



BOARD PUBLIC AGENDA

Tuesday, March 30, 2021, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Delegations	
3.1. Adrian Gollner RE, Early French Immersion Program at Cambridge Public School	1
3.2. Linda Kruus RE, Concerns with the Quadmester Model for Secondary Students	3
3.3. Tanya Trevors RE, Concerns with the Quadmester Model for Secondary Students	5
3.4. Melissa McLaws RE, Concerns with the Quadmester Model for Secondary Students	7
3.5. Sara Tedford RE, Concerns on Returning to the 2021-2022 School Year	9
4. Report from the Board (In Camera)	
5. Briefing from the Chair of the Board	
6. Briefing from the Director	
7. COVID-19 Update	
8. Matters for Action	
8.1. Confirmation of Board Minutes:	
a. 23 February 2021 Board	11

8.2.	Business Arising from Board Minutes	
8.3.	Receipt of Committee of the Whole Report, 9 March 2021	32
	<i>No Recommendations</i>	
8.4.	Report 21-033, School Year Calendar Key Dates 2021-2022-Update (N. Towaij)	
	<i>To be distributed</i>	
8.5.	Report 21-034, Academic Staffing Plan for the 2021-2022 School Year (J. McCoy)	43
9.	Matters for Discussion	
9.1.	Report from OPSBA Representatives (if required)	
10.	Board Work Plan	69
11.	Matters for Information	
12.	New Business -- Information and Inquiries	
13.	Adjournment	



Creating a Culture...

of Innovation, Caring and Social Responsibility.



REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

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

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Adrian

Last Name: *

Gollner

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

3/30/2021

Summary of issue/concern: *

The need to introduce an Early French Immersion program at Cambridge Public School as the current English Program with Core French is not serving the community and leading to a continual decrease in enrollment. This issue was discussed at an online public forum last week and area residents spoke strongly for the need for change.

Recommendation(s) for resolution of issue: *

Implement an Early French Immersion Program. This could be accomplished as a dual-stream with existing English Program with Core French as there is ample space within the school.

Date: *

3/28/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



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](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Linda

Last Name: *

Kruus

Address: *

[REDACTED]

Address 2:

City: *

[REDACTED]

Province or Territory: *

[REDACTED]

Postal Code: *

[REDACTED]

(S0S 0S0)

Phone Number: *

[REDACTED]

(000) 000-0000

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Committee of the Whole

Meeting Date: *

3/30/2021

Summary of issue/concern: *

The issue is the Board's former statement that in-school learning for secondary students will start in September on the model used currently. That is: quadmester, 1 course per week, two cohorts alternating days, minimal in-class learning, with majority of learning left to be on-line. There has been no public updated change to this position.

The concern is that this model is failing our youth in academically, socially, physically, and with alarming consequences to mental health. Parents have been patient with this model, knowing that the Board had to make a decision on how to safely operate under Covid health concerns, however, there is no evidence that this model has been mandated for the next school year by Ottawa Public Health or the Ministry of Education. Even if health concerns were as per current, there are multiple options of adjustment that the Board can make to operate classes under a less damaging system.

Recommendation(s) for resolution of issue: *

The Covid situation and control of it are ever changing. There is a large amount of evidence that indicates a more positive outlook by September. The Board should be making decisions on their model to run with for the next school year at as late a date as possible.

In the meantime, two or more options can be worked on: spanning from the need to meet extreme health concerns to regular schooling, pre-pandemic. Clearly the need to be able to pivot quickly will be part of the equation.

Even if the health situation is still at a crucial need for distancing, there are proven models of schooling that are more motivating, more social, and have better outcomes academically. The Board must consider these models and make changes to their current model so as to provide our students with a healthier and more sustainably successful system of learning.

Date: *

3/29/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



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](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Tanya

Last Name: *

Trevors

Address: *

[Redacted]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[Redacted]

Phone Number: *

[Redacted]

Email Address: *

[Redacted]

Confirm Email Address: *

Please re-enter your email address.

[Redacted]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

3/30/2021

Summary of issue/concern: *

Hello,

i would like to ask for 1-2 minutes to ask the OCDSB for 2-3 concrete examples of how they plan to address and improve upon the shortcomings of the quadmester system that OCDSB used for high school students in 2020/21 so that students can have some sign of optimism that next year will be better. We have learned a lot in the past year and should not repeat a model that has been criticized by the majority of parents and students (as reported in the "top thoughts and themes" reported by students and parents in the OCDSB Mid Year Check In Feb 2021). One 4 hour class per day in person every other day per week is not working for our kids. Their mental health and their education are both suffering, and this will have long term, generational effects the longer we let it go on. There are other COVID safe educational models (even right here in Ottawa) that are working better. We teach our kids to be creative, learn from mistakes, and to think out of the box. Now we REALLY need the OCDSB to do the same. Please give our kids some hope for next year. Thank you.

Tanya Trevors

Recommendation(s) for resolution of issue: *

My recommendations to resolve the issue would be:

1. Include mental health and children's equitable access to education as meaningful factors in the OCDSB's decision-making tree for deciding what type of educational model is used for OCDSB high school students next year - in addition to and along with COVID-19 safety protocols.
2. Review the evidence of what has worked in other boards (Quebec, Catholic and French boards in Ottawa) to deliver quality education, enable some basic social interaction and still keep kids safe. Please use that evidence and information to inform OCDSB plans rather than sticking with the same model again (that we know is failing our students).
3. Ensure that the number of hours of instruction that OCDSB secondary school students (in person and virtual) receive is equivalent or better than what other students are receiving elsewhere in the city, province and country.
4. Ensure that we are not "locked in" to a back to school plan for September 2021 that is based on planning information from February, March or April 2021. The world could change significantly by September 2021 as vulnerable/elderly populations, front line workers and teachers are vaccinated, etc. We need to be fully ready for the best case scenario as well as the worst case scenario.

Thank you

Date: *

3/29/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



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](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Melissa

Last Name: *

McLaws

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

(S0S 0S0)

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

3/30/2021

Summary of issue/concern: *

We are concerned about the potential plans for secondary students for the school year 2021-2021 to continue as they are at the moment. The current system of shortened days, one subject per week and alternate daily attendance is not providing our children with the quality education that they deserve. Many students are falling behind and their mental health is suffering, and we are concerned that this is not being given sufficient attention.

Recommendation(s) for resolution of issue: *

We ask that the Board plans for a return to full time in-class attendance for next school year. When weighting the potential risk of spread of covid, other issues such as the impact of the current model on students' mental health and education should also be considered. By September the Government of Canada expects most adults to be vaccinated, so the covid risk is going to be lower than currently. Therefore the Board should be open to bringing the students back to class full-time, like other jurisdictions are doing.

Date: *

3/30/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



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](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Sara

Last Name: *

Tedford

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

3/30/2021

Summary of issue/concern: *

Parents' open letter re return to school dated March 29 and Board response

Recommendation(s) for resolution of issue: *

Board response re letter and planning for next school year that reflects recognition of concerns

Date: *

3/30/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



BOARD PUBLIC MINUTES

**Tuesday, February 23, 2021, 7:00 pm
Zoom Meeting**

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

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

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

Chair Scott called the public meeting to order at 7:33 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. **Approval of the Agenda**

Moved by Trustee Penny, seconded by Trustee Blackburn,

THAT the agenda be approved.

Carried3. Delegations3.1 Donna Owen RE, Speaking to Report 21-024 on Behalf of Bell HS School Council

Donna Owen, representing the School Council of Bell High School, expressed her concerns regarding Report 21-024, Update on Planning for the 2021-2022 School Year, noting that the report called for the continuation of the quadmester model and that focusing on a single course for four hours a day is too long for students. She added that the pace is overwhelming and students have difficulty in “keeping-up” also noting that the remote work day often does not include teacher support. She suggested that the low COVID-19 transmission rates in schools have been attributed to low in-person attendance and is concerned about more teachers and students returning to in person learning.

4. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier this evening and reports and recommends as follows:

Moved by Trustee Blackburn

Seconded by Trustee Penny

THAT staff proceed as directed in Board in Camera with respect to a Human Resources Matter.

For (10): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Bell, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Against (2): Trustee Ellis, and Trustee Lyra Evans

Carried (10 to 2)

Moved by Trustee Campbell

Seconded by Trustee Penny

THAT staff proceed as directed in Board in Camera with respect to a Labour Relations Matter.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

5. Briefing from the Chair of the Board

Chair Scott noted that schools across the District have been participating in Black History Month activities. Students have created inspiring anti-racism artwork and learned about the important contributions of Black leaders on many topics, including civil rights, science, and literature. She noted that schools have highlighted these efforts on social media and have also showcased inspirational quotes shared from Black leaders across the District.

Chair Scott announced that the District has launched its new Project, True North history initiative in 10 secondary schools. Students will research and contribute to the first ever database of the members of Canada's all-Black battalion, Number 2 Construction Battalion, which served as part of the Canadian Expeditionary Force in the First World War. She added that the learning and conversations will continue. On 10 March 2021, the District will initiate a series on Black excellence. The first panel discussion will feature leaders from across the District, focusing on how we can work together to cultivate Black excellence.

