

## COMMITTEE OF THE WHOLE PUBLIC AGENDA

**Tuesday, March 9, 2021, 7:00 pm  
Zoom Meeting**

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## Creating a Culture... of Innovation, Caring and Social Responsibility.



### REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

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

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### Contact Information

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### Delegation issue information

Fields marked with an \* are required

**Meeting Type:\***

Committee of the Whole

**Meeting Date:\***

3/9/2021

**Summary of issue/concern:\***

I would like to request a 2 minute delegation regarding Agenda item 9.2 Report 21-023, Academic Staffing Plan for the 2021-2022 School Year

**Recommendation(s) for resolution of issue:\***

The board should re-visit and review their programming and staffing decisions that have been made regarding what will and won't be offered to OCV students versus in person students in the 2021-22 school year. They also need to address the obvious inequity and inequality in which they are planning on delivering programs to the two streams.

**Date:\***

3/5/2021

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Please re-enter your email address.

[REDACTED]

### Delegation issue information

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**Meeting Type: \***

Committee of the Whole

**Meeting Date: \***

3/9/2021

**Summary of issue/concern: \***

This is to share our experience with virtual school for our 2 young autistic children who require support for any and all learning. They both have medical letters stating that they are not able to attend in-person school. Both children have multiple diagnoses.

Not having support virtually would be with be catastrophic for both of them.

**Recommendation(s) for resolution of issue: \***

Both children are currently getting 3x30 min per week of 1-1 time with an EA to help them do their assignments.

**Date: \***

3/5/2021

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### Delegation issue information

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**Meeting Type: \***

Committee of the Whole

**Meeting Date: \***

3/9/2021

**Summary of issue/concern: \***

I would like 2 minute delegation about agenda item 9.2 report on academic staffing plan/special need classes

**Recommendation(s) for resolution of issue: \***

Please come up with better options of what will and won't be offered to OCV students for the upcoming 2021-22 school year.

**Date: \***

3/5/2021

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Committee of the Whole

**Meeting Date:** \*

3/9/2021

**Summary of issue/concern: \***

The current in-person secondary school model, with the one class a week, quadmester cohort system, is not working. The courses are too compressed and rushed to allow for absorption of material and to get help if needed. As per the tens of thousands of responses to the recent OCDSB survey on return to school, as a result of this model, students are suffering academically and from a mental health perspective. We need to plan for a better school year for September.

**Recommendation(s) for resolution of issue: \***

That the OCDSB actively and authentically engage with students and parents and work to develop an approach to secondary school for September 2021 that integrates academic, mental health and social considerations as well as meeting public health guidelines.

**Date: \***

3/8/2021

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Diana

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### Delegation issue information

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Committee of the Whole

**Meeting Date:** \*

3/9/2021

**Summary of issue/concern: \***

I am very concerned about the recent misleading email that was sent to parents from the Board. I find it unacceptable that the OCDSB is even considering continuing with the quadmester / one subject/week system that our kids are having to suffer through now, in the fall.

**Recommendation(s) for resolution of issue: \***

I believe the Board is utterly failing in its duties to educate our kids and that, despite the extremely challenging environment, there have to be better options. I wish to see: more in person education; longer school days / less self directed learning; and, at the very least, a split day with two subjects taught throughout the entire quadmester.

**Date: \***

3/8/2021

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Committee of the Whole

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3/9/2021

**Summary of issue/concern: \***

staffing plans.

**Recommendation(s) for resolution of issue: \***

reexamine the current plan for September 2021 staffing and attendance/

**Date: \***

3/9/2021

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Please re-enter your email address.

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Committee of the Whole

**Meeting Date: \***

3/9/2021

**Summary of issue/concern: \***

I'd like to voice my concerns about the staff planning report which indicates that there will be a return to the current model of school for the secondary schools in Ottawa come September. We have a mental health crisis exploding amongst our teens as a direct result of the isolation and the woefully inadequate educational system in place at the moment. Having to do 2/3 of their learning on line in a very unstructured and poorly created manner falls well below the educational standards our kids deserve to have. It was obvious that a mental health crisis would unfold in this scenario and yet nothing was put into place in terms of community supports or mental health coordinators to be ready to work with our teenagers as their crisis deepened from a lack of peer based supports, face to face interactions and healthy activities.

**Recommendation(s) for resolution of issue: \***

It is my recommendation that we follow other school boards such as the Catholic School Board and the TDSB and return our kids to a regular school model with the same kind of safe health standards in place for covid that the elementary schools are currently doing. It is also my recommendation that we immediately request financing and resources from the Ministry of Education for extra Mental Health Services to be brought in as fast as possible to help to deal with the mental health crisis so many of our teens are suffering, and to help guide them back into a regular school model next year because their mental health crisis will be a challenge to heal and recover from and we will need all the supports we can get to do so.

**Date: \***

3/9/2021

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## ADVISORY COMMITTEE ON EQUITY REPORT

January 28, 2021

6:00 pm

Zoom Meeting

- Voting Members: Ayan Karshe, Seema Lamba, Elizabeth Sweeney, Carrie-Lynn Barkley, Ryan Doucette (Young Leaders Advisory Council), Maria Teresa Garcia (Ottawa Community Immigrant Services), Kahmaria Pingue (Parents for Diversity), Kathryn Owens (Youth Services Bureau)
- Non-Voting Members: Elaine Hayles, Bob Dawson, Meghan Wills, June Girvan, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Council), Ruth Sword, Rob Campbell (Trustee), Justine Bell (Trustee), Susan Cowin (Special Education Advisory Committee)
- Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Joy Liu (Student Trustee), Charles Chen (Student Trustee), Ishti Hossain (Student Senator), Carolyn Tanner (Human Rights and Equity Advisor), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Instruction), Melissa Collins (System Principal, Equity), Pamela LeMaistre (Manager, Human Resources), Sue Rice (Equity Instructional Coach), Sharon Martinson (OCDSB Educator), Riaz Mostaghim (Spiritual Care in Secondary Schools), Leigh Fenton (Board Coordinator)

### 1. Welcome

#### 1.1 Land Acknowledgement

Chair Karshe called the meeting to order at 6:05 p.m. She acknowledged that the committee is presently meeting on the unceded, unsurrendered Territory of the Anishinaabeg Algonquin Nation whose presence in Canada reaches back to time immemorial. She extended deep gratitude and sought to support and affirm their rights as the land's stewards and keepers.

#### 1.2 Approval of the Agenda

**Moved by Elizabeth Sweeney,**  
**THAT the agenda be approved.**

## **Carried**

### 2. Community Discussion - Open Space

#### 2.1 Opening from Co-Chairs: Topics, Speakers, Community Experts

Chair Karshe expressed hope that the membership of the Advisory Committee on Equity (ACE) can recreate the space as, not only one used in disseminating information and data, but to allow for transparency and healing. To facilitate an anti-oppressive space, both she and Co-chair Grover will ensure that all who seek to speak are honoured and valued and that collective efforts become productive and useful, for the children and themselves. Speaking analytically about issues that have a direct impact on the lives of racialized and marginalized peoples can be triggering, and she encouraged all to take care, with their words and with their hearts. While ACE seeks to change schools for the better, members also create space for those who experienced the consequences of white supremacy and systemic racism.

Chair Karshe stated that she and Co-chair Grover will strive to create a space of true collaboration. They intend to continue to adapt and change the structure as often as needed to ensure a truly decolonized space. As chairs of ACE, they value any input, expertise, and experience, and will welcome participation at every meeting.

#### 2.2 The ME Project (Student Trustees Joy Liu and Charles Chen)

Student Trustees Liu and Chen reported on the Menstrual Equity (ME) Project which led to a motion before the Board, subsequently passed on 26 January 2021. The motion consisted of five clauses, requiring coin-free menstrual hygiene product dispensers and disposal units in all washrooms accessible to students (including in at least one stall within male washrooms), guidance departments, and physical education departments in all schools with students in grades 4 to 12 prior to September 2022. These products will consider environmental impact and appropriate distribution channels. The District committed to provide age and grade appropriate education to at least grade 4 to 12 students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement. Consideration for the needs of all student demographics in the implementation and maintenance of this initiative is paramount, for example, private and unsupervised access, usage of gender neutral language and packaging.

Student Trustee Liu noted that the consultation process from November 2020 to January 2021 was centered on student opinion. An anonymous feedback form was distributed through the student senators to their schools, gender and sexuality alliances or LGBTQ2S+ groups. She highlighted that the student senators were consulted regarding the

education component of the menstrual product provisions. Conversations with Chief Financial Officer (CFO) Carson occurred to gain insight into the financial allocations required to fund the initiative. The student trustees wrote a public letter to the Board of Trustees on behalf of students who supported the motion, of which over 1400 students signed and disclosed their own experiences, opinions and feedback.

Student Trustee Chen reported that in the 2019-2020 school year, at Featherstone Drive Public School, a pilot program was launched in female washrooms for cisgender students. This was initiated by grade 7 and 8 students after watching a screening of the documentary, "Pandora's Box: Lifting the Lid on Menstruation". The film studied the far-reaching implications of the lack of access to menstrual hygiene products and the societal stigma of menstrual cycles. The students who led the pilot were consulted for feedback on the motion.

In discussions with CFO Carson, the student trustees learned that the District intends to begin the program, using a few different schools as early adopters. Lessons learned from the preliminary roll-out of the program will inform the implementation at all schools by September 2022.

During the discussion the following points were noted:

- Equity Instructional Coach Rice noted that she informed the Rainbow Educators and the LGBTQ2S+ community partners about the measures of the ME Project. All members of these stakeholder groups were in support of the motion and commented that the language contained within was thoughtfully considered;
- Proper usage of tampons or pads is not currently part of the Ministry of Education's mandated instruction of the curriculum, however education about the menstrual cycle is a part of the curriculum in junior grade levels associated with puberty and adolescent development;
- Student Trustee Liu mentioned that she would advocate for a consultation framework for the implementation process to ensure that cultural sensitivity is in place for the menstrual health education piece and the types of culturally appropriate sanitary protection products;
- Specific consultation with the Afro Caribbean Black community was suggested due to the cultural sensitivity towards menstruation;
- Superintendent Baker noted that when the ME Project motion was before the Board for debate, Director Williams Taylor did note the importance of considering cultural sensitivity with the understanding that implementation would include this lens; and



- Ms. Hayles suggested that an invitation be extended to a speaker to hear about instruction on health and sexuality at the District in order to examine the topic from an equity perspective.

### 2.3 Discussion on the Government Issued Province-Wide Shutdown and the Effects on the School Community

Chair Karshe reported that the Community Discussion category of the agenda is an open forum created to encourage discourse from all members, non-voting members and guests from the community. She prompted participants to discuss the impact of the extended lockdown on the school community, how the situation has affected them as individuals and observations in the wider community.

During discussion, the following points were raised:

- An educator for secondary students expressed concern over potential knowledge gaps and the delivery of equitable and student success support in this time of change;
- Ms. Pingue expressed concern that students are being penalized for the quality of work submitted or for late submissions. These measures do not take into account socio-economic disparities, lack of resources or the ability for working parents to support students with their assignments. Withstanding the discipline of teachers or school administration does not contribute to the well-being of students;
- Ms. Garcia noted that the Ottawa Community Immigrant Services (OCISO) have mentors to help with schooling in a program called Youth Ottawa Community Immigrant Services (YOCISO), free for all newcomer youth, ages 12 to 24;
- Trustee Scott stated that at the Board meeting of 26 January 2021 the trustees passed a motion to write a formal letter to the Ministry of Education requesting affordable internet access to families;
- Ms. Pingue noted that in spring of 2020, Parents for Diversity (P4D) created a multilingual PDF where parents could click on a message requesting support from the child's teacher and a Multicultural Liaison Officer (MLO) in their own language. This communication tool could help parents and caregivers advocate for their children's education during the distance learning period. During this support campaign, it seemed as though there was not enough capacity within the District for MLO support;
- Ms. Garcia submitted that OCISO and The District had created and implemented outreach formulae for the Ottawa Carleton Virtual (OCV) beginning January 2021. Services provided by MLOs can be accessed through school administration. MLOs have been distributed evenly



among all OCV campuses. In the brick and mortar schools, MLOs are assigned to three or four schools each. She noted that there have been some service gaps, however work is being done to address those issues with System Principal of Equity, Melissa Collins;

- Ms. Sweeney shared that in some instances, online learning has further impoverished families and inequalities have been exacerbated in a mode of education that forces parents, most often mothers, to step away from their jobs to ensure support for their children's education. She supports an initiative to create packages of learning material to be completed independently; this way of learning is more flexible for families who are balancing multiple priorities during school hours;
- Unstable internet connectivity is a barrier for online learning; and
- Mr. McHugh noted the success of the Indigenous Education Hubs, created through federal funding under the Inuit Child First Initiative, and implemented at the Inuuqatigiit Centre for Inuit Children, Youth and Families. These hubs produce results in the academic progress of these students. He offered to connect with others about the program should they be interested in building new solutions for support in the community.

Ms. Lamba requested a comment from staff on student achievement data since the launch of the 2020-2021 school year. Superintendent Baker replied that elementary and secondary report cards are forthcoming. There are challenges in monitoring the impacts of COVID-19 in an ever-changing environment. She noted that with English Language Learners (ELLs) there is evidence of increased student engagement since the provincial school closures in March 2020. One of the reasons is a greater familiarity with technology equipment, logging into the classrooms and participating in a remote setting. For the English Literacy Development (ELD) programs, extra staffing supports the goals of personalized learning. She noted that some parents do not have a breadth of knowledge when using technology. There have been conversations with the Ottawa Local Immigration Partnership (OLIP) and the OCISO about delivering support in ways that facilitate learning for parents. Schools are also creating opportunities to assist parents with learning. Oftentimes older siblings are being tasked to assist the younger members in families. Data is being collected on the enrolled students who have opted out of synchronous learning in the OVC school and do not appear online for class work. Dedicated teachers are being hired for these students who will develop packages of learning materials to be sent home for these families. She highlighted that since the shift to remote learning, the District has made collective efforts to personalize learning and consider individual life circumstances for all students.

### 3. Reports

#### 3.1 ACE Report, 26 November 2020

**Moved by Carrie-Lynn Barkley,**

**THAT the Advisory Committee on Equity Report of 26 November 2020 be received.**

**Carried**

#### 3.2 ACE Report, 29 October 2020

**Moved by Carrie-Lynn Barkley,**

**THAT the Advisory Committee on Equity Report of 29 October 2020 be received.**

**Carried**

#### 3.3 Committee of the Whole Report

Ms. Lamba reported on the following topics from the Committee of the Whole (COW) meetings on 8 December 2020 and 12 January 2021:

- A hiring policy was introduced with the intent to increase the representation of under-represented groups during the hiring process. Superintendent McCoy will present the policy later in the meeting;
- The ME Project was approved;
- An informative presentation was given on Decoding Dyslexia. Attention was drawn to upcoming recommendations expected on the Ontario Human Rights Commission's (OHRC) Right to Read inquiry. These recommendations are expected to be released publically in spring 2021;
- The facilities renewal project plan features a 20 year plan for accessibility;
- Learning Support Services presented Report 20-115 on Specialized Program Class (SPC) Referral Information 2020-2021 regarding the placement process for the current school year; and
- Learning Support Services presented Report 20-110 on Supports for Students with Giftedness (Elementary) to update the Board on pilot projects for learners with giftedness.

