respective organizations to collect feedback. SEAC has specific legislative responsibilities which are built into the annual agendas. In response to his query to the committee for input on SEAC priorities, Ms. Meidema proposed that SEAC be notified in advance of District consultation plans. Mr. Harris requested that any further input be shared via email with him or Board Coordinator Fenton. A draft forward agenda will be presented in the December meeting for further discussion.

11.2 December Committee Appointments

Chair Nadon-Campbell reminded the committee that in the December SEAC, the matter of committee appointments will be established for 1 December 2020 to 30 November 2021. Both she and Mr. Harris expressed an interest in continuing in their current roles as Chair and Vice Chair and welcomed others to step forward during the nomination process.

11.3 Letter from Thames Valley District School Board SEAC Re: Personal Protection Equipment (PPE) and Quality of Auditory Information

Chair Nadon-Campbell shared a letter from the Thames Valley District school board SEAC describing the challenges of teaching and learning when the quality of auditory information is compromised with the full coverage of the mouth and nose. Their Special Education Advisory Committee passed the following motion on 14 September 2020: that the Chair of SEAC write a letter to the Board of Trustees and the Ministry of Education identifying the need for visually accessible PPE for all students and staff in classes that support any students who are deaf or hard of hearing. In the letter from the Thames Valley District SEAC Chair, support was requested for the purchase and use of microphone systems for teachers and students. It was recommended that in support of the teaching and learning opportunities of students with a formally identified deaf or hard of hearing exceptionality, face masks for all students and staff in these student's classes be visually accessible.

Superintendent Symmonds advised that the procurement of clear masks presented a challenge. These masks have been deemed non-medical grade personal protection equipment (PPE). LSS have not explored the use of the microphone specifically as it relates to students with deaf or hard of hearing (DHH) needs, but conversations have taken place on the number of barriers that are suitable and the appropriate distance to unmask and work with DHH students.

Ms. Dewshi reported that in one instance, to address these concerns, school council funds were used to purchase the microphones to aid the teachers. She noted that thirty-five devices were purchased by the school council treasury to supplement the microphones which were already purchased by teachers personally.

Ms. Allen contributed that the issue is not only with DHH students but with all children who have returned to the brick and mortar schools. Children have difficulty processing language for many reasons; they need to see facial cues to read emotion by the speaker. She has worked in language classes where frequency modulation (FM) technology is used for students who have two disabilities, both hearing impairment and language learning disability. She has seen the benefits of voice amplification under normal circumstances for students with language learning disabilities. The difficulties for those students, posed by the inability to watch the mouths of instructors, affect comprehension. She noted that as a SLP with good hearing and language processing, she experiences difficulties hearing her students when they are attempting to re-train their speech patterns. She indicated her support for a motion similar to that from the Thames Valley SEAC.

Trustee Campbell advised that considerations of equity are involved when some school councils are purchasing equipment and other school councils may not have the same resources to supply specialized devices for teachers. The Ministry's guidelines determine acceptable and unacceptable uses of school generated funds to be adopted by all school boards. Under the Ministry of Education Fundraising Guidelines for School Councils, funds raised for school purposes should not be used to support items funded through provincial grants, such as classroom learning materials, textbooks and repairs or for capital projects that

significantly increase operating costs. He stated that this issue falls into the concern of the equity strategy across the District.

Trustee Scott recommended that the SEAC Committee of the Whole (COW) Representative could bring this forward at the COW meeting of 10 November 2020.

12. Adjournment

Chair Nadon-Campbell stated that further specific feedback on any of the subjects discussed can be sent via email to both her and Superintendent Symmonds.

The meeting adjourned at 9:28 p.m.

Sonia Nadon-Campbell, Chair, Special Education Advisory Committee



PARENT INVOLVEMENT COMMITTEE

Wednesday, November 18, 2020

6:00 pm

Zoom Meeting

- Members:** Mostafizur Khan, John Marshall, Diana Mills, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member), Kahmaria Pingue, Jennifer Hood, Melissa McGuirk McNeil (ONE, Alternate)
- Non-Voting Members:** Wendy Hough (Trustee), Brett Reynolds (Associate Director), Sarah Pope (Principal, Castlefrank Elementary School)
- Staff and Guests:** Camille Williams-Taylor (Director of Education), Lynn Scott (Trustee), Christine Boothby (Trustee), Donna Blackburn (Trustee), Justine Bell (Trustee), Michele Giroux (Executive Officer, Corporate Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board/Committee Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (Audio-Visual Technician),

1. Call to Order

Chair Khan call the meeting to order at 6:08 p.m.