Chair Scott noted that Pink Shirt Day is on 24 February 2021 and all are encouraged to wear pink and stand together against bullying. She added that this year's theme is "Lift Each Other Up" which will emphasize how to treat each other with dignity and respect.

6. Briefing from the Director

Director Williams-Taylor recognized that 2020-2021 has been a challenging school year and noted that the District cares about the experiences of students, parents and staff. She noted that the winter survey has been launched and that the District anticipates feedback from students, parents and staff in order to build on what was learned and to plan for the next school year. Participation is confidential and voluntary with the survey closing on 26 February 2021.

Toonie Tuesday took place on 23 February 2021. This is an important fundraiser for the Education Foundation of Ottawa, which supports many school communities across the City. More information is available on the Education Foundation website.

The District will be hosting a virtual event with Job Talks Executive Director, Dr. Jon Callegher. Dr. Callegher will share research and insights on the field of skilled trades.

Course selection begins for secondary students on 24 February 2021 and for grade 8 students on 2 March 2021. The District will share more information with parents and students on the process.

The District Indigenous Speaker Series will continue in March 2021. There will be events for students and staff on 2 March 2021 and 9 March 2021.

7. COVID-19 Update

Director Williams-Taylor noted that the District will continue to work in partnership with Ottawa Public Health (OPH) to manage COVID-19 in schools. As of 23 February 2021, there were 32 student cases and 5 staff cases of COVID-19 in the District. She added that the importance of daily COVID-19 screening for students and staff cannot be overstated.

The Ministry of Education now requires expanded targeted voluntary COVID-19 testing in schools for students, children, and staff across the province. School boards are required to undertake asymptomatic targeted testing in at least 5% of elementary and secondary schools within their jurisdiction each week. Ottawa has targeted testing strategies in place with OPH and testing authorities which address most of the Ministry requirements. The District is working with partners to modify the testing model to ensure compliance and a sustainable delivery model.

The provincial screening requirements for COVID-19 have been updated for the School and Child Care Setting. The changes return to single symptom screening and require students and children with any new or worsening symptoms of COVID-19 to stay home. The OPH COVID-19 Screening Tools have been updated and shared with students and families.

Household members of asymptomatic high-risk contacts must now stay home, except for essential reasons, for the duration of the high-risk contact's self-isolation period. All household contacts of symptomatic individuals are required to self-isolate until the individual with symptoms receives a negative COVID-19 test result or an alternative diagnosis by a health care professional.

Individuals with symptoms who do not seek COVID-19 testing, must self-isolate for 10 days from their onset of symptoms and all household members must self-isolate for 14 days from their last contact with the symptomatic individual.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a 26 January 2021 Board

Moved by Trustee Jennekens, seconded by Trustee Hough,

THAT the 26 January 2021 Board minutes be confirmed.

Trustee Blackburn drew attention to her comments of Rideau High School and noted that her comments should be captured more fully.

Executive Officer Giroux noted that she will take Trustee Blackburn's comments under advisement and that a memorandum will be shared regarding the expectation of attribution and minute summary standards of practice.

**Moved by Trustee Jennekens, seconded by Trustee Hough,
THAT the 26 January 2021 Board minutes be confirmed.**

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 26 January 2021 Board minutes.

8.3 Receipt of Committee of the Whole Budget Report, 2 February 2021

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the Committee of the Whole Budget report, dated 2 February 2021, be received.**

Carried

8.4 Receipt of Special Committee of the Whole Report, 2 February 2021

**Moved by Trustee Penny, seconded by Trustee Fisher,
THAT the Special Committee of the Whole report, dated 2 February 2021, be received.**

Carried

8.4.a Approval of Purchase of Portable Classrooms

Moved by Trustee Ellis

Seconded by Trustee Penny

THAT the purchase of ten new modular portable classrooms, at a budgeted total cost of \$1,574,600 (excluding HST), be approved and funded from reserves, subject to Ministry approval.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

8.5 Receipt of Committee of the Whole Report, 9 February 2021

**Moved by Trustee Penny, seconded by Trustee Hough,
THAT the Committee of the Whole report, dated 9 February 2021, be received.**

Carried8.5.a School Year Calendar for 2021-2022**Moved by** Trustee Schwartz**Seconded by** Trustee Penny

THAT the school year calendars (attached as Appendix A and B) be submitted to the Ministry of Education as the official 2021-2022 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)8.5.b Extended Day Program and Infant Toddler, Preschool Program Fee Rates for 2021-2022

This was a non-consent item and when dealt with later in the meeting, the following discussion ensued.

Trustee Lyra Evans introduced the recommendation and noted that a discussion occurred at Committee of the Whole which indicated that rates should be revenue neutral and that the motion was also put forward to comply with Ministry requirements.

Moved by Trustee Lyra Evans, seconded by Trustee Penny,

- A. THAT the Extended Day Program basic rate be increased to \$23.00 per day, effective September 2021, for students who attend the program full-time. The rate increase for part-time students will be increased using the same funding formula;
- B. THAT the full day fees for optional days of care in the Extended Day Program increase to \$37.00 per day, effective September 2021; and
- C. THAT the per diem rates increase for Infant and Toddler to \$67.00 and Preschool to \$49.75.

Trustee Fisher recognized that the previous discussion took into account several factors; however, he noted that many families are under significant stress and financial strain due to COVID-19 and

that additional costs would be a heavy burden for families to bear at this time.

Moved by Trustee Lyra Evans

Seconded by Trustee Penny

- A. **THAT the Extended Day Program basic rate be increased to \$23.00 per day, effective September 2021, for students who attend the program full-time. The rate increase for part-time students will be increased using the same funding formula;**
- B. **THAT the full day fees for optional days of care in the Extended Day Program increase to \$37.00 per day, effective September 2021; and**
- C. **THAT the per diem rates increase for Infant and Toddler to \$67.00 and Preschool to \$49.75.**

For (10): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Lyra Evans, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Against (1): Trustee Fisher

Abstain (1): Trustee Bell

Carried (10 to 1)

8.5.c Appointment of an Indigenous Education Advisory Council
Representatives to Committee of the Whole and Committee of the
Whole Budget

Moved by Trustee Hough

Seconded by Trustee Penny

THAT the Board invite the Indigenous Education Advisory Council (IEAC) to appoint representatives to the Committee of the Whole and Committee of the Whole Budget, and that the Board sustain this practice by amending Policy P.010. GOV, Community Involvement on Board Standing Committees (Attached as Appendix C) to add the following sections:

- **2.1 (j) Indigenous Education Advisory Council**
- **2.2 (j) Indigenous Education Advisory Council**

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

8.5.d Letter to the Minister requesting the appointment of an Indigenous Trustee at the OCDSB

This was a non-consent item and when dealt with later in the meeting, the following discussion ensued.

Trustee Hough introduced the recommendation and noted the importance of providing a voice to the Indigenous community.

Moved by Trustee Hough, seconded by Trustee Penny,

THAT the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee.

Trustee Campbell noted that upon reflection, he had reconsidered his position and indicated his support for the letter to be sent to the Minister.

Moved by Trustee Hough

Seconded by Trustee Penny

THAT the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

8.6 Non-Consent Items

8.7 Report 21-021, Supervisory Officer - Selection Process and Committee (J. McCoy)

Your committee had before it Report 21-021, seeking approval to initiate the selection process for a supervisory officer position as provided for in

the Ottawa-Carleton District Board's (OCDSB) Policy P.087.HR, Selection of Supervisory Officers.

Director Williams-Taylor introduced the report and noted that this report was brought forward due to Superintendent Dorothy Baker's retirement announcement and outlined the selection process.

Moved by Trustee Penny, Seconded by Trustee Campbell,

THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 21-021, effective immediately.

Director Williams-Taylor advised that a directive from the Ministry has made it clear in the past that trustees do not participate in the selection of staff with the exception of the Director of Education; however, in the OCDSB, trustees have an opportunity to provide their perspective in an advisory capacity. She added that Superintendent McCoy will oversee the human resources role to ensure adherence to all aspects of the policy.

Director Williams-Taylor clarified that the selection committee has some influence and assists the Director in the decision making process in terms of providing questions to ask, reflections to consider, and other possibilities to contemplate. The process allows for greater transparency.

Moved by Trustee Lyra Evans,

THAT the motion be deferred for further discussion within three weeks.

The motion failed for lack of a seconder

Trustee Penny, seconded by Trustee Jennekens, nominated Trustee Boothby.

Trustee Boothby accepted the nomination.

Trustee Ellis, seconded by Trustee Boothby, nominated Trustee Campbell.

Trustee Campbell declined the nomination.

Trustee Ellis, seconded by Trustee Hough, self-nominated.

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT nominations be closed.

Carried

Moved by Trustee Campbell, seconded by Trustee Jennekens,

THAT the appointments be confirmed.

Carried

Moved by Trustee Penny

Seconded by Trustee Campbell

THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 21-021, effective immediately.