#### 3.4 Advisory Committee on Extended Day and Child Care Programs

There was no report for the Advisory Committee on Extended Day and Child Care Programs.

### 3.5 Superintendent's Report

#### a. Membership Subcommittee

Superintendent Baker addressed concerns that had been raised regarding the last election process and indicated that all processes as outlined in the draft procedure as approved by ACE were followed. She indicated that as ACE has recently nominated two co-chairs, a membership subcommittee is to be established once the committee begins to review its membership needs. In accordance with ACE policy P. 008 GOV, a new membership subcommittee needs to be established to include the co-chairs and up to three members nominated by the Committee. Should members wish to be a part of the membership subcommittee, they are encouraged to contact Ms. Karshe or Ms. Grover. Approval of the nominations will be held during an ACE meeting.

## 4. Consultation

### 4.1 Human Rights Policy Consultation with ACE (C. Tanner)

Human Rights and Equity Advisor Tanner reported that the Board of Trustees approved a consultation plan for the development of a human rights policy. Until March 2021, phase one of the consultation process will continue to occur at the District's advisory committees level and through an internal human rights policy working group. Public consultations will be conducted using online community forums, small focus group discussions, existing networks of partnership organizations, along with an online survey to gather input from employees, students and families. Should people prefer to offer feedback in the written form, an email address was created, associated with the consultation process. Phase two will begin in May 2021 where groups will be re-visited to make further suggestions on the draft policy. A recommended draft policy will be presented to the Board of Trustees in October. She noted that consulting on the procedure associated with a policy is not commonplace; however, to establish the steps to lodge a human rights complaint, an in-depth consultation with the school community is both necessary and important.

Human Rights and Equity Advisor Tanner reviewed the presentation, highlighting the following:

- The Right to Education contains the right to be free from discrimination and access to education equally with equal opportunity;
- The rights of Indigenous people include the right that teaches truth about indigenous histories, cultures, traditions and perspectives;

- The human rights policy will be for everyone: students, staff, board of trustees, parents, guardians, and caregivers and community;
- The human rights policy will have primacy over other policies and procedures within the board, because human rights are constitutional; and
- The Ontario human rights code protects people from discrimination however it does not specifically include other factors that are protected, for example, in international human rights legislation or in the Canadian Charter of Rights and Freedoms.

Four question categories were circulated in advance of the meeting for comment:

1. What do you think are the most important human rights issues for the OCDSB to address? Why?
2. Grounds protected from discrimination under the Ontario Human Rights Code include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status and disability. Are other factors that should be considered? Why?
3. When someone has a human rights concern, there are many ways it can be addressed. How do you think the OCDSB can receive and respond to a human rights concern in a way that makes that person feel safe? How can we ensure the process is accessible and effective for everyone?
4. How can the OCDSB best communicate with staff, students and families to help them understand their rights and responsibilities and to understand how to raise a human rights concern if they have one?

During the presentation and in discussion the following points were noted:

- Enshrine the Convention of the Rights of the Child into the human rights policy;
- Include, not only discrimination, but harassment and bullying into one comprehensive human rights policy;
- Filing a complaint must be made possible outside the domain of the school principal or senior staff;
- Human Rights and Equity Advisor Tanner noted that her role is arm's length from the District which includes investigatory powers and the ability to make recommendations for change;

- Provide District-wide education sessions on familiarizing students and staff with their own rights as humans. Communicate the contents of the policy in a way that is comprehensible for everyone, in multiple languages;
- When developing a human rights policy and procedure, address the common fear of repercussions;
- Equitas, a human rights organization based in Montreal, could be leveraged to help tie the teaching of human rights into the curriculum. The organization has created training modules for educators and tools for children to promote human rights, non-discrimination and peaceful conduct within the classroom;
- There are embedded exclusions and bias in school classrooms because the stories of LGBTQ2S+ people are not often taught to children. Erasure from narratives is discrimination. Reproducing a cultural of norms is discrimination. Accounts of bi-racial, queer families are seldom on a reading list for children. The representation of the vast richness and diversity of all communities and all histories belong on the curriculum for an education that promotes human rights. Stories of oppression tend to be amplified and socialized in education, above the stories which provide great examples of leadership by racialized, minoritized folks.
- Build a policy that can become a mechanism where students and families can register a concern when the curriculum is not reflective of diversity;
- On average poverty and mental health challenges lead to lesser outcomes for people. Discrimination involves identity, socio economic status and mental health stigmas;
- Provide students with an on-boarding package (with information on accessing MLOs) and a staff orientation handbook highlighting human rights; and
- Define a glossary of terms in human rights policy considerations. Formulate language that students can understand and use to advocate for their own human rights.

In response to a query from Ms. Hayles, Human Rights and Equity Advisor Tanner noted that her position is currently funded through the Ministry of Education on a Transfer Payment Agreement (TPA). This contract is subject to renewal annually.

## 5. Presentation

### 5.1 Report 20-114, Equitable Recruitment and Hiring Policy (J.McCoy)

Your Council had before it Report 20-114, describing the proposed policy for equitable recruitment and hiring at the District.

Superintendent McCoy reported that the draft policy was developed to comply with a draft Policy/Program Memorandum (PPM), released by the Ministry of Education following the repeal of *Ontario Regulation 274 - Hiring Practices*. Since 2013, under the former regulation, a mandatory hiring process was in place for long term occasional teachers or permanent teachers. School boards were required to follow a certain process in terms of who could be considered for hiring, based largely on seniority, as well as the technical qualifications that are recognized by the Ontario College of Teachers (OCT). Many school boards, including the OCDSB, have been advocating for the repeal of the regulation or for significant revision to provide school administration with greater ability to make hiring decisions based on factors relating to merit and to support the District's diversity, equity and human rights objectives. When the regulation was repealed in October 2020, the government issued an interim set of hiring guidelines for school boards to follow pending the release of a PPM. The draft PPM underwent a brief consultation process in November 2020. Until the final PPM is released, the District will not be in a position to bring a final hiring policy to the Board of Trustees because the PPM provides specific requirements to be included in the school board policy. The guiding principles of the policy aim to align with the principles articulated in the Indigenous Education, Human Rights and Equity Roadmap 2020-2023 to ensure fair, consistent and transparent processes for hiring are established, including ways to maximize employment opportunities for new teachers who are entering the profession, ensuring that the requirements and selection criteria for hiring are available are important considerations.

Superintendent McCoy stated that the policy is intended to provide high level, guiding principles and specific directives. The Human Resources Department is in the process of developing procedures which will guide implementation of the policy, with specific information on hiring practices. She invited input from the committee on considerations to be included in the policy, the procedure and the implementation of the procedure.

During the discussion, the following points were noted:

- At the COW meeting of 12 January 2021, the notion to ensure monitoring and evaluation is incorporated into the policy was raised;
- At the COW meeting of 12 January 2021, the notion to re-evaluate the intent of the PMM was raised with respect to "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". It must be determined whether the PMM

intends to promote the hiring of under-represented groups or hire those who have lived experience working with specific groups. If the purpose is to hire to increase the representation of under-represented groups, no candidates, other than the specific under-represented group members, should be considered for the job. If under-represented groups have to compete against non under-represented groups who have demonstrated experience, possibly the qualified under-represented groups will not be chosen for discriminatory reasons, including unconscious bias.

- The PPM stipulates that a school board may develop special programs to specifically target positions for underrepresented groups and implementing these programs is a step forward to closing the equity gap;
- The District has an Indigenous Education, Human Rights and Equity Division, which was formally announced in September 2020, with the launch of the 2020-2021 school year;
- Superintendent McCoy noted that generating diverse hiring panels is a strategy currently being discussed. Principals from various sites may be asked to collaborate and participate on different hiring panels;
- A plan for a staff survey is underway to determine a baseline on diversity amongst staff. The last survey was conducted more than 10 years ago; and
- Employees on the casual employment list will receive a link to the staff survey.

Ms. Lamba solicited the committee on its desire for another purpose built ACE meeting to review a final policy. Superintendent Baker advised that conversations have occurred at the senior staff level pertaining to the capability of advisory committees to hold additional meetings outside the regular schedule with Board support, as provided for in the committee policies. Legal precedent was examined as a part of a recent request. Executive Officer Giroux has been consulted and a fulsome answer is expected on ways to balance the needs of the committees with the provisions of the policies. In the case of another ACE review of the final hiring policy, timelines are unknown and may require a short turnaround time from Human Resources once the final PPM is released.

Superintendent McCoy included her contact information in the chat function to enable further engagement with members of ACE. Ms. Lamba shared her contact information and invited more comments from the committee to be able to raise them at a future COW meeting. Superintendent Baker noted that when an advisory committee

representative brings forward a discussion point at COW, it is intended to be reflective of the sentiments from the advisory committee.

## 6. Standing Items

### 6.1 Update from Steering Committee Representatives on Police Involvement in Schools

Superintendent Baker reported that Superintendent Farrish began the initial actions from phase one of the consultation plan. The public engagement consultation begins in phase two. Phase two engagement opportunities will be published with stakeholder groups when dates are set. Staff are in the process of completing the tendering facilitation for the sessions. There are three representatives from ACE on the Police Involvement in Schools Steering Committee. The steering committee met once to-date. Ms. Sweeney added that the first meeting held fruitful discussions. Ms. Pingue commented on the group's expansive diversity and mentioned that there was a good start to beginning this work.

### 6.2 Valuing Voices: Identity Matters Survey and Suspension Data Analysis

Superintendent Baker reported that the Technical Advisory Group (TAG) met once. The next meeting is scheduled in February 2021.

It was agreed that the standing item should read: "Valuing Voices: Identity Matters Student Survey". There will be a series of four reports that emerge from the collected data.

## 7. New Business and Event Announcements

Trustee Bell announced that a motion was passed at the 26 January 2021 Board meeting to approve an allocation of up to \$75,000 annually to support the hiring of a full time equivalent (FTE) Transgender and Gender Diverse Student Support Coordinator. She noted that there had been a part-time employee fulfilling a similar role in the past. Trustee Scott noted that the motion was passed unanimously and there is a strong commitment to equity, inclusion and anti-racism within the District.

Mr. Doucette reflected that a future discussion may be added to the agenda about equity and diversity initiatives currently enshrined in the budget allocations. Trustee Scott shared that the first meeting of the budgetary planning cycle is set for 2 February 2021 at Committee of the Whole, Budget meeting.

In response to a query concerning timelines around the final discussions at the Board level to determine the 2021-2022 budget, Trustee Scott noted that normally a school year budget for the following year is approved in June and submitted to the Ministry of Education. Information on grants is provided by the Ministry at the end of March or beginning of April. Next, Financial Services develops a staff recommended budget in consultation with the various



departments of the Board and there is an opportunity for members of the public to delegate or non-voting representatives of advisory committees to speak on behalf of committees. Trustee Scott noted that a presentation on the budget process could be presented at ACE for additional information on budgetary decisions.

8. Adjournment

The meeting adjourned at 8:52 p.m.





## SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, February 3, 2021, 7:00 pm**  
**Zoom Meeting**

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Amy Wellings (Community Representative), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Lisa Paterick (VIEWS for the Visually Impaired), Katie Ralph (Autism Ontario, Ottawa Chapter), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Maggie Mamen, Safina Dewshi (Ottawa-Carleton Assembly of School Councils)
Association Representatives (Non Voting):	Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
Staff and Guests:	Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Janice McCoy (Superintendent of Human Resources), Carolyn Tanner, (Human Rights and Equity Advisor), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Stacey Kay (Manager, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Maya Rattray (Supervisor, Speech-Language Pathology), Nasra Aden (Student Senator), Nicole Guthrie (Manager, Board Services), Sue Baker (Meeting Reporter), Shafryne Sayani

### 1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:13 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 Trustee Boothby,**

**THAT the agenda be approved.**

**Carried**

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 6 January 2021

**Moved by Sue Cowin,**

**THAT the Special Education Advisory Committee Report dated 6 January 2021 be received.**

**Carried**

4.2 The Forward Agenda

Chair Nadon-Campbell presented the forward agenda as a draft document to guide the work of the Special Education Advisory Committee (SEAC) for 2020-2021. She noted that the Review of Police Involvement in Schools has been added to the chart at the request of Trustee Ellis as an upcoming item in the spring of 2021.

Chair Nadon-Campbell requested that the members of SEAC complete their independent review of all Standards prior to 1 March 2021.

5. Presentation

5.1 Report 20-114, Equitable Recruitment and Hiring Policy (J. McCoy)

Your committee had before it Report 20-114, Equitable Recruitment and Hiring Policy, providing a draft policy to comply with a draft Policy/Program Memorandum (PPM) released by the Ministry of Education following the repeal of Regulation 274 - Hiring Practices.

Superintendent McCoy advised that for the last 7-8 years, the process of hiring teachers was directed by the Ministry of Education's Regulation 274 - Hiring Practices. The regulation required school boards to consider technical qualifications and seniority when hiring teachers. It was repealed by the Ministry in October 2020 and school boards were directed to establish their own hiring policies as outlined in a draft Program Policy Memorandum (PPM). The new hiring policy should ensure that school boards consider diversity and equity, qualifications, merit, experience of teachers from outside the District, fairness, and transparency rather than

only technical qualifications and seniority. The policy should also include mechanisms to monitor and evaluate its effectiveness. Following receipt of the final PPM and feedback from the Committee of the Whole and advisory committees, the policy will be finalized and presented to the Board for approval.

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

- Hiring of teachers will be reflective of the community as a whole;
- The District's Indigenous Equity and Human Rights Roadmap, approved by the Board last fall, includes an employment system review through an equity lens to collect identity-based data from employees. An equity survey for all employees will be conducted in March 2021 and will provide updated data from the last survey completed 10 years ago;
- The lived personal or professional experience of teacher candidates may be considered in the new hiring process;
- The policy and procedure will include language related to diversity on hiring panels; and
- Following approval of the policy, staff will consider whether and how it should be expanded to include staff other than teachers.

SEAC members were encouraged to provide any additional information to Superintendent McCoy via email.