2. Approval of Agenda

Moved by Mr. Reid,

THAT the agenda be approved.

Executive Officer Giroux noted a request that item 5 b. Report 20-105, Updates to the PIC By-Laws and Standing Rules be deferred to the 13 January 2021 meeting and that a discussion about secondary school extracurricular activities be added to the agenda.

Moved by Ms. Hendela,

THAT the agenda be approved, as amended.

Carried

3. Delegations

Due to the agenda change, the delegation will be deferred to the 13 January 2021 meeting.

4. Review of PIC Report, 14 October 2020

Moved by Ms. Pingue,

THAT the PIC Report of 14 October 2020 be received.

Ms. Mills noted that some of her comments and questions to Dr. Etches were not captured in the minutes.

Ms. Hendela noted that her comments related to the lack of school clubs was not reflected in the minutes.

It was noted that comments were sometimes attributed to members. Members noted concern that PIC minutes are presented to the Committee of the Whole (COW) before they are reviewed by PIC members.

Executive Officer Giroux noted that the corrections would be taken under advisement and the committee coordinator would review their notes and regarding the suggested revisions. She explained that the minutes are not a verbatim transcript and are intended to capture the key points of the discussion and the decisions of the committee. She noted that the minutes are presented to the Board to keep trustees informed and not for approval.

Trustee Hough suggested that staff review the practice of posting advisory committee minutes on Board agendas before PIC approves the minutes.

Mr. Reid proposed that minutes be shared with members for their review upon completion.

Trustee Scott noted that if there are significant revisions required to the minutes that PIC members could inform trustees so that they can be addressed during Committee of the Whole, especially an item requiring immediate attention.

Moved by Ms. Pingue,

THAT the minutes be received.

Carried

5. Action Items

5.a Report 20-104, Parent Involvement Committee Membership Confirmation (M. Giroux)

Your committee had before it Report 20-104 seeking the appointment of new members to the Parent Involvement Committee (PIC).

Executive Officer Giroux introduced the report and noted that the PIC Sub-Committee reviewed the 36 applications on 5 November 2020. She noted

that the Ottawa Network for Education (ONFE) has been recommended for representation and that Ottawa Community Immigrant Services Organization (OCISO) be contacted to explore its interest in appointing a representative to the Committee.

Mr. Reid shared his gratitude for the wide array of parent applicants interested in membership.

Ms. Mills noted that as a member of the Sub-committee, her criteria focused on women, Black, Indigenous and People of Colour (BIPOC) candidates which reflected in her decision.

Ms. Hendela noted that she hoped the candidates not chosen for membership could be engaged in alternate ways.

In response to a query from Ms. Hendela, Executive Officer Giroux noted a letter of welcome and an orientation package will be sent to the successful candidates. She reminded members that there is always an opportunity for any member of the community to join PIC meetings.

Moved by Ms. Hendela,

THAT the the PIC appoints the following parent members and waiting list candidates for term identified:

-Okuribido- Malcolm, Seyi, Parent Member, 2-year term

-Atef, Abdulnaser, Parent Member, 2-year term

-Dillon, Annette, Parent Member, 2-year term

-Morse, Jaime, Parent Member, 2-year term

-Samuels, Jacquie, Parent Member, 1-year term

Waiting list: Khan, Mostafizur and Lyon, Suzanne

THAT Ottawa Network for Education be appointed as a Community Member for a two year term with representation by Heather Kotelniski and Kristina Price.

THAT staff contact the Ottawa Community Immigrant Services Organization to explore its interest in becoming a Community Member of the PIC with a two-year term ending 30 November 2022.

Carried

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

This item was deferred to the 13 January 2020 PIC meeting

6. Discussion Items

6.a Report 20-106, Allocation of 2020-2021 Parents Reaching Out (PRO) Grant (M. Giroux)

Your committee had before it Report 20-106, to develop a planned approach for determining an allocation strategy for the 2020-2021 Parents Reaching Out (PRO) Grant funding.