For (10): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Abstain (2): Trustee Lyra Evans, and Trustee Fisher

Carried (10 to 0)

Moved by Trustee Penny

Seconded by Trustee Campbell

THAT the following trustees be appointed to the Supervisory Officer Selection Committee: Trustee Boothby and Trustee Ellis.

For (8): Trustee Scott, Trustee Penny, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Hough, and Trustee Schwartz

Abstain (4): Trustee Blackburn, Trustee Lyra Evans, Trustee Fisher, and Trustee Jennekens

Carried (8 to 0)

9. Matters for Discussion

9.1 Report 21-024, Planning for the 2021-2022 School Year (B. Reynolds, N. Towaij)

Your committee had before it Report 21-024, to provide an update regarding the planning for the 2021-2022 school year.

Staff provided a presentation on the highlights on planning for the 2021-2022 school year.

During the presentation, the following highlights were noted:

- The District is 1 of 72 school boards making planning decisions through discussions with the Council of Directors of Education (CODE) and the Ministry of Education;

- The District has 12 school configurations and 18 kindergarten to grade 12 program types making the OCDSB the sole district in the province with this complexity of programming with multiple layers of staffing;
- The virtual platform has limitations in replicating the 12 school configurations, 18 kindergarten to grade 12 program types, and special education program offerings. Although every program will be offered by the District, not all program configurations can be offered in every platform;
- Large reorganizations have a significant impact on students, teachers, families, and communities, which is why predictability is an important factor. The District has worked to avoid large scale reorganizations, and no reorganizations for the 2020-2021 school year was due to the focus and clear criteria to maintain stability in the District;
- COVID-19 can safely be managed in schools due to multiple safety measures in place, and the District is optimistic that the vaccine rollout will result in a reduction of transmission rates in communities, although the vaccine may not apply to children by September 2021;
- The Ministry has not provided specific direction in planning for the 2021-2022 school year and noted that the District should not expect the same funding support of approximately \$20 million provided for the 2020-2021 school year;
- Enrolment and staffing processes are in progress to ensure that student and staffing assignments are scheduled to ensure stability for September 2021;
- The District is anticipating that the majority of families will opt for in-person learning and the District is prepared to address any required changes based on any new guidance from the Ministry;
- Ottawa Carleton Virtual (OCV) class sizes in could be larger than in-person classes as the OCV model provides greater flexibility;
- Some specialized staff will be allocated to support student needs in the OCV model; and
- Students with special education needs are best served through in-person learning, and although special education programs will be customized for students who choose the virtual option, a fully replicated special education program may not be possible in the virtual model.

9:00 p.m. break

Moved by Trustee Penny seconded by Trustee Campbell,

THAT rules of committee be adopted.

Carried

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

- The current cohort and quadmester model is based on specific direction from Ministry guidelines and Ottawa Public Health (OPH) directives, although the District is in a position to alter the model should the Ministry provide new guidelines. The District currently has low rates of transmission and will consider any OPH data that suggests that similar low transmission rates can occur if the District were to move to two courses a day and return to a more normal model as circumstances allow;
- Current data on quadmester student success is rudimentary; however, data does indicate a positive trend in credit accumulation, although there may be additional variables affecting this. Through qualitative data, some students have indicated that they prefer focusing on two courses as opposed to four; however, some students considered the pace of some courses difficult to manage;
- Directors across the province have been in discussions, as well as the Ontario Public School Boards' Association (OPSBA), principals, and educators regarding the increase in credit accumulation in the quadmester and octomester models. The shift to a summative evaluation approach may also have an impact on the positive credit accumulation;
- Staff are concerned about the enrolment projections for the 2021-2022 school year and its impact on funding. Staff anticipate that the COVID-19 safety measures may provide families the confidence to return to school for the 2021-2022 school year. Deployment of the vaccine may also impact enrolment;
- Revenue from the 2020-2021 school year was largely dependent on the funding that was received from the province. As the budget is developed there may be some assumptions about additional funding, tradeoffs in planning, and risks that could take place as the budget continues to evolve;
- Mechanisms are in place for students that wish to alter their decision to attend either OCV or in-person for the 2021-2022 school year; however, this process is primarily reserved for extreme or unique circumstances;
- Members encouraged staff to re-examine the OCV model based on feedback from students and families' experiences. The District should

be “open minded” in how the OCV operates as an option for students both short and long term moving forward;

- In developing the virtual model, senior staff are not expecting to receive additional funding and would have to allow the model to operate with existing financial resources. With the District carrying a deficit from the 2020-2021 school year, unless there is specific funding from the province for virtual schools, funds would need to be sourced internally to support that administrative structure. Once the survey is complete, the District will have a more complete understanding of the financial impact;
- To aid families in choosing either in-person or virtual learning, the District will share a “decision making matrix guideline” for families to consider the needs of their children. Many students have excelled in the virtual environment while other students' needs are best met in-person at a brick and mortar school. The guideline will serve families by providing considerations of their child's needs and success in order to make the best decision in choosing the most effective model;
- Support staff will have an opportunity to assist and counsel students and families prior to the decision to attend either in-person or virtual learning being finalized;
- Student Trustee Chen shared the following feedback from the OCV student senator:
 - The transition from study-based testing to assignment based testing caused reduced knowledge retention and students feel unprepared for future courses and post-secondary;
 - Student cameras being off in virtual classes and less social interaction can contribute to mental health issues;
 - The semester system could be changed to allow for more time for learning to be distributed for better knowledge retention;
 - As the quadmester does not have time to cover the entire curriculum, a centralized approach to decide which parts of the curriculum to pass over could occur as opposed to the decision being made by the teacher;
 - Student cameras being turned on could be mandatory or highly recommended to promote student connection;
 - Students from the same homeschool could be placed together in the same virtual classes to further promote student connection;
 - OCV students could be placed on their homeschool email list to stay connected to events and news of their particular school; and

- Although communication to students has increased since the beginning of the pandemic, further communication regarding any OCV model changes would be beneficial to students.
- Safety, equity, learning and well-being, and stability and predictability are the priorities of the District and funding will first be made available for these priorities. A reduction of \$20 million in funding may alter how staff address these priorities; however, they will not be compromised. For example, the need for translation and interpretation in communities will continue as the safety of the community is contingent upon understanding safety information in their language of preference. The District will analyze all the offerings that are part of the structure to determine which areas that would require a possible compromise;
- The Council of Directors of Education (CODE) are in discussions with the Ministry advocating for additional funding for the 2021-2022 school year. Chair Scott and other chairs have also provided impact statements directly to the Minister of Education that outline the result of not providing Grants for Student Needs (GSN) in a timely manner;
- The OCV option is a choice that families make for their children and students do not have to meet criteria for this option; however, the OCV option is an accommodation alternative for the 2021-2022 school year as part of the pandemic response. Although programs will be offered to students who choose the OCV option, these courses cannot be fully replicated in the same manner as the in-person option can provide, and the District hopes that families will consider this when choosing the best option for their children;

Trustee Penny took the position of chair

- Ministry identification (MIDENT) numbers given to virtual campuses are temporary and if the District chose to discontinue a virtual campus, it would not apply for the MIDENT number at the time of the decision. This would not be considered a school closure;
- If school boards are looking at attributing MIDENT numbers to their virtual schools, the ministry may consider a separate method of funding for principals and support staff, which may result in losing funding for the facilities portion. The District is in discussion with the Ministry to seek clarification on this matter and the Ministry indicated that they may provide a planning memo in advance of the GSNs;
- Communication to families will clearly indicate that students do not require an Individual Education Plan (IEP) to attend OCV;

Trustee Scott resumed the position of chair

- The District will not limit or have a “cap” on enrolment for elementary or secondary OCV classes;
- Once enrolment data for either OCV or in-person learning is collected, it will influence the effect on Extended Day Programs (EDP);
- Transitioning the quadmester model to include two classes a day with a lunch break in-between would be beneficial to students;
- Members noted that the District should consider increasing synchronous learning in schools as students are losing 75 minutes of learning a day and many students feel rushed through course materials and underprepared for post-secondary education;
- Reinstating extracurricular activities will be dependent on direction from OPH and control of COVID-19 transmission in communities. Safety must be the first priority before in-person extra curricular activities can resume; and
- The District is prepared to transition back to an in-person four course semester model with some variations for continued student and staff safety if COVID-19 is under control and complies with OPH guidance.

9.2 Report from OPSBA Representatives (if required)

Trustee Boothby reported that the Ontario Public School Boards' Association (OPSBA) met on 20 February 2021 and that the regional meeting highlighted the following points:

- School boards expressed concern and a need for advocacy to be made whole through additional funding in regards to the incurred financial deficit, and that school boards were required to use funding reserves for the 2020-2021 school year;
- Members discussed the importance of the timely release of the GSNs to school boards as it is critical for planning and that GSNs also need to have more flexibility as each board has had to respond to COVID-19 in different capacities;
- Many school boards are focusing on equity and inclusion issues and formulating action plans by using surveys and focus groups to aid in creating policies;
- The mental health of bus drivers is a concern. Renfrew County District School Board is promoting a mental health outreach to staff and families of drivers which has been well received;
- The Renfrew County District School Board also noted that software products were downloaded through the GSN where it was once paid for directly by the province and has accumulated a \$100,000 deficit.