## 6. Consultation

### 6.1 Breakout Rooms: Human Rights Policy Consultation (C. Tanner)

Human Rights and Equity Advisor Tanner advised that the purpose of the consultation on a human rights policy is to seek input on several key questions that will inform the development of the Board's human rights policy. The principles of the human rights policy will address primacy, dignity and respect, equal rights and opportunity, full participation, undue hardship, duty to accommodate, anti-oppression, anti colonialism, anti-racism, anti-discrimination, rights and responsibilities, intersectionality, competing rights, targeted universalism, effect/impact versus intent, responsive corrective and remedial action, and proactive prevention.

During the first phase of the consultation, input will be sought from students, parents and guardians, community members, and OCDSB employees to inform the principles, content and priorities of the draft policy.

SEAC members were divided into four groups with each group considering one question. Following the group work, facilitators reported on the discussions as follows:

**Group 1 Question:** *Thinking about your experience with OCDSB, what do you see as the most important human rights issues for the District to address? Why?*

*Prompts: Are there any identities that you think experience discrimination within OCDSB? In what ways are they experiencing discrimination? How can the OCDSB prevent this discrimination from happening?*

System Principal Kessler facilitated the conversation and provided the following input:

- Socioeconomic status (SES) is a barrier to education that may disproportionately impact several groups including, but not limited to, newcomers to Canada, refugees, students with intellectual disabilities, students and parents with mental health issues; students of colour, Indigenous students, and parents and caregivers with disabilities who rely on the Ontario Disability Support Program (ODSP);
- SES relates to the ability of families to advocate for their children and participate in conversations to have their voices heard;
- There may be more barriers to participation at schools with a higher number of low-income families which can result in less parent representation;
- The system favours families who have the personal and financial resources to understand and navigate the system;
- The policy would address intersectionality (the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage) and the disproportionality of outcomes;
- There are a multitude of rights to consider when leading a school; and
- To embed human rights in all District schools and practices it will require reflection and a change in culture.

**Group 2 Question:** *Grounds protected from discrimination under the Ontario Human Rights Code include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status and disability. Are other factors that should be considered? Why?*

*Prompts: What are some of the other reasons people may experience discrimination? Should these reasons be protected from discrimination by the new OCDSB human rights policy? Why or why not? For example, what about socioeconomic status? Language? Political Beliefs? Other*

System Principal Hannah facilitated the conversation and provided the following input:

- It is important to provide clarity and understanding of what is meant by each of the "grounds protected from discrimination". For example "disability" is more than only a physical disability, such as learning and behavioural disabilities
- Should intellectual disabilities or mental health issues be included in the definition of disability? If so, they need to be identified in a respectful manner to allow persons with a disability to see themselves included in the definition;
- It may be challenging for staff to engage with parents/guardians who have intellectual disabilities or mental health issues;
- The language with respect to mental health issues in the Human Rights Code is antiquated and may not be user friendly in today's world;
- Language proficiency overlaps with ancestry and place of origin and also includes literacy. For example a student may be a member of a dominant racial group but the family may not yet have competency in English or French;
- The Human Rights Code references the parent-child relationship in Family Status. Should it also include children living in care with a guardian which could impact the family's ability to engage in the system;
- Socio-economic status can impact ability to access resources; and
- There is intersectionality among protected grounds.

**Group 3 Question:** *When someone has a human rights concern, there are many ways it can be addressed. How do you think OCDSB can receive and respond to a human rights concern in a way that makes a person feel safe, is accessible and is effective? What needs to be considered for the process to work well for everyone?*

*Prompts: How can we build trust in the process? How can we help people feel safe? What kind of process would work for students, staff or families? How can we make it accessible for Indigenous peoples, or people with*

*disabilities, for people who don't speak English or French? Other people? What kind of supports should we consider providing?*

Human Rights and Equity Advisor Tanner facilitated the conversation and provided the following input:

- Barriers to accessing a human rights complaints mechanism or accommodation include culture and mistrust;
- There is a need to have multiple ways to raise an issue. For example, a principal, a trusted adult, a child help line, or anonymously;
- Anonymity for complaints or complaints to a person removed from the situation were consistently raised as being necessary for feelings of safety and to build trust;
- Ideally, the complaint mechanism would be removed from the school;
- There is a need to make service providers aware about the complaints mechanisms so that they can help their clients to access it;
- The process must be streamlined, easily understood, and applied;
- It needs to be published in a variety of different languages;
- There is a requirement for interpreters and advocates to help navigate the system. For example, a Board navigator, or links to SEAC members for advice;
- Complainants, even if anonymous, should be contacted and informed about the progress of the complaint, steps taken, as well as the outcome. This is important for trust;
- People fear retaliation and retribution and these must be addressed to build trust;
- Current system that we have for accommodation for disabilities is geared to people who know the system. We really need to make it more simple and straightforward. Communication needs to be clear, in multiple languages, and without jargon or acronyms that may be intimidating;
- Newcomers may experience difficulty understanding how to lodge a human rights concern and may not immediately trust the process because of their personal experiences;
- The process of investigating complaints must be handled by an arm's-length department of the District in order to build trust and confidence in the process; and
- Barriers may include a fear that complaints will be easily dismissed.



**Group 4 Question:** *How can we help make sure that everyone understands their rights and responsibilities under the human rights policy?*

*Prompts: What is the best way to help students, families and staff understand their rights and responsibilities under the new policy when it comes out? What type of educational materials should we prepare? What types of engagement and outreach would be most effective in sharing information about the policy?*

Manager Kay facilitated the conversation and provided the following feedback:

- A variety of methods to provide information on the human rights policy may include;
  - software applications;
  - hyperlinks;
  - videos and other multimedia solutions;
  - student assemblies;
  - part of an induction program for new staff;
  - engage parents and guardians on how to write and submit complaints;
  - provide access to community and staff for resources;
  - links to curriculum;
  - make accessible from different access points;
- Review the policy annually to ensure understanding for staff who are interacting with students; and
- Ensure the policy is a "living policy" that is updated as required.

Human Rights and Equity Advisor Tanner thanked everyone for their participation in the group discussion.

Superintendent Symmonds invited SEAC to send any additional input to Human Rights and Equity Advisor Tanner.

## 7. Matters for Information

### 7.1 Demo: Online Tool for Learning Support for Students with Special Education Needs

Superintendent Symmonds advised that, at the January 2021 meeting, SEAC discussed Memo 21-001, Learning Support for Students with

Special Education Needs, providing an overview of the content and the planned release process for the online resource supporting Learning Support for Students with Special Education Needs. System Principal Hannah advised that the purpose of the online resource is to assist all educators to provide personalized and precise support to students with special needs. The components of the online resource will focus on the following topics: Class Profiles, the Tiered Approach to Intervention, Individual Education Plans, Transition Plans, Assessment and Evaluation, Assistive Technology, Specialized Program Class Information, and key look-fors by Exceptionality. It will be field tested beginning in February 2021 and launched in the fall of 2021. This resource is intended to remain in a perpetual draft format and will continue to be updated as required.

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

- It is expected that there will be links to alternative curriculum;
- The Program and Learning Department is working on sequencing for functional literacy and numeracy; and
- It was suggested that the database be made available to parents and association partners to help support their children's learning at home. System Principal Hannah advised that once the database is launched internally, staff will consider what aspects could be made available to the public through the District website.

## 8. Department Update

### 8.1 Superintendent's Report

Superintendent Symmonds provided the following updates:

- Students who were attending in-person learning prior to the lockdown returned to in-person learning on Monday, 1 February 2021;
- On 2 February 2021, Ottawa Public Health (OPH) reported that approximately 85% of Covid-19 cases are contracted outside of school; however, masking, physical distancing, and hygiene protocols are still required. Although approximately 25 percent of Covid-19 cases are asymptomatic, it is still necessary to isolate while waiting for test results;
- The District has submitted information to the Ministry of Education's Advisory Council on Special Education (MACSE) and it is hoped that, in addition to the District's network of partners in other school districts, the Ministry will assist with the online sharing of practices to support students with special needs who require additional human resources to support both online and in-person learning; and

- The Ministry fund for the safe return to school amounts to approximately \$800 million. In addition to personal protective equipment (PPE), and access to technology, it is hoped that funding will soon be made available for programs on mental health and special needs similar to those programs that were offered in the summer of 2020. Specifically, the 2020 summer programs included a two-week transition program leading up the start of the school year, as well as summer courses for professional staff. This is different from the District's Summer Learning Program for students with autism and developmental disabilities.

a. Tip Sheets on Auditory Difficulties and Vocal Hygiene in the Classroom

Superintendent Symmonds noted one of the negative impacts on students and staff of wearing masks and face shields: a hindrance to hearing and understanding during communication between staff and students.

Supervisor Rattray advised that two tip sheets on auditory difficulties and vocal hygiene in the classroom were developed to assist students and staff with voice fatigue and strain in the classroom. The tip sheets raise awareness and provide strategies for educators and students with hearing difficulties. Principals will distribute them to their staff with a note that questions can be directed to Learning Support Services (LSS).

In response to a query regarding the use of voice amplification methods in the classroom, principals will be advised to encourage staff to consult with their doctors to determine if accommodation is required.

## 8.2 Special Education Plan (Standards)

Superintendent Symmonds recalled that as per Memo 20-139, SEAC members were asked to review a series of specific standards from the 2019-2020 Special Education Plan independently and provide feedback to LSS. The aim of this review is to publish a 2020-2021 Special Education Plan containing standards that are easily understood by all parents and guardians.

a. Early Identification Procedures and Intervention Strategies

System Principal Hannah noted that last year's additions/clarifications with respect to English as a Second Language, early intervention, and monitoring have been incorporated into the Standard. In addition, LSS staff are working

with the Program and Learning department to provide additional information in the "Welcome to Kindergarten" section.

During discussion of the document, the following points were noted:

- Clarify that parents/guardians should share professional assessments for their child when registering their child for kindergarten;
- Include any information on whether a child's enrollment may be delayed in order to complete a transition plan, obtain additional resources, or put a safety plan in place;
- With respect to monitoring and evaluation of intervention strategies, collect information on key system level indicators used to determine a consistent model of support for students with special needs;
- Principals are responsible for assigning staff and ensuring they understand the requirements of a behaviour and/or safety plan that requires a staff member to assist a student. If the staff member is reassigned or absent, the Principal reassigns the duty to another staff person or emergency educational assistant;
- Provide the same information to parents as is provided to educators, while recognizing that some parents may be at a disadvantage if they are unfamiliar with navigating the system (i.e., tiered intervention, acronyms, etc.), not proficient in English or French, or unaware that their child's suspension may be related to a learning problem; and
- Clarify that many interventions and/or services at tiers one and two may be provided by the classroom teacher rather than a multi-disciplinary team professional or a formal Intervention, Planning and Review Committee (IPRC) process.

Any additional comments on early identification procedures and intervention strategies may be provided to System Principal Hannah.

b. Educational and Other Assessments

System Principal Hannah advised that the Educational and Other Assessments standard provides clarity on the various assessments that can be offered by the District. During discussion, the following points were noted;

- Assessment information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Assessment information is collected under the authority of the Education Act, and will only be used to plan and evaluate a student's program. The information is confidential and access will be limited to those employees who have an administrative need;
- Psychological assessments are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists;
- JB+ is a French language reading assessment tool that begins in grade one;
- A parent can request an assessment by talking to the child's teacher. Should the educator notice a need for assessment, the educator will raise it with the Learning Support Teacher (LST) and multi-disciplinary team. If there is no evidence of a need for assessment at the school level, the teacher will closely monitor the child's progress;
- Parents may be advised that an in-school assessment may have a two or three year wait time and they may be encouraged to consider a private assessment. A private assessment is not often a viable option for those families experiencing a lower SES.;
- Multicultural Liaison Officers (MLOs) may assist parents in navigating the process;
- Professional development may be provided to staff to help understand and consider cultural and linguistic biases;
- The Ontario psychological guidelines for the diagnosis of learning disabilities features a section on cultural differences;
- With respect to human rights and equity of access to service, some schools, depending on their location, may have a high need for resources and/or specialized classes, while other schools, located in areas of higher socioeconomic status, may have fewer students requiring assessments; and

- Smaller class sizes for kindergarten would provide more time for educators to work with parents to obtain appropriate resources for students with special needs.

Superintendent Symmonds thanked the committee for their input. He noted that Student Senator Nasra Aden left the meeting early and wished to convey her appreciation to SEAC for allowing her to participate in the meeting.

## 9. Matters for Action

### 9.1 Appointments - Board Representative

Chair Nadon-Campbell called for a volunteer to observe meetings of the Board and report back to the SEAC. There were no volunteers.

## 10. Committee Reports

### 10.1 Board

There was no report from the Board.

### 10.2 Committee of the Whole

Amy Wellings reported that the 12 January 2021 meeting of the Committee of the Whole recommended that free sanitary products be provided in school washrooms. The recommendation was approved by the Board.

The Committee also discussed the Facilities Renewal Program and Facilities Condition Index. Most of the District's facilities are accessible. Those facilities that are not fully accessible have temporary accommodations in place or make arrangements with neighbouring schools.

The Specialized Program Referral Process was not addressed due to lack of time.

### 10.3 Indigenous Education Advisory Council

Chair Nadon-Campbell advised that some teachers have received human rights training on culture in Indigenous communities. The new human rights policy will address training for all District staff.

### 10.4 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

### 10.5 Parent Involvement Committee

Ian Morris advised that the Parent Involvement Committee (PIC) spent much of their time at the January meeting discussing the PIC by-laws and the election of a Chair and Vice-Chair of the Committee.

Martyn Reid and Diana Mills were elected Chair and Vice-Chair.

Human Rights and Equity Advisor Tanner attended the meeting for a discussion on human rights.

The District's allocation for Parents Reaching Out (PRO) grants this year was less than last year's allocation. The funding will be used by PIC for a speaker series, and each school council will receive \$500 to cover the cost of bringing in speakers.

#### 10.6 Advisory Committee on Extended Day and Child Care Programs

Trustee Ellis advised that the Committee discussed the status of the Extended Day Program and noted that the District did not close any programs due to Covid-19.

#### 10.7 Committee of the Whole Budget

The first Committee of the Whole Budget was held on 2 February 2021.

Cathy Miedema advised that the Committee was informed that there is a revenue shortfall and the Extended Day Program is operating at a deficit.. Although in the early planning stages, the budget for 2021-2022 does not include massive reductions. The District was advised that it may not receive any extra funding from the Ministry next year for Covid-19.

#### 11. New Business

There was no new business.

#### 12. Adjournment

Chair Nadon-Campbell thanked everyone for their participation in the meeting.

The meeting adjourned at 9:52 p.m.