During the discussion period, the following points were noted:

- In 2019, the province changed the structure of the PRO funding;
- The \$39,986 PRO funding allocation received for 2020-2021 is considerably less than what was allocated from the previous years' regional and school council-based applications;
- Last year, school councils were consulted by the District and at OCASC for feedback on how to utilize the funding, however, the suggestions were not able to be implemented due to COVID-19;
- 2019-2020 PRO funding was used to offset costs associated with the parent conference, the speaker series, and other COVID-19 related communication expenses;
- Previous suggestions for use of the funding included creating toolkits to assist school councils in conducting parent nights or math nights, however, this approach may not be feasible as the District is not in a position to host parent nights this year;
- Members may want to consider if this is to be more of a developmental year than an action year when considering ideas like the toolkit;
- School councils indicated they are interested in a process that streamlines the administrative and reporting requirements;
- The Ministry requires a fulsome report outlining the compliance of the criteria for expenditures;
- Executive Officer Giroux noted that there is encouragement in the transfer payment agreement to consult with other committees about how funds are allocated and that ideas should also include an equity lens;
- Funds can be spent as soon as a plan has been agreed upon and the sooner this can happen, the better;
- Toolkits could be helpful if members are to use this as a development year;
- Toolkits included information on how to host a workshop, planning tips and guidelines, instructional materials, examples of interactive

activities for families, and all necessary steps to promote and host an evening event. Should this idea be deployed, virtual meeting information must be considered;

- Members noted that when the toolkits were previously discussed, it was in the context of some specific initiatives such as supporting parents with Mathematics ;
- Members queried if Ottawa Carleton Virtual (OCV) parents may have any unique requirements and that funds be allocated to support any initiatives identified;
- Principal Sarah Pope noted that her parent council requested a guest speaker to discuss equity and other topics. She observed that a virtual lecture would support further engagement with families and would allow for a larger audience;
- Executive Officer Giroux noted the District Speaker Series will continue;
- Executive Officer Giroux noted that it may be possible for school-based or school council-based requests to be supported centrally using PRO grant funding. The school would have to monitor some elements and provide a summary but the consolidation could happen centrally;
- If guest speakers were brought in to discuss topics around a general theme such as equity, it would allow for more selection for different schools while strategically meeting project activities;
- Members suggested guest speakers could be engaged for grade 12 students to discuss scholarships;
- A virtual guest speaker model could be appropriate for topics such as kindergarten registration, grade eight parent registration nights, and post-secondary transition nights, equity, mental health, and mathematics;
- OCASC received feedback recognizing that reporting takes time and volunteer groups would prefer to participate in an engaging way with families rather than supporting administrative tasks;
- Many parents and volunteers find requesting funds with the added reporting requirement intimidating;
- Some schools that require funding for initiatives may not ask for support as they worry about a lack of experience. This is a barrier;

- A selection of speakers that a school can choose from would be beneficial;
- School councils that have more experience or funds could partner with school councils with higher needs to manage funds;
- Vendors are adapting to offer virtual options;
- Schools do not want to contact vendors individually and would rather that the Board conduct the procurement process so that schools can have access to guest speakers that reach a broader, virtual audience;
- Allowing virtual participation of several schools may engage a larger audience which can be reported to the Ministry;
- A working group with principals to brainstorm ideas could be formed;
- Parents are more engaged than ever. Focusing on engaging families with fun initiatives will help create a leadership opportunity to transform the fear and frustration around COVID-19 into an informative and engaging experience;
- An update will be provided at the 13 January 2020 PIC meeting and a draft summary sent to members by email for comment;
- The Board will look for ways to increase offerings without increasing costs; and
- Other advisory committees of the Board should be engaged to provide input;

6.b Secondary Extracurricular Activities

Members acknowledged staff concerns regarding extracurricular activities being a student engagement issue and not a parent involvement issue, although the issue of clubs at secondary-schools was continually raised at Ottawa Carleton Assembly of School Councils (OCASC).

In response to a query from Ms. Hendela, Associate Director Reynolds clarified that extracurricular activities requiring students to gather are on hold, however, any clubs that could meet virtually are welcome to continue.

Ms. Hendela noted that staff typically organize and operate school clubs and recognized that staff are maxed out in their capacity as they deal with the added stresses of COVID-19. She suggested that there could be a change in the delivery of these extracurricular activities as feedback from school councils suggested increased parent interest in offering to organize their own clubs. She suggested that parents could be engaged to “fill the gap” in the absence of staff-organized clubs. She queried if parent-

administered clubs could be piloted at secondary-schools in a smaller capacity to aid in the student learning experience. She added that this would allow for parent engagement beyond typical fundraising campaigns.

Ms. Pingue noted that parent-administered clubs could be an opportunity to place parents of marginalized backgrounds into leadership positions and would add a cultural aspect. She noted that parents would be more comfortable to participate if they can offer their talents in a controlled virtual setting.

Mr. Reid raised the concern of any potential Duty of Care or other legality issues and concerns regarding student and parental safety. He also noted that participation in extracurricular activities are important to secondary school students in their acceptance to certain post-secondary institutions. He added that clubs can also aid in student's personal development as it gives them a sense of belonging to similar interest based communities.