Trustee Boothby suggested that the District investigate the matter of software licensing in relation to its own budget;

- Upper Canada School Board has made a decision that when buses are not running that they close their schools; however, this may be due to their board being more rural and considering the long distances that students and staff have to travel;
- Limestone District School Board has their own version of the District's Education Foundation and have made a large contribution towards their local food security programs which has directly aided students and their families; and
- OPSBA has a working group called Compass which works to update the governance model, mission vision, value statements, and the method in developing work plans, policies and procedures. The working group results are expected to be presented at the OPSBA 2022 Annual General Meeting (AGM); however, there will be drafts available and opportunities for trustee discussion as the work progresses.

9.3 Ministry Update (if required)

There were no Ministry updates.

10. Board Work Plan

The Board Work Plan was provided for information.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

There was no new business.

13. Adjournment

The meeting adjourned at 10:20 p.m.

Lynn Scott, Chair of the Board

Appendix A

OCDSB Elementary School Year Calendar 2021-22

F- First Day for Students PA- Professional Activity Day B-March Break/Winter Break L- Last Day of Classes for Students

Month	Number of School Days	Number of Instructional Days	Number of Professional Activity Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	19	18	1			1	2	3 PA	6 H	7 F	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October 2021	20	19	1					1	4	5	6	7	8 PA	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	22	21	1	1	2	3	4	5	8	9	10	11	12 PA	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13	12	1			1	2	3 PA	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	21	20	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21 PA	24	25	26	27	28	31				
February 2022	19	18	1		1	2	3	4	7	8	9	10	11	14	15	16	17	18 PA	21 H	22	23	24	25	28				
March 2022	18	18	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19	19	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May 2022	21	21	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31			
June 2022	22	21	1			1	2	3 PA	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	3 L	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	Need 194 194	Need 187 187	Need 7 7	Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

Appendix B OCDSB Secondary School Year Calendar 2021-22

E- examination dates PA- Professional Activity Days F- first day of school year for students S- First Day of semester 2 for semestered students

Month	Number of School Days	Number of Instructional Days	Number of Professional Activity Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	19	18	1			1	2	3 PA	6 H	7 F	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October 2021	20	19	1					1	4	5	6	7	8 PA	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	22	21	1	1	2	3	4	5	8	9	10	11	12 PA	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13	13	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	21	21	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26 E	27 E	28 E	31 E				
February 2022	19	17	2		1 E	2 PA	3 S	4	7	8	9	10	11	14	15	16	17	18 PA	21 H	22	23	24	25	28				
March 2022	18	18	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19	19	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May 2022	21	21	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 H	23	24	25	26	27	30	31			
June 2022	22	20	2			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22 E	23 E	24 E	27 E	28 E	29 PA	30 PA	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	Need 194 194	Need 187 187	Need 7 7	Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								



POLICY P.010.GOV**TITLE: COMMUNITY INVOLVEMENT ON BOARD STANDING COMMITTEES****Date Issued: 2 March 1998****Last Revised: 23 February 2021****Authorization: Board: 25 November 2014**

1.0 OBJECTIVE

To provide the means through which representative groups in the Ottawa-Carleton District School Board can actively participate in Board Standing Committee work.

2.0 POLICY

- 2.1 The following organizations shall each have the right to appoint one non-voting representative to each of the Board's Standing Committees:
- a) Ottawa-Carleton Assembly of School Councils (OCASC);
 - b) Ottawa-Carleton Student Presidents' Council or Students Trustees' Advisory Council (OCSPC or STAC);
 - c) Special Education Advisory Committee (SEAC);
 - d) Ottawa-Carleton Elementary Operations Committee (OCEOC);
 - e) Ottawa-Carleton Secondary School Administrators' Network (OCSSAN);
 - f) Elementary Teachers' Federation of Ontario (1 representing Ottawa-Carleton Elementary Teachers' Federation and Ottawa-Carleton Elementary Occasional Teachers' Association);
 - g) Ontario Secondary School Teachers' Federation District 25 (OSSTF – 1 representing both the Teachers Bargaining Unit and the Occasional Teachers' Bargaining Unit);
 - h) Ontario Secondary School Teachers' Federation District 25 (OSSTF Administrative and Support Groups – ESP/PSSU/PSSP/EA/PECCS – 1 representing the groups as determined by the groups);
 - i) Advisory Committee on Equity; and

- j) Indigenous Education Advisory Council.
- 2.2 The following organizations shall each have the right to appoint one non-voting representative to the Committee of the Whole Budget:
- a) Ottawa-Carleton Assembly of School Councils (OCASC);
 - b) Ottawa-Carleton Student Presidents' Council or Students Trustees' Advisory Council (OCSPC or STAC);
 - c) Special Education Advisory Committee (SEAC);
 - d) Ottawa-Carleton Secondary School Administrators' Network (OCSSAN);
 - e) Ottawa-Carleton Elementary Operations Committee (OCEOC);
 - f) Elementary Teachers' Federation of Ontario (1 representative from each of the following bargaining units)
 - (i) Ottawa-Carleton Elementary Teachers' Federation
 - (ii) Ottawa-Carleton Elementary Occasional Teachers' Association;
 - g) Ontario Secondary School Teachers' Federation District 25 (1 representative from each of the following bargaining units)
 - (i) Teachers Bargaining Unit
 - (ii) Educational Support Professionals (ESP)
 - (iii) Plant Support Staff Unit (PSSU)
 - (iv) Professional Student Services Personnel (PSSP)
 - (v) Educational Assistants (EA)
 - (vi) Professional Educators and Child Care Staff Bargaining Unit (PECCS)
 - (vii) Occasional Teachers' Bargaining Unit;
 - h) Union Exempt Staff;
 - i) Advisory Committee on Equity; and
 - j) Indigenous Education Advisory Council.
- 2.3 Organizations may also appoint an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 2.4 Annually, each organization is expected to notify the District (Board Services), of the name and contact information of their representative for each committee to which they have named a representative. In the event of a change in the named representative, the organization is expected to notify the District (Board Services), immediately.
- 2.5 Each representative will receive notice of all public meetings of his or her assigned committee, as well as all public agenda documents to be considered by the Committee.

- 2.6 Representatives may participate fully in the debates of the respective Committees on the same basis as a Trustee member, except that only Trustee members may make and vote on motions.
- 2.7 Organizations, as named in section 2.1 of this policy, which have an appointed representative on a committee will participate in discussion on an issue through their representative during the deliberation on the item and shall not appear before the committee as a delegation or as public questioner.

3.0 SPECIFIC DIRECTIVES

- 3.1 In accordance with the *Education Act*, representatives may not receive confidential materials or participate in closed sessions of Committees.

4.0 REFERENCE DOCUMENTS

The Education Act, 1998, § 57.1, 171, 200-205
Ontario Regulation 464/97
Board By-laws and Standing Rules
Board Policy P.019.GOV: Special Education Advisory Committee
Board Policy P.008.GOV: Advisory Committee on Equity



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, March 9, 2021, 7:00 p.m.
Zoom Meeting**

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

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

Non-Voting Representatives Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Robert James (OCEOC Alternate), Rachelle Sintic (OCSSAN), Susan Gardner (ETFO), Jean Trant (OSSTF-SSP), Melodie Gondek (OSSTF- ESP), Brian LeSage (ETFO), Troy Cluff (OSSTF-District 25), Stephanie Kirkey (OSSTF), Pat Dixon (OCEOTA), Seema Lamba (ACE), Sonia Nadon-Campbell (SEAC), Max Forzley (Student Senator)

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

Vice-Chair Penny called the meeting to order at 7:17 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Hough,

THAT the agenda be approved.

Moved by Trustee Blackburn that item 9.2 be moved before item 9.1

Moved by Trustee Hough,

THAT the agenda be approved, as amended.

Carried

3. Delegations

3.1 Debbie Hameluck RE, Report 21-023, Academic Staffing Plan for the 2021-2022 School Year

Ms. Hameluck urged the District to consider offering students in specialized programs comparable programming choices for Ottawa Carleton Virtual (OCV). She noted that her nine year old son with Downs Syndrome and Autism has difficulty integrating into the in-person classroom setting and would not be able to engage in the current virtual classroom model. She agreed that in-person learning is best for students; however, with health concerns at home, in-person learning is not a viable option during the pandemic. She expressed the need for the District to provide more inclusive and equitable options for special needs students in remote learning.

In response to a query from Student Trustee Liu, Ms. Hameluck noted that her son receives 20 minutes of synchronous learning with his teacher and periodic asynchronous learning throughout the day which works well for him.

3.2 Genevieve Harte RE, Report 21-023, Academic Staffing Plan for the 2021-2022 School Year

Ms. Moulaison, speaking on behalf of Ms. Harte, noted that when the pandemic initially required the public to stay at home, she had significant concern for her own safety due to the violent tantrums from her six year old. She noted that the six hours of quiet when her children were at school was crucial. When schools were initially closed and children were confined at home, Ms. Harte could not find any relevant information to help with her situation at home; however, after her children were home for a few weeks she noticed that they were sleeping better and had less anxiety. She added that children with Autism have difficulty with transitions and that going to and from school were significant challenges for her children. The

consistent schedule of being at home has allowed her children to cope more effectively.