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Sonia Nadon-Campbell, Chair,  
Special Education Advisory  
Committee







## AUDIT COMMITTEE REPORT (PUBLIC)

Wednesday, February 17, 2021

6:00 pm

Zoom Meeting

- Members: Mark Fisher (Trustee), Sandra Schwartz (Trustee), Jennifer Jennekens (Trustee), Grace Lee (External Member), Shannon Hoeft (External Member)
- Staff and Guests: Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Kevin Gardner (Manager of Financial Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Sandy Owens (Manager of Business & Learning Technologies), Kristen Kenopic (Staff Development Officer), Stefano Di Marco (Security and Identity Team Leader), Rob Clayton (Lead Audit Engagement Partner, KPMG LLP), Genevieve Segu (Regional Internal Audit Team (RIAT) Manager), Gordon Champagne (Senior Regional Internal Auditor), Rebecca Grandis (Senior Board Coordinator)

### 1. Call to Order

Chief Financial Officer (CFO) Carson called the public session to order 6:02 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

### 2. Election of Chair

Trustee Schwartz, seconded by Trustee Jennekens, nominated Trustee Fisher.

Trustee Fisher accepted the nomination.

**Moved by Trustee Schwartz, seconded by Shannon Hoeft**

**THAT nominations be closed.**

**Carried**

By acclamation, Trustee Fisher was appointed Chair of the Audit Committee

Trustee Fisher assumed the chair.

### 3. Approval of Agenda

Moved by Trustee Schwartz,

THAT the agenda be approved.

Chair Fisher noted that Report 21-018, Business and Learning Technologies Updates, was moved from the in camera agenda and would become item 9.4 on the public agenda.

**Moved by Trustee Schwartz,**

**THAT the agenda be approved, as amended,**

**Carried**

4. Welcome New Members

CFO Carson welcomed the new external members to the Audit Committee and provided information on the expertise that Dr. Grace Lee and Shannon Hoeft, CPA, would bring to the Committee.

5. Delegations

There were no delegations.

6. Superintendent's Report

CFO Carson advised that since the Audit Committee met on 23 November 2021, the District's focus has continued to be on providing safe learning environments for students. Staff have been extremely flexible as they had to prepare to return to remote learning when the January 2021 lockdown measures were implemented. Students have recently returned to in-person learning. Staff continue to work with Ottawa Public Health (OPH) to ensure students and staff are safe.

The Ministry of Education released information regarding the second round of committed funding for school boards as part of the Safely Back to School Program. Staff have analyzed how much of the funding is being allocated to technology and will continue to monitor the use of the additional Ministry funding.

The Budget Committee held its first meeting on 2 February 2021. The annual budget cycle has been impacted by the uncertainty of the Ministry of Education funding that is available to school boards for the 2021-2022 school year. There is no indication of a change in the usual timelines for the submission of a balanced budget by the end of June 2021. Timelines for the development of the 2021-2022 budget were presented to the Budget Committee and are subject to change. Staff have been informed by the Ministry that the COVID-19 funding that was provided in the 2020-2021 school year will not continue and the plan should be to return to the usual school year. In the absence of a firm commitment of funding to support the safe return to schools, funding for additional staffing supports will be a challenge. Building a budget and planning for a safe return to school in September 2021 will require flexibility to respond to the challenges that may arise. It will be a challenge for school boards to manage without additional funding (approximately \$28.0 million extra in

2021-2022 for COVID purposes) to maintain safe schools and to provide the extraordinary amounts of personal protective equipment (PPE) that will be required with the presence of COVID-19 still a reality in September 2021.

The Ontario Public School Boards' Association (OPSBA) is advocating on behalf of school boards for the Ministry to provide financial commitments as soon as possible for boards to make staffing and budget decisions.

## 7. COVID-19 Update

CFO Carson advised that the Minister of Education has announced that there would be increased COVID-19 testing in schools. Staff is working with Ottawa Public Health (OPH) to determine how the testing will be conducted. The province has indicated that funding is provided for this initiative, but operational issues need to be addressed. Staff is concerned about the additional pressure that testing in District schools places on education workers and administration. Trustees and the Audit Committee will be updated as information on this initiative becomes available.

Director Williams-Taylor reported that targeted testing would be conducted at 5% of District schools on a weekly basis. The District's experience with testing in the fall has been shared through the Council of Ontario Directors of Education (CODE). School districts are working to customize the approach to targeted testing in their areas. Local school boards are working with OPH, who has taken the lead on the project.

Staff have communicated the importance of timelines to the Ministry to facilitate planning for the 2021-2022 school year. Along with budget information coming forward, challenges are occurring with instructional expectations. For example, the Ontario Secondary School Literacy Test (OSSLT) is a graduation requirement and grade 11 students have not yet participated in this testing, which usually occurs in grade 10. The Ministry is proposing double cohorting for the testing only for students who are attending school in-person. The assessment is not available for students who are attending school virtually and this presents a risk to these students. CODE is actively advocating with the Ministry on this issue.

Planning for next year must include the reality of COVID-19 still being present. There will be a continued need for PPE and for some of the structures that were implemented to ensure safety in schools to remain. This may include cohorting secondary school students and maintaining a digital platform for learning. Stability is a key consideration in the planning of the 2021-2022 school year. Every effort will be made to provide the community with as much information as possible to inform choices in planning for returning to school.

To ensure a student's privacy is maintained in the event of a COVID-19 positive test or if a student exhibits symptoms, principals have worked with staff and students to reinforce that these are health-related issues. In cases where there have been greater COVID-19 numbers in a community, OPH has reached out to conduct targeted testing, ensuring no judgment is associated. This has been an ongoing

discussion with staff since the virus appeared in the spring and it has been managed very well within the District.

## 8. Matters for Action

### 8.1 Review of Audit Committee Report

#### a. Report, 23 November 2020

Moved by Trustee Schwartz,

THAT the 23 November 2020 report be received.

Trustee Fisher noted that an error was identified in the minutes prior to the meeting and the minutes have been amended to correct the error.

**Moved by Trustee Schwartz,**

**THAT the 23 November 2020 Audit Committee report be received, as amended.**

**Carried**

#### b. Business Arising

There was no business arising from the minutes.

## 9. Matters for Discussion

### 9.1 Report 21-005, Purchasing Policies Exceptions (M. Carson)

Your Committee had before it Report 21-005, Purchasing Policies Exceptions, providing information regarding purchasing policies exceptions for the period of March 2019-2020. CFO Carson noted that this is a cyclical report and presented to the Audit Committee annually.

Manager Lloyd advised that competitive procurement processes must be followed in accordance with District purchasing policies. From time-to-time, non-competitive procurement is allowed through free trade agreements and those allowances are outlined in Appendix A. Under those exceptions, there are three categories: non-application, single source, and sole source. The fourth category noted in the report is non-conformance which falls outside of the free trade agreements and the District policies. Instances of non-conformance are documented and require authorization from the Director of Education, or the CFO or designate. Supply Chain Management staff follow up with staff to provide guidance to mitigate future occurrences.

Manager Lloyd noted that the total dollar value of purchase orders increased by 5% from the previous year, still the number of purchasing exceptions in all categories remained similar to the previous year. There was a slight increase in exceptions in the single source category, which was 1.79% greater than the previous year. This increase can be attributed to COVID-19 and the need to

make timely purchases to respond to the pandemic. Over the course of the last four years, the District has been less than 1% non-compliant in total purchase orders processed.

During the discussion, the following points were noted:

- The similarity in the number of purchase order exceptions over the past two years can be attributed to contracts that continue year-after-year, often a sole source category;
- The bulk of non-conformance results when staff commit to a purchase before a purchase order is authorized. There are instances where an individual procures a service that is thought to be below the purchase order threshold and when the service is performed, it exceeds the threshold, even if by a small amount, it is still considered non-conformance;
- Purchases made to respond to the pandemic have remained under control and are monitored by superintendents, Supply Chain Management staff and the Joint Health and Safety Committee. The District has been strict about the quality of PPE procured, considering safety over cost. The District's safety requirements are strictly regulated as a result of the unionized environment;
- The District has a rigorous vetting process to ensure vendors' integrity and internal financial controls are sound. Finance staff exercise due diligence when processing transactions and deviations from standard practice trigger senior staff involvement. It is the District's practice to be vigilant and question unusual activity, the possibility of a fraudulent transfer of funds occurring would be unlikely;
- Staff have not reviewed the new trade agreements that have recently come into force, the Canada-United States-Mexico Agreement or the Trans-Pacific Partnership Agreement. Staff consider the lower common denominator in agreements in terms of what thresholds need to be met;
- Staff who are repeatedly involved in non-conformance purchases would face disciplinary action; and
- It is a challenge to compare purchasing exceptions at the coterminous boards as purchasing exception reporting is not standardized or centralized.

## 9.2 Report 21-009, Regulatory Compliance Register (M. Carson)

Your Committee had before it Report 21-009, Regulatory Compliance Register, providing information on the processes and controls to ensure that the District complies with key regulations and statutes.

CFO Carson noted that in an organization as large as the Ottawa-Carleton District School Board there is likely to be non-compliance. There are processes in place to capture irregularities and remedy them as soon as possible. This report is presented annually to the Audit Committee.

Manager Lloyd reviewed the processes and procedures to achieve compliance and noted that annual reporting on non-compliance is satisfactory. As a result of the pandemic, some of the work compliance undertaken within the District was paused due to competing pressures. Manager Lloyd reported that staff are aware there will be gaps in compliance, as statutes or regulations come into existence. These gaps are addressed by implementing new or revised policies, procedures or operational processes to address the non-compliance.

In response to a suggestion that areas identified as non-compliant in the attestation provide more comprehensive reporting, CFO Carson noted that he would consider how staff could amend language in the attestation.

### 9.3 Report 21-012, 2020-2021 Revised Estimates (M. Carson)

Your Committee had before it Report 21-012, 2020-2021 Revised Estimates, explaining the changes reflected in the District's 2020-2021 Revised Estimates as compared to the District's 2020-2021 Budget.

Manager Gardner provided the following information in his presentation of the report:

- The revised estimates indicated an increased deficit of \$28.1 million, an increase of over \$10.0 million from what was approved in the 2020-2021 budget in August 2020;
- The increase in the deficit resulted from changes to the revenues and expenses that were identified and additional funding that was provided, these changes are outlined in Appendix A of Report 21-012;
- Enrolment decreased by approximately 2000 students. The decreased enrolment has had an impact on the various grants received by the District;
- Priorities and Partnerships Fund (PPF) grants provide funding to meet Ministry-identified priorities and must be spent in accordance with the funding arrangements. The District received approximately \$12.8 million in funding over the budgeted \$5.4 million to support the response to COVID-19. This funding is reflected in both revenues and increased expenses;
- The Ministry provided approximately \$15.3 million in stabilization funding to compensate the District for lower enrolment;

- There was decreased revenue from the lower enrolment of international students;
- The Extended Day and Childcare programs saw a decrease in revenue of approximately \$6.3 million. Staff hope the deficit will be offset by Ministry funding;
- Increased compensation costs are a result of requirements for additional teaching staff to respond to COVID-19;
- The Indigenous Education allocation increased as a result of higher enrolment in secondary courses that qualify for the Indigenous studies amount (\$1.1 million); and
- There was an increase in the cost of custodial staffing of \$2.7 million to respond to COVID-19 enhanced cleaning protocols.

During the discussion, the following points were noted:

- Staff monitor the agreements attached to PPF grants and the progress on spending to ensure the funds are spent on time. A carry forward of this funding may be permitted but requires that the District follow Ministry guidelines to request an extension;
- Year-end compliance identifies the extent of the Board's deficit that is allowed and can be maintained upon the Minister of Education's approval. The approval would see a deficit elimination plan put in place outlining how the Board intends to reduce and eliminate the deficit. Should the Board continued to be non-compliant past deadlines and without Ministry support, punitive action would be taken in the form of withholding monthly payments to the Board; and
- If the District's enrolment does not increase, there may have to be reductions to expenditures in some areas.

#### 9.4 Report 21-018, Business and Learning Technologies Updates (S. Lehman)

Your Committee had before it Report 21-018, Business and Learning Technologies Updates, providing updates that the Business and Learning Technologies (B&LT) department has undertaken to improve cybersecurity in the District.

Superintendent Lehman, Manager Owens and Team Leader Di Marco presented the report. The following information was provided:

- B&LT has embarked on a three-year plan called, Transforming How We Learn and Work, that focuses on four pillars:
  - Modern learning;
  - Seamless and Innovative Technologies;

- Privacy and Security; and
- Digital Transformation.
- IBM Technologies was engaged to conduct an operational review of the department in 2018;
- COVID-19 provided opportunities to advance technology practices in instruction and reporting;
- Each of the four pillars in the technology plan ties to the District's 2019-2023 Strategic Plan, and provides a definition of the work undertaken and includes goals that outline desired outcomes and deliverables;
- In January 2020, B&LT adjusted the organizational structure within the department to create a Security and Identity Team to oversee security and accounts within the department and to safeguard the Districts' digital assets;
- The District has formed a partnership with the Educational Computing Network of Ontario (ECNO) that allows for collaboration with other school boards on matters of cyber security and provides shared resources;
- An Operational Security Committee and a Security Steering Committee were formed to establish governance in cybersecurity in the District;
- Staff will undertake an Information Security Gap Assessment to look for gaps that pose a cyber security risk to the organization that is not at a tolerable level;
- The Security and Identity Team has developed a security awareness training framework to provide awareness and education to all staff to mitigate common daily digital threats;
- A vulnerability framework has been developed to discover, assess, report and remediate software-based vulnerabilities;
- A software vetting process has been established to examine applications from a security perspective to identify risks to the District;
- An email removal process was revised in November 2020. The process is intended to mitigate risk to the District and can only be activated by designated staff using very specific criteria. Copies of the email messages that have been removed are retained perpetually. The majority of emails removed to date have been in response to security (phishing emails);

During the discussion the following points were noted:



- The number of staff with the authority to remove emails was revised to tighten controls and to ensure consistency in the criteria for removal. Prior to revising the list, emails were removed that did not meet the criteria;
- In the 2019-2020 school year 214 emails were removed;
- Staff endeavour not to remove emails if possible and only those that are serious in nature are removed; and
- The Ontario School Board Insurance Exchange (OSBIE) provides cyber security insurance that would provide coverage for costs incurred in response to an intrusion. The policy was introduced within the last three years. The policy would also provide immediate consulting services to respond to an intrusion. This need is diminished by the formation of the in-house Security and Identity Team.

#### 9.5 Regional Internal Audit Team Manager Update (Oral) (G. Segu)

Ms. Segu, the Regional Internal Audit Team (RIAT) Manager, provided an update on the approved RIAT Plan for 2020-2021. The plan aligns with the Ontario Regulation that is mandated for Audit Committees.