Associate Director Reynolds agreed that extracurricular activities are important for student's well-being and social engagement. He noted that the beginning of the school year was focused on keeping schools safe and open as a first priority. The District did not want to inadvertently cause more health problems by allowing in person gatherings for extracurricular activities and promoted clubs to meet virtually, where possible. He noted that discussions with Ottawa Public Health (OPH) and other school districts occur regularly and the issues of extracurricular activities are discussed. He noted that there could be an opportunity for parents to play a role in organizing clubs, however, the same supervision requirements for in person clubs will have to be met in virtual clubs and needs to be considered for the safety of both parents and students. The responsibility would fall on principals to provide oversight, training, and screening for volunteers to operate virtual clubs and events, however, it is also important to consider that principals are preoccupied with school operational matters. He noted that he will bring this matter back to staff for discussion to see if this can be managed as a staff member will need to be associated with any virtual parent-organized clubs and to see what principals can manage. He added that if a parent wants to organize something such as a ski club it would not be associated with a school or the District.

Members suggested that a list of clubs currently available at each secondary school be created as a starting point which will also create awareness of what other schools are doing for further student and parent participation. An update could be provided at the next meeting in order for PIC members to know where to focus attention.

Ms. Pingue suggested that interested parents could submit an application that can be evaluated before a committee in order to assess qualifications and any safety concerns.

7. Information Items

7.a Chair's Report

Chair Khan reported that Remembrance Day recently passed and conveyed his respects for the sacrifices Canadian soldiers have made for the country.

Chair Khan noted that Dr. Theresa Tam warned that COVID-19 cases are increasing. He thanked students, staff, and families for keeping transmission low in the District by following the screening measures, guidelines, and for not attending schools if symptomatic.

Chair Khan thanked all past and present members, Director of Education, community representatives, student senate, OCASC members, students, families, and staff for their professional support. He noted that due to the situational context, he hoped that the election process for chair will be fair and that new members will bring strength, new initiatives, and new approaches.

Ms. Hendela thanked Chair Khan for his service and support to PIC.

Chair Khan noted that the success of PIC and OCASC depend on the successes of the other.

7.b Director's Report

Associate Director Reynolds reported that thanks to the collective efforts of families, students, and staff, there has been very low transmission rates of COVID-19 in the OCDSB buildings which has allowed schools to remain open.

Associate Director Reynolds noted that an extended remote learning period following the winter break will not occur as the District has received direction from the Ministry which permits students to return to school. There is capacity for further remote learning opportunities should the need arise.

Associate Director Reynolds announced that report cards will be available for elementary students on 20 November 2020 and parent teacher interviews will be scheduled on 26 November 2020. Parent teacher interviews for secondary students have already occurred and report cards will be available on 25 November 2020.

Associate Director Reynolds thanked Chair Khan, on behalf of the District and senior staff, for his many contributions to PIC. Mr. Khan has been an

enthusiastic ambassador for PIC and the District at the Provincial PIC Symposiums, speaker series events, parent conferences, and many other events. Chair Khan believes that education is a partnership that involves students, families, educators, principals, trustees, staff, government, and local communities and has worked diligently to strengthen these relationships.

Trustee Scott also thanked Chair Khan on behalf of the trustees for all of his efforts and for demonstrating that OCDSB is a learning organization for all.

Ms. Hendela commented that she recently spoke with Canadian Broadcasting Corporation (CBC) and was pleased to report that the in-school experience has been very positive. She noted that the Toronto District School Board (TDSB) has had a massive redistribution due to implications and changed class sizes. She expressed her appreciation that the District is pausing and reviewing its plan to reorganize.

Associate Director Reynolds noted that the District appreciates the positive publicity and supportive sentiment. He noted that the District does not want any large reorganizations that could cause instability within schools, necessary adjustments will be considered in January 2021, in a limited scale, to minimize disruption.

Chair Khan noted that the Ministry cancelled the PIC Chair Symposium and although there are no formal meetings with PIC Chairs, he will update PIC members if any changes occur.

Executive Officer Giroux noted that this is also the last PIC meeting for member's John Marshall and Gita Nurlaila and extended her appreciation for their service.

7.c OCASC Report

Ms. Hendela reported that school council discussions have focused on how to transition and focus activities virtually. She noted that councils expressed concern regarding fundraising as traditional models such as book sales and movie nights are not an option at this time. OCASC held a discussion on fundraising and considered whether it should be abandoned to focus attention onto other matters. She noted that school councils had concerns regarding the issue of access to reading apps and technology; an issue that was raised by a delegation at Committee of the Whole (COW). There is concern that school councils are asked to purchase educational devices, books, and computers and councils feel that fundraising for this takes away parent engagement. She added that OCASC discussed many ideas for virtual fundraising and the ideas can be found on their website.