3.3 Maya Taleb RE, Report 21-023, Academic Staffing Plan for the 2021-2022 School Year

Ms. Taleb spoke on behalf of her special needs daughter. She noted that her daughter wished to continue in her virtual program where she is comfortable with her teacher, friends, and educational assistants who are familiar with her specific needs. Her daughter does not want to transition to another class as the unfamiliarity with students and staff would increase her anxiety. Having mobility and other health concerns, Ms. Taleb's daughter would like the District to support her with an effective remote learning program where she can feel safe and supported at home.

3.4 Vanessa House Milley RE, Secondary School Planning for 2021-2022

Ms. House Milley noted that the survey sent to families from the District, had many students expressing their frustration, depression, anger, and struggles to get through the 2020-2021 school year. She added that the main comment from the survey revealed that the quadmester system does not work well for students as focusing on one course a week feels rushed and does not allow for proper retention of course material. She noted that her daughter, at in-person elementary, is doing better than her children in secondary virtual classes. She explained that the District's decision to continue with the quadmester model does not reflect the wishes of students or families and she has started a petition in response. She encouraged the District to develop a model that follows public health guidelines while accommodating mental health and academic considerations.

In response to a query from Trustee Schwartz, Ms. House Milley noted that returning to full time in-person learning would be most ideal. She noted that the main issue with the quadmester model is having one course a day and that having two courses a day would be preferable. She drew attention to the stress that students feel in having a course compressed into two months and that many students are experiencing mental health issues from reduced social interaction, all of which could be alleviated when students are able to return to the regular in-person model.

3.5 Diana Carney, RE Secondary School Planning for 2021-2022

Ms. Carney expressed her concern with the quadmester model and advised that the District should aim to return to a 35 hours a week, 40 weeks a year model. She noted that the quadmester model does not properly serve students by having each afternoon primarily as asynchronous learning without teacher support. She added that students will not be prepared for post-secondary education and that the plan

appears to be a worst-case scenario and does not take into account the vaccine rollout.

Trustee Fisher thanked Ms. Carney for her feedback and noted that one constraint is that the Board is designated to follow certain directives from the Ministry. He suggested that families could also reach out to their local Member of Parliament and to the Ontario Government.

3.6 Lisa Greaves RE, Report 21-023, Academic Staffing Plan for the 2021-2022 School Year

Ms. Greaves, a mother of two children in grades 9 and 12, expressed her concern of returning to the quadmester model as other districts appear to be planning for a return to the regular in-person model. She noted that there are mental health concerns associated with remote learning that are not being addressed as there is minimal social interaction. She noted that data indicates that there is minimal COVID-19 transmission in primary and elementary schools and that after vaccinations occur, there should be no reason to expect further transmission in secondary schools. She expressed concern of the impact on teachers and their ability to provide adequate instruction with enough time for lessons to be absorbed by students and that the quadmester model provides one third less instructional time than other students in the country receive.

3.7 Sarah Young RE, Report 21-023, Academic Staffing Plan for the 2021-2022 School Year

Ms. Young noted that she is a mother of children in grades 9 and 12. In October 2021, she started the Grade 9 Parents Network for distraught families. She expressed the view that students are facing severe mental health issues with anxiety and depression. She noted the severity of the situation and that some children are attending therapy for families able to do so. She added that there needs to be a demand for funding and resources from the Ministry to provide mental health coordinators in secondary schools.

In response to a query from Student Trustee Liu, Ms. Young suggested that the District needs mental health coordinators in secondary schools and other mental health supports.

In response to a query from Trustee Bell, Ms. Young noted other factors that could aid students' mental health beyond mental health coordinators could include organized walks for students to meet each other and athletic departments could work to provide outdoor activities. She noted that students need to socialize in-person and they require peer and community support to organize and motivate them.

4. Briefing from the Chair of the Board

Trustee Scott reported that the District is leading two important policy consultations which focus on developing a human rights policy and conducting a policy and practice review of police involvement in schools. These consultations will include surveys, virtual focus groups' discussions, and larger virtual community meetings. Staff, students, families, and community members are encouraged to join these discussions and share their perspectives.

The District is hosting a series on Black Excellence. The discussions are intended for all families, secondary students, and staff and will be live streamed on YouTube. Participants are encouraged to share questions in advance to inform the discussion. The first session is 10 March 2021 at 7:00 p.m. More information is available on the OCDSB website.

5. Briefing from the Director

Director Williams-Taylor reported that in order to help prepare for the 2021-2022 school year, schools across the District provided families with an online form to confirm whether they want their children to return to in-person or virtual learning. She asked that parents discuss this with their children and complete these forms by the end of day, 14 March 2021. If families have not received the form or have questions, they should contact their principal.

The District will be launching its first, Valuing Staff Voices – Staff Equity and Engagement Survey. The survey is voluntary, anonymous and confidential. Participation will allow the District to better understand the demographics and engagement of staff. This information will guide strategies to support workplace inclusion and equitable practices, identify areas to improve staff engagement, and promote the health, safety, and well-being of all staff.

6. COVID-19 Update

Director Williams-Taylor provided a presentation for the COVID-19 update.

During the presentation, the following highlights were noted:

- The District COVID-19 “do not attend list” is governed by Ottawa Public Health (OPH);
- Ministry initiatives for COVID-19 testing on District sites occurs on evenings and weekends to avoid congregation during school hours;
- The Board has written to the Ontario Government to advocate for education workers to be prioritized for vaccines. Frequent communication occurs with the Ministry regarding vaccinations, stability, and funding. The senior team and the Council of Directors of Education (CODE) have also worked to advance the voice of the community;
- Dr. Duschner, Manager of Mental Health and Critical Services noted that there is an increase in youth and community mental health challenges. Understanding that families and students are impacted differently, District staff refrain from pathologizing when discussing mental health with youth and

instead focuses on a wellness approach. Promoting mental health in schools focuses on maintaining social connections, practicing good habits, and maintaining structure and routines to manage stress. Partnerships with School Mental Health Ontario (SMHO), intervention for students that require additional support, child and youth workers, psychology and social work staff in District schools, and facilitating the use of community resources can provide/promote mental health support for families and students. Funding received in September 2020 was used to add 2.5 new social worker positions, two of which identify as Indigenous and Black to recognize different student needs;

- The structure of the in-person elementary has received positive feedback and supportive data. The Districts' goal is to have secondary students return to in-person classes as the current quadmester model is not ideal, which is also reflected in the Thoughtexchange survey. Return to the quadmester model would only be expected as a worst-case scenario. Recent information has indicated that accelerated vaccinations for all adults over 16 could occur by September 2021 with clinical tests for children who are under 16 expected to occur by July 2021. This will provide additional safety at in-person schools. The District has been working with OPH to determine how to expand the quadmester model from one course to a two course model. The cohort model has been retained as it is easier to transition to an in-person cohort structure as health guidelines permit;
- The District is anticipating public health guidelines to relax some restrictions by September 2021 which could allow for a return to the in-person semester model. In some vulnerable schools, students have indicated that the current quadmester model is favourable, with credit failure down 5% and other schools across the District by 3%;
- Programs for students with special education needs or unique learning profiles were made available in a virtual setting as part of the pandemic response. These types of programs best serve students in-person as they cannot be replicated in the full capacity in a virtual setting;
- The District must adhere to timelines for staffing and the OCDSB is not the first district to request that families choose the in-person or virtual model. Decisions on course selections occur at the same time each year to determine staffing for over 4,500 classrooms with a variety of qualification requirements. Districts across the province are offering various options including not offering virtual models, only virtual in secondary, and some with a variety of approaches; however, all districts agreed that in-person is the most ideal option;
- Director Williams-Taylor noted that she does listen to concerns from the public and that some senior staff have met with OCV students to discuss and determine if any interventions could occur immediately to address current

student issues. These discussions have impacted local OCV plans which will be monitored through their superintendent of instruction; and

- The current secondary model has allowed for low rates of COVID-19 transmission in schools and public health guidelines will determine the return to in-person learning.