Ms. Segu noted the mandate for the RIAT is to execute two engagements during the year. The RIAT plan for 2020-2021 included the following engagements:

- A cybersecurity workshop occurred in October of 2020, and managers within the region were provided with a report of the cybersecurity and risk review findings in January 2021. The RIAT manager met with B and LT staff in February 2021 and it is anticipated the RIAT will present a final report to the Audit Committee in May or September 2021;
- A COVID-19 response review was proposed to examine management's response to the pandemic. The RIAT engaged a consultant to assist with the review. The review is on hold pending staff's availability to participate;
- A review of educational assistant deployment is planned for the OCDSB and is aligned with the District's Strategic Enterprise Risk Management (SERM) plan. Meetings with Human Resources staff are scheduled for the coming weeks to discuss the scope and timing of the project;
- Follow-up from previous recommendations is planned to ensure they have been implemented; and
- There is a placeholder in the plan to address management's requests related to emerging priorities.

#### 10. Orientation (G. Segu, R. Clayton)

Chair Fisher noted the orientation session will be deferred to a future date. Senior Board Coordinator Grandis will secure a future date for the Committee to participate in the orientation.

## 11. Supplementary Information Items

CFO Carson advised supplementary information items may be provided to the committee on occasion and that the item will be added to future agendas. Any information provided is for review only.

### 11.1 Memo No. 20-020, Leadership Succession Planning Strategy Update

Director William-Taylor noted that Memo 20-020, Leadership Succession Planning Strategy, provides the Audit Committee with an update on the succession planning project. The Phelps Group has been engaged to assist and will complete the work in four phases. The first phase is nearing completion and staff anticipate a report from the Phelps Group by the end of March 2021.

During the discussion, the following points were noted:

- The Leadership Excellence Advisory Panel (LEAP) was composed of 16 leaders representing both the academic and business areas, recognizing there is a need to ensure a clear career path for all in the organization;
- The panel was chosen to ensure diversity of thought and diversity of experience and to engage those who might not typically participate in such a panel;
- Senior staff has approved the members of the LEAP;
- The LEAP system structure was designed to ensure those employees who do have a capacity for advancing their careers should have an opportunity to engage in this system work;
- The Phelps Group is conducting the work to provide information regarding current gaps in the system and comparing district processes to industry standards. Director Williams-Taylor noted her vision for the project would be a blueprint from entry-level positions to the Chief Executive Officer (CEO) or the directorship;
- With respect to succession planning at the CEO level and a possible emergency that would leave a vacancy, Director Williams-Taylor noted she would speak with the chair to have a future conversation with trustees. She noted that the issue is province-wide and that it may be raised with the Ontario Public School Board Association (OPSBA) as a provincial approach may be required for the governance responsibility for selecting and monitoring a CEO; and

- The Audit Committee expressed concern over the lack of a succession plan for the Director of Education and the resulting risk to the organization. The members noted that the Chair of the Board should be aware of these concerns and that The Phelps Group could provide advice to the trustees. Director Williams-Taylor noted she would advise the Chair of the Board of these concerns.

12. New Business

There was no new business.

13. Adjournment

The public meeting adjourned at 8:51 p.m.

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Mark Fisher, Chair, Audit Committee





## **SPECIAL EDUCATION ADVISORY COMMITTEE COMMITTEE OF THE WHOLE (PUBLIC)**

**3 March 2021  
9 March 2021**

**Report No. 21-020**

### **Universal Screening Tool Exploration and Update**

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8254.

Amy Hannah, System Principal, Learning Support Services, 613-596-8211 ext. 8111.

#### **PURPOSE:**

1. To provide an update to Board on the exploration activities undertaken to review the potential implementation of a universal screening tool in the Ottawa-Carleton District School Board (OCDSB).

#### **CONTEXT:**

2. In *Report 20-110, Updates on Supports for Students with Giftedness (Elementary) in the OCDSB*, Learning Support Services (LSS) shared that they were in the initial phase of exploring the possibility of a universal screening tool in the OCDSB. The exploration of the possible use of a universal screener within the District is rooted in the ongoing work and commitment District-wide to continue to explore ways to eliminate barriers of access for all students and to support underrepresented populations.

The use of a universal screening tool is rooted in research surrounding underrepresentation in identifying learners with giftedness. In recent studies in North America, the issue of “missingness”, which is defined as the students missing from gifted identification either because they attended schools that did not identify learners or because they were under-identified in their schools that did identify learners is a growing area of research and action (M. Gentry, 2019). In the OCDSB, the current practice is to offer individual student screening via two methods; teacher nomination or parent/guardian nomination to explore student potential for giftedness. Inherent in this approach, is the potential for unconscious bias and further perpetuation of the notion of “missingness” in the identification of learners with giftedness.

The Ministry of Education defines the exceptionality of giftedness as “an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” In addition to very high levels of cognitive ability (e.g., 98<sup>th</sup> percentile and above), students with giftedness are diverse and unique learners. For

example, students with giftedness can present with additional complexities such as autism, learning disability or executive function difficulties. It is important to identify and understand the unique needs of students with giftedness in order to ensure appropriate programming is provided and students remain engaged and appropriately challenged academically. When students with giftedness are not identified, educators run the risk of making inappropriate instructional decisions by mistaking the root of the challenges for what is readily observable (e.g., behaviour, disengagement).

The purpose of the ongoing exploration of a possible universal screener is to determine if there may be another tool to potentially lead to increased identification of learners with giftedness and to help the District to identify other students with other learning profiles who may not have been identified yet (i.e., learning disability, etc.).

## KEY CONSIDERATIONS:

3. A screening tool of this nature is an assessment which provides information about the cognitive abilities of a student. A screening tool can be universal (i.e., administered to a cohort of students) or administered on an individual basis. The use of a screening tool provides information that can inform decision-making about student learning. The District has offered universal screening in the past and currently makes a screening tool available based on teacher and/or parent nomination. While a universal screening tool may highlight students who should be provided with a more in-depth assessment to fully understand their cognitive profile, it is generally not used as a single tool for formal identification.
4. Equity  
Research has shown that disproportionality exists in special education referrals (Raines, 2012). When teachers or parents are the primary method for nominating children for further screening, it is possible that barriers for some learners arise. Universal screening may work to reduce this barrier by providing equal access to screening (NAGC, 2018). This can include minoritized or racialized students, students of lower socio-economics status, English Language Learner, etc.
5. History of Screening in the OCDSB  
The OCDSB has conducted universal screening in the past. Prior to 1999 and up to 2007, the Canadian Cognitive Abilities Test (CCAT) was administered to all grade 3 students by school-based staff. The CCAT could be administered to students prior to grade 3 if nominated by a parent/guardian or teacher. During this time, the CCAT was the main piece of information used to determine a formal identification of giftedness in line with the Ministry of Education definition for this exceptionality. The Wechsler Individual Achievement Test (WIAT) was administered on an as-needed basis in order to gather additional information if cognitive scores on the CCAT were close but did not meet the specified cut-offs.

In 2008, universal screening was discontinued but the CCAT was still administered by school staff based on parent/guardian or teacher nomination. School staff reviewed CCAT results to determine if a student could or should be

formally identified through the Identification, Placement, and Review Committee (IPRC) process with Giftedness. Alternatively, cognitive information provided through psychological assessment reports was also acceptable.

Since 2014 and up to the current time, additional emphasis was placed on the school multi-disciplinary teams to discuss the need for potential screening for giftedness. Referrals through teachers or parents are discussed at multi-disciplinary meetings to determine the need for a CCAT screening or a full psychological assessment. Results from the CCAT or other assessments are then reviewed by the school psychologist who may or may not request additional information to make a determination about formal identification of giftedness.

6. Environmental Scan – Universal Screening Tool in Ontario

As a part of the environmental scan, staff consulted with several other Ontario school districts in order to better understand their screening procedures. Consultations with the publisher also helped to inform the information gathered during the environmental scan.

There are many school districts within the province who have undertaken the process of universal screening using the CCAT 7 (the latest edition of the CCAT).

Most of these school districts screen all students either in grade 3 or in grade 4. The chart below details an overview of the Ontario school districts who are using the CCAT 7 and in what capacity.

Number of School Districts	Purpose of Use of CCAT 7	Grade Level
1	Universal	2 (transitioning to 3 this year)
4	Universal	3
12	Universal	4
1	Universal	4 and 7
4	Nomination	All

7. Emerging Themes from the Environmental Scan

As a component to the environment scan, other details were gathered from each district pertaining to the process and procedures surrounding the use of the universal screening. The chart below provides a summary of themes that emerged from this review.

Theme	Details
Time of year to conduct universal screening	Universal screening is usually conducted in the Fall in most districts in order to engage in appropriate program planning for students.
Post universal screening considerations and possible follow-up actions for each learner	Many school districts use the CCAT 7 as part of a process to screen for gifted learners but the CCAT 7 information is only the first step for those students who meet a certain cut-off, additional information is obtained about that

	learner (e.g., parent input, further cognitive testing, academic testing, etc.).
Multi-disciplinary team consultation	Many districts use consultation within their screening procedures in order to develop program plans for students (e.g., school support staff, school psychologist, etc.).
Professional Development and training for staff	Staff require training on how to interpret and use score information appropriately for programming.

The themes listed above are areas where further exploration will be required and will be a part of the next review activities moving forward.

#### 8. Selection of a Universal Screening Tool

The purpose of selecting a tool for universal screening is complex. Selecting an appropriate tool is important but also considering how that tool will be used in a broader context of programming and decision-making is critical. In plain terms, the use of a universal screening tool should help to inform instructional decisions for all learners including those who may require further enrichment.

During the exploratory review of possible screening tools, the following assessments have been considered:

- Canadian Cognitive Abilities Test (CCAT 7);
- Otis-Lennon School Ability Test (OSLAT);
- Raven's 2 Progressive Matrices; and
- Naglieri Nonverbal Ability Test-3<sup>rd</sup> Edition (NNAT3).

The CCAT 7 has many advantages. It is the most widely used cognitive screener in Canada, primarily because it offers Canadian norms. The updated CCAT 7 has also addressed issues of equity in several different ways including replacing some verbal prompts with visual prompts and addressing other language concerns within item development (e.g., removing colloquial terms). Further, the CCAT 7 scores are categorized into Ability Profiles that are then linked to specific instructional strategies to inform programming for each individual learner. For each learner, an Ability Profile score is generated, which is a summary of the student's demonstrated level of ability while providing insight into their strengths and areas for growth along with potential instructional strategies for the teacher to consider.

As with any standardized test, careful consideration needs to be taken when interpreting scores. Next steps will include an examination of the responsible use of CCAT 7 score data in the context of building individualized learner profiles. Staff are also exploring the potential of using local norms, which is possible with this tool. Local norms are a percentile ranking of a student compared to all other students in a building (school) on a standardized assessment versus Canadian norms which compare percentile rankings of a student on a national level.



9. Universal Screening Tool Project Team

A project team will be established to review the key details and considerations to inform the final recommendation on the use of a universal screener for the OCDSB. This project team will have cross departmental representation (e.g., LSS, Program and Learning (PAL), Research, Evaluation and Analytics Division (READ), Indigenous Education, Equity, and ESL/ELD team, etc.) and school-based staff. Key work of the project team will be to facilitate discussions with community and stakeholder groups.

10. Overview of Continued Exploration of Universal Screening Tool Activities

The project team will continue to undertake a variety of exploration activities to gather further information required to make a decision to move forward with a universal screening tool in the OCDSB. Significant review activities are listed below:

Timeline	Review Activity
12 March 2021	Creation of Universal Screening Tool Project Team.
February – 30 April 2021	Regular meetings with representatives from the publisher <ul style="list-style-type: none"> <li>• Review implementation costs;</li> <li>• Review aggregation levels and data extraction possibilities in conjunction with READ;</li> <li>• Review staff training requirements, materials, student screening preparation materials, and tool implementation plans for school districts.</li> </ul>
February – 31 May 2021	Project team consultation with: <ul style="list-style-type: none"> <li>• PAL;</li> <li>• READ;</li> <li>• Business &amp; Learning Technologies;</li> <li>• Corporate Records;</li> <li>• Federations;</li> <li>• Focus Groups; <ul style="list-style-type: none"> <li>○ School-based staff including multi-disciplinary teams; and</li> <li>○ LSS staff team.</li> </ul> </li> <li>• LSS psychology team members to review research surrounding grade level/cohort administration of the tool; and</li> <li>• Collaborate with Communications to explore the possibility of a speaker series on universal screening to engage parents/guardians, and the community.</li> </ul>
February – 31 May 2021	Advisory Committee Consultation: <ul style="list-style-type: none"> <li>• Special Education Advisory Committee (SEAC)</li> </ul>
31 May 2021	Completion of a Literature Review
June 2021	Update report

## RESOURCE IMPLICATIONS:

11. The work undertaken on this initiative continues to be substantial which will continue until the end of June 2021. LSS estimates that approximately 30 days of work will be invested by different team members in the department to complete the ongoing exploration into the adoption of the CCAT 7 to the OCDSB. Other departments and school staff selected to be a part of the project team will also be required to devote time to some of the tasks outlined previously. LSS anticipates that this in total will be another minimum total of 20 days of work.

If the CCAT 7 is selected as a universal screener, implementation costs will include test booklet bundles, administration manuals, and training. Initial exploration of the recurring annual cost of universally administering the CCAT 7 is anticipated to be approximately \$50,000.00. Consideration will need to be given to District level staffing to support the annual administration of the assessment.

## COMMUNICATION/CONSULTATION ISSUES:

12. The key focus of the project team is to ensure that the goal of eliminating barriers of access and to support underrepresented populations is achieved. In June 2021, a report will provide an update on the progress of the project team. Regular updates will be shared with the Special Education Advisory Committee (SEAC).

## STRATEGIC LINKS:

13. The continued investigation about the possible implementation of a universal screening tool in the OCDSB has several links to the District Strategic Plan 2019-2023 with a focus on reducing barriers to learning and providing individualized personalized support. A universal screener may help to begin to address equity concerns by identifying students who need extra support who may have traditionally been overlooked without a standardized assessment.

## GUIDING QUESTIONS:

- What additional factors should be considered to inform the exploration of a universal screener?
- How might a universal screening tool ensure equity for racialized and minoritized students?

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Peter Symmonds, Superintendent of  
Learning Support Services

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



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**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 21-029**

**09 March 2021**

**Academic Staffing Plan for 2021-2022**

**Key Contact:**     **Camille-Williams-Taylor, Director of Education**  
                          **Janice McCoy, Superintendent of Human Resources**  
                          **613-596-8207**

**PURPOSE:**

1. To submit to the Committee of the Whole (COW) for discussion and approval, the academic staffing plan for the 2021-2022 school year.

**CONTEXT:**

2. The approval of the annual budget is one of the most significant decisions made by the Board. Through that process, trustees can ensure that financial resources are aligned with the Board's priorities for improving student achievement and well-being, and for meeting any applicable legislated or contractual obligations.