Ms. Hendela noted that streaming movies and movie night broadcasting licenses may be something for the Board to consider funding as elementary schools greatly value and miss the monthly movie nights and want to embrace a virtual model.

Ms. Hendela announced that OCASC's next meeting is on 19 November 2020 and all are welcome to attend.

Executive Officer Giroux noted that this year may be an opportunity to transition away from school council fundraising as the key focus of councils. She noted that the District does have a license for films but there are restrictions that fall under the *Copyright Act* and she will investigate to see what is allowed.

Executive Officer Giroux noted that the District is discussing the potential use of reading apps. A list of approved applications will be provided based on staff and provincial guidance.

Ms. Hendela noted that she wished to ensure every student has equal access to reading technology and that PIC or other school councils could help fund school councils that do not have a fundraising history (i.e., OCV)

Mr. Reid noted that school councils used fundraising activities such as movie night as a community building opportunity. He noted that the traditional movie nights may transition to sharing photographs of families in costumes or movie quizzes in order to further engage parents.

Executive Officer Giroux noted that moving forward it will be important to differentiate fundraising and social activities; if the goal is based on community building it should not focus on profit which will change how these events are approached.

Mr. Reid pointed out the importance of transparency and communicating with families regarding the use of funds raised through events.

7.d PIC Correspondence

Executive Officer Giroux noted that the majority of correspondence consisted of applications for membership positions.

8. New Business

Associate Director Reynolds noted that there has been a slight increase in the number of returning grade 12 students and that the District is well equipped to receive any returning students.

Ms. Dean noted that she had an excellent experience in applying for the PIC membership position and suggested that future applications should have a timestamp for application deadlines. She suggested that staff contact the

applicants in advance of the meeting to alert them to the action item on the agenda.

Chair Khan reminded members that the *Let's Talk Geography: Immigration and Supporting Newcomers* project hosted by Cairine Wilson Secondary School will have a discussion panel on 27 November 2020 and 10 December 2020 from 12:15 p.m. to 1:30 p.m.

The next PIC meeting will be on 13 January 2021.

Chair Khan expressed his gratitude for his time with PIC and expressed pride in PIC's continued effort to support children's learning and well-being. He wished everyone a happy holiday and prosperous new year.

9. Adjournment

Chair Khan adjourned the meeting at 8:17 p.m.

Mostafizur Khan, Chair, Parent
Involvement Committee

From Nancy Solange Dean to Everyone: 06:11 PM

Hello, thank you, not sure if agenda is being shared as I can't see anything on screen

From Martyn Reid to All Panelists: 06:28 PM

Malaka

From Nicole Guthrie to Me: (Privately) 06:30 PM

Guess we better get those letters dusted off!

From Me to Nicole Guthrie: (Privately) 06:32 PM

Leigh had really good emails last years that we can use this year

From Nicole Guthrie to Me: (Privately) 06:32 PM

Sounds good.

From Martyn Reid to All Panelists: 06:48 PM

And if we pool schools we can get more bang for buck

From Martyn Reid to Everyone: 06:49 PM

If we pool school events in virtual we can get more value for money. Plus we can bring schools together in a community of parents

From Annette Dillon to All Panelists: 06:50 PM

what about someone to talk virtually about grants /scholarships available for gr. 12 graduates considering that summer employment may be scarce.

From Wendy Hough to All Panelists: 06:50 PM

trustee bell is in the waiting room. can we please let her in?

From Nancy Solange Dean to Everyone: 06:51 PM

Tips or kits nohow to use technology to engage parents virtually

From Martyn Reid to Everyone: 06:51 PM

Any attendees have an idea? I can put forward if post in chat

From Nancy Solange Dean to Everyone: 06:52 PM

Topic of helping parents navigate the virtual learning platforms

From Jacquie Samuels to All Panelists: 06:53 PM

The virtual parents have massive interest in math, science & art workshops.

From Alain Brule to All Panelists: 06:53 PM

Thank you everyone, I have to go to my school council meeting now

From Jacquie Samuels to All Panelists: 06:55 PM

Also, a reading buddy program would be highly valued, letting the secondary students volunteer with the younger students reading.