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

- The District will examine personalized approaches by working directly with the families of students that need to remain in the virtual model due to health concerns and who also have special education needs. Although the remote individual education plans (IEP) will not be equivalent to the in-person model, needs will still be met, staff will be allocated, and central supports will be leveraged to aid students who require the virtual setting;
- Conversations with the Ministry have indicated that they will take a more individualized and responsive approach in decision making. The Minister of Education has suggested that there could be a more timely release of Grants for Student Needs (GSN) to allow the District to make plans in a more constructive way. The Ministry has also indicated that districts are not to expect additional funding as seen in the previous year. The Ministry is planning prudently which will be reflected in a differentiated approach as each district has a different reality to avoid any instability;
- To support students in remote classrooms for the 2021-2022 school year, learning support teachers (LST), learning resource teachers (LRT), and educational assistants (EA) will be allocated to support OCV students directly;
- The masking policy for the District is governed by the province. Local public health units may suggest further safety measures for districts to follow if deemed necessary;
- The availability of mental health services has been communicated to families through school newsletters, information sent directly from schools, and the District website, which has a link to the mental health webpage that outlines both in-school and community resources. There has been a 20-30% increase in referrals to clinical staff. Mental health lesson plans and resources for teachers are shared by SMHO through principals meetings, newsletters, and memos. Elementary and secondary teachers are encouraged to use the materials to provide lesson plans and activities through stress management instruction and activities in maintaining mental health and wellness for students;
- The Ministry has indicated their continued support for mental health services; however, it is unclear what funding may be provided. There have been some misconceptions regarding funding and priority items and where changes can

be expected. The 2020-2021 school year had enrolment rates that were significantly lower than the projected rates and funding was made available to increase stability. The District is now required to plan for the 2021-2022 school year based on the most recent student enrolment rates;

- The approximately \$20 million in additional funding for the 2020-2021 school year was used to provide staff as part of the pandemic response in teachers, custodians, and technology for remote learning;
- An additional 65 custodial positions were placed in schools for the 2020-2021 school year for enhanced cleaning during school hours;
- Mechanisms are in place for students that wish to amend their decision to attend either OCV or in-person for the 2021-2022 school year; however, this process is primarily reserved for extreme or unique circumstances as significant changes can affect the stability of the District; and
- Elementary teachers reported that teaching in virtual settings can be challenging as there is uncertainty whether a student is at their computer when cameras and microphones are turned off. Elementary teachers also noted that they are unable to intervene or summon aid when witnessing emergencies. The OCDSB was the only board that did not have any significant reorganizations which teachers found helpful and encouraged the Board to continue the practice of predictability and stability.

9:14 break

7. Matters for Action:

8. Reports from Statutory and Other Committees

8.1 Advisory Committee on Equity, 28 January 2021

Moved by Trustee Jennekens,

THAT the report from the Advisory Committee on Equity (ACE), dated 28 January 2021 be received.

Carried

8.2 Special Education Advisory Committee, 3 February 2021

Moved by Trustee Bell,

THAT the report from the Special Education Advisory Committee (SEAC), dated 3 February 2021, be received.

Carried

8.3 Audit Committee, 17 February 2021

Moved by Trustee Schwartz,

THAT the report from the Audit Committee, dated 17 February 2021, be received.

Trustee Blackburn noted that her attendance was not recorded.

Moved by Trustee Schwartz,

THAT the report from the Audit Committee, dated 17 February 2021, be received, as amended.

Carried

9. Matters for Discussion:

9.1 Report 21-029, Academic Staffing Plan for the 2021-2022 School Year (J. McCoy)

Your committee had before it Report 21-029 to submit to the Committee of the Whole (COW) for discussion and approval, the academic staffing plan for the 2021-2022 school year.

Superintendent McCoy provided a presentation on Report 21-029, Academic Staffing Plan for the 2021-2022 School Year.

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

- Learning support teachers (LST) and learning resource teachers (LRT) for Ottawa-Carleton Virtual (OCV) will be allocated from within the approved complement based on enrolment, needs within the school, based on on recommendations by Learning Support Services (LSS);
- The District will continue to create larger virtual class sizes in order to reallocate resources to in-person schools. Staff will monitor class sizes to ensure that in-person classes, such as schools with larger populations of marginalized students, and, to the extent possible within the approved complement, make adjustments to ensure we are meeting students' needs. Some teaching positions are generally held back in order to address larger than expected class size scenarios to achieve more acceptable class sizes;
- Equity is always a consideration when determining class sizes, the allocation of resources, and support services for schools;
- The proposed reallocation of 3.5 full time equivalent (FTE) LRTs for Learning Disabilities Specialized Intervention Programs (LD SIPs) is not a reduction in the resources reallocated to these programs, but rather a change in the delivery to support a fully congregated model;
- In-person classes have increased in some schools due to a number of factors such as growing population in areas and students transitioning back to in-person from OCV; however, staff are working to ensure

class sizes do not increase too significantly. Certain schools are examined more than others to ensure that the resources are differentially allocated based on the needs of those schools. Staff are optimistic that the Ministry will provide additional funding, to support health and safety for students through smaller class sizes as needed;

- Director Williams-Taylor noted that staffing is not the only area that staff deliberate when considering equity. To date, only 14 COVID-19 transmissions have occurred over the entire 2020-2021 school year in 147 schools with 60,000 students and 5,000 staff. When considering how to allocate resources from an equity perspective, access to language, information, and communication emerged as a significant priority in communities where English is not the family spoken language. Staff also consider student achievement in underserved schools as a priority, as the pandemic has exacerbated the student success “gap” in some marginalized communities;
- Elementary Teachers' Federation of Ontario (ETFO) discourage classroom size flexibility as elementary teachers already have the largest class sizes in the District and would welcome aid in advocating for funding to maintain current staffing;
- A supplementary memo was provided regarding Specialized Program Classes (SPCs) which outlined a plan to close the Primary Special Needs (PSN) at W.E. Gowing Public School and the Developmental Disabilities Program (DD) at Queen Elizabeth Public School; however, there are plans to open an Autism Spectrum Disorder (ASD) program at Queen Elizabeth Public School;
- The DD program has changed to an ASD program at Queen Elizabeth Public School as there have been a number of vacancies in the DD program; however, staff will reassess this option in the future should the need arise;
- Although OCV classes are expected to be larger than in-person, both in-person and OCV class sizes must be within the regulated class size requirements outlined in *Ontario Regulation 132/12*. Current class sizes are not expected to be larger for the 2021-2022 school year and virtual schools will have supports to meet students' needs; and
- Both in-person and OCV classes across the District are combined to generate average class size figures.

The 10:30 vote did not pass the required 2/3 majority and the meeting was adjourned*

9.2 Report 21-020, Universal Screening Tool Exploration and Update (P. Symmonds)

10. Adjournment

At adjournment, the following item remained as unfinished business:

Report 21-020, Universal Screening Tool Exploration and Update

Keith Penny, Chair



BOARD
Report No. 21-034

30 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 Board of Trustees for 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 Elementary Teachers' Federation of Ontario (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 for next year that are being 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.

The proposed plan was initially presented to the March 9, 2021 Committee of the Whole meeting for discussion. The plan presented at that time has not been revised in any significant way, but any changes will be highlighted for ease of reference by the Board.

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 departments 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 a number of additional teaching positions were added and existing resources re-allocated 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 to support the delivery of special education to both in person and virtual learners. 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. The additional resources were funded from a combination of reserves and specific funding that was 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 rely on the same level of additional funding continuing next year.

As a result, the academic staffing plan being proposed largely reflects a return to pre-COVID staffing levels, that is, the staffing approved in March 2020. Planning for the delivery of remote learning next year will proceed with resources being allocated accordingly from within the approved complements, rather than relying on additional staffing. The number of students attending remotely next year will be much lower than this year. It is difficult to predict with certainty what the fall will look like but staff will be continuing to work closely with public health officials 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 includes 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 1021 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 recommended plan does account for the additional Support for Students funding 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 positions that were added using the previous funding (Local Priorities Funding), primarily to support ESL/ELD and special education.

Enrolment in the Ottawa-Carleton District School Board (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, the Ministry has encouraged boards to make appropriate adjustments to their 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), expected to be announced in April. Following the GSN announcement, it typically takes Finance staff 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.

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. 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. SATE 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 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 and students with special education needs. Each of the additions or reallocations is 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 changes, including the associated costs is provided as Appendix D to the Academic Staffing Plan Addendum. As compared to the academic staffing plan approved for the 2020-2021 school year, the proposed plan for 2021-2022 reflects an overall reduction of 127.55 FTE (\$13,445,713) from the approved 2020-2021 Budget.

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 Committee of the Whole and Board meetings, including feedback received at the March 9, 2021 Committee of the Whole meeting.

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 academic staffing plan for 2021-2022, as set out in the Addendum and Appendices A, B, C and D to Report 21-034, subject to fluctuations in enrolment and emerging Ministry or regulatory requirements.

Janice McCoy
Superintendent of Human Resources

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

Appendix D – Recommended 2021-2022 Academic Staffing Changes

ACADEMIC STAFFING REPORT 2021- 2022

30 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 latitude to add, but not to decrease, positions at a later date, because teachers cannot be declared surplus from their current schools after the dates prescribed 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, return to the 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 maintain health and safety standards.

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 regulated maximum 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

Division	Summary of Regulatory Requirements (Ontario Reg. 132/12)		Funding Divisor
Kindergarten	26.0	maximum board-wide average class size	25.57
	29.0	class size limit (hard cap)	
Grades 1 – 3	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	
Grades 4 - 8	24.5	maximum board- wide average class size	24.50
Grades 9 - 12**	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 1.0 FTE Staffing Resource (L26.04) LOU – Health and Safety Release Officer 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"> • Basic staffing entitlement (BSE) (classroom teachers) – 23:1 (or the regulated class size average) • Teacher librarians – 1 per school; • Guidance teachers – 2.6 FTE per 1000 ADE; and • Learning support teachers – 1.41 FTE per 1000 ADE <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 must generate the equivalent of 1.33 FTE.

e. **Ottawa-Carleton Virtual**

As part of its planning for 2021-2022, the District has already announced its intention to continue to provide a virtual option for students from kindergarten to grade 12. All families were asked to indicate whether they wished to attend Ottawa-Carleton Virtual (OCV) elementary or secondary school by March 14, 2021. Enrolment in the virtual schools is expected to be approximately 1600 secondary students and 2800 elementary students.

Staffing for the OCV schools will occur at the same time as staffing for the in person schools, from among the total approved staff, in much the same way staff is allocated to other schools, including classroom and support teachers. The allocation will take into consideration the anticipated enrolment, class size maxima and average class size requirements, grade/course and program configurations and other needs.

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 **3152 FTE** elementary teaching positions is being proposed, of which **2532 FTE** are required by the collective agreement (e.g., preparation time) or legislation; (Attachment A)
- a total of **1656 FTE** secondary teaching positions is being proposed, of which **1401 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 **109.25 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 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 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 and will be allocated on that basis.

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 redirected next year. Since it is anticipated that elementary students will at least start the year continuing to be cohorted into single class groupings, students in the LD SIP will remain together for the entire day rather than be integrated for half of the day. The other staffing implications of this interim model for the LD SIP 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 enrolment (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

Secondary - Required by Collective Agreement	FTE
Library (increase of 1.0 FTE to support OCV)	25.00
Guidance (decrease of .67 due to enrolment)	62.00
Total	87.00

The complement of staff assigned to library reflects an increase of 1.0 FTE, which is attributable to the continuation of the virtual school for at least one more year. Although no teacher librarian was added to the complement for 2020-2021, the collective agreement requires that each secondary school be allocated a full-time teacher librarian position. The guidance complement is projected to be slightly lower than this year as a result of the reduction in enrolment, since guidance staffing is generated by a formula in the collective agreement.

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 Ontario Secondary School Teachers' Federation (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 positions were approved and allocated for 2020-2021, 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.

Staff is recommending reducing the 0.83 FTE position added this year to support Merivale High School's implementation of the International Baccalaureate program, for a total of 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** represents status quo compared with the staffing approved last year.

1.9 Contingency Staff (Elementary/Secondary)

Given some of the uncertainty with regard to next year's planning, staff is proposing the creation of a contingency allocation of **10.0 FTE** teaching positions. These positions would be allocated only as required to support emerging needs in elementary or secondary schools that cannot be accommodated within the approved complement without adversely impacting students.

Staff is recommending establishing a contingency of 10.0 FTE positions, to be allocated as required as either elementary or secondary teachers, to meet emerging needs that cannot be accommodated within the approved complement.

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 who speak a first language other than 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 the Local Priorities funding provided as part of central bargaining during the last round of 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. An additional **5.83 FTE** positions funded by OCENET, are also included in the plan to support ESL classes.

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 needs in this area and make adjustments as required.

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

Elementary Special Education Teaching Positions	FTE
Specialized Program Classes (including prep) (increase of 4.76 FTE)	177.46
Learning Support Teachers (LST)	114.00
Learning Resource Teachers (LRT) (decrease of 5.5 FTE)	118.00
Learning Support Consultants (LSC) (increase of 2.0 FTE)	16.00
Itinerant Teacher of Assistive Technology (ITAT)	4.00

Social Emotional Learning Teachers (SELT)	3.00
Hearing and Visual – Specialist Teachers (increase of 0.5 FTE)	20.65
Total	453.11

For 2021-2022, the plan includes **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 Specialized Intervention 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 enrolment 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; and
- 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.

The plan also includes a proposed increase of 0.5 FTE in the complement of teachers who support students who are blind or low vision as a result of an increase in the need for this support in the district.

In summary, the changes being proposed to the elementary special education staffing complement for next year include the following:

- ***reduction of 5.5 FTE LRT (redirected to other areas within special education);***
- ***increase of 4.76 FTE to support specialized program classes;***
- ***increase of 2.0 FTE Learning Support Consultants (LSCs) to support students with ASD and students with a learning disability who are integrated in the regular program; and***
- ***increase of 0.5 FTE position to support students who are blind or with low vision.***

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

Secondary Special Education Teaching Positions	FTE
Required by Collective Agreement Learning Support Teachers (LST) (reduction of 0.33 FTE due to enrolment)	33.67
Discretionary Positions Specialized Program Classes (increase of 1.67 FTE) Learning Support Consultants (LSC) Itinerant Teacher of Assistive Technology (ITAT) Learning Support Teachers (LST)	98.5 4.0 2.0 5.83
Total	144.0

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.

In summary the changes in the secondary special education staffing complement are as follows:

- ***decrease of 0.33 FTE due to enrolment decline; and***
- ***increase of 1.67 FTE to accommodate an additional GLP specialized program class and additional sections to support integration of the students for one half of the day.***

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<), 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

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

4.2 Secondary Central Staffing

The proposed plan for next year includes **18.67 FTE** centrally assigned discretionary teaching positions supporting B<, 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 grade 9 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

Secondary Central Staff	FTE
Mandatory Positions Staffing Committee Resource (OSSTF & OCDSB)	0.67
Discretionary Positions Business & Learning Technologies Consultant Instructional Coaches (increase of 1.0 FTE approved by the Board in the fall 2020 to support equity coach)	1.00 17.00
Total	18.67

The complement of central positions being proposed represents only one change, and that is the increase of **1.0 FTE** central coach, that was already approved by the Board as part of a trustee motion to establish a secondary equity coach.

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 is planning for one elementary and one secondary principal to lead and manage each of the OCV sites, respectively. Additional funding to support the additional administrators assigned to the

virtual schools may be available through the school foundation grant, which provides funding for a full-time principal and an allocation of vice-principals, based on enrolment.

In terms of vice-principals, the proposed plan includes **109.25 FTE** school based vice-principals and 2 central vice-principals. This represents an increase of 4.0 FTE vice-principals from this year, two each of elementary and secondary, to support the OCV campuses. 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, socio-economic factors and other information that helps to inform need.

This year vice-principal positions from elementary and secondary schools were re-allocated to support OCV, rather than adding new positions. As the majority of students return to in person schools next year, it will be challenging to stretch the allocation across both in person and OCV schools, without adding to the current complement. Several schools which lost a vice-principal allocation this year as positions were re-allocated to support the virtual schools, experienced challenges adjusting to the demands without a vice-principal. As a result, staff feels that at least some additional vice-principal supports should be added to the complement to support the OCV schools next year. 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.

In summary, the school administration complement proposed for next year represents an increase of 2.0 FTE principals, which provides for a principal position to lead each of the elementary and secondary virtual schools planned to continue next year and 4.0 FTE vice-principals, 2.0 FTE each to be assigned to elementary and secondary.

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.

Further details of the proposed academic staffing plan, including a breakdown of positions that are required by contract or legislation and those which are discretionary, and providing a comparison between staffing levels approved in March 2020 for 2020-2021, actual staffing in place this year based on changes to enrolment and funding, and the projected and proposed staffing for next year, are provided in the appendices, as follows:

Appendix A – Elementary Academic Staffing

Appendix B, Secondary Academic Staffing

Appendix C – Principal and Vice-Principal Staffing

Appendix D – Summary of Academic Staffing Changes for 2021-2022

Costing information related to the potential changes is also included in Appendix D.

03.05.21
System Projections

Appendix A - Report 21-034 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
Enrolment						
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		
Basic staff						
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)			10.50	10.50 (5)		10.50
(contingent on funding)	2653.33	2694.44	2578.08	-75.25		
ESL						
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		
Special Education						
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		
Inclusive, Safe and Caring						
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		
Curriculum Services & Other (Central)						
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		
Total Staff	3225.43	3308.13	3151.94	-73.48	2532.08	619.86

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 30, 2021

Appendix B - changes from 2021-2022 approved plan May 2020)

Secondary Staff Staffing Chart 2021-2022					Required by Contract or Legislation	Subject to Board Decision
	Approved March 2020 for 2020/2021	Final 2020/2021 (as of Jan 22)	Projected 2021/2022	change		
Average Daily Enrolment						
Total Projected ADE (over and under 21)	24,988.57	24,136.10	24,597.82	-390.75		
Basic staff						
Basic staff allocated for classrooms	1311.50	1285.17	1259.50	-52.00	1259.50	
September 30 adjustment	14.00	11.00	14.00		14.00	
Needs Allocation	6.00	0.33	6.00		6.00	
	1331.50	1296.50	1279.50	-52.00 1		
Other in school staff						
ESL/ELD	33.17	34.50	33.17			33.17
OENET funded	5.83	1.33	5.83			5.83
Tchr Librarians	24.00	24.00	25.00	1.00 2	25.00	
Guidance	62.67	61.50	62.00	-0.67 3	62.00	
Program Enhancements (SSF)	5.00	5.00	5.00			5.00
Support for Students (balance of 11 FTE)	6.00	6.00	6.00			6.00
Student Success	30.00	32.00	30.00			30.00
Program Overlays	14.33	14.33	13.50	-0.83 4		13.50
First Place	1.00	1.00	1.00			
YSB (Pfaff)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
Indigenous Studies	3.67	3.67	3.67			
School Within a College	1.00	1.00	1.00			
Merivale IB implementation	0.83	0.83				
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.67	2.67	2.67			
Adult over 21	33.17	32.00	33.17			33.17
	214.17	210.66	213.67	-0.50		
Special Education						
LST	39.83	39.17	39.50	-0.33 5	33.67	5.83
System Classes/Programs	96.83	96.83	98.50	1.67 6		98.50
Learning Support	6.00	6.00	6.00			6.00
	142.67	142.00	144.00	1.33		
Curriculum Services & Other						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	16.00	16.00	17.00	1.00 7		17.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	17.67	17.67	18.67	1.00		
TOTAL STAFF ALLOCATED TO DATE	1706.00	1666.83	1655.83	-50.17	1400.83	255.00

- 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).
The Sept. 30 adjustment and Needs positions are used to: address historical increase in enrolment over the summer; difficult staffing issues and to avoid disruptions due to the number of small schools and small programs; meet the 23 to 1
- 2 1.00 Teacher Librarian at OCV
- 3 -0.67 Guidance due to ADE decrease
- 4 6.00 balance of 11 FTE Support for Students Fund
- 5 -0.83 Merivale IB implementation
- 6 -0.33 LST contractual due to ADE decrease
- 7 1.67 GLP at OTSS
- 8 1.00 Instructional Coach

REVISED
03.05.21

Report 21- 034 Axx Academic Staffing for 2021-2022

Secondary Administration - In School				change
In Schools	Budget 2020-2021as of March	Actual 2020-2021	Proposed 2021-2022	
Principals	26	27	27	1.00
Vice Principals	48.00	48.00	50.00	2.00
Total in school allocation	74.00	75.00	77.00	3.00

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	59.25	2.00
Total in school allocation	169.25	175.25	172.25	3.00

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
	13	13	13	0.00
Total Administration	256.25	263.25	262.25	6.00

*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< (Kristen Grant)
V.P. Indigenous Education (Jody Alexander)

Notes:

Recommended 2021-2022 Academic Staffing Changes

Elementary		
	FTE	Cost
Subject to Board Decision - Teaching Staff		
Net Increase in Specialized Program Classes	4.76	\$524,047
Increase in Learning Support Consultants	2.00	\$220,188
Decrease in Learning Resource Teachers	(5.50)	(\$605,517)
Increase in Teachers - Hearing and Visual	0.50	\$55,047
Decrease in Teachers - Learning Disabilities Specialized Intervention Program	(4.76)	(\$524,047)
Hearing and Visual Teachers - Reconcile to Actual (Change from 09 March 2021)	1.10	\$121,103
Sub-Total	(1.90)	(\$209,179)
Required by Contract or Legislation - Teaching Staff		
Decrease in Teachers - Supports for Students Funding Allocation (Net from prior year approval) (Change from 09 March 2021)	(10.50)	(\$1,115,720)
Total	(12.40)	(\$1,324,898)

Secondary		
	FTE	Cost
Subject to Board Decision - Teaching Staff		
Decrease in Teachers - Implementation of Merivale HS International Baccalaureate Program	(0.83)	(\$89,854)
Net Increase in Specialized Program Classes	1.67	\$183,513
Increase in Instructional Coaches (Board Motion 27 October 2020)	1.00	\$108,258
Sub-Total	1.84	\$201,917
Required by Contract or Legislation - Teaching Staff		
Increase in Teacher Librarians	1.00	\$108,258
Decrease in Learning Support Teachers	(0.33)	(\$36,263)
Decrease in Guidance Teachers	(0.67)	(\$72,533)
Sub-Total	0.00	(\$538)
Total	1.84	\$201,379

Teaching Staff		
	FTE	Cost
Subject to Board Decision		
To meet emerging unanticipated needs (New from 09 March 2021)	10.00	\$1,072,585
Sub-Total	10.00	\$1,072,585

Administration		
	FTE	Cost
Subject to Board Decision		
Increase in Secondary Principals	1.00	\$151,927
Increase in Elementary Principals	1.00	\$144,193
Increase in Secondary Vice-Principals to support OCV Schools (New from 09 March 2021)	2.00	\$275,174
Increase in Elementary Vice-Principals to support OCV Schools (New from 09 March 2021)	2.00	\$269,260
Sub-Total	6.00	\$840,554

	FTE	Cost
Total	5.44	\$789,620

ADE based Changes		
	FTE	Cost
Elementary Teachers (Reduction of 68.0 FTE Teachers + Preparation Time)	(80.99)	(\$8,605,916)
Secondary Teachers (Reduction of 52.0 FTE Teachers including Preparation Time)	(52.00)	(\$5,629,416)
Total	(132.99)	(\$14,235,332)

Grand Total		
Board Decisions, Required by Contract or Legislation, Administration and ADE Based Changes	(127.55)	(\$13,445,713)

Revised: 26 March 2021

Board Work Plan 2020-2021

Actions	Milestones	Time Frame	
		Start Date	Status
Culture of Innovation We will build a learning community where innovation and inquiry drive learning			
Professional Learning	Anti-Racism Training	16 February 2021	complete
	Board Retreat 2021 1. Applying an Equity Lens to Policy and Governance 2. Human Rights and Equity	May 2021 (TBD)	
	Strategic Enterprise Risk Management (SERM)	20 April 2021	
	Governance - The Role of the Trustee	March 2021	complete
Culture of Caring We will advance equity and a sense of belonging to promote a safe and caring community			
Police Involvement in Schools Policy and Program Review	<ul style="list-style-type: none">● Consultation with stakeholders● Regular status updates and monitoring progress● Review draft policy● Board approval of revised policy	September 2020 May 2021 September 2021	
Human Rights Policy	<ul style="list-style-type: none">● Consultation with stakeholders● Review draft policy	December 2020 May 2021	

Ottawa-Carleton District School Board
*"Educating for Success. Inspiring Learning, Developing
 Well-Being and Building Social Responsibility"*

	<ul style="list-style-type: none"> • Board approval of new policy 	June 2021	
Cyclical Policy Review Process	<ul style="list-style-type: none"> • Create a list of policies and a schedule for review 2021-2022 	May 2021	
Culture of Social Responsibility We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship			
Indigenous, Human Rights and Equity Roadmap	<ul style="list-style-type: none"> • Discussion at Committee of the Whole • Approval of additional resources for Indigenous students 	October 2020	
Applying Identity Based Data <ul style="list-style-type: none"> • Student Suspensions and Expulsions • Credit Accumulation • Achievement and Streaming 	<ul style="list-style-type: none"> • Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data. 	November 2020 February 2021 June 2021	
Learning Support Services Operational Review	<ul style="list-style-type: none"> • Resume focus group sessions with stakeholders • Discussions at SEAC and Committee of the Whole • Board approval and next steps 	April 2021	
Safe Schools Policy Review	<ul style="list-style-type: none"> • Consultation with community • Board approval of revised policy 	November 2020 June 2021	
Advisory Committee Review	<ul style="list-style-type: none"> • Consultation with Advisory Committee Chairs and stakeholders • Review and update policies as required 	September 2021 November 2021	
Fiduciary We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective			

Ottawa-Carleton District School Board
*"Educating for Success. Inspiring Learning, Developing
 Well-Being and Building Social Responsibility"*

stewardship of the board's resources			
Approval of Audited Financial Statements	<ul style="list-style-type: none"> • Audit Committee approval • Board approval 	November 2020	Complete
2019-2023 Strategic Plan Update	Regular status updates and monitoring of strategic plan	November 2020	
Board Work Plan	<ul style="list-style-type: none"> • Prepare draft plan • Board approval • Regular status updates and monitoring 	November 2020 Monthly Monitoring	
Director's Performance Evaluation/Planning	<ul style="list-style-type: none"> • Board approval • Ad Hoc Committee meeting (April 2021) to review job description and determine process 	December 2020 April 2021	
Approval of 2021-2022 Budget	<ul style="list-style-type: none"> • Set budget meeting schedule • Board approval 	February 2021 May 2021 June 2021	
Academic Staffing Approval	Committee of the Whole and Board discussions Board approval	March 2021	
Electoral Zone Boundary Review	<ul style="list-style-type: none"> • Initiate review and research options • Community consultation • Board approval 	January 2021 November 2021 February 2022	
Monitor the 2020-2021 Budget with consideration of COVID-19 impacts	Regular status updates and monitoring	Ongoing	
Appoint an Integrity Commissioner	<ul style="list-style-type: none"> • Amend and re-issue Request for Proposal (RFP) • Evaluate and select proponents 	April 2021	
Board Comprehensive Evaluation	<ul style="list-style-type: none"> • Ad Hoc Committee meeting to determine process • Prepare and distribute survey • Evaluate results and use to inform 2021-2022 Plan 	April 2021 September 2021	

Ottawa-Carleton District School Board
“Educating for Success. Inspiring Learning, Developing
Well-Being and Building Social Responsibility”

Succession Planning	Regular in-camera updates	May 2021	
---------------------	---------------------------	----------	--