Academic staffing represents a significant portion (almost 60%) of the total operating budget. The academic staffing plan covers all of the District's school-based (both in person and virtual) and central teaching positions, including elementary and secondary classroom teachers, guidance teachers; teacher librarians; student success teachers; school-based special education and English as a Second Language (ESL) teachers; and central instructional coaches and consultants.

The collective agreements with the Ottawa-Carleton Elementary Teachers' Federation of Ontario (OCETFO), and the Ontario Secondary School Teachers' Federation - Teachers Bargaining Unit (OSSTF), each set out specific timelines related to the staffing process. For example, Article L25.02 of the collective agreement with OSSTF requires that principals be notified of their schools' initial staff allocation by the second Monday in April (April 12), and principals are required to present a tentative organizational structure to the in-school staffing committee by the third Monday in April (April 19). (Article L25.07). The collective agreement with ETFO requires that the Elementary Staffing Committee be provided with the number of approved teaching positions for the upcoming school year by no later than the first Wednesday in April (April 7). In order to meet these

timeline obligations, academic staffing levels need to be approved by the end of March, in advance of the regular budget cycle. Once approved, Human Resources staff works closely with senior staff, principals and the joint staffing committees from April through June, and continuing over the summer, to ensure schools are staffed for the following year.

The academic staffing recommendation will also include the recommended complement of principals and vice-principals for next year. Although there is no requirement to bring these positions forward for approval at this time, vice-principal allocations are provided to schools as part of their staffing allocation in April. Principals need to accommodate the teaching portion, if any, of the vice-principal position when they are creating staff assignments and school timetables.

This report includes a description of proposed changes to academic staffing for next year, as compared to the staffing that was approved in March 2020 for the current school year. This includes changes driven by projected enrolment, changes resulting from anticipated increased or decreased funding, and changes being considered to accommodate changing program needs, to meet strategic plan priorities and objectives or in anticipation of budget adjustments.

Once the academic staffing plan is approved by the Board, it is senior staff's responsibility to ensure the positions are allocated to schools and central department portfolios consistent with the Board's direction and aligned with District priorities. This may include reallocating existing resources or shifting priorities, rather than adding new resources. At the school level, principals are responsible for creating assignments and school organization structures that are compliant with regulatory and collective agreement obligations and which are consistent with creating the best learning conditions for students, both in person and in the virtual environment.

## **KEY CONSIDERATIONS:**

### **3. Principles that Inform the Academic Staffing Plan**

There are a number of considerations that impact the academic staffing plan for the District. In general, the academic staffing plan should:

- align with the strategic priorities identified by the Board for improving student achievement and well-being;
- meet Ministry, regulatory and collective agreement obligations;
- maintain, to the extent possible, existing core services and supports provided by teachers;
- prioritize services and supports for students who may be at risk, students who have traditionally been underserved by typical structures, and students with the highest needs;
- consider the impact on the overall budget, including other staff supports that may be required to meet student needs and District priorities; and
- Consider, but not be unduly constrained by potential funding and funding parameters.

Planning in the current context, including the academic staffing plan, must also consider the on-going implications of the current pandemic, which are discussed in more detail below:

**a) COVID 19 Considerations**

This year, both the number and allocation of staffing were considerations as part of the District's response to the pandemic. Specifically, a number of additional teaching positions were added and existing resources re-allocated, as part of the measures put in place in response to the pandemic. This included additional elementary classroom positions (plus preparation time) to support smaller class sizes; additional positions to support English language learners and the delivery of special education in both in person and virtual schools. In many cases additional supports were added, rather than re-allocated from in person schools, as needs emerged in the newly created virtual campuses or to support the delivery of hybrid programs. Additional resources were funded from the specific funding provided leading up to and following the start of the school year. The Ministry has so far indicated that school board plans for next year should not assume that the same level of additional funding will be continuing next year. As a result, the academic staffing plan being proposed will reflect a return to pre-COVID staffing levels, that is, the staffing approved in March 2020, and planning for the delivery of remote learning will proceed with resources being allocated accordingly. It is difficult to predict with certainty what the fall will look like but staff will be continuing to work closely with public health to ensure that available resources are allocated to support their advice and recommendations. While still early, it is likely that mass vaccination efforts currently underway will have an impact as we move into the fall. In the event that additional funding becomes available later, additional teaching positions can be added based on a careful assessment of how and where they can achieve the most impact, in terms of both well-being and achievement.

**b) Compliance Considerations**

There are several compliance considerations related to academic staffing levels, including regulatory, collective agreement and Ministry directives as follows:

- i) Ontario Regulation 132/12, Class Size, sets out system average and individual class size maxima for school boards, including for kindergarten, primary (grades 1 to 3), junior-intermediate (grades 4 to 8), and secondary (grades 9 to 12) classes. Based on projected enrolments, the regulatory provisions determine the minimum number of teaching positions required. By way of illustration, a theoretical projected enrolment for junior-intermediate of 25,000 students, would generate 1021 classrooms requiring 1021 classroom teachers (not including preparation time).
- ii) Each of the collective agreements with ETFO and OSSTF (Teachers) also includes provisions which affect staffing levels. The collective agreement with OSSTF (Teachers) includes a requirement to generate

staff to meet a maximum average class size of 23:1. The collective agreement also includes staffing generators for a minimum number of guidance teachers, and learning support teachers and requires that all secondary schools be assigned a 1.0 FTE teacher librarian.

The collective agreement with ETFO provides that each teacher is entitled to a minimum of 240 minutes of preparation time per week. From a staffing perspective, this means ensuring that additional teachers (0.19 FTE per 1.0 FTE classroom teacher) are assigned to provide instruction during their classroom teacher's preparation time. Using the example provided above, an additional 203.87 FTE teachers would be required to provide coverage for preparation time for the 1073 junior intermediate classroom teachers.

Each of the collective agreements also provides for a staffing resource position (0.67 FTE secondary teacher and 1.0 FTE elementary teacher) to support the work of the joint staffing committees. An additional 0.5 FTE elementary health and safety position is also established through the elementary collective agreement.

- iii) In addition to the regulatory and collective agreement obligations that impact staffing, there are also instances where staffing levels may be impacted by specific Ministry funding restrictions or parameters. For example, special education funding provided by the Ministry must be spent on special education supports for students. The majority of the funding is spent on human resources including special education teachers. In other cases, the Ministry provides specific special purpose funding normally aligned with a particular Ministry priority or initiative.

### **c) Provincial Funding**

As indicated above, the proposed academic staffing plan assumes that the additional pandemic funding cannot be counted on to continue, and will mean a return to staffing levels that were previously in place. The plan does account for the additional Support for Students Fund that was provided as part of the central agreements with each of ETFO and OSSTF (Teachers) and is the equivalent to approximately 21 FTE elementary positions and 11.0 FTE secondary teachers. In some cases, this funding will be used to maintain the positions that were added using the previous funding (Local Priorities Funding), primarily to support ESL/ELD and special education.

Enrolment in the OCDSB is projected to remain lower than pre-pandemic levels at both the elementary and secondary panels, but is projected to increase slightly relative to the lower than projected actual enrolments this year. Although the Ministry agreed to maintain funding this year based on projected enrolment, Ministry staff have encouraged boards to make appropriate adjustments to their projections and, therefore, funding projections for next year.



Funding for the 2020-2021 school year will not be confirmed until the release of the Grants for Students' Needs (GSNs), which are not expected to be announced until April. Following the GSN announcement, it typically takes Finance a couple of weeks to work through the technical papers to confirm available funding and/or changes from current funding levels. The academic staffing plan for next year has been developed in consideration of some ongoing uncertainty with regard to funding for next year. As indicated above, staff will need to be prepared to adjust to

**d) The Strategic Plan**

The approval of academic staffing provides an opportunity for the Board to ensure that resources are allocated in such a way as to support the priorities outlined in the 2019-2023 Strategic Plan.

Over the last year, there is no question that managing the implications of the pandemic has been the highest priority, including with regard to the deployment of resources. Although work continued with respect to the District priorities, the pace of progress was unavoidably impacted. However, moving into next year, there is optimism that focus can return to our strategic priorities which also means ensuring resources are directed or redirected accordingly, including through the allocation of human resources. Where additional net funding is not available, this needs to be accomplished through the reallocation of resources and the reprioritization of the work of staff. The allocation of academic staffing is a first step in this process, and can be further supported by investments from targeted transfer payment agreements with the Ministry, and through the annual budget process.

Part of the planning for next year will include providing resources to support the Student Achievement Through Equity (SATE) initiative. This is a pilot project involving 11 OCDSB elementary schools and three secondary schools to reduce barriers, overcome emotional and psychological hurdles, and create the right learning conditions for students. S.A.T.E uses recent studies of outstanding schools and highlights factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of students' voice; and the celebration of cultural diversity. Work has already begun this year and will be advanced next year through the reallocation of central coach support to provide more intentional and intensive support, as well as consideration for differentiated staffing within existing resources.

For 2021-2022, the changes being proposed are most notably aligned with the District's strategic priorities in the area of equity, specifically improving outcomes for students with highest needs, including English language learners, student with special education needs. Each of the additions or reallocations

are designed to support desired outcomes set out in the strategic plan, and further detailed in the addendum.

Some areas identified through the strategic plan have received investments in recent years, which will continue to have an impact. For example, the investments approved last year to support innovation and learning, and to increase instructional coach support in the area of mathematics are very much aligned with the District's strategic priorities and will remain in place to continue that work next year. Also, some areas may benefit from additional enhancements or investments outside of academic staffing, and will come forward as part of the recommended budget later in the spring.

A detailed overview of the academic staffing being proposed for 2021-2022 is outlined in the addendum to this report.

## **RESOURCE IMPLICATIONS:**

4. A summary of the costs associated with adjustments in academic staffing relative to the academic staffing approved in this year's budget, will be provided prior to the Committee of the Whole meeting.

## **COMMUNICATION/CONSULTATION ISSUES:**

5. The recommended changes to academic staffing positions are the result of discussions among senior staff and based on feedback and input received from principals, central managers and others. In addition, staff has considered the priorities articulated by Board members during COW and Board meetings.

## **STRATEGIC LINKS:**

6. Decisions related to the 2021-2022 Budget, including those related to academic staffing, should be guided by the priorities articulated through the strategic plan. This means ensuring, to the extent reasonably possible, that appropriate resources are in place to support the specific objectives identified to support a Culture of Innovation, Culture of Caring, and a Culture of Social Responsibility..

This report provides staff's professional opinion as to where academic staffing resources should be directed in order to have the greatest impact and benefit across the District.

## **RECOMMENDATION:**

THAT the Committee of the Whole approve the academic staffing plan for 2021-2022, as set out in Appendices A, B and C to Report 21-029, subject to changes that are subject to fluctuations in enrolment and emerging Ministry or regulatory requirements.

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Janice McCoy  
Superintendent of Human Resources

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

Attach.

Addendum - Academic Staffing Report 2020-2021

Appendix A - Proposed Elementary Staff Chart

Appendix B - Secondary Staff Chart

Appendix C - Proposed School Administrators Chart



# **ACADEMIC STAFFING REPORT 2021- 2022**

**09 March 2021**

## Introduction

### a. Academic Staffing Plan 2021-2022 – Overview

The purpose of this document is to set out the details of the elementary and secondary teacher staffing plan for the 2021-2022 school year. This includes school based positions, for example, classroom teachers, special education teachers, English as Second Language teachers (ESL), Student Success teachers, guidance teachers and teacher librarians. It also includes system or central positions, for example, special education consultants and instructional coaches.

The academic staffing plan is submitted for approval in advance of the annual budget process as a result of the timelines established in the relevant collective agreements. There is some latitude to add, but not to decrease, positions at a later date, because teachers cannot be declared surplus from their current schools after certain dates, also established by the collective agreements. The collective agreement surplus date for secondary teachers is the second Monday in May and the surplus date for elementary teachers is 1 May.

For 2021-2022, academic staffing levels will, for the most part, remain relatively stable as compared with staffing levels that were in place during the 2019-2020 school year; positions added through the provision of additional pandemic funding this year have been removed based on the Ministry's advice that district school boards should plan based on the assumption that this funding will not be continuing into next year. This does not mean that additional funding will not be provided in the event the outlook for the fall suggests that additional resources are required to continue to keep schools as safe as they are this year.

As in previous years, a majority of the teaching positions identified are required to ensure compliance with obligations arising from regulation (Ontario Regulation 132/12, Class Size) or collective agreement. In total, over 80% of elementary and secondary teaching positions are mandated. The basic classroom allocations, that is the teachers assigned to classroom positions, make up the largest number of positions within each panel, are determined by the applicable class size regulation, and this year, secondary staffing will be adjusted to reflect the full impact of the increase in the average class size to 23.

### b. Enrolment and Funding

The number of teaching positions, and in particular classroom teaching positions required, is directly tied to student enrolment. A significant portion of the district's funding through the GSNs is also tied directly to enrolment. The academic staffing plan is developed based on preliminary enrolment projections, which means that positions which are tied to enrolment (e.g. classroom positions) are subject to change as the enrolment figures are adjusted. Projections are monitored and updated as required through the early spring and actual enrolments are confirmed in September. Formal enrolment count dates for purposes of funding are submitted as of 31 October and 31 March each year.

Enrolment projections have historically been within 1% to 2% of actual enrolments at the system level; however, there can be larger fluctuations on a school-by-school

basis and this can impact class sizes and overall staffing levels. As was the case last spring, enrolment projections continue to present challenges given the ongoing uncertainty created by the pandemic. It's still unclear, for example, whether international travel restrictions will be eased, or the impact that might have on the number of international students attending district secondary schools. The number of classroom teaching positions will be adjusted based on actual enrolment in order to meet regulated class sizes and/or collective agreement requirements, without seeking further Board approval. The opportunity to make adjustments to staffing ensures that expenditures align as closely as possible with the district's funding.

**c. Class Size Regulations**

As indicated above Regulation 132/12: Class Size, as amended, sets out the class size requirements that apply to elementary and secondary classes. School districts are required to ensure that these class size requirements are met as part of planning for the next school year (see chart below). Class sizes for specialized program classes are subject to distinct regulatory caps, differentiated by exceptionality, as set out in Regulation 298: Operation of Schools – General (as amended).

**Table 1**

<b>Division</b>	<b>Summary of Regulatory Requirements (Ontario Reg. 132/12)</b>		<b>Funding Divisor</b>
<b>Kindergarten</b>	26.0	maximum board-wide average class size	25.57
	29.0	class size limit (hard cap)	
<b>Grades 1 – 3</b>	20.0	at least 90% of classes must be at or below this number of students	19.80
	23.0	class size limit for all primary classes (hard cap)	
	23.0	class size limit for combined grade $\frac{3}{4}$ classes	
<b>Grades 4 - 8</b>	24.5	maximum board- wide average class size	24.50
<b>Grades 9 - 12**</b>	23.0	maximum board-wide average class size	

As an example of how the regulation affects staffing levels, there are projected to be 25,848 junior/intermediate (Grades 4 to 8) students attending District schools next year. Applying the regulated class size average of 24.5 generates 1055 junior/intermediate classrooms next year, and a corresponding number of classroom

teachers (exclusive of preparation time). A similar process is followed for primary classes, by applying the funding average to generate sufficient classes to meet the primary class size caps, and for kindergarten classes, where there is both a system average (26) and a class size maximum (29).