From Wendy Hough to Jacquie Samuels, All Panelists: 06:55 PM

love that idea jacquie

From Melissa McGuirk McNeil to Everyone: 06:56 PM

ONFE has 7 educational programs and most are now being offered virtually. If any parent councils are interested in learning more about our programs we would be happy to share. We have an existing reading program called OttawaReads. More information can be found here <https://onfe-rope.ca/our-work/>

From Wendy Hough to Everyone: 06:57 PM

that is great as well melissa

From Martyn Reid to Everyone: 06:58 PM

Jacquie - the new requirements for the PRO GRANT have tighten to something that is parent focused. It could be hard to justify if the reading programme doesn't benefit parents. However, the idea of a buddy reading program would be something we can discuss on PIC.

From Jacquie Samuels to All Panelists: 06:58 PM

Thanks Martyn

From Diana and Keira to All Panelists: 07:00 PM

Dont't forget STEAM. We leave out the families and children who love and achieve in the arts. Activities can't all be coding and robotics.

From Ralph Quapp to Everyone: 07:03 PM

Malaka, when seeking to engage with principal, then this should include principals from OCV campuses

From Annette Dillon to All Panelists: 07:06 PM

if covid vaccine will become a mandatory vaccine to attend schools then parent session could be important from public health to address any concerns.



AUDIT COMMITTEE REPORT (PUBLIC)

Monday, November 23, 2020

6:00 pm

Zoom Meeting

Members: Mark Fisher (Trustee), Sandra Schwartz (Trustee), Keith Penny (Trustee), Erik Husband (External Member)

Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Lyra Evans (Trustee), Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Kevin Gardner (Manager of Financial Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Teri Adamthwaite (Coordinator of Financial Services), Charles D'Aoust (Coordinator of Budget Services), Kim Lebrun (Finance Officer), Rob Clayton (Lead Audit Engagement Partner, KPMG LLP), Rebecca Prophet (Audit Senior Manager, KPMG LLP), Gordon Champagne (Senior Regional Internal Auditor), Pasquale L'Orfano, (Regional Internal Auditor), Rebecca Grandis (Senior Board Coordinator).

1. Call to Order

Trustee Fisher called the public session to order at 6:04 p.m. and acknowledged that the meeting is taking place on unceded, unsurrendered Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Schwartz

That the agenda be approved,

Carried

3. Delegations

There were no delegations.

4. Superintendent's Report

Chief Financial Officer (CFO) Carson advised that the District did submit an application for funding of \$45.0 million, under the COVID-19 Resilience Infrastructure Stream (CVRIS), to the Ministry of Education. The Ministry will review the submission and forward it to the federal government for approval. Staff expect

the funding announcements in February of 2021. The projects must be substantively complete by December 2021. This presents a very small window to complete these projects. Many of the projects included in the submission were scheduled to be undertaken under the Facilities Renewal/School Condition Index (FRP/SCI) work.

CFO Carson acknowledged the excellent work of the Finance department over the 2019-2020 year. Staff was able to adapt to working remotely and achieved a successful year end with the finalizing of the financial statements.

CFO Carson acknowledged that Kevin Gardner, Manager of Financial Services recently marked his 30 year anniversary of achieving his Certified General Accountant (CGA) designation.

5. COVID-19 Update

CFO Carson advised that the District has received an additional \$21.0 million in provincial funding through various agreements. The funding was allocated for enhanced cleaning supplies, transportation support, and for additional teaching staff. A second round of funding was allocated to school boards that were in "hotspot" areas in October. The majority of this provincial funding was used for staffing.

Pressure points continue to be the cost of acquiring personal protective equipment (PPE) and cleaning supplies. The province is coordinating the supply of these items through the Ministry of Government and Consumer Services (MGCS). Deliveries of goods through this supply chain have been unreliable and the District has had to purchase these items using its own funding. The products the District has acquired are medical grade, a much superior grade to that from the provincial supply.

There has been pressure placed on the Ministry by Directors of Education, senior business officials and trustee organizations to compensate school districts for the additional costs incurred in acquiring supplies. An announcement of this funding is expected in January 2021.

In response to questions CFO Carson noted:

- As part of the passing of an emergency bill, the province established that the MGCS would be the point of contact for all supplies of PPE for the Broader Public Sector (BPS). A second piece of legislation has allowed for the formation of Supply Chain Ontario, which may eventually see the centralization of provincial procurement for the BPS. Details are not available at this time;
- The District applied for approximately \$45.0 million in CVRIS funding which was based on what a proportionate share of the \$900.0 million of federal funding would be. Capacity within the system will have an impact on the projects. Staff reached out to the other school boards in Ottawa to ensure that the District's requests would not deplete the supply of local contractors, etc. The majority of the work in the OCDSB will be for heating, ventilation and air conditioning (HVAC), information technology (IT) infrastructure, washroom

facility upgrades and hands free water bottle fillers. The projects chosen could be completed in the short window of time that is available;

- Substantively complete is based on the cost of the project, 95% of the value of the project must be completed; and
- There were approximately 100 projects included in the OCDSB submission.

6. Matters for Action

6.1 Review of Audit Committee Report

a. 21 October 2020

Moved by Trustee Penny

That the Audit Committee Report for 21 October 2020 be received.

Carried

b. Business Arising

There was no business arising.

6.2 Report 20-092, Draft 2019-2020 Consolidated Financial Statements

Your Committee had before it Report 20-092, seeking approval of the draft 2019-2020 Consolidated Financial Statements.

CFO Carson noted that there were circumstances related to COVID-19 that had an impact on the completion of the financial statements and caused some delay.

The District is required to report the financial information using two methods: the consolidated financial statements and the compliance-based financial report.

The report introduces the draft consolidated financial statements that are prepared in accordance with *the Education Act*. They are consolidated as, in addition to the compliance-based financial information, they include the Ottawa-Carleton Education Network (OCENET), the Ottawa Student Transportation Authority (OSTA) and school generated funds.

The following points were noted:

- The District had a consolidated operating surplus of \$11.2 million as compared to a budgeted surplus of \$900,000;
- The District has \$39.8 million available for compliance that the Board can use in future years to balance a budget within the restrictions placed on it;

- The recommended carry forward amount of \$2.3 million will be used to augment existing budgets, the use will be monitored and managed closely to ensure focused spending occurs; and
- KPMG have audited the consolidated financial statements and provided the opinion that the statements fairly present the consolidated financial information in all material respects.

CFO Carson drew attention to a new note to the financial statements that is becoming a standard disclosure, and outlines the impact of the Coronavirus COVID-19 pandemic and the ability for an organization to operate.

Chair Scott requested, on a point of personal privilege, that when referring to the report that the page numbers be used rather than the folio numbers.

Mr. Rob Clayton, Lead Audit Engagement Partner at KPMG advised that there were no issues or reservations expressed by the auditors in their report and staff cooperated fully in a very challenging time and that he could report a clean, unmodified opinion.

In the ensuing discussion and questions the following was noted:

- The significant amount in accounts receivable due from the municipality of \$80.0 million was the result of a property tax deferral to ease the pressure on local property owners and municipalities during COVID-19. The funds did not flow through to school boards at the time of reporting but have since been received;
- Regarding the carry forward increase of \$2.3 million that will augment existing budgets, staff will be developing a spending plan for schools to ensure the funds are used to respond to COVID-19 issues; and
- Employee future benefits (EFB) will continue to be a liability as it includes the future cost of Workplace Safety and Insurance Board (WSIB) benefits and some commitments to life insurance for staff members on long-term disability. The unfunded liability for EFB is a component of the accumulated surplus balance that is unavailable for compliance. The unfunded liability is being amortized as an expense over twelve years. There are four years of amortization costs remaining.

Moved by Erik Husband

THAT the Draft 2019-2020 Consolidated Financial Statements attached as Appendix A to Report 20-092 be approved.

Carried

7. Matters for Discussion

7.1 Report 20-093, Analysis of the District's 2019-2020 Financial Results

Your Committee had before it Report 20-093, providing the Audit Committee with information regarding the District's financial results for the year ended 31 August 2020.

CFO Carson advised that the deficit incurred for the year was substantially lower than the original budgeted amount of \$9.0 million. Funds were used from the 2019-2020 fiscal year to ensure the readiness of schools in September for the 2020-2021 school year.

During the presentation and ensuing discussion, the following was noted:

- The \$2.6 million deficit was lower than the planned deficit of \$8.4 million;
- Costs and revenues were adjusted in response to centrally negotiated collective agreements;
- There is an accumulated surplus in the amount of \$38.9 million that is available for compliance with Ministry requirements for managing the District's finances. Of this amount, \$8.0 million is committed to support capital asset amortization costs;
- Items of significant impact on the financial results were:
 - centrally negotiated collective agreements;
 - decreased average daily enrolment;
 - Indigenous Education allocation increases and higher enrolment in secondary courses;
 - language allocation for French as a second language FSL) and (English as a Second Language (ESL) ;
 - Teacher Qualification and Experience grant reductions;
 - Transportation grant reduction;
 - increased spending on portables; funds set aside for the acquisition of minor tangible capital assets;
 - deferred capital contributions and related expenses;
 - loss of Extended Day Program (EDP) and childcare revenue;
 - reduced international student revenue;
 - reductions in rental income benefits and miscellaneous revenue; and
 - COVID-related costs incurred in 2019-2020.
- Staff are going to be reviewing the cost of the EDP and child care programs in December to determine a fee structure and to look at the business model for 2020-2021;
- Maintaining stability within the District was a priority in 2019-2020 and early childhood educators (ECEs) in the EDP and extended programs were retained to support students. It is anticipated that funding will be provided for the cost of maintaining staff;

- Discussions about how to maintain stability in childcare are ongoing with the Ministry;
- The EDP and childcare programs were intended to be cost-recovery, deficits were incurred in the early years and subsequent adjustments have been made;
- A strong child care program helps to attract students to the District;
- Of the \$7.9 million in COVID-19 expenses, approximately 60% of those funds were spent in the spring and the remainder was allocated to prepare for the September 2020 school reopening;
- Strike savings are currently shown as a liability which will be recovered by the province by way of future grant adjustments;
- The recovery fee for international students was announced in the 2019-2020 Grants for Student Needs (GSNs), OCENET did plan to increase tuition costs to recover this fee but in light of COVID-19 they may have to revisit this strategy;
- The recovery fee is the same for students in all school districts; and
- Staff will be reviewing the EDP fees to look for ways to lessen the impact of increases to cover the cost of operations.

8. Information Items

8.1 Regional Internal Audit Team (RIAT) Update

Your Committee had before it the Regional Internal Audit Team (RIAT) Update, providing information to the Audit Committee on the work being carried out by the RIAT.

Mr. Gordon Champagne, Senior Regional Internal Auditor, provided an update on the work of the RIAT that included the following:

- The Cyber Security Review was a useful robust workshop that took place in October 2020 and the results are being finalized. The next steps will be meeting with Information Technology (IT) managers in the Eastern Ontario region to validate the report and determine the priorities for each school board;
- The RIAT follow-up procedures will continue with consideration of the impact of COVID-19 on this work and staff time;
- RIAT Manager Segu met with the contractor and senior management to review the terms of references for the COVID-19 Review project. It is scheduled to commence in January 2021 and will take approximately 4 weeks to complete; and

- The educational assistant (EA) deployment engagement has not been initiated, RIAT staff are looking at a start date for this work when availability permits.

In the ensuing conversation the following was noted:

- CFO Carson noted that he did meet with Ms. Segu and the contractor to discuss the COVID-19 Response Review. Changes were made to the timing and the format is being reviewed. He advised that he and Ms. Segu reached a solution that allows for a review to be conducted without a significant impact on the regular work of staff.
- The EA Deployment Review is planned to be undertaken this year; however, the COVID-19 Response Review has become a priority.

9. New Business

9.1 External Audit Committee Members (Outgoing)

Trustee Fisher noted that this is the last meeting with the current external members of the Audit Committee, as their term ends on 30 November 2020. He acknowledged the very valuable contribution that Ms. Blanchard and Mr. Husband have made to the Audit Committee during their terms, in particular, guiding the conversation around risk management and the financial statements.

Trustee Scott noted it has been a pleasure to work with Ms. Blanchard and Mr. Husband, and that they have been instrumental in informing the thinking of the Committee and keeping it on track with their consistent, good questions. These experienced, knowledgeable members provide a valuable service to the District.

CFO Carson noted that Ms. Blanchard and Mr. Husband have given a great deal of time to the Committee both at meetings and outside of meetings. Mr. Husband has been forthright in his approach to the risk management and financial disclosure work and it has been appreciated. Their comments have always been valuable and helpful.

Director Williams-Taylor noted her appreciation for the skilled external voice on the Audit Committee as it helps to promote the District's commitment to transparency and authenticity. She did recognize that this work is done with volunteer time and it is recognized and greatly appreciated.

Mr. Husband was pleased to note that since he joined the Committee areas that had been identified as a risk to the District have been addressed. He acknowledged that he was committed to the risk management work and as a result there is a program in place.

He acknowledged that the work on the long range agenda for the Audit Committee must continue to include more structure and deliverable dates. He noted that he wished to see the Committee have a better understanding of the internal controls framework, particularly in relation to the approval of the financial statements and that it would be beneficial to have an attestation letter from the CFO noting that the internal controls of the organization are sufficient to safeguard its interest. He suggested a quarterly cadence to the financial statements. It was his hope that these suggestions would be considered in the future by the new members of the Committee.

10. Adjournment

The public meeting adjourned at 7:44 p.m.

Mark Fisher, Chair, Audit Committee