**d. Collective Agreement Provisions**

In addition to the staffing timeline provisions mentioned earlier in this report, each of the elementary and secondary collective agreements also contains provisions that affect the number of teaching positions required in each year (see Table 2.0):

**Table 2.0**

Elementary Collective Agreement	Secondary Collective Agreement
<p>Article L27.01 Preparation Time Each full-time teacher is entitled to a minimum of 240 minutes of preparation time in each five day cycle.</p> <p>L26 Staffing</p> <p>1.0 FTE Staffing Resource (L26.04)</p> <p>LOU – Health and Safety Release Officer</p> <p>0.5 FTE health and safety release</p>	<p>Article L21.03-Staffing and Working Conditions</p> <p>Staffing entitlements:</p> <ul style="list-style-type: none"> <li>• Basic staffing entitlement (BSE) (classroom teachers) – 23:1 (or the regulated class size average)</li> <li>• Teacher librarians – 1 per school;</li> <li>• Guidance teachers – 2.6 FTE per 1000 ADE; and</li> <li>• Learning support teachers – 1.41 FTE per 1000 ADE</li> </ul> <p>Full-time teachers are assigned the equivalent of 6 out of 8 courses.</p> <p>L24 Secondary Staffing Committee 0.67 FTE staffing resource</p>

In the case of elementary staffing, in simplest terms, the requirement to provide preparation time means that additional staff is required to cover the classroom teacher during their mandated 240 minutes of preparation time. The 240 minutes equates to an additional 0.19 FTE for each classroom teacher. In the case of teachers who are not assigned directly to cover classrooms, their preparation time does not require additional staffing, in that it can be built into their regular timetable without the need to schedule a replacement. Similarly, there are secondary workload provisions in the collective agreement which limit the course load assigned to a full-time teacher to six sections, or the equivalent of teaching 3 courses each semester. This means that staffing programs that require coverage for the full day, generate the equivalent of 1.33 FTE.



## Academic Staffing Plan for 2021-2022 - Summary

In summary, for the 2021-2022 school year, the proposed academic staffing plan includes the following:

- a total of **3151.94 FTE** elementary teaching positions is being proposed, of which **2532.08 FTE** are required by the collective agreement (e.g., preparation time) or legislation; (Attachment A)
- a total of **1655.83 FTE** secondary teaching positions is being proposed, of which **1400.83 FTE** are required based on the collective agreement (e.g., staffing formulae); and (Attachment B; and
- a total of **156.0 FTE** principal positions and **105.25 FTE** vice-principal positions (Attachment C).

Overall, this represents a reduction of about 114 teaching positions relative to the number approved in this year's budget, and approximately 167 fewer positions than are currently in place. The reduction is attributable to a combination of lower enrolment projections for next year relative to last year's projections, and the removal of the temporary positions added this year through the additional funding provided. It is anticipated that the reductions can be absorbed through a combination of attrition, specifically retirements, and teachers on leave.

### 1.0 Classroom Staffing

#### 1.1 Elementary Basic Classroom Allocation

The elementary classroom allocation for 2021-2022 is **2,516.58 FTE** or 81 FTE fewer teaching positions as compared to what was approved in the current budget and approximately 119 fewer than is currently in place. This figure represents the number of classroom positions required to meet current Ministry class size requirements for kindergarten, primary (grades 1 to 3) and junior intermediate (grades 4 to 8) and the collective agreement mandated preparation time for classroom teachers. The reduction in the number of classes being projected for next year relative to current is attributable to the following: a) lower projected enrolment for next year of approximately 1500 students, relative to the enrolment projection used to develop the current year's staffing plan this time last year; and b) the impact of the reduced funding provided this year to add elementary classes.

In addition to the above positions, **31.0 FTE** positions have been identified again for next year to address a multitude of unique staffing issues that can arise through the staffing process; 14.0 FTE of these positions are used to ensure the mandated preparation time under the collective agreement can be met. The remaining 17.0 FTE are discretionary and are allocated to schools over and above their basic allocation, for various reasons. For example, a small allocation of needs may be granted to support a timetabling anomaly, to avoid an awkward surplus situation or to alleviate class size pressures that emerge through the fall, after the reporting date. The allocation is determined by human resources in consultation with senior staff, principals and the joint staffing committee.

## 1.2 Other School-based Elementary Supports

In addition to the elementary basic classroom allocation, there are **20.0 FTE** positions funded to support intermediate students to prepare for the transition to secondary school. These positions would continue subject to the funding continuing.

The contingency of 4.76 FTE positions that are normally allocated to support the integration of students enrolled in the Learning Disability Specialized Intervention Program (LD SIP), has been removed for next year. It is anticipated that elementary students will at least start the year continuing to be cohorted into single class groupings. As a result, students in the LD SIP will remain together for the entire day rather than integrated for one half of the day. The other staffing implications of this interim model are discussed more fully below in the section on Special Education.

## 1.3 Secondary Basic Classroom Allocation

The classroom allocation for 2021-2022 is projected to be **1259.50 FTE**, approximately 52.0 FTE less than the number approved for 2020-2021. This represents the basic allocation generated by calculating the number of full-time classroom teachers required to meet the class size average of 23:1 based on the projected average daily enrollment (ADE). This represents a reduction in the total number of secondary classroom teachers, as a result of implementing the new maximum average class size of 23:1 and a lower enrolment projection. This follows changes negotiated to the staffing language in the collective agreement to align with the regulated class size average figure.

An additional **20.0 FTE** is allocated to ensure that all staffing requirements under the collective agreement are being met on the verification date of 30 September.

## 1.4 Other School-based Secondary Staffing

The chart below identifies the other school based secondary teaching positions required by the collective agreement

**Table 3.0**

<b>Secondary - Required by Collective Agreement</b>	<b>FTE</b>
Library	<b>25.00</b>
Guidance	<b>62.00</b>
<b>Total</b>	<b>87.00</b>

## 1.5 Student Success and Program Enhancements

Funding is provided through the GSNs for secondary student success teachers, as part of the secondary pupil foundation grant. A total of **30 FTE** student success teachers have been in place for a number of years and are allocated across all of the district's secondary schools. There is no change recommended for next year.

The staffing plan also includes the continuation of **5.0 FTE** program enhancement positions, which will be maintained as part of the positions funded by the Support for Students funding provided by the Ministry through the central collective agreements resolved in 2020. These positions are allocated through the secondary staffing committee to ensure that schools are able to offer a variety of courses in all pathways. The balance of the 11.0 FTE positions provided through this funding will be allocated in consultation with OSSTF, with a particular focus on supporting vulnerable students.

### **1.6 Secondary Program Overlays**

In order to support additional programs or initiatives, an additional **14.33 FTE** is allocated over and above the school based positions required by the collective agreement. These additional positions, which are referred to as 'overlay' positions, may be added as a result of specific Ministry funding, or as an initial investment in a new program to allow it to become established. Appendix B provides a list of current program overlays. Examples of the overlays currently in place include the additional 1.0 FTE position approved last year to support the School Within a School program offered in partnership with Algonquin College, 0.5 FTE position assigned to the Youth Services Bureau, the 0.67 FTE position assigned to the Urban Aboriginal Program.

The only change being proposed for next year is the reduction of the 0.83 FTE position added to support Merivale High School's transition away from the semestered model, aligned with the introduction of the International Baccalaureate program, bringing the total to 13.5 FTE Program Overlays.

### **1.7 Alternate Programs**

The District currently runs four alternate programs for secondary school age students who require an alternate format and setting to complete their secondary school courses. In general, staffing is provided through the basic staffing complement generated by the staffing formula in the collective agreement. No changes are being recommended with respect to how these programs are staffed.

### **1.8 Adult High School**

Adult High School enrolment includes both students who are under 21 as well as adults over the age of 21. For staffing purposes, students under 21 attending Adult High School are counted as part of generating the basic classroom complement, since they are funded in the same way. Additional staffing is generated for students over the age of 21 based on a discretionary formula (currently 30:1) that is tied to the projected enrolment for this group of students. This year's proposed allocation of **33.17 FTE** which represents status quo compared with the staffing approved last year.

## **2.0 English as a Second Language (ESL) Staffing**

The District allocates teaching positions each year to support English Language Learners (ELL) attending its elementary and secondary schools. There are no contractual or regulatory requirements dictating the number of teaching positions in this

area. The number of positions assigned to support the District ESL program is based on the current and projected number of ELL students, and their relative needs.

The Family Reception Centre (FRC) supports the assessment and placement of ELLs. The workload within the FRC is significant as they support families and students enrolling in the district whose first language is not English.

### **2.1 Elementary ESL/ELD**

There are currently a total of **93.25 FTE** ESL positions allocated, which includes 84.25 FTE positions directly providing support in schools, **and 9.0 FTE** itinerant ESL teachers. A total of 4.0 FTE of these positions were initially funded through funding provided as part of central bargaining and are being maintained as a result the Support for Students Funding, provided through the most recent central bargaining for the 2019-2022 collective agreements.

### **2.2 Secondary ESL/ELD**

The proposed allocation to support secondary English Language Learners for next year is **33.17 FTE**, which includes positions assigned to directly support ESL/ELD students in secondary schools and **2.0 FTE** ESL Central Orientation Class positions located at the Adult High School. Consideration was given to adding resources to support the delivery of ESL/ELD in secondary schools, particularly to support continued cohorting of the ELD classes, if required. Staff will continue to monitor the needs in this area and may bring forward a recommendation for additional staffing at a later date or in the event additional funding becomes available.

## **3.0 Special Education Staffing**

The District allocates a number of resources and positions to support special education students, either in specialized program classes or to support students in regular classrooms. Staffing supports include teaching positions, educational assistants and various professional student services positions assigned to schools or central departments. This report references teaching positions only; decisions relating to social workers, psychologists, speech and language pathologists and educational assistants are made during the budget process.

According to the grant regulations, all of the funding provided within the special education envelope must be allocated to support special education programs and students through staffing and other resources. The Ottawa-Carleton District School Board (OCDSB) has consistently budgeted and spent above the funded envelope to support special education programs in the district.

### **3.1 Elementary Special Education Staffing**

For 2021-2022, the allocation of **453.11 FTE** teaching positions is planned to support special education programming. The number of elementary special education teachers is, in general, subject to Board discretion, as there are no specific regulatory or collective agreement formulae. The breakdown is provided below:

**Table 4.0**

<b>Elementary Special Education Teaching Positions</b>	<b>FTE</b>
Specialized Program Classes (including prep)	<b>177.46</b>
Learning Support Teachers (LST)	<b>114.00</b>
Learning Resource Teachers (LRT)	<b>118.00</b>
Learning Support Consultants (LSC)	<b>16.00</b>
Itinerant Teacher of Assistive Technology (ITAT)	<b>4.00</b>
Social Emotional Learning Teachers (SELT)	<b>3.00</b>
Hearing and Visual – Specialist Teachers	<b>20.65</b>
<b>Total</b>	<b>453.11</b>

For 2021-2022, staff is projecting a need for 177.46 FTE positions to support specialized program classes across the district. This includes contemplation of a continuation of the shift to a fully congregated model for the Learning Disabilities Semi-Integrated Programs (LD SIPs), as outlined above. The projections for specialized program class needs for next year are based on the current students advancing through the system, new enrollment and projected identification and placement of students. Additional changes to the specialized program classes will be provided by separate memo from Learning Support Services.

The majority of special education teachers fall into one of two categories of school based support: Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs). These positions are allocated to all elementary schools based on consideration of various factors including (a) school size measured by enrolment; (b) the nature of the programs offered; (c) grade configurations; and (d) needs. The role of these teachers is primarily to support students in regular classrooms who have been identified with special education needs. The temporary increase of 2.5 FTE LSTs that was made possible by Local Priorities Funding will be maintained again next year as a result of the Support for Students funding provided through central bargaining. The allocation of LRTs being proposed represents a reduction of 5.5 FTE, which are being reallocated as follows:

- 3.5 FTE LRTs previously allocated to the schools with LD SIP programs are being reallocated within the same schools for next year only to support a continuation of the fully congregated model;
- 2.0 FTE LRTs re-allocated to central / district positions, as described below.

Itinerant social emotional learning teachers (SELTs) provide additional support to schools experiencing challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level. The 3.0

FTE SELTs were introduced several years ago through funding (Local Priorities Funding) provided through central bargaining, and will be maintained next year with the support of similar funding, Support for Students Funding, provided through the most recent bargaining.

For 2020-2021, staff is planning to re-allocate 2.0 FTE LRTs to increase the number of central Learning Support Consultants from 18.0 FTE to 20.0 FTE. One of these positions is intended to be interim only, to support the transition of approximately 40 students leaving the LD SIP program next year and returning to a regular classroom full-time. As a result of the pandemic, these students did not have the same opportunities for integration this year, and the additional LSC will be able to monitor students' progress and provide transition support as required. The second position will be added to the central ASD team to provide support for an increasing number of students with ASD who are integrated in the regular program.

### 3.2 Secondary Special Education Staffing

For 2021-2022, a total of **144.0 FTE** special education teaching positions is proposed, which can be broken down as follows (see chart below):

**Table 5.0**

<b>Secondary Special Education Teaching Positions</b>	<b>FTE</b>
<b>Required by Collective Agreement</b> Learning Support Teachers (LST)	<b>33.67</b>
<b>Discretionary Positions</b>	
Specialized Program Classes	<b>98.5</b>
Learning Support Consultants (LSC)	<b>4.0</b>
Itinerant Teacher of Assistive Technology (ITAT)	<b>2.0</b>
Learning Support Teachers (LST)	<b>5.83</b>
<b>Total</b>	<b>144.0</b>

This represents an overall net increase of **1.33 FTE** secondary special education positions, which includes 1.67 FTE to support the addition of a semi integrated specialized program class (General Learning Program), as well as additional sections to support the students' integration for one half of their day. Additional information on changes to specialized program classes will be provided by memo from Learning Support Services.

## 4.0 Centrally-Assigned Academic Staff

#### 4.1 Elementary Central Staff

There are no changes being proposed to the current **25.5 FTE** centrally assigned teaching positions, including 24.0 FTE discretionary teaching positions supporting district level work in each of Business and Learning Technologies (B&LT), Program and Learning K-12, Early Learning and Indigenous Education, Human Rights and Equity. The Indigenous Education Itinerant teacher was also added through the LPF funds and will be maintained with the support of the Support for Students fund next year, without having to find savings elsewhere.

There is a plan to redirect the work of two of the central coach positions to support Student Achievement Through Equity (SATE) program, which is a research informed pilot project involving eleven elementary schools and three secondary schools, to reduce barriers, overcome emotional and psychological hurdles and create the right conditions for learning. The investments made last year to support numeracy and literacy will continue moving forward and are aligned with a commitment to building capacity and improving student achievement.

**Table 6.0**

<b>Elementary Central Staff (2019-2020)</b>	<b>FTE</b>
<b>Mandatory Positions (Collective Agreement)</b>	
Staffing Committee Resource (OCETFO & OCDSB)	1.00
Health and Safety Resource (OCETFO & OCDSB)	0.50
<b>Discretionary Positions</b>	
Business & Learning Technologies	1.00
Instructional Coaches	22.00
Itinerant Indigenous Education Teacher	1.00
<b>Total</b>	<b>25.50</b>

#### 4.2 Secondary Central Staffing

The proposed plan for next year includes **18.67 FTE** centrally assigned discretionary teaching positions supporting B&LT, Program and Learning K-12 and Innovation and Learning. An additional central position was approved by the Board in the fall of 2020 to support district priorities in the area of Equity. Additional consideration was given to adding an Experiential Learning Facilitator to support innovation and learning, and to augment the investments made this year. Experiential learning has proven a valuable tool in building equity and promoting engagement, learning and community partnerships. The introduction of destreamed math in high school has also been identified as a priority emerging for next year, and staff is currently reviewing how best to support this important work.

**Table 7**

<b>Secondary Central Staff</b>	<b>FTE</b>
<b>Mandatory Positions</b> Staffing Committee Resource (OSSTF & OCDSB)	0.67
<b>Discretionary Positions</b> Business & Learning Technologies Consultant Instructional Coaches	1.00 17.00
<b>Total</b>	<b>18.67</b>

## 5.0 Principals and Vice-Principals

The Board is not required to approve staffing levels for principals and vice-principals prior to the budget process; however, this information is included as many vice-principals have teaching responsibilities and the allocation of vice-principals should occur at the same time as other staffing to facilitate the creation of teaching assignments and timetables. As a result, the Board normally approves staffing levels for principals and vice-principals as part of the decision-making for academic staffing.

**Appendix C** sets out a summary of staffing levels for principals and vice-principals. In general, the number of school administrators, particularly principals, is driven by the number of schools in the District. The number of vice-principals assigned to a school is based on consideration of a number of factors associated with the school profile, including student enrolment, program and grade configuration, RAISE index and the number and nature of specialized program classes.

The plan for next year includes 145 school-based principals and 11 central principals. This year, the district added 1.0 secondary principal and 6.0 elementary principals to lead and manage the OCV campuses. For next year, staff has tentatively identified a need for one elementary and one secondary principal to lead and manage the OCV sites, although these plans may be revised subject to the number of students who indicate an intention to attend virtually next year.

In terms of vice principals, the proposed plan includes 105.25 FTE school based vice-principals and 2 central vice-principals. In terms of their allocation, all but one secondary school has generally been assigned a minimum of two vice-principals, although, normally, one or both may also have a small teaching assignment. The allocation of vice-principals to elementary schools, which ranges from no vice-principal, to 1.5 vice-principals in the district's largest elementary schools, considers a number of factors including enrolment, the location of specialized program classes, socioeconomic factors and other information that helps to inform need.

This year, over 10 vice principal positions were reallocated to support OCV, rather than adding new positions. This is also the intent for next year, that is, allocate



vice-principals to OCV based on the same considerations, although, again, staff may wish to revisit this plan pending the number of students who are expressing an interest in attending virtually. It should be noted that the complement of vice-principals was augmented this year in that all elementary and secondary teaching vice-principals were released full-time as one of the strategies to support the additional demands associated with managing schools through the pandemic. This support was critical to supporting the additional demands on administrators this year, which included implementation and monitoring of additional health and safety protocols, supervising isolation rooms, managing student and staff absences, and liaising with public health professionals. There are no plans to continue this arrangement next year based on current outlook, although staff will continue to look for ways to address the heavy demands placed on school administrators.

## **Summary**

In summary, the total number of academic staffing positions projected for next year will be lower than the number currently in place and lower than the number originally approved in this year's budget, as staffing is adjusted to reflect projected enrolment levels and the end of the positions added through the additional Ministry COVID funding. As planning proceeds for next year, priority consideration for the health and safety of students and staff will continue to be a key driver of decision-making, followed by a renewed focus on continuing the work involved to achieve the district's strategic priorities.

Costing information related to the potential change will be provided prior to the Committee of the Whole meeting.



03.05.21
System Projections

## Appendix A - Report 21-029 Academic Staffing for 2021-2022

### Proposed Elementary Staff Staffing Chart for 2021-2022

	Approved for 2020-2021	2020-2021 October Actual	Proposed 2021-2022	change Apprvd to Proj	Proposed 2021-2022	
					Required by Contract or Legislation	Subject to Board Decision
<b>Enrolment</b>						
Enrolment (no Congregated Spec. Ed.)	49646.00	47757.00	48070.00	-1,576.00		
Enrolment Congregated Spec. Ed.	1318.00	1314.00	1317.00	-1.00		
Total FTE	50964.00	49071.00	49387.00	-1,577.00		
<b>Basic staff</b>						
Basic Total Staff	2181.00	2213.00	2113.00	-68.00 (1)	2113.00	
Preparation time for basic	416.57	422.68	403.58	-12.99	403.58	
Round Prep up to reduce needs requirement	14.00	14.00	14.00	0.00 (2)	14.00	
Needs Allocation	17.00	17.00	17.00	0.00 (3)		17.00
LD SIP Contingency with prep	4.76	4.76	0.00	-4.76 (4)		0.00
Preparing for Success in High School (in school)	20.00	23.00	20.00	0.00		20.00
SSF (balance of 21) (contingent on funding)			10.50	10.50 (5)		10.50
	2653.33	2694.44	2578.08	-75.25		
<b>ESL</b>						
In school (0.5 OCENET funded)	84.25	90.50	84.25	0.00		84.25
Itinerant ESL	9.00	10.00	9.00	0.00		9.00
	93.25	100.50	93.25	0.00		
<b>Special Education</b>						
System Classes	145.00	152.00	149.00	4.00		149.00
Prep. For System Classes	27.70	29.03	28.46	0.76		28.46
LST	114.00	123.00	114.00	0.00		114.00
LRT	121.50	135.50	116.00	-5.50		116.00
Itinerant for Remote Learning	0.00	3.00	0.00	0.00		0.00
SELT Social Emotional Learning Teachers	3.00	3.00	3.00	0.00		3.00
Hearing and Visual	20.15	20.15	20.65	0.50		20.65
Learning Support Consultants	18.00	18.00	20.00	2.00		20.00
	449.35	483.68	451.11	1.76		
<b>Inclusive, Safe and Caring</b>						
Reality Check	2.00	2.00	2.00	0.00		2.00
First Place	2.00	2.00	2.00	0.00		2.00
	4.00	4.00	4.00	0.00		
<b>Curriculum Services &amp; Other (Central)</b>						
BLT Consultant	1.00	1.00	1.00	0.00		1.00
Instructional Coaches	22.00	22.00	22.00	0.00		22.00
Itinerant Indigenous Education Teacher	1.00	1.00	1.00	0.00		1.00
Staffing Committee Resource (OCETF/OCDSB)	1.00	1.00	1.00	0.00	1.00	
Health and Safety Resource (OCETF/OCDSB)	0.50	0.50	0.50	0.00	0.50	
	25.50	25.50	25.50	0.00		
<b>Total Staff</b>	<b>3225.43</b>	<b>3308.13</b>	<b>3151.94</b>	<b>-73.48</b>	<b>2532.08</b>	<b>619.86</b>

## Notes:

1. Projected Basic Classroom Allocation: 2113 JK to Grade 8 classroom positions. This includes 731 Primary Grades 1-3 (18.99:1 average), 327 Kindergarten (25.57:1 average) and 1055 Junior/Intermediate (24.5:1 average). Kindergarten includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
2. 14 FTE have been estimated for rounding up. This will decrease the number of schools requiring needs to meet contractual obligations with regards to preparation time.
3. Needs are used to minimize disruption caused by surplus declaration, organizational difficulties, to assist Intermediate schools in providing some specialized programs and to address other potential implementation issues. Total of rounding up and needs is capped at 31.
4. LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. For 2021 this has been reallocated to support congregated LD SIP classes.
5. Support for Student Funding (21 FTE of which 10.5 to be allocated in consultation with OCETF).



as of Mar 06, 2021

### Secondary Staff Staffing Chart 2021-2022

	Approved March 2020 for 2020/2021	Final 2020/2021 (as of Jan 22)	Projected 2021/2022	change	Subject to Board Decision	Subject to Board Decision
<b>Average Daily Enrolment</b>						
Total Projected ADE (over and under 21)	24,988.57	24,136.10	24,597.82	-390.75		
				0.00		
<b>Basic staff</b>				0.00		0.00
Basic staff allocated for classrooms	1311.50	1285.17	1259.50	-52.00	1259.50	0.00
September 30 adjustment	14.00	11.00	14.00	0.00	14.00	0.00
Needs Allocation	6.00	0.33	6.00	0.00	6.00	0.00
	1331.50	1296.50	1279.50	-52.00 1		0.00
<b>Other in school staff</b>						0.00
ESL/ELD	33.17	34.50	33.17	0.00		33.17 0.00
OCENET funded	5.83	1.33	5.83	0.00		5.83 0.00
Tchr Librarians	24.00	24.00	25.00	1.00 2	25.00	0.00
Guidance	62.67	61.50	62.00	-0.67 3	62.00	0.00
Program Enhancements (SSF)	5.00	5.00	5.00	0.00		5.00 0.00
Support for Students (balance of 11 FTE)		6.00	6.00	6.00 4		6.00 0.00
Student Success	30.00	32.00	30.00	0.00		30.00 0.00
Program Overlays	14.33	14.33	13.50	-0.83 5		13.50 0.00
First Place	1.00	1.00	1.00	0.00		0.00
YSB (Pfaff)	0.50	0.50	0.50	0.00		0.00
Winning Attitudes	2.00	2.00	2.00	0.00		0.00
Safe Schools (Suspensions Program)	2.00	2.00	2.00	0.00		0.00
Indigenous Studies	3.67	3.67	3.67	0.00		0.00
School Within a College	1.00	1.00	1.00	0.00		0.00
Merivale IB implementation	0.83	0.83		0.00		0.00
Urban Aboriginal	0.67	0.67	0.67	0.00		0.00
Arts/IB/Athletes co-ordinators	2.67	2.67	2.67	0.00		0.00
Adult over 21	33.17	32.00	33.17	0.00		33.17 0.00
	208.17	210.66	213.67	5.50		0.00
<b>Special Education</b>						0.00
LST	39.83	39.17	39.50	-0.33 6	33.67	5.83 0.00
System Classes/Programs	96.83	96.83	98.50	1.67 7		98.50 0.00
Learning Support	6.00	6.00	6.00	0.00		6.00 0.00
	142.67	142.00	144.00	1.33		0.00
<b>Curriculum Services &amp; Other</b>						0.00
BLT Consultant	1.00	1.00	1.00	0.00		1.00 0.00
Instructional Coaches	16.00	16.00	17.00	1.00 8		17.00 0.00
Secondary Staffing Resource	0.67	0.67	0.67	0.00	0.67	0.00
	17.67	17.67	18.67	1.00		0.00
<b>TOTAL STAFF ALLOCATED TO DATE</b>	<b>1700.00</b>	<b>1666.83</b>	<b>1655.83</b>	<b>-44.17</b>	<b>1400.83</b>	<b>255.00</b> 0.00
				0.00		1655.83

1 Basic staff allocated for classrooms: -52.00 decrease based on the decrease in projected ADE and meet 23 to 1 (from 22 to 1).

#### Basic Staff:

The change in ADE from projected to Actual is 117.50 of which, 91.97 was for pupil < 21 years old and applicable to the BSE. When applied to the 5.00 fte for BSE.

91.67 (students) / 1000/55.242 (contractual multiplier) = 5.00 fte or

91.67 (students) / 22 (ministry class size) X 7.29 (classes per student) / 6 (classes staff teach) = 5.00 fte

These 5.00 fte came from "Needs Allocation" leaving 1.00 "Needs Allocation" and 14.00 "September 30 adjustment" not required (smaller than u

ESL/D: 0.67 increase provided by OCENET to compensate for an increase in international students.

Guidance: 0.33 increase as contractually required due to increased student enrolment

Adult over 21: 5.67 increase from budget which was based on status quo. Adult over 21 increased by 167 (1031 Sept 2012 - 864 Sept 2011). W

this generates 5.67 (ie 167/29)

LST: 0.17 increase as contractually required due to increased student enrolment



REVISED

03.05.21

Report 21- 029 Academic Staffing for 2021-2022

Secondary Administration - In School				change
In Schools	Budget 2020-2021 as of March 26	Actual 2020-2021	Proposed 2021-2022	
Principals	26	27	27	1.00
Vice Principals	48.00	48.00	48.00	0.00
Total in school allocation	<b>74.00</b>	<b>75.00</b>	<b>75.00</b>	<b>1.00</b>

Elementary Administration - In School				change
In Schools	Budget 2020-2021	Actual 2020-2021	Proposed 2021-2022	
Principals	112	118	113	1.00
Vice-Principals	57.25	57.25	57.25	0.00
Total in school allocation	<b>169.25</b>	<b>175.25</b>	<b>170.25</b>	<b>1.00</b>

Central Administration				change
Central	Budget 2020-2021	Actual 2020-2021	Proposed 2021-2022	
Principals	11	11	11	0.00
Vice-Principals	2	2	2	0.00
Total Administration	<b>256.25</b>	<b>263.25</b>	<b>258.25</b>	<b>2.00</b>

\*Notes:

**Secondary**

- P. Safe Schools (Colin Anderson)
- P. Curriculum Services - Innovation and Adolescent Learning (Reg Lavergne)
- P. Curriculum Services - Secondary Program and Learning (Kristin Riddell)
- P. Continuing Education (Anne McKillop-Ostrom)
- P. Learning Support Services (Christine Kessler)
- P. School Support/Operations (Krista McNamara)

**Elementary**

- P. Learning Support Services (Amy Hannah)
- P. Curriculum Services -Elementary Program (Jennifer Offord)
- P. Curriculum Services -School Effectiveness and Early Years (Brent Smith)
- P. ELL/FRC (Melissa Collins)
- P. School Support/Operations (Christine Lanos)
- V.P. B&LT (Kristen Grant)
- V.P. Indigenous Education (Jody Alexander)

Notes: