

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, April 6, 2021, 7:00 pm
Zoom Meeting

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1. Call to Order - Vice-Chair of the Board	
2. Approval of Agenda	
3. Delegations	
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4. Briefing from the Chair of the Board	
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10.3. OSTA Update (if required)

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11. New Business - Information and Inquiries

12. Adjournment



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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: *

Drew

Last Name: *

Klein

Address: *

[REDACTED]

Address 2:

City: *

[REDACTED]

Province or Territory: *

Ontario

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: *

4/6/2021

Summary of issue/concern: *

I wanted to share my concerns with you about forced masking because it doesn't seem like anyone at the school has any interest in fighting for the rights of our kids, who are being both abused and tortured by this practice.

Masking is dangerous and detrimental to our kids health. It will continue to cause problems for them - physically, behaviorally and psychologically. There is virtually zero evidence that masking stops the viruses as small as the one that causes COVID and virtually zero evidence that school transmission is a major vector of disease. Kids are essentially undeterred and unaffected by the virus that causes COVID and leading a sterile existence today will mean big problems in the future.

This needs to end and I'm not sure if you, or who above you, is making these specific rules for our kids at school. To mask indoors is ridiculous enough, and to force them to mask outdoors is utterly absurd.

Please let me know who is pushing these heinous rules on our kids, normalizing the culture of forced face covering for the benefit and protection of irrational, fearful adults.

It needs to change.

Recommendation(s) for resolution of issue: *

End masking for children outdoors immediately

End masking for children indoors shortly thereafter.

Prioritize teachers to receive vaccines immediately.

Date: *

4/5/2021

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.



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Contact Information

First Name: *

Joel

Last Name: *

Harden

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]
(888) 888-8888

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: *

4/6/2021

Summary of issue/concern: *

Speaking to concerns hearing from community on school safety, speaking as MPP for Ottawa Centre.

Recommendation(s) for resolution of issue: *

No specific recommendation, only relaying concerns.

Date: *

4/6/2021

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.



COMMITTEE OF THE WHOLE 6 APRIL 2021 Report 21-026

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment, Hiring and Promotion Policy, P.146.HR, Appendix A).

CONTEXT:

2. Regulation 274 - Hiring Practices, was revoked effective October 27, 2020. The regulation, which had been in effect since 2012, set out a mandatory hiring regime that school boards were required to follow when hiring for long term occasional and permanent teaching positions. The hiring processes established under the Regulation placed significant emphasis on occasional teacher seniority, and limited school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

On February 22, 2021, the government issued Policy/Program Memorandum (PPM) No. 165 with an effective date of March 31, 2021 (Appendix B). The purpose of the PPM is "to provide direction to school boards on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes." In December 2020, a draft policy was presented to the Committee of the Whole based on the draft Policy/Program Memorandum. Appendix A represents a revised version of the policy that was presented in December. Appendix C shows the changes that have been made from the original draft.

KEY CONSIDERATIONS:

3. **Equitable Hiring and Human Resources Practices**
The Indigenous, Equity and Human Rights Roadmap, presented to the Committee of the Whole last fall, outlines specific actions and accountabilities toward achieving the District's commitment to human rights, equity and inclusion. This includes ensuring that human resources policies and practices, including all recruitment, hiring and promotions processes, are aligned with the principles articulated in the Roadmap and the District's strategic plan. The attached policy, which has been expanded from the original draft to apply to all OCDSB positions,

Report 21-026 Equitable Recruitment and Hiring Policy Page 1
is intended to reflect the District's commitment to ensuring equitable recruitment, hiring and promotion practices.

4. **PPM 165 Requirements**

As indicated above, PPM 165 requires that school boards establish fair, consistent and transparent policies for teacher hiring that include the following components:

- diversity, equity and human rights;
- qualifications and merit;
- employment mobility;
- fairness and transparency; and
- monitoring and evaluation.

Policy P.146.HR, Equitable Recruitment, Hiring and Promotion, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity and increasing the diversity of the District's workforce. The policy specifically directs the development and implementation of equitable recruitment and hiring procedures. More specific guidance and expectations related to the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

With regard to the requirement in the PPM related to conflicts of interest, the District's current policy, P.024.HR, Employee Conflict of Interest, precludes employees from using their influence to gain special favour for a family member (defined as a spouse, child, grandchild, parent, parent-in-law, son-in-law, daughter-in-law, brother, sister, brother-in-law, sister-in-law, or anyone for whom the employee stands in loco parentis), in obtaining employment with the Board. This policy is also currently under review, and a revised policy will be finalized by the end of the school year. As part of the review, staff will also be developing procedures that set out clear requirements for the current requirements for disclosing and managing any conflicts of interest.

5. **Revisions to the Policy**

The revised policy being presented includes a number of changes, based on both a further review of the final PPM and the feedback received to the original draft. In particular, this includes the following changes:

- Expanded application of the policy to all employee groups;
- Clarification of the definition of diversity to include all protected groups under the Ontario Human Rights Code;
- Clarification of the section on employment mobility to apply to applicants from any jurisdiction outside Ontario;
- Addition of a monitoring and evaluation section;
- Inclusion of special programs permitted under the Ontario Human Rights Code to address historic disadvantage, inequality and discrimination; and
- The expansion of the policy to include promotion processes.

RESOURCE IMPLICATIONS:

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

COMMUNICATION/CONSULTATION:

7. In the development of the policy and the revised policy, Human Resources staff met with representatives of the different bargaining units and representatives of principals and vice-principals to provide an opportunity to provide input and feedback on the policy. In addition, since the revised draft was presented at Committee of the Whole, the policy has been presented for discussion at the Indigenous Education Advisory Council, the Advisory Committee on Equity and the Special Education Advisory Committee. Their feedback has been included in the policy and/or will be reflected in the procedures. The policy has also been informed by advice and guidance provided through a provincial working group of senior human resource professionals with regard to the PPM and its implementation.

STRATEGIC LINKS:

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

RECOMMENDATION:

That the Board approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion.

Janice McCoy
Superintendent of Human
Resources

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

Appendix A – Report 21-026 Equitable Recruitment, Hiring and Promotion
Policy, P.146.HR

Appendix B - Policy/Program Memorandum (PPM) No. 165 with an effective
date of March 31, 2021

P.146.HR

TITLE: Equitable Recruitment, and Hiring *and* Promotion of Teachers

Date Issued:

Date Revised:

Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, ~~and~~ hiring ***and*** promotion practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB) ***that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or social identity.***

2.0 DEFINITIONS

In this policy,

- 2.1 Board** refers to the Board of Trustees.
- 2.2 District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.3 Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, age, ancestry, ***colour, citizenship, creed***, culture, ~~ethnicity~~ ***ethnic origin, family status***, gender, gender identity, ***gender expression***, language, ***marital status***, physical and intellectual ability, ***place of origin***, race, , sex, sexual orientation, and socio-economic status.
- 2.4 Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5 Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.
- 2.6 Hiring** refers to the process for selecting ~~teachers for permanent and long-term teaching positions~~ ***candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening and selection processes.*** The selection process may include multiple sources and methods such as

Appendix A - Report 21-026 Equitable Recruitment and Hiring

interviews, additional qualifications, work experience written assignments and references.

- 2.7** *Promotion refers to the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.*
- 2.8** **Recruitment** refers to the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.9** *Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions:*
- *It must relieve hardship or economic disadvantage, or*
 - *help disadvantaged people achieve, or try to achieve, equal opportunity, or*
 - *help eliminate discrimination.*
- 2.10** ~~Teacher~~ refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

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

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

Guiding Principles

- 3.2** The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when ~~teachers~~ staff reflect their identities.

Appendix A - Report 21-026 Equitable Recruitment and Hiring

The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the district.

- 3.3 ***The OCDSB expects*** all staff ***in its employ*** ~~shall~~ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education ***that reflects diversity for all students.***
- 3.2 ***The OCDSB expects*** all system and school leaders ~~shall~~ ***to*** model actions to enhance equity and inclusion ***of historically disadvantaged identities protected under the Ontario Human Rights Code*** as an essential leadership competency.
- 3.4 ***The principles found in*** ~~All Human Resources processes and actions by OCDSB employees to implement these processes shall comply with the~~ ***Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act shall guide and set the minimum standards for the recruitment, hiring, employment, retention and promotion of staff.***
- 3.5 All applicants and employees ***to positions within the District*** shall experience ***equitable recruitment, hiring, employment and promotion*** ~~a selection~~ processes that are accessible, fair, consistent and transparent, regardless of the position being sought.
- 3.6 Hiring decisions must be based on providing the best possible education program for ***all*** students and ensuring student safety and well-being.
- 3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail, ***except insofar as the Ontario Human Rights Code prevails.***

4.0 Specific Directives

- 4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.
 - a. **Diversity, Equity, and Human Rights**
 The promotion of ***Indigenous rights and broader*** human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. ***The way to achieve a diverse and representative workforce is to:***
 - i) ensure all employment policies and practices are non-discriminatory;
 - ii) ***intentionally*** identify and remove barriers for ***Indigenous peoples and historically disadvantaged*** ~~marginalized~~ ***groups at each stage of the recruitment, hiring, employment, retention and promotion process.*** Procedures

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~~will be established to collect and analyze voluntary demographic data at different stages of the recruitment and selection process.~~

b. Qualifications and Merit

In addition to ***While*** adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria ***for recruitment, hiring, employment, retention and promotion processes:***

- i) ***valuing applicants’ demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;***
- ii) valuing applicants’ additional ***experiences***, lived experiences, skills, backgrounds, ***perspectives*** and work experience, ***including, for example, the unique perspectives of new graduates and the ability to speak languages in addition to English and French;***
- ii) promoting the ***recruitment, hiring, employment, retention and promotion*** of staff from under-represented ***and historically disadvantaged*** groups ~~and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;~~
- iii) providing the best possible program ***for all students***, ~~as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school/department and suitability for a particular assignment/role;~~ and
- iv) responding to local needs based on clearly defined criteria, including ***additional*** qualifications.

c. Employment Mobility

Teacher ***Recruitment, and*** hiring procedures will address ***support and facilitate*** employment mobility by permitting teachers ***applicants*** who have relocated ***from other jurisdictions*** to apply ***and be fairly considered*** for any teaching positions (occasional, long-term occasional or permanent) for which they are qualified ~~and to be granted an interview;~~

d. Fairness and Transparency

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

- a conflict of interest disclosure policy and ***process, including*** ~~(e.g. clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring panel process;~~
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications ***through the hiring and promotion process*** ~~while following the requirements as outlined in Regulation 298, “Operation of~~

Appendix A - Report 21-026 Equitable Recruitment and Hiring

~~Schools, General” and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;~~

- a process and criteria for **all aspects of recruitment and hiring**, internal postings and external postings, (e.g. establishing minimum posting dates, ~~establishing outreach strategies to reach diverse candidates~~ **including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes;**
- ~~recruitment processes to support hiring teachers with specialized qualifications;~~
- ~~a requirement to maintain up to date lists of employment seeking early career teachers;~~
- ~~processes for registering and communicating with occasional teachers;~~
- ~~regular recruitment and interview cycles;~~
- expectations for diverse hiring panels, **where possible**, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- **objective** criteria for evaluating candidates based on more than one source ~~(for example, verbal, (interview, presentation) and written components;~~
- provisions for structured evaluation criteria, and questions **and tools** that prevent selection bias;
- **a process for providing accommodation based on needs related to the Human Rights Code;**
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the ~~Occasional Teachers’~~ **appropriate** bargaining units.

5.0 Monitoring and Evaluation

5.1 *In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, and Ontario’s Anti-Racism Act, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis. This evaluation will include:*

- *assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps;*
- *developing and implementing an appropriate response plan to ameliorate the identified gaps;*
- *collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;*
- *developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce;*
- *ensuring employment systems, policies, procedures and practices are non-discriminatory.*

6.0 Special Programs

6.1 *The Board reserves the right to implement a special program, as permitted under the Ontario Human Rights Code, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.*

7.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples

Ontario Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Anti-Racism Act

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

Ontario's Equity Action Plan , 2017

Policy/Program Memorandum No. 165, School Board Teacher Hiring Practices, November 2020

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

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



Ministry of
Education

Policy/Program Memorandum No. 165

Date of Issue: February 22, 2021

Effective: March 31, 2021

Subject: School Board Teacher Hiring Practices

Application: Directors of Education
School Authorities

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

Purpose

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

The purpose of this memorandum is to provide direction to school boards² on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on October 29, 2020.

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

Expectations for School Board Hiring Policies

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools. Where any direction of the PPM conflicts with these other requirements, the applicable laws and collective agreement provisions prevail.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, "Operation of Schools – General", R.R.O., 1990, including those related to teacher qualifications and providing the best possible education program for students.

All school boards in Ontario's publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring. School boards' requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

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

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

Qualifications and Merit

Teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, "Operation of Schools – General". School boards should also rely on the following when developing their selection and evaluation criteria:

- valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment; providing the best possible program as determined by the principal, and considering applicants demonstrated:
 - teaching commitment;
 - experience or time spent in a particular school; and
 - suitability for a particular assignment.
- valuing applicants' additional experiences, skills, backgrounds, lived and work experience;
- responding to school and board priorities based on clearly defined criteria, including qualifications.

Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of a diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. Research demonstrates that all students benefit from having teachers with varying social identities and lived experiences. The way to achieve a diverse and representative workforce is to:

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

Employment Mobility

The teacher hiring process should address employment mobility by providing equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or

permanent) for which they are qualified irrespective of where they are currently employed.

Fairness and Transparency

To support a fair and transparent process for candidates, teacher hiring policies should include:

- a conflict of interest disclosure policy based on the conflict of interest template provided by the Ministry of Education;
- clear steps to avoid nepotism (the attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy);
- a process for adherence to the bona fide or “legitimate” job requirements and qualifications through the hiring process, while following the requirements outlined in Regulation 298, “Operation of Schools – General”;
- a process and criteria for all aspects of teacher hiring – setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection processes, including the communication of these;
- a process for tracking and communicating with applicants;
- processes to promote demographically diverse hiring panels that draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source;
- provisions for structured evaluation criteria, questions and tools that prevent interview and selection bias;
- a process for providing constructive interview feedback for candidates, upon request;
- a process for providing accommodation based on needs related to the Human Rights Code; and
- a process for the disclosure of information to the appropriate bargaining units.

Monitoring and Evaluation

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

Effective Practices

School boards should develop the following effective practices to remove barriers and gaps in teacher hiring. To implement the expectations outlined in this memorandum and to provide that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations.

Candidate Selection Practices

Newly Qualified Teachers

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

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity; and

- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

Representation

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

Monitoring and Evaluation Practices to Strengthen Accountability

Data Collection

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision. Quantitative data collection is the first step to helping boards identify employment barriers.

When developing a voluntary workforce census and analysing results, boards should consider the following questions:

- Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- What identities, and intersections of identities, should be represented in the teacher workforce in order to help reflect and meet the needs of the school board community and the diversity of the province?
- Are there some under-represented communities whose members are reluctant to self-identify, which makes it necessary to use alternative or supplement approaches to a census?

School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

Employment Systems Review (ESR)

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

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

Creating a Fairness in Employment Plan

The goal at the end of the ESR is to have identified and made recommendations to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive work environment. Working together, school boards and employee representatives and unions should use the result of the workforce census and ESR to develop a fairness in employment plan

that includes goals and timelines for closing those gaps and removing those barriers. This can include specially constructed measures to address the ongoing effects of systemic discrimination.

Conclusion

The Ministry of Education is committed to having the best education system in the world in order to prepare our students for success, now and in the future. We recognize teachers, and the quality of their teaching, as the single most important factor in the improvement of student achievement.

Fair and transparent school board teacher hiring policies that align with the expectations outlined in this PPM will enable students to have access to teachers who can make a positive difference in their lives. They will be teachers hired based on qualifications, merit and the ability to meet the diverse needs of all students.

The ministry will continue to work with school boards and education partners to provide ongoing support and resources as boards develop and implement local teacher hiring policies and processes aligned with this PPM.

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

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

Appendix

Teacher Hiring Conflict of Interest Policy

1. Application of this Policy

This Policy applies to all Employees of the School Board involved in teacher hiring.

2. Preamble

This Policy is intended to facilitate Employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of Employees in the course of their teacher hiring responsibilities to the School Board.

This Policy defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to Employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

The fundamental principle underlying this Policy is that Employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.

3. Definitions

Conflict of Interest means a potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher hiring within the Board.

Employee means full-time or part-time Employees of the School Board involved in teacher hiring.

External Activity means any activity of an Employee outside the scope of her/his employment with the School Board undertaken as part of a commercial or volunteer enterprise.

Relationship means any relationship of the Employee to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Supervisor means the person to whom an Employee reports.

4. Specific Conflicts

Without restricting the generality of this Policy, the following circumstances may give rise to Conflicts of Interest:

- i) participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the Employee has, or has had, a Relationship;
- ii) acceptance by an Employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the School Board:
 - a) a person, group, or entity that has dealings with the School Board;
 - b) a person, group, or entity to whom the Employee provides services in the course of his or her duties to the School Board;
 - c) a person, group, or entity that seeks to do business with the School Board.

An Employee who is offered a gift in the circumstances described in ii) above shall, in writing, notify his or her Supervisor.

5. Procedures for Disclosure of Conflicts of Interest

- i) All Employees have an obligation to disclose to their Supervisor or the Director of Education any Conflict of Interest. The Employee must disclose in writing as soon as she/he could reasonably be aware that a Conflict of Interest exists. The existence of a Conflict of Interest does not necessarily preclude involvement in the issue which has given rise to the Conflict ("the Matter"). The Employee must declare, in writing, the nature and extent of the Conflict of Interest no later than any meeting or process in which the Employee participates and at which the Matter is to be considered. The Employee must refrain from taking part in any discussion or decision-making in relation to the Matter, and withdraw from any meeting or process when the Matter is being discussed until a decision has been reached regarding the manner in which the Conflict of Interest will be addressed.

ii) A Conflict of Interest involving an Employee may also be reported to a Supervisor by any other person. A report to a Supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

6. Procedures for Management of Conflicts of Interest

i) If the Supervisor or Director of Education to whom the disclosure is made also has a Conflict of Interest, the disclosure should be made in writing to the person at the next highest level of authority.

ii) The Supervisor or Director of Education will investigate to determine if a Conflict of Interest exists. Where appropriate, the Supervisor or Director of Education may consult with the Employee and/or others.

iii) If the Supervisor or Director of Education determines there is a Conflict of Interest, the Supervisor or Director of Education should resolve the matter as per paragraph 7 below and shall document, in writing, any remedies that have been applied.

7. Options for Resolving Conflicts of Interest

If a Supervisor or Director of Education determines that a Conflict of Interest exists, the Supervisor or Director of Education will decide a course of action from the following options:

i) If the Matter pertains to paragraph 4 i) above, and where the Employee may be knowledgeable and have information central to the discussion, the Employee with a Conflict or appearance of Conflict may be permitted to be involved in the Matter without participating in the final decision described in paragraph 4 i) above.

ii) If an Employee fails to disclose a Conflict as per paragraph 5 above, a range of remedies can be applied, up to and including the termination of employment.

8. Contraventions of this Policy

Adherence to this Policy, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its Employees, and the public. Contraventions of this Policy, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For Employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.

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TO: Committee of the Whole

DATE: 06 April 2021

RE: OPSBA 2021 Resolution –COVID Gap Funding

Trustee Boothby has given notice that she will move the following motion at the Committee of the Whole Meeting of meeting of 06 April 2021 for submission to the Ontario Public School Boards' Association (OPSBA) for consideration at the OPSBA 2021 Annual General Meeting.

Whereas, the March 2021 Ontario Budget states “Our loved ones, our economy, our **education system**, our main streets and our communities have all been impacted by the global pandemic.”

Whereas, Minister Bethlenfalvy stated in his Budget Speech to Parliament, “young people have been among those disproportionately impacted by the economic impacts of the pandemic. So, we are protecting students today.... But also investing in their future success for tomorrow”.

Whereas, the March 2021 Ontario Budget recognizes the effects of COVID will be felt and need to be supported beyond the end of the pandemic, as evidenced by the additional and ongoing supports for Long Term Care for 4 years, Tourism for 3 years and Broadband for 5 years.

Whereas, the learning for many students has been significantly impacted by the stressors of COVID including significant amounts of time learning remotely, when remote learning is not the best suited to all students, lack of engagement, missing social interactions and escalation of new or existing mental health challenges.

Whereas, learning gaps that are not immediately identified and immediately remedied with extraordinary measures, will fall further and further behind their cohort and limit the opportunities every student deserves and must have to ensure future success.

Whereas, the current teacher to student ratio will not be adequate to provide the necessary capacity for immediate identification and remediation of COVID created or exacerbated learning gaps.

Whereas, protecting students includes mental health. According to 2020 survey results from Sick Kids Hospital, published February 2021, a larger proportion of children with previous mental health problems are struggling since the pandemic began, and 40 per cent of children with no previous mental health issues have experienced deterioration of their mental health.

Whereas, professional learning for teaching staff has been less available since the pandemic and has not been focused on local needs experienced by pandemic measures.

THEREFORE, BE IT RESOLVED:

THAT OPSBA recommend, the Ministry of Education with the Education Equity Secretariat, as a priority, explore and develop an action plan with the following elements

THAT OPSBA advocate for the Ministry to provide school boards with dedicated funding for an array of much needed supports best configured to meet each board's needs, including but not limited to:

- A. Additional teaching staff to provide immediate evaluation of learning gaps, using tools such as PM Benchmarks;
- B. Additional teaching staff to provide immediate remediation of identified learning gaps;
- C. Additional mental health staff to provide immediate mental health supports; and
- D. Additional funding for professional development for education staff to focus on gap closing and mental health supports.

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

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



TO: Committee of the Whole

DATE: 06 April 2021

RE: OPSBA 2021 Resolution – Anti-Racism Data Research Funding

Trustee Boothby has given notice that she will move the following motion at the Committee of the Whole Meeting of meeting of 06 April 2021 for submission to the Ontario Public School Boards' Association (OPSBA) for consideration at the OPSBA 2021 Annual General Meeting.

Whereas, in accordance with the Anti-Racism Act (ARA) and Anti-Racism Data Standards (ARDS), all school boards in Ontario will be required to collect race-based data by January 1, 2023, to support and promote evidence-based anti-racism organizational change and to meet organizational commitments and accountabilities to reduce systemic racism and advance racial equity;

Whereas, prior to January 2023, there is much planning and preparation required for complying with, and implementing the ARA, the regulations and the ARDS, with input from affected communities, stakeholders, and partners.

Whereas, the veracity of the collection and analysis of such data requires building a trusting relationship within our communities by regularly engaging with Indigenous, Black, and racialized communities and other stakeholders to understand their priorities, concerns, needs, and interests in collection, use and analysis of data.

Whereas, many school boards have limited or no internal data collection and analysis capability;

Whereas, the collection and analysis of such data is complex and important work. School boards must be able to build internal capacity to provide consistent and relevant data analysis, that builds on previous years analysis;

Whereas, the hiring of consultants or a cycle of hire and furlough does not allow a consistent collection or analysis of data and the ability to spot trends and build trusted community relationships;

Whereas, school boards must know they will have sustainable funding to build internal data collection and analysis capacity;

Whereas, the ARDS states “there must be at least one manager who is accountable for oversight and ensuring compliance with the ARA, the regulations and the Standards”;

Whereas, redirecting school board’s existing data collection and analysis teams efforts to the ARA work, would mean vital data collection and analysis for local priorities may abandoned or not be addressed in a timely manner;

THEREFORE, BE IT RESOLVED:

THAT OPSBA recommend, the Ministry of Education with the Education Equity Secretariat, as a priority, undertake a commitment to all school boards to;

- A. Fund, in addition to the 2021/22 GSNs, an additional Grant, in the amount of no less than two full-time equivalent Research Officers, for school boards to use in their data collection and analysis, as local needs dictate, such as hiring staff, funding third party expertise, funding systems/infrastructure, covering costs associated with community/stakeholder engagement.
- B. Starting with the 2022/23 GSNs, newly and permanently fund as outlined in Part A

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

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



ADVISORY COMMITTEE ON EQUITY REPORT

February 25, 2021

6:00 pm

Zoom Meeting

Voting Members: Deepika Grover, Ayan Karshe, Nasrin Javanfar, Seema Lamba, Elizabeth Sweeney, Bronwyn Funciello, Carrie-Lynn Barkley, Ryan Doucette (Young Leaders Advisory Council), Maria Teresa Garcia (Ottawa Community Immigrant Services), Kahmaria Pingue (Parents for Diversity)

Non-Voting Members: Elaine Hayles, Bob Dawson, Said Mohamed, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Committee), Ruth Sword, Rob Campbell (Trustee), Justine Bell (Trustee), Breanna Pizzuto (Spiritual Care in Secondary Schools), David Wildman (Ottawa Carleton Elementary Occasional Teacher's Association), Edil Adan Ahmed

Staff and Guests: Donna Blackburn (Trustee), Masoud Karimi (Student Senator), Dorothy Baker (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction, Innovation & Adolescent Learning), Melissa Collins (System Principal, Equity), Reg Lavergne (System Principal of Instruction and Innovation), Joan Orcheski (Manager, Research, Evaluation and Analytics Division), Sue Rice (Equity Instructional Coach), David Wildman (Ottawa Carleton Elementary Occasional Teacher's Association), Riaz Mostaghim (Spiritual Care in Secondary Schools), Leigh Fenton (Board Coordinator)

1. Welcome

1.1 Land Acknowledgement

Chair Karshe called the meeting to order at 6:04 p.m. She acknowledged that the committee is presently meeting on the unceded, unsurrendered Territory of the Anishinaabeg Algonquin Nation whose presence in Canada reaches back to time immemorial. She extended deep gratitude and sought to support and affirm their rights as the land's stewards and keepers.

1.2 Approval of the Agenda

Chair Grover welcomed Student Senator Masoud Karimi to participate in the meeting.

Ms. Sword introduced Brenna Pizzuto, the new representative for their organization, Spiritual Care in Secondary Schools. Ms. Pizzuto is experienced in the fields of health care, social services, mental health and suicide prevention.

**Moved by Khamaria Pingue,
THAT the agenda be approved.**

Carried

2. Community Discussion - Open Space

2.1 Indigenous, Equity and Human Rights Roadmap: Ways to Align ACE's Activities to the Roadmap

Co-chairs Ms. Karshe and Ms. Grover led an open forum focusing on ways to align ACE's activities to the Indigenous, Equity and Human Rights Roadmap 2020-2023 (Roadmap). The concept was to use the Roadmap as a guideline to plan committee work. The Co-chairs emphasized the importance of being intentional with the committee's work and of utilizing the life experience and expertise presented by the membership.

In response to discussions centered on the Roadmap's strategic action tracker document, the following points were noted:

- The committee consensus was to partner with the goals of the Roadmap to steer the ACE agendas;
- Prioritize the sentiment that all children matter, regardless of their identity, and ensure equitable concern for all demographics;
- To ensure that the goals of the Roadmap are realized, use an intersectionality approach to tackling gaps in equity. Design interventions that may address the complex layering of race, class, gender and disability;
- Take a directive approach in some actions listed on the tracker, where possible, rather than receiving information after the action had been realized, outside of a consultation with ACE (i.e., the annual equity accountability report and school improvement plans);
- There is an absence of people with disabilities represented in strategic goals, aside from the legally-required compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA);
- The word 'minority' is not a specific identification and this is problematic when efforts are being made to enact systemic change;

- There are other advisory committees of the board which represent the interest of marginalized groups, such as the Special Education Advisory Committee (SEAC) and The Indigenous Education Advisory Council (IEAC). Co-chairs Karshe and Grover intend on connecting with the committee leads to discuss sharing upcoming committee workplans;
- Consider how to assure the long term achievement of the Roadmap;
- A District advisory community organized for the advocacy of families who live in poverty has not been established; therefore it is critical that ACE bring forward the concerns of socio economic status (SES) to the forefront of discussions;
- Develop a message that focuses on what all students and families share. Delve into the barriers that affect everyone in the school community; and
- For more information about the issue of experiencing poverty, contact a representative from The Social Planning Committee of Ottawa or ACORN Ottawa/Gatineau.

Chair Karshe suggested that ACE may want to re-evaluate the goals of the committee and create a mandate based on the premises outlined within the Roadmap.

Superintendent Baker commended ACE for its role in co-creating the Roadmap. She was pleased to hear the membership express an interest in contributing to the work that is being done on an administrative level. She noted that relevant District initiatives are intended for future ACE agendas, and reflected on some of the important presentations that ACE has consulted upon during the 2020-2021 school year, such as the review on Police Involvement in Schools and the development of the Human Rights Policy.

3. Reports

3.1 Superintendent's Report

a. Indigenous Education, Human Rights and Equity Organization Structure

Superintendent Baker reported that the Indigenous, Equity and Human Rights Division was officially launched in September 2020. She reviewed the organizational chart, noting that recruitment has begun for additional staff support members, such as a community engagement coordinator and a second equity coach with a focus on anti-racism initiatives. She focused on the interconnectivity between

the work of the entire team and the partnership with the ACE and IEAC advisory bodies.

During the discussion period, the following points were noted:

- The District offers a broad range of special education programs, designed to enhance the educational success and the welfare of students accessing special needs. The Learning Support Services (LSS) Department works with parents, caregivers and school personnel to ensure that the learning needs of the child are met;
- The Special Education Advisory Committee (SEAC) is a statutory committee of the board as required by *the Education Act* and *Ontario Regulation 464/97*;
- The Roadmap discusses the overrepresentation of special education students in disciplinary data and the representation of special education in various District programs;
- The Roadmap includes support and programs for students with exceptional needs. Detailed information can be found in the OCSD's annual Special Education Plan, published on the website; and
- Mental health resourcing is typically a subject examined by SEAC through the work of the LSS professional services staff, however with ACE's interest in additional mental health support for Black male students, there is a common cause between the two advisory committees.

Ms. Sweeney shared that special education students are seeking cultural support within the school community. Disabled students search for moments of empowerment to meet with other students who have disabilities. She suggested creating forums for students with disabilities to encourage them to find their own defined community. She noted that these opportunities were not available when she was in school and as an adult those communities are vital towards supporting her well-being. She added that oftentimes shame and stigma grow around the disabled identity, as though being disabled is a feature to overcome, rather than one to embrace and build a community around.

Trustee Campbell supported the concept that special education extends beyond the Individual Education Plan (IEPs), formalized testing and the 12 recognized exceptionalities in Ontario. He noted that disability can be understood as a human rights issue,

recognizing the need for enhanced community participation and involvement.

Co-chair Grover expressed the view that it would be prudent to appoint representation to the Equity Steering Committee from ACE, IEAC and SEAC. Superintendent Baker noted that there is an opportunity to re-envision the structure of an expanded committee to assess which voices are missing and include students and families. She highlighted that the existing organizational chart is a colonial diagram and plans to work with the team on an improved graphic depicting the relationships between the staffing roles.

3.2 ACE Report, 28 January 2021

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 28 January 2021 be received.

Carried

3.3 Committee of the Whole Report

Ms. Lamba reported on the following topics from the Committee of the Whole (COW) meetings on 2 February 2021 and 9 February 2021. Chair Karshe noted that the COW meetings are accessible to the public via the YouTube live stream on the District's events calendar website.

Topics reviewed on February 2, 2021 (Special Committee of the Whole)

- The purchase of new portables;
- Potential changes to the school electoral zone boundary to align with the changes to the City of Ottawa's revised ward boundaries. The last comprehensive electoral zone boundary review by the school board was in 2006;
- Four principles will be used to review the school zone boundaries: communities of interest, present and future population trends, physical/geographic features as natural boundaries, and representation by population;
- A discussion on the Ottawa Neighbourhood Equity Index should be considered when examining the changes in the school zones, especially any impact on under-served communities;
- Next steps include background research, data collection and modelling, creating options for a new trustee zone system and finalizing models, public consultations and approval by the Board;and

- Public consultations will take place in September and October 2021. Changes will be in place prior to the next municipal elections in 2022.

In response to Ms. Lamba's query about potential equity considerations in the divisions, Trustee Campbell responded that the City of Ottawa ward boundaries must be adhered to and the process is citizen and voter oriented. It was noted that the review is not a revision to the school attendance boundaries. In alignment with the City of Ottawa initiative to review the boundary wards, the District is proposing a review to provide a comprehensive approach to examining ward boundaries. When examining school attendance boundaries, the District can focus on neighbourhoods on a smaller scale, in more detail, to include considerations for communities that are marginalized and with lower socio economic data; however, electoral zones examine areas by comparative size calculated by the electoral population for the zone.

Ms. Hayles expressed the view that the school attendance boundaries present an inequity, limiting where students may attend classes. She noted the desire to discuss a student's right to choose their designated school at another time.

Lastly, Ms. Lamba noted that the following two recommendations brought forward from Indigenous Education Advisory Council that were passed by the COW on 9 February 2021:

1. THAT the Board allow the Indigenous Education Advisory Council to appoint representatives to the Committee of the Whole and Committee of the Whole, Budget, respectively.
2. 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.

3.4 Committee of the Whole, Budget

Ms. Funciello reported on the following highlights from the COW Budget meeting on 2 February 2021:

- Staff provided an overview of the 2020-2021 revised estimates and budget process;
- Academic staffing discussions and approval take place in March 2021 at COW and Board;
- It is expected that the government will announce the Grants for Student Needs (GSNs) in the month of April 2021; and
- A draft budget will be presented on 26 May 2021 with an opportunity for public delegations on 1 June 2021. Based on the current schedule,

the budget will be debated on the 9 and 15 June 2021 with Board approval on 21 June 2021.

Ms. Funciello highlighted that there will be opportunities for community consultation and input into budget priorities. She announced that Financial Services staff have been invited to present at ACE on 29 April 2021.

In response to a question of clarification, Trustee Campbell explained that the GSNs are grants that provide the bulk of funding to the District from the province of Ontario. These grants are heavily dependent on student enrolment figures. Regardless of the general socioeconomic status of the population within a designated municipality, the schools will receive the identical grants for each enrolled student.

Ms. Hayles reminded the committee that in the ACE meeting of January 28 2021, it was disclosed that the Human Rights and Equity Advisor position is a Ministry-funded position subject to renewal annually. She expressed the view that in order to ensure that the Indigenous, Equity and Human Rights Division is adequately staffed to serve its 72,000 students, the Human Rights and Equity Advisor position must be deemed a permanent position within the OCDSB.

Chair Karshe suggested that the permanent position for the Human Rights and Equity Advisor role may be presented as one of the main recommendations for the ACE budget priorities or a formal letter may be written to the Board of Trustees with the recommendation.

Co-chair Grover reported that in correspondence with Chief Financial Officer Mike Carson, the Financial Services team was asked to present on the budget from an equity perspective and to examine the funding that is specifically allocated to championing equity.

Chair Karshe noted that she and Co-chair Grover are soliciting to strike a sub-committee of ACE, by the will of the committee. The subcommittee will examine topics and ideas with a targeted focus, such as the budget. Ms. Funciello contributed that a budgetary sub-committee would assist her in the role of the COW Budget representative to speak on behalf of the ACE membership. She noted that there will be opportunities for ACE to provide input into the budget and comment on staff recommendations therefore, she recommended not limiting the feedback to one specific request in regards to a hiring practice at this early stage in budget planning.

3.5 Advisory Committee on Extended Day and Child Care Programs

Ms. Javanfar reported on the Advisory Committee on Extended Day and Child Care Programs of 27 January 2021, updating the ACE members on pertinent discussions that may inform considerations of equity. She noted that due to COVID-19 there are many staffing challenges and enrolment is

low. She mentioned that the District was making an effort to connect with parents to assess their requirements for service. From an equity standpoint, she shared that there was a notable reduction of the number of families who are on the waiting list for subsidies.

4. Presentations

4.1 Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (M. Giroux)

Your Committee had before it Report 21-014 on the Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation.

Superintendent Baker explained that the information collected on grade 10 credit accumulation is the second report on the identity-based data collection in a series of four to be delivered in the calendar year 2021. Subsequent reports will focus upon student achievement and program streaming, in addition to a sense of belonging at school. Over the years the voices from the school community and the advisory committees have illuminated the disproportionality and disparity in achievement. The students and families who completed the *Valuing Voices: Identity Matters* Survey in January 2020 provided the District with quantitative data to enable the Research, Evaluation, Analytics Division (READ) to triangulate sources and enable a research-based report on the validity of the deficit in similar achievement levels for all students. She affirmed that the District's response to addressing the disproportionality-disparity continuum is embedded in the District's 2019-2023 Strategic Plan and The Roadmap.

Manager Orcheski reported that the review of credit accumulation data is integral to the District's commitment to creating a culture of innovation and a culture of caring, and has served as a key indicator of the Ministry's Student Success/Learning to 18 initiative since its inception in 2003. Research has repeatedly demonstrated that students who attain a minimum of 16 credits by the end of grade 10 are "on track" to graduate within five years of starting high school, whereas those who do not are at an increased risk of becoming disengaged from learning. She noted that credit accumulation attained by a certain grade has served as a key metric, not only in the annual student achievement report to inform the Board Improvement Plan for Student Achievement and Well-being (BIPSAW) and School Improvement Plan for Student Achievement and Well-being (SIPSAW) process, but in a recent context, the marker was designated on The Roadmap to monitor progress towards eliminating systemic barriers and biases.

Manager Orcheski highlighted the framework for analysis, the definition of disproportionality and disparity, measuring equity and an overview of credit accumulation from 2015, onward. She placed prominence on the

following sets of data, as this report marked the first time credit accumulation data was disaggregated by identity:

- Grade 10 students who self-identified as Indigenous on the *Valuing Voices* Survey were 0.77 times less likely to earn 16 credits by the end of grade 10 compared to their peers. Students from First Nation, Métis, and Inuit communities were all underrepresented in the data relative to their representation in the population of grade 10 students;
- Grade 10 Indigenous, Black, Middle Eastern, and Latino students were underrepresented in the credit accumulation data given their relative size in the overall grade 10 student population. They were less likely than other students to earn 16 credits by the end of grade 10;
- Compared to their representation in the grade 10 student population, students who identified as trans girl/woman, not sure, gender fluid, non-binary, and gender non-conforming were less likely to attain 16 credits by the end of grade 10; and
- Students who self-identified as having a disability(ies) are slightly under-represented in the credit accumulation data with a disproportionality rate of 0.97 compared to students who did not identify as having any form of disability.

Manager Orcheski noted that governance priorities on the use of identity-based data include the development of an Open Data policy for the District and the establishment of data sharing protocols and agreements with First Nations communities in support of their right to have ownership, control, access, and possession of their data. She shared that representatives from across the community formed a Technical Advisory Group (TAG) to support ongoing work on reporting with identity-based data to ensure alignment with the *Data Standards for the Identification and Monitoring of System Racism*. Qualitative follow-up on the data continues to unfold in dialogues at the school-level and in student success initiatives.

System Principal Lavergne reported on the specific initiatives in Student Success and Innovation and Adolescent Learning.

Some of the key initiatives planned, or being undertaken, include:

- Indigenous and Black Students graduation coaches supporting students through targeted funding by the Ministry of Education;
- The Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits. The success of this program has led to an expanded focus to support Black students, an initiative to be implemented in the summer of 2021;

- The Annual Equity Accountability report to support monitoring of the Indigenous, Equity and Human Rights Roadmap;
- In the schools with more underserved students, where credit attainment has been below average, additional resources have been allocated, such as more professional development on using experiential learning to build equity. Progress is being made: In a comparative analysis between the first semesters of 2019 and 2020 school years, there has been a 5% reduction in term failures within the eight secondary schools serving a large percentage of at risk populations;
- The Authentic Student Learning Experience Tool (ASLE), an OCDSB innovation, moves beyond completing missing assignments but focuses on student voice and recovery plans that take into account the student interests; and
- School-Within-A-College (SWAC) re-engages high school students by inviting them to participate in a collaborative learning experience at Algonquin College.

System Principal Lavergne noted that while significant improvements in engagement are evident with some of these changes, locally developed and applied pathway courses have been failed at higher levels than academic courses. Underserved students are more likely to end up in these pathways. Communications staff is drafting a multi-lingual letter which will provide parental support on how to make decisions regarding grade 9 pathways, recommending the academic pathway if families are unsure, and how to connect pathways to student interest.

Superintendent Hardie highlighted the "Project True North" being piloted in ten schools, which is an example of experiential learning to enhance equity. Using primary document research, such as personnel files, students are contributing to a historical database, which will be the first soldier-by-soldier database ever created on the No. 2 Construction Battalion, a predominately Black battalion. He hopes to expand the True North pilot to include more schools, to build more capacity for authentic student learning. Mr Dawson expressed his interest in the project and Superintendent Hardie was receptive to connecting with him on the subject.

Superintendent Hardie drew attention to the data in the report which provides information on the achievement for specific students with certain identities, thereby assigning human faces to the data points. He maintained that the discussion must remain about supporting specific students, who have had specific experiences. The next steps to address inequities require truly understanding the degree to which these students

have been underserved in the educational system which was designed fifty years ago. To be innovative in education includes using experiential learning to redesign courses. Collaborations between the Indigenous Education, Equity, Learning Support Services and Student Success Teams are ongoing to attempt to understand perspectives on learning from an identity-based point of view.

Chair Karshe encouraged the members of the committee to speak and requested that staff listen and hold space for the member's response to the information being presented. The membership contributed the following points in discussion:

- Identify learning shortcomings in elementary school rather than in secondary school;
- Educate youth to become successful citizens after graduation as opposed a concentrated effort to successfully graduate high school;
- Broaden the notion of success to extend beyond a voting member of society who has employment;
- Implement ASLE across the District, with a primary focus on the schools containing the three Community Indigenous Learning Centres (Lodges): Gloucester High School, Sir Guy Carleton Secondary School, and the Ottawa Technical Secondary School;
- Study and report on the intersectionality of the data;
- Remove the barrier of student mobility between schools within specified geographical boundaries. Develop a school-boundary transfer policy that permits enrolment in any school offering programs that best suit the needs of the student;
- Improve access to the District website to enable simplified navigation to a webpage which explains options for students and families who are experiencing credit deficiencies; and
- Assign a graduation coach to English Language Learners (ELL).

Superintendent Baker clarified that there are two graduation coaches for Black students assigned to Woodruff and Ridgemont High Schools. The embedding of those coaches is important to the success of the students and the intention is to acquire further funding from the Ministry to expand coaching programs. There is a large population of ELL in those two high schools. There are 18 instructional coaches for ELL working with students and families. She concurred that, in general, more improvements can be produced from the District in areas of translation and interpretation for newcomer families.

In response to a query by Trustee Campbell question, Manager Oracheski stated that the disproportionality values on page 7 of Appendix A reflect calculations based on: (i) the full population of students and information from the student information system where students can only identify from one Indigenous community and reporting is based on combined numbers of students who self-identify as First Nations, Metis, or Inuit; and (ii) the subset of students who responded to the Valuing Voices survey which allowed students to select multiple identities. Differences in values will be impacted by both the sample (i.e., full population and subset) and the way in which students identify and are categorized.

Ms. Pingue shared that though she earned a master's degree in education, she expressed anguish that as a mother of two secondary students, she is unable to assist her children through their educational journey; they have disengaged from learning due to teaching practices. She underscored the importance of the provision of mental health services in the Black student community. She commended the ways of Reach Inspire Soar Empower (R.I.S.E.) Academy, an alternative private high school, which uses inquiry-based motivations to create personalized programs for their students. She reflected that though the strategies for success seemed like an adequate plan for change in the future, supporting students who are currently in school is vital to the lives of young people. A lack of empathy on the part of administration and teachers is an area that requires scrutiny. Consider that each family possesses a different set of needs; therefore one group email does not satisfy the role of proper communication with the entire school community.

Ms. Pingue raised the concern that the two graduation coaches who are supporting the Black students are likely overwhelmed with their workload. She suggested enlisting the help of volunteers and tutors in the Black community or through universities to come together to provide additional support to secondary students. She noted that it was only after 30 years of following a path of education that she experienced a course taught by a Black professor. Seeing themselves represented in educational role models affects students greatly. Children's early experiences shape what they imagine to be possible.

Other members of the committee provided emotional testimonies of their lives as students inside the public school system where they were guided by the words of teachers who discouraged them from following an academic pathway. The same discouraging advice was given to their children many years later. Limitations were placed upon them through teacher bias.

Ms. Hayles identified that in the presentation of the raw data there lacks an acknowledgement that the children themselves are intelligent. She

noted that the educational system requires repair; brilliance is found within every student.

Chair Karshe summarized the complexity of an “overarching divide” between the school system and the needs of a student. Families who have experienced a breakdown in communication or system support will show reluctance to seek guidance from the same point of contact. She proposed a future opportunity for ACE to discuss how to traverse a complex school structure. She presented a possible opportunity, outside of a formal meeting context, to join together in a peaceful meditation for transformational healing with the intention to ensure that the next generation of students are benefiting from their lived experiences inside schools.

Co-chair Grover stated that she and Chair Karshe have requested the email addresses from Board Services to enable connection around the formation of certain subcommittees. She noted that if any person wishes to remain apart from these communications, to connect with Coordinator Fenton notifying her of a preference to withdraw from additional communications from the ACE Co-chairs.

5. Standing Items

5.1 Update from Steering Committee Representatives on Police Involvement in Schools

The item was deferred until 29 April 2021.

5.2 Equitable Hiring and Recruitment Policy and Procedure

The item was deferred until 29 April 2021.

5.3 Valuing Voices: Identity Matters Student Survey Data

The item was deferred until 29 April 2021.

6. New Business and Event Announcements

6.1 Future Breakout Rooms for Discussions

The item was deferred until 29 April 2021.

6.2 Speakers Lists

The item was deferred until 29 April 2021.

6.3 ACE Subcommittees

The item was deferred until 29 April 2021.

6.4 Other Announcements from Members

The item was deferred until 29 April 2021.

7. Adjournment

The meeting adjourned at 9:11 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

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

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Katie Ralph (Autism Ontario, Ottawa Chapter), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Safina Dewshi (Ottawa-Carleton Assembly of School Councils)
- Association Representatives (Non Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
- Staff and Guests:** Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Michael Carson (Chief Financial Officer), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Reg Lavergne (System Principal of Instruction and Innovation), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Stacey Kay (Manager, Learning Support Services), Kevin Gardner (Manager, Financial Services), Nicole Guthrie (Manager of Board Services), Charles D'Aoust (Coordinator, Budget Services), Leigh Fenton (Board/Committee Coordinator), Dr. Cheryl Plouffe (OCDSB Psychologist), Nour Kaddoura (Student Senator), Cathleen Bryden (Delegate),

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:04 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

Chair Nadon-Campbell welcomed Student Senator Nour Kaddoura to participate in the meeting.

2. Approval of the Agenda

Moved by Katie Ralph,

THAT the agenda be approved.

Carried

3. Delegations

Ms. Cathleen Bryden presented a delegation on in-person access to special needs programming for the 2021-2022 school year. As a single parent of a student in the congregated gifted program, whose child is enrolled in the Ottawa-Carleton Virtual (OCV) Campus, she noted her opposition to the District announcement stipulating that in the 2021-2022 school year, specialized program classes will return to in-person delivery only. The approach may force parents to choose between in-person learning or placing their child with an exceptionality into the regular classroom setting. She queried the District's work to support the outcome of the emphasis on the in-person education plan and to demonstrate the pathway from a public policy and ethical perspective. Her concern was that the newly announced plan poses a barrier to access education and it contradicts the District's values of inclusion and equity. She noted that she will provide a written letter addressing her concerns to the Superintendent of Learning Support Services.

Trustee Boothby inquired over the likelihood of success for Ms. Bryden's elementary school child in a regular classroom in OCV with an Individual Education Plan (IEP) and accommodating supports. Ms. Bryden indicated that they have had prior years of experience where these methods of support were not sufficient.

4. Review of Special Education Advisory Committee Report

4.1 3 February 2021 SEAC Report

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 3 February 2021 be received.

Carried

4.2 Forward Agenda

The Special Education Advisory Committee forward agenda was presented for information.

5. Presentations

5.1 Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (M. Giroux)

Your Committee had before it Report 21-014, presenting data on student achievement, which includes analysis using demographic data from the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020 to identify student success based on grade 10 credit accumulation and the differences in credit accumulation rates across groups of students, based on demographic characteristics.

Analyzing credit accumulation data informs the District's Improvement Plans for Student Achievement and Well-being, serves as a key metric in monitoring progress at the District and school level, and helps to target interventions for individual students through re-engagement, credit rescue, and credit recovery for assistance towards graduation.

With the introduction of the *Anti-Racism Act (2017)*, *Data Standards for the Identification and Monitoring of Systemic Racism (2018)*, additional analyses are required to calculate disproportionality and/or disparity to better understand the magnitude of overrepresentation and underrepresentation of particular identities in a particular program or service, as well as differences in outcomes between groups of students. This change in reporting practice offers an opportunity to explore the implications of decisions made at each step of the process and bring in community perspective through the representatives who sit on the Technical Advisory Group (TAG).

Staff continues to be guided by the QuantCrit Framework. Through this framework, results may be interpreted differently depending upon experiences that individuals have had and the worldview they hold. As results and interpretations are presented, Manager Orcheski encouraged the membership to think about alternative interpretations to the results that are being presented.

To address community concern regarding data suppression for small groups of students, three years of grade 10 credit accumulation data was pooled and merged with the Valuing Voices survey data. The information presented provided an overview of grade 10 credit accumulation specific groups of students based on Trillium data. For the district as a whole, this yielded an overall grade 10 credit accumulation rate for the 3-year period (2017-2018 through 2019-2020) of 81%. District rates have been comparable to provincial rates over this time period. Preliminary data for quadmester 1 shows high credit completion rates for students in grade 10, with 93% earning two credits.

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities face barriers to graduation. Based on the analysis of data for this subset of students, a disproportionate underrepresentation exists particularly for:

- Students who identify as First Nations, Metis, and Inuit;
- Those who identify with an undisclosed disability, Autism Spectrum Disorder (ASD), and/or addiction;
- Those who identify as transgender, gender fluid, gender non-conforming; and
- Indigenous, Black, Middle Eastern and Latino students

All groups are underrepresented in the group of students who had earned a minimum of 16 credits by the end of their grade 10 year. Students who identified as Indigenous were the most underrepresented and 0.7 times as likely as non-Indigenous students to be on track to graduate within 5 years of starting secondary school.

Manager Oracheski reported that the analysis of student achievement data and other outcomes allows the District to identify patterns and trends, and monitor progress towards improving outcomes for all students, including the dismantling of systemic barriers and biases that preclude students from reaching their full potential. Critical components to this work are the 2019-2023 Strategic Plan, the Indigenous, Equity and Human Rights Roadmap, student success initiatives, and providing support to schools to engage in dialogue with students, staff, and the broader community to better understand the barriers students may be facing at the school level that could be contributing to these district-level outcomes.

System Principal Lavergne reported on the specific initiatives in Student Success, Innovation and Adolescent Learning.

Some of the key initiatives planned, or being undertaken, include:

- Graduation coaches supporting Indigenous and Black students;
- The Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits. The success of this program has led to an expanded focus to support Black students, an initiative to be implemented in the summer of 2021;
- The Annual Equity Accountability report to support monitoring of the Indigenous, Equity and Human Rights Roadmap;
- Additional resources have been allocated to schools where credit attainment has been below average;

- The Authentic Student Learning Experience Tool (ASLE), an OCDSB innovation, moves beyond completing missing assignments but focuses on student voice and recovery plans that take into account the student interests; and
- School-Within-A-College (SWAC) re-engages high school students by inviting them to participate in a collaborative learning experience at Algonquin College.

System Principal Lavergne highlighted the “Project True North ” being piloted in ten schools, which is an example of experiential learning to enhance equity. He summarized the next steps in supporting student success as: providing multilingual information to parents to help them make the best decisions for their children, using experiential learning to enhance equity and to build meaningful community partnerships, expanding the pilot for Project True North, expanding the use of “homegrown” ASLE and continuing to review and prioritize student success funding.

In response to questions during the presentation and in discussion the following points were noted:

- The committee expressed an interest in seeing a study that examined achievement data on students attending OCV versus the in-person classroom. Manager Oracheski mentioned that a study was conducted at the end of quadmester one in the secondary panel. There was not a significant shift in results between the two models;
- Students are being afforded the opportunity to choose projects that are of interest to them on a personal level. A shift to student-directed learning is being encouraged;
- ASLE began as a strategy in the Learn at Home program during the spring of 2020 to avoid the potential loss of contact and engagement with students. Teachers began working with students to connect with them on how they preferred to learn while in the home setting. The tool evolved to incorporate individual talents and experiences of the students, apart from the formal learning that occurs inside the classroom;
- Manager Oracheski noted that not all information is easily accessible at a system-level, the District is attempting to capture data that is of a more qualitative nature;
- Indicators on the effectiveness of the achievement strategies include a gauge on the number of students who are actively interested and participating in the curriculum;

- From the first day of planning with teachers, they are made aware of which students are benefitting from an IEP; and
- The intersectionality of the data was not the focus for this report. In the future, the District will need to consider how to incorporate this type of analysis to delve deeper into the reporting of student outcomes.

6. Discussion

6.1 2021-2022 Budget

Superintendent Symmonds provided an introduction to the breakout room exercise designed to identify key priority areas of focus to improve the way service is delivered for families accessing special needs support. These discussions will inform future meetings with the senior administration team when creating the staff recommended budget for the 2021-2022 school year.

SEAC members were divided into three groups with each group considering the following questions:

- Discuss up to three special education practice changes or improvements that the District should focus on for the 2021-2022 school year.
- What would it take for those ideas to be realized?
- What resources may need to be allocated to these practice changes or improvements?

Facilitators reported on the break-out room discussions as follows:

- More resources are required and capacity building is necessary to evaluate the effectiveness of IEPs;
- Create IEPs to be understood by the students they are meant to serve. Use Specific, Measurable, Attainable, Relevant, Time-based (SMART) goals to encourage students, parents and teachers to engage in the learning process through the IEP tool;
- Bolster the communication plan for accessible special education supports for families;
- Students require added support in large, regular classrooms;
- Develop a more accessible parent portal on the District website;
- Place emphasis on structured, evidence-based reading instruction, as it pertains to the Ontario Human Rights Commission's (OHRC) Inquiry on the Right to Read. Strengthen the education of teachers in assessing level one, two and three tiered reading interventions.

Increasing the use of the Empower Reading and Learning Group to bring evidence-based literacy instruction to students with reading difficulties;

- Provide more professional development for teaching staff and build in a schedule where teachers can be available to access training;
- Enlisting casual employees is not an effective educational support structure;
- Increase the profile of Educational Assistants (EAs);
- Focus on early identification for students who may require special education support;
- Designate resources for identification, along with translated material, for newcomers to Canada, who are oftentimes on testing wait lists for extended periods of time;
- Continue assistance for students who require additional support in the remote learning setting;
- Grade 1 students require additional support for the transition from Kindergarten. These children come from a learning environment together with three or four adults and graduate into a grade 1 class with one designated teacher and 23 or more students in their classroom;
- Differentiated staffing is required , based on classroom needs (i.e., number of students, number of IEPs);
- Invest in supports for credit recovery considering the achievement challenge with virtual learning for some students; and
- When analyzing school resources and funding allocation, consider adding support to defray the impact of factors, such as poverty and racialization, on the ability for students with special education needs to engage in the curriculum.

Chief Financial Officer (CFO) Carson noted that the 2021-2022 budget deliberations will be challenging owing to uncertainties about the state of COVID-19 trends, the nature of enrolment and the levels of funding from the Ministry. He stated that there could be changes to the estimates and allocations to better utilize existing funds. He noted that changes in practice may address some shortfalls in services.

Dr. Mamen queried the role of teacher's colleges in teacher training for early identification protocol and interventions in the classroom. Superintendent Symmonds responded that the expectations of the faculties of education are developed through the Ontario College of

Teachers (OCT). LSS provides feedback regularly to the OCT on additional qualification courses.

Trustee Ellis noted that, previously, in conjunction with other school boards, the District worked with the OCT Standards of Practice and Accreditation Department to develop an additional qualification course for providers and instructors of special education programs. Formerly this was a one-year program that changed into a two-year program.

Superintendent Symmonds noted the importance of engaging in professional learning with educators notwithstanding the training they receive in college, as practices are continually evolving.

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

Your Committee had before it Report 21-020, providing an update for the universal screening tool exploration. System Principal Hannah and District psychologist, Dr. Cheryl Plouffe, provided an update about the possibility of further exploring a universal screener in the District.

System Principal Hannah reported that the use of a universal screening tool should help to inform instructional decisions for all learners, including those who may require further enrichment. The information gathered will assist educators to assess the learning needs of all students with greater comprehension. One of the key considerations of the initiative was reducing an equity barrier by providing equal access to screening.

A Universal Screening Tool Project Team will be established to review the key details and considerations to inform the final recommendation on the use of a universal screener for the District. This project team will have cross departmental representation (i.e., LSS, Program and Learning (PAL), Research, Evaluation and Analytics Division (READ), Indigenous Education, Equity, and English as a Second Language (ESL) and English Literacy Development (ELD) team) and school-based staff. System Principal Hannah reviewed the exploration timelines listed within Report 21-020, noting an updated report is planned for June 2021.

Trustee Boothby requested further information about the discontinuation of the District's practice of universal screening. Dr. Plouffe stated that in the past the CCAT was being used as an identifier of giftedness in children, however the current strategy is to re-introduce the upgraded tool back into the District to generate ability profiles of each learner to determine strengths and areas where the student will require greater support.

Trustee Boothby suggested that the screening process occur in January to enable adequate staffing for specialized program classes, additional LSS resources and an opportunity to use the tool to inform IEPs for the following year, rather than to schedule screening in autumn at the launch

of the school year. Superintendent Symmonds clarified that LSS is in the process of gathering information. The timelines for potential use of the tool is to be established after the release of the report in June 2021.

In response to a query, Dr. Plouffe explained that local norms are a percentile ranking of a student compared to all other students in a school on a standardized assessment versus Canadian norms which compare percentile rankings of a student on a national level. Dr. Plouffe emphasized that the research on effective screening has paired the use of local norms in conjunction with universal screening.

7. Department Update

7.1 Superintendent's Report

a. Planning for School Year 2021-2022

Superintendent Symmonds reported that student enrolment accounts for a large amount of school year funding and enrolment projections remained undefined for September 2021. In planning for the coming year a deliberate focus was placed upon stability for students, families, caregivers and staff. The goals of planning are to avoid a massive reorganization within the school community in September or later in the year.

For the 2020-2021 school year, The Ministry of Education provided the District with approximately \$20 million in funding to mitigate emergency decisions that were being made during the initial phases of the global pandemic. The Ministry has indicated that these additional funds are not to be expected for the development of the new budget for 2021-2022.

After two terms of operating schools in the blended model of instruction in brick and mortar schools, along with the OCV, some best practices have emerged: Ottawa Public Health (OPH) report evidence that COVID-19 transmission is limited in schools, attending school in-person is important to learning and well-being, and students are more engaged in their learning when they can interact with their teachers and peers and build supportive relationships. Superintendent Symmonds noted that the District has considered that some students will require the accommodation of virtual learning. He noted that as the largest school board in the region, the District offers a range of varied and diverse programming. This will continue to be offered to in-person learners however the OVC will be operating with some key changes. The number of students who require virtual learning as an accommodation is a small percentage of the current OCV population. With a smaller cohort of students in virtual learning,

program offerings may be affected, especially for very small programs such as Middle French Immersion (MFI) and English Alternative. Specialized program classes offer the highest level of support and much of that support is centred on the capacity to provide timely and effective interventions and direct access to educational assistants or central professional supports. For these reasons, in the 2021-2022 school year, specialized program classes will return to in-person delivery only. Many of the high yield strategies that are applied in specialized program classes do not translate well to virtual environments. Students who are in a specialized program class but select virtual learning will be supported in a regular classroom at OCV. Superintendent Symmonds referred to receiving feedback from parents and staff outlining the need to provide direct support to students in the virtual environment. Based on this communication, a key staffing change will occur. Learning Resource Teachers (LRT), Learning Support Teachers (LST) and EAs will be allocated to support OCV students in the virtual environment. Central support staff will assist with programming, accommodations and modifications, as noted in student IEPs.

Trustee Boothby requested more information regarding the delivery of extra supports in the virtual classroom setting. Superintendent Symmonds reflected that the nature of the needs of each student will be considered when determining levels of support. He recalled the creative practices demonstrated by EAs during the initial Learn at Home phase in the final terms of the 2019-2020 school year. EAs provided assistance by rotational body breaks and social skills programming. LRTs and LSTs will be accessible to both teachers and students. Students from different virtual classes may come together in intervals for professional supports. Superintendent Symmonds underscored that in order for LSS to schedule appropriate staffing, it is imperative that they become aware, early in the planning phase, of which model of learning each family selected.

Ms. Miedema noted that many parents in the OCV community are struggling to decide on school enrolment for next year. She highlighted that some children are afflicted with medical conditions. Returning to in-person schooling is not an option for these families. She has heard from parents that they intend to look at homeschooling options and keep their children out of public school until the spread of COVID-19 is eradicated. She stated that parents may react to the instability in educational programming in unexpected ways.

Ms. Miedema contributed that scheduling a secondary gifted program in OCV will not require additional funding. She understood that with the pressure to open schools in the 2020-2021 school year, offering a secondary gifted class was a challenge due to the complications with scheduling during a short planning process. This year there is ample time to schedule a secondary gifted program online. Students select their own classes at the secondary level. She expressed concern that families have been asked to choose whether or not they will be coming back into the schools, and at this point, there may not be enough students to offer full classes. Should this be the case, she advocated for shared sections of gifted in classroom assignments, such as three or four students with the gifted exceptionality in the same classroom. Teachers have pointed out that it is difficult to have deeper discussions in classrooms where there are only two children who have been identified with the gifted exceptionality. Superintendent Symmonds noted his appreciation to Ms. Miedema for sharing community concerns and he will take the feedback under advisement.

Ms. Dewshi recounted the District's commitment to a 'Culture of Innovation' under the 2019-2023 Strategic Plan and noted that some parents have been able to innovate and support their children with special education needs from home in better ways. For example, parents have disclosed that their children have opted out of synchronous learning. All school work is being done in a flexible way, apart from the parent's work day and the scheduling of therapy during daytime hours was subsequently a new possibility for the students. These families have expressed joy over finding a way forward in 2020-2021 with both education and therapy that aligned with the needs of the household. They are concerned that, for the 2021-2022 school year, innovation and flexibility in these ways are discouraged with the District's announcement that special program classes will not be available to students attending OCV.

Ms. Dewshi queried whether or not families would lose their spot in specialized program classes and be required to re-apply should they attend OCV for the 2021-2022 school year. Superintendent Symmonds responded that re-applying to programs will not be necessary for the 2021-2022 school year however he could not commit to the options for 2022-2023 school year.

Superintendent Symmonds maintained that the parental decision on the model for return to school is to be thought-through as a year-long decision. He noted families must complete the registration form between 4 March and 14 March 2021. A 'Back to School

Guide' for both elementary and secondary panels will accompany the form.

b. Other

System Principal Kessler announced that World Autism Awareness Day (WAAD) is on 2 April and celebrations will be held throughout the month of April.

District initiatives include:

- The Director's video message to the system with a link to a student video on the importance of friendship and belonging;
- Communication strategy encouraging schools to consider incorporating activities into their programming that showcase student achievement, awareness, and inclusivity;
- School Kits, including resources, videos, staff meeting suggestions and a slide presentation, for each school;
- Each school will receive a WAAD Banner and Speaker Series Poster to display in their lobby;
- The Autism Spectrum Disorder (ASD) Team uses the butterfly symbol for Autism Awareness to represent diversity, each person's unique qualities and transitions; and
- The Ministry of Education funded Applied Behaviour Analysis (ABA) Professional Development through Sonderly: training for teachers, Educational Assistants, Early Childhood Educators, including specialized program staff. A total of 230 staff members are enrolled.

Additional education for parents, guardians and staff include:

- An Autism Awareness Speaker Series presented on Thursdays in April at 7:00 p.m.;
- All sessions will be recorded and available on the OCDSB Youtube channel for 30 days;
- Speakers include author Dr. Jed Baker as well as local community agencies who support students and families; and
- Communications Department will be hosting the events via Zoom with support from the ASD Team as moderators

In response to a query by Trustee Boothby, Superintendent Symmonds communicated that the Ontario government is providing additional support for families of children on the autism spectrum

through its new model. Starting in March, the province will begin offering core clinical services based on a child's individual needs, a key element of the new Ontario Autism Program. These services include applied behaviour analysis, speech language pathology, occupational therapy and mental health supports. The government currently has three funding models available. For several years, families covered under the previous plan have had their care plans renewed. Since then, some families have been shifted to a childhood budget model where funding is limited to \$5,000 or \$20,000 depending on the child's age. The shift to the new needs-based Ontario Autism Program will be a third funding stream but details have not been clearly communicated, yet. System Principal Kessler reported that a trial is planned for the needs-based system where 600 families across Ontario will participate. She noted that at this time LSS is unaware of the selection methods for the family trials. The Children's Hospital of Eastern Ontario (CHEO) is the diagnostic hub for the Ottawa region. Community agencies have been able to put forward an expression of interest. She noted that details continue to emerge. ABA Coordinator, Leanne Forrest, represents the District at Eastern Region ASD meetings. LSS remains closely connected with Autism Ontario because the organization plays a significant role in helping families navigate the interim system.

Trustee Boothby expressed concern that the new funding version may not necessarily be improved from the former funding model because the capacity was unrealistic. System Principal Kessler responded that a cap on services is not expected for some families that have higher needs children with ongoing challenges. Early intervention diagnosis leads to children accessing services under the age of six. In the current situation families often seek out those services independently or privately. LSS have noted gaps in services where higher needs students may require a longer amount of time to respond to intervention. Supports and services are difficult for families to access as children transition into teenagers and outside of the education sector.

Superintendent Symmonds reported the District received funds to subsidize the additional qualification course for teachers called "Teaching Students with Communication Needs". Funding continues to be granted for training opportunities at Sonderly, paired with the Geneva Centre.

7.2 Special Education Plan (Standards)

Chair Nadon Campbell noted that Memo 20-139 was circulated in November 2020 proposing a new review format for the Special Education

Plan Standards. Standards where the content reflects status quo or is prescribed by the Ministry of Education, were to be independently reviewed and emailed to System Principal Hannah.

8. Committee Reports

8.1 Board

There was no report from the Board.

8.2 Committee of the Whole

Chair Nadon-Campbell reported that at the Committee of the Whole on 9 February 2021 there was a large focus placed on student safety and well-being at schools for the upcoming school year.

8.3 Committee of the Whole, Budget

There was no report from the Committee of the Whole, Budget.

8.4 Advisory Committee on Equity

Trustee Campbell reported at the Advisory Committee on Equity (ACE) on 25 February 2021. He noted that many of the committees he is involved with are being presented the same reports. He noted a comment that one member of ACE made about the Indigenous, Equity and Human Rights Roadmap where the premise of equity must not only be about IEPs and servicing students with exceptionalities but there must be a place where students accessing special needs can improve on their feelings of well-being through social opportunities where they may join forums and discuss topics amongst themselves. He maintained that both SEAC and ACE share a synergy with a focus on mental health needs.

8.5 Indigenous Education Advisory Council

There was no report from the Indigenous Education Advisory Council.

8.6 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

8.7 Advisory Committee on Extended Day and Child Care Programs

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

9. New Business

There was no new business raised.

10. Adjournment

The meeting adjourned at 9:48 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee



SPECIAL EDUCATION ADVISORY COMMITTEE COMMITTEE OF THE WHOLE (PUBLIC)

**3 March 2021
9 March 2021**

Report No. 21-020

Universal Screening Tool Exploration and Update

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

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

PURPOSE:

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

CONTEXT:

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

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

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

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

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

KEY CONSIDERATIONS:

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

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

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

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

6. Environmental Scan – Universal Screening Tool in Ontario

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

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

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

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

7. Emerging Themes from the Environmental Scan

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

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

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

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

8. Selection of a Universal Screening Tool

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

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

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

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

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

9. Universal Screening Tool Project Team

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

10. Overview of Continued Exploration of Universal Screening Tool Activities

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

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

RESOURCE IMPLICATIONS:

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

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

COMMUNICATION/CONSULTATION ISSUES:

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

STRATEGIC LINKS:

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

GUIDING QUESTIONS:

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

Peter Symmonds, Superintendent of
Learning Support Services

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



References:

- M. Gentry, A. G. (2019). *Purdue University*. Retrieved from System Failure: Access Denied: Gifted Education in the United States: Laws, Access, Equity, and Missingness Across the Country by Locale, Title 1 School Status, and Race: <https://www.education.purdue.edu/geri/new-publications/gifted-education-in-the-united-states/>
- NAGC. (2018, November 29). *Addressing the 'Gifted Gap': Three Strategies*. Retrieved from National Association for Gifted Children: www.nagc.org/blog/addressing-gifted-gap-three-strategies
- Raines, T. C. (2012). *Universal Screening as the Great Equalized: Eliminating Disproportionality in Special Education Referrals (Doctoral dissertation)*. Atlanta, Georgia, United States: ProQuest, UMI Dissertations Publishing.



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

Held on
Friday, August 14, 2020 at 5:30 p.m.
Ottawa Student Transportation Authority (OSTA)
Confederation Education Centre, 1645 Woodroffe Avenue, Ottawa (Nepean)
Teleconference (Google Meet)

EMERGENCY REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: Donna Blackburn

Directors: John Curry
Michael Carson
Camille Williams-Taylor
Lisa Schimmens
Tom D'Amico
Jennifer Jennekens
Jeremy Wittet

Absent: None

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

Guest: None

Recording Secretary: Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:32 p.m. with Donna Blackburn in the Chair.

2. **Acknowledgement**

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

3. Declarations of Conflict of Interest

None.

4. Approval of Emergency Regular Session Agenda

Moved by John Curry

Seconded by Lisa Schimmens

THAT the Emergency Regular Session agenda be approved. Motion Carried.

Regular Session Action Items

5. New Director Appointment

The Board welcomed Tom D'Amico, who has replaced Denise Andre.

Moved by Lisa Schimmens

Seconded by Camille Williams-Taylor

THAT the following person be appointed to the Ottawa Student Transportation Authority Board of Directors: Tom D'Amico. Motion Carried.

6. Return to School Transportation Update

Vicky Kyriaco thanked the Board for making time, on short notice. Today, OSTA posted a Return to School Transportation Update, publicly.

Ottawa Public Health

OSTA has had a number of communications and conference calls with the Ottawa Public Health to discuss a range of topics. These discussions were very helpful in designing a service that mitigates virus transmission, to the extent possible. To date, OSTA is waiting on final opinions for the following essential planning parameters:

- Number of KG to grade 3 students per seat. Currently planned to load 3 per seat.
- Number of students with special needs to be loaded in a van. Currently planned for full 6 passenger loads, 3 per bench in some cases.
- Type of personal protective equipment necessary for wheelchair drivers. Originally, looking at clinical approach, but may be reduced.

Cohort Lists

OSTA has completed the necessary work on creating cohort lists for both Member School Boards. These lists separate grades by name and family bubble (address) into Cohort A and Cohort B.

Donna Blackburn left the meeting (5:40 p.m.), and John Curry took over in the position of Chair.

School Schedules

Due to the changes in the secondary schedules (grades 9-12 attending in person for 150 minutes on their cohort days), OSTA is now in the process of amending 451 yellow bus routes to add special midday

runs to transport grade 9-12 students' home after their morning class. In addition, 200+ vans will also need to be redesigned.

It is understood that there may be additional changes, as per the announcement that occurred yesterday. We are waiting on final details before proceeding with the schedules.

Special Education Programs

OSTA is currently waiting for dismissal times for a variety of OCDSB alternative and special education sites. OSTA has started to contact OCSB students who are transported by van, to find out which students will be wearing a mask, in hopes of maximizing van utilization.

School Active Transportation

With parents choosing to drive their children to school, the traffic will be very challenging. OSTA has created initiatives, which include the following:

- New: Walk-A-Block maps for every elementary school
- New: Walk & Roll Meet-Up maps for every elementary school
- School Zone Safety and Driver Behaviour Initiative

OSTA's communication campaign will begin its roll out, which includes the prioritization of schools. Work continues with the City of Ottawa to mitigate traffic around schools.

Presto Cards

It was determined that providing students with single ride vouchers rather than Presto cards was not of significant financial value, when considering the amount of work associated with this change. OSTA is preparing the Presto passes for distribution to schools.

Empty Seat/Courtesy Seating

Recently, the OSTA Board approved the suspension of the empty seat program should physical distancing be required on the buses during the 2020-2021 school year, with the intention that it be reinstated once physical distancing is no longer required. However, due to the ongoing potential physical distancing requirements in addition to seat assignments that maintain family bubbles or classroom cohorts together, introducing ineligible riders at anytime during this school year is not recommended. After consultation with many groups, OSTA is recommending the suspension of the empty seat program for the entire 2020-2021 school year.

Timelines and Delayed Start-Up

Due to the complexity of setting up transportation amongst COVID-19 and the significant number of changes that OSTA has had to make to accommodate the school schedules, transportation will be delayed this year. To date, the routes have not been distributed to the Operators. There will be a significant number of discussions taking place with drivers, to ensure they are comfortable. Once the final lists are distributed to the Operators, they will need up to 4 weeks to get ready.

OSTA continues to work with OC Transpo, who is preparing transportation around the current secondary school schedule. If changes occur, they would need additional time.

As long as there are no more changes, OSTA anticipates a start date of September 21st. If there are any more changes, it could be as late as September 28th.

Jeremy Wittet joined the meeting (6:06 p.m.)

It was noted that the Member School Boards are willing to assist, financially, in order to have transportation start on time.

Questions were answered accordingly.

**Moved by Jeremy Wittet
Seconded by Tom D'Amico**

THAT OSTA suspend the empty seat program for the 2020-2021 school year. Motion Carried.

**Moved by Jennifer Jennekens
Seconded by Camille Williams-Taylor**

THAT the OSTA Board of Directors receive the Return to School Transportation Update. Motion Carried.

Regular Session Information Items

7. New Business, Regular Session

None

8. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

August 24, 2020
September 28, 2020
October 26, 2020*
November 9, 2020 – Public Meeting
December 7, 2020 – AGM
January 25, 2021*
February 22, 2021
March 29, 2021
April 26, 2021 – Public Meeting
May 31, 2021
June 23, 2021
August 23, 2021

* indicates optional meeting dates, dependant on agenda requirements.

9. Adjournment

**Moved by Lisa Schimmens
Seconded by Jennifer Jennekens**

THAT the Regular Session meeting adjourn at 6:32 p.m. Motion Carried.

Signature

Title

Signature

Title



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

**Held on
Monday, August 24, 2020 at 5:30 p.m.
Ottawa Student Transportation Authority (OSTA)
Confederation Education Centre, 1645 Woodroffe Avenue, Ottawa (Nepean)
Teleconference (Google Meet)**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson:	Donna Blackburn
Directors:	John Curry Michael Carson Camille Williams-Taylor Lisa Schimmens Tom D'Amico Jennifer Jennekens
Alternate Director:	Joanne MacEwan
Absent:	Jeremy Wittet
General Manager/C.A.O.:	Vicky Kyriaco
Guests:	Jeff Redmond, Controller, OSTA Philippe Renaud, Partner, Marcil-Lavallée
Recording Secretary:	Laurie Frid, Executive Assistant

1. Call to Order

The meeting was called to order at 5:30 p.m. with Donna Blackburn in the Chair.

2. Acknowledgement

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

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

Moved by Tom D'Amico

Seconded by Jennifer Jennekens

THAT the Regular Session agenda be approved. Motion Carried.

5. 2019 – 2020 Audit Plan

The chair introduced and welcomed Mr. Philippe Renaud, a Partner of Marcil Lavallée, Chartered Professional Accountants. Mr. Renaud provided the Board with an overview of the 2020 audit plan, including auditor responsibilities, deliverables of the Financial Statements with Auditor's Report, year-end communications as well as a general outline of the audit approach. A statement of independence from OSTA and both Member Boards was also affirmed by Marcil Lavallée.

6. Resolve in Camera

Moved by Michael Carson

Seconded by Jennifer Jennekens

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 6:26 p.m.

Regular Session Action Items

7. a) Confirmation of Regular Session Minutes, June 24, 2020

Moved by Lisa Schimmens

Seconded by John Curry

THAT the Regular Session minutes of June 24, 2020 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, June 24, 2020

None.

Jeff Redmond left the meeting (6:27 p.m.)

8. Return to School Transportation Update

OSTA continues to keep the Board informed regarding the status of transportation planning. Changes were continuously made to school board scheduling, which affected OSTA's plans. Recently, OSTA received the final school board schedules, which are complex and are different than what was expected, including the special needs programs/schedules.

OC Transpo is working on revising routes based on new secondary school bell times and adjusting services based on estimated load counts. OC Transpo should be ready for service as of September 3rd. OSTA has started the work in eliminating presto cards for remote learners.

Yellow bus transportation could start as early as September 14th, however, this is dependent on when we receive the opt-out lists from both School Boards. These lists are critical in balancing the loads, so drivers can make decisions on their whether they will return to work. Lighter loads will provide some reassurance.

A media conference was held earlier today, and communication to parents has occurred with notification of our September 14th start date, for yellow buses. OSTA will continue to post information as it is available, and plans to post the OCDSB dismissal times online, as there continues to be some confusion.

Questions were answered accordingly.

Moved by Camille Williams-Taylor
Seconded by Joanne MacEwan

THAT the OSTA Board of Directors receive the Return to School Transportation Update. Motion Carried.

Regular Session Information Items

9. Transportation Information and Response to Issues

This annual report is submitted to the Board on behalf of Vicky Kyriaco, GM/CAO. It provides the trustees with a range of transportation information, should they wish to advocate on behalf of their constituents. Those who require further information are asked to contact Vicky directly.

10. July/August OSTA Update

- Return to School: OSTA is working diligently on ensuring all students are transported safely as well as getting students/parents to consider active modes of transportation (e.g., walk/roll).
- Office relocation: OSTA continues to work on a draft lease and layout for our new space.

11. Long Range Agenda

No discussion.

12. New Business, Regular Session

The Board had some discussion in regards to a letter that was sent to the City of Ottawa, in regards to issues around Manor Park community. It includes recommendations for a number of City bylaw changes, speeding signs, etc. The intent of the letter was to inform the City of traffic issues around schools.

OSTA has been working collaboratively with the City of Ottawa to mitigate traffic around schools, in particular in areas that we know to be problematic. Currently, Walk-A-Block Signs are being placed on all

elementary school properties and our walk n' roll program is underway. OSTA continues to be very active in requesting the City of Ottawa look at areas that require enforcement.

13. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

September 28, 2020

October 26, 2020*

November 9, 2020 – Public Meeting

December 7, 2020 – AGM

January 25, 2021*

February 22, 2021

March 29, 2021

April 26, 2021 – Public Meeting

May 31, 2021

June 23, 2021

August 23, 2021

* indicates optional meeting dates, dependant on agenda requirements.

14. Adjournment

Moved by Michael Carson

Seconded by Lisa Schimmens

THAT the Regular Session meeting adjourn at 6:48 p.m. Motion Carried.

Signature

Title

Signature

Title



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

Held on
Monday, September 28, 2020 at 5:30 p.m.
Ottawa Student Transportation Authority (OSTA)
Confederation Education Centre, 1645 Woodroffe Avenue, Ottawa (Nepean)
Teleconference (Google Meet)

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: Donna Blackburn

Directors: John Curry
Camille Williams-Taylor
Lisa Schimmens
Tom D'Amico
Jennifer Jennekens
Jeremy Wittet

Absent: Michael Carson

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

Guests: None

Recording Secretary: Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:30 p.m. with Donna Blackburn in the Chair.

2. **Acknowledgement**

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

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

**Moved by Jeremy Wittet
Seconded by Jennifer Jennekens**

THAT the Regular Session agenda be approved. Motion Carried.

5. Resolve in Camera

**Moved by John Curry
Seconded by Jennifer Jennekens**

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 6:29 p.m.

Regular Session Action Items

6. a) Confirmation of the Emergency Regular Session Minutes, August 14, 2020

**Moved by John Curry
Seconded by Lisa Schimmens**

THAT the Emergency Regular Session minutes of August 14, 2020 be approved. Motion Carried.

(b) Business Arising from the Emergency Regular Session Minutes, August 14, 2020

None.

Confirmation of the Regular Session Minutes, August 24, 2020

**Moved by Jennifer Jennekens
Seconded by Camille Williams-Taylor**

THAT the Regular Session minutes of August 24, 2020 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, August 24, 2020

None.

7. Transportation During COVID-19 Policy

As a result of the ongoing COVID-19 pandemic, a number of operational changes have had to be made to address the various requirements relating to health and safety. The Board has been kept apprised of issues throughout the development of protocols. At this time, OSTA recommends formalizing a policy. It is important that OSTA have statements that could be referred to when speaking with parents/schools, and for use by staff, especially in regards to route cancellations.

A list of some of the current OSTA policies that have been altered due to COVID-19 were provided to the Board (e.g., empty seat assignments, vehicle loading/capacity)

There was discussion on whether some of the language in this policy was too restrictive, and if it should be more generic to accommodate future pandemics. It was also suggested to use language based on the guidance of the Ottawa Public Health. Once approved, a number of procedures will be established.

**Moved by Lisa Schimmens
Seconded by John Curry**

THAT the OSTA Board of Directors approve the T24 Transportation During COVID-19 policy, as presented. Motion Carried.

Regular Session Information Items

8. Driver Shortage and Resumption of Cancelled Services

OSTA continues to experience a driver shortage, with resignations occurring daily and drivers calling in sick (with COVID or with symptoms). OSTA is doing its best to keep up with the day-to-day changes, and keeping families apprised through its regular communication channels.

Arrangements have been made to assist students, such as moving them to OC Transpo, and hiring Coach (greyhound) companies to cover routes. OSTA has been prioritizing rural and high needs schools.

To date, 9,800 students have opted out of transportation, and OSTA continues to send this messaging to our families. There was hope to be able to blend some runs as families continued to opt-out, however, it seems additional targeted approaches are necessary such as calling schools and families to enquire on who needs transportation. Decisions to use vans are being considered. When routes are blended, it is only a one to one exchange, which means OSTA is moving bubbles of students.

Drivers have expressed the following concerns:

1. Not having access to school bathrooms.
2. Loading/Unloading is taking to long. Some students are onboard 15 minutes before they leave.
3. Inconsistent messaging. When a student is COVID positive, how will they be informed on whether to stop driving (and when to start). Clear messaging/process would be beneficial.

Questions were answered accordingly.

9. School Startup 2020 - 2021

At the beginning of every school year, the GM/CAO sends a report to the Directors of Education (OCDSB/OCSB). A copy of that report was distributed to the Board.

Questions were answered accordingly.

10. September OSTA Update

- It was an enormous amount of work to prepare for transportation, amidst COVID-19.
- Currently, developing Walk-A-Block maps for secondary schools.
- Active Transportation has increased.
- Van transportation is going well, with students with special needs getting to school well.

Questions were answered accordingly.

Special thanks was given to OSTA staff for all of their hard work during this challenging time.

11. Long Range Agenda

No discussion.

12. New Business, Regular Session

None.

13. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

October 26, 2020*

November 9, 2020 – Public Meeting

December 7, 2020 – AGM

January 25, 2021*

February 22, 2021

March 29, 2021

April 26, 2021 – Public Meeting

May 31, 2021

June 23, 2021

August 23, 2021

* indicates optional meeting dates, dependant on agenda requirements.

14. Adjournment

Moved by Jeremy Wittet

Seconded by Tom D'Amico

THAT the Regular Session meeting adjourn at 7:07 p.m. Motion Carried.

Signature

Title

Signature

Title



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

Held on
Monday, October 26, 2020 at 5:30 p.m.
Ottawa Student Transportation Authority (OSTA)
Confederation Education Centre, 1645 Woodroffe Avenue, Ottawa (Nepean)
Teleconference (Google Meet)

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: Donna Blackburn

Directors: John Curry
Camille Williams-Taylor
Lisa Schimmens
Michael Carson
Tom D'Amico
Jennifer Jennekens
Jeremy Wittet

Absent: None

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

Guests: Jeff Redmond, Controller, OSTA

Recording Secretary: Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:33 p.m. with Donna Blackburn in the Chair.

2. **Acknowledgement**

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

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

Moved by Tom D'Amico
Seconded by Camille Williams-Taylor

THAT the Regular Session agenda be approved. Motion Carried.

5. Resolve in Camera

Moved by John Curry
Seconded by Lisa Schimmens

THAT the committee resolves In Camera. Motion Carried.

Return to Regular Session at 5:51 p.m.

Regular Session Action Items

6. a) Confirmation of the Regular Session Minutes, September 28, 2020

Moved by Jennifer Jennekens
Seconded by Tom D'Amico

THAT the Regular Session minutes of September 28, 2020 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, September 28, 2020

None.

7. OSTA Public Board Meeting Exception

Normally, OSTA holds 2 public governance meetings per year, in April and November. Due to COVID-19 restrictions, the Board discussed whether to cancel the November governance public meeting and replace it with a general business meeting. Ultimately, the Board agreed to proceed with a public governance meeting on December 7, 2020.

The motion as presented was eradicated.

8. Health and Safety Policies

Jeff Redmond joined the meeting (6:05 p.m.)

Annually, the OSTA reviews, and approves or re-approves the following Health and Safety policies, in accordance with relevant legislation:

- H13 Occupational Health and Safety
- H14 Respectful Workplace

- H16 Workplace Harassment
- H17 Health & Safety – Violence in the Workplace

In light of the ongoing pandemic, these policies were reviewed to ensure all requirements have been addressed and no additional policy statements were required.

The Board reviewed and discussed the possibility of incorporating language that would cover employees while working remotely, as this is the new reality, as well as applying a lens of human rights to the documents. Vicky Kyriaco, GM/CAO, will review these policies with legal, incorporating the feedback provided, and once complete, will bring the policies back to the Board for approval.

The motion as presented was eradicated.

Regular Session Information Items

9. 2019/2020 Draft Audited Financial Statements & Variance Analysis

Jeff Redmond, OSTA's Controller, was welcomed by the Board. Jeff presented the audited financial statements for the period ending August 31, 2020. Management responsibilities were reviewed and it was noted that in the opinion of the auditors, OSTA presented a clean report. Mr. Philippe Renaud of Marcil Lavallée will present the draft statements, complete with the Auditors report, for approval by the Board, at the subsequent Board meeting.

In comparing the balance sheet from year to year, what has changed is the amount of cash in the bank. The difference of approximately \$5 million is a result of the payment provided by the OCDSB in August, which was to be allocated to the September advances. In reviewing the income statement, it was noted that OSTA's revenue was \$61.8 million, with expenses matching equally. This signifies that OSTA operates without a surplus or deficit. Any potential surplus would go back to the Member School Boards, and a deficit would mean that OSTA would invoice the Member School Board so the net result would be zero. As of August 31, 2020, all funds have been given back to the two Member School Boards.

The variance analysis balances to the allocation of costs to each Member School Board and has been submitted and approved accordingly. Documentation to accompany the variance analysis was provided to the Board, with additional items highlighted:

- Large vehicle transportation contracts had a budgetary surplus of \$2.88 million.
- After reconfiguring routes, there was a savings over budget for 6 buses.
- School calendar changes resulted in less transportation.
- Three inclement weather days that created a surplus.
- GPS and cameras were budgeted, however, did not occur due to COVID-19. These items were moved to the 2020-2021 fiscal year.
- Fuel escalation resulted in a \$415 thousand deficit. Fuel escalation is not included within the budget, as any amounts payable or received are unknown at budget preparation time. Accordingly, an offsetting various is created on both the expense side off the statements when payments (or claw-back) of funds occur, along with offsetting revenues to each member School Board.
- Just over \$2 million of this surplus is attributed to the COVID-19 pandemic, as services were effectively cancelled mid-March 2020 through June 2020. This includes a significant decrease of students using public transit during the school year as well as summer school. In addition, the walking school bus services did not occur.

- Professional fees were under budget, including a \$49 thousand savings from procurement, \$49 thousand in legal fees and \$15 thousand in technical services.
- School Active Transportation resulted in a \$136 thousand surplus.
- Salaries came in almost on budget, with a reduction in overtime cost.
- There was a small rental rebate during the COVID-19 shutdown, and it was noted that the office relocation was deferred to the 2020-2021 year.
- Services for autism, budgeted at \$1.75 million did not materialize.

To conclude, the surplus sits at about \$9.7 million. The OCSB's surplus was approximately \$3 million, with the OCDSB's portion being \$6.6 million. It was noted that CTSO shared a route with the OCDSB during the year. Accompanying notes was provided with the financial statement.

Questions were answered accordingly.

10. Operational Update

Vicky Kyriaco, GM/CAO, provided an update to the Board regarding route cancellations and the return of service. At the start of school OSTA was short 40 drivers instantly. As of the end of September, OSTA has tracked 68 routes which were fully cancelled due to the lack of drivers. Various strategies have been implemented to bring that number down including hiring new companies (e.g., Coach), redesigning routes and moving students to public transit and vans. One Operator has hired 10 coach drivers and others are starting to hire new drivers.

As of now, OSTA has 25 long term cancelled routes, and there has been an increase in short term cancellations, due to the Ottawa Public Health advising drivers to self isolate. OSTA has posted two lists on its website, each showing the current long and short term cancellation, by School Board. OSTA is beginning to call parents to enquire if some are willing to give up their seats to enable others to have a spot. Van transportation continues to go well, and OSTA is moving towards increasing service where possible.

11. October OSTA Update

- OSTA distributed its second monthly supply of personal protective equipment and cleaning supplies to its Operators. Special thanks were given to Laurie Frid for her hard work in managing the process.
- Promotion of IWALK events.
- The new office lease has been returned and discussions will be taking place with legal counsel shortly.

Questions were answered accordingly.

12. Long Range Agenda

No comments.

13. New Business, Regular Session

None.

J. Glaser joined the meeting (6:45 p.m.) at which time the Board reverted back to the In Camera Restricted Session.

14. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

November 9, 2020
December 7, 2020 – AGM, Public Meeting
January 25, 2021*
February 22, 2021
March 29, 2021
April 26, 2021 – Public Meeting
May 31, 2021
June 23, 2021
August 23, 2021

* indicates optional meeting dates, dependant on agenda requirements.

15. Adjournment

**Moved by Tom D’Amico
Seconded by John Curry**

THAT the Regular Session meeting adjourn at 7:01 p.m. Motion Carried.

Signature

Title

Signature

Title



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

**Held on
Monday, November 9, 2020 at 5:30 p.m.
Ottawa Student Transportation Authority (OSTA)
Confederation Education Centre, 1645 Woodroffe Avenue, Ottawa (Nepean)
Teleconference (Google Meet)**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: Donna Blackburn

Directors: John Curry
Camille Williams-Taylor
Michael Carson
Lisa Schimmens
Tom D'Amico
Jennifer Jennekens
Jeremy Wittet

Absent: None

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

Guests: Philippe Renaud, Marcil Lavallée
Jeff Redmond, Controller, OSTA

Recording Secretary: Laurie Frid, Executive Assistant

1. **Call to Order**

The meeting was called to order at 5:33 p.m. with Donna Blackburn in the Chair.

2. **Acknowledgement**

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

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

**Moved by Jeremy Wittet
Seconded by Michael Carson**

THAT the Regular Session agenda be approved. Motion Carried.

5. Resolve in Camera

**Moved by Jeremy Wittet
Seconded by Jennifer Jennekens**

THAT the committee resolves In Camera. Motion Carried.

Return to the Regular Session at 5:53 p.m.

Regular Session Action Items

6. a) Confirmation of the Regular Session Minutes, October 26, 2020

**Moved by Michael Carson
Seconded by Camille Williams-Taylor**

THAT the Regular Session minutes of October 26, 2020 be approved. Motion Carried.

(b) Business Arising from the Regular Session Minutes, October 26, 2020

Vicky Kyriaco, GM/CAO, informed the Board that plans are being made to hold a Public Governance Meeting on December 7, 2020. A notice has been posted to OSTA's website, with instructions, enabling people to participate in OSTA's Annual General Meeting and the Regular Session Board Meeting.

7. 2019/2020 Draft Audited Financial Statements & Variance Analysis

Philippe Renaud, a partner with Marcil Lavallée was welcomed and introduced to the Board. Philippe presented and reviewed the annual audit/management reports. Key controls, billing and cost allocations were reviewed as part of the annual process. In particular, the review was complete with a keen eye on what affect COVID-19 had on student transportation.

The audit report for the year ending August 31, 2020 was clean, with no issues reported on, no recommendations and no unusual transactions. The Management report was also reviewed, providing a clean opinion on Management's preparation of the financial statements.

Some highlights on the audited financial statements included:

- Total assets for the year sat at almost \$7.9 million.

- Increase in cash (approximately \$5 million) was due to the OCDSB making a payment prior to September 1st (start of the new fiscal year).
- Statement of Operations show that revenue and expense were both lower, due to the impact of COVID-19.
- Total expenses sat at \$61.8 million. The decrease in transportation contracts was due to the fact that there was no transportation from mid-March to the end of the school year. The payments made during that time were reduced as per the arrangements made by OSTA.
- Public transit was also below budget by about \$2 million.

Overall, the audit went well, and it was noted that the management of OSTA was very cooperative.

Moved by John Curry
Seconded by Michael Carson

THAT the Ottawa Student Transportation Authority Financial Statements for the year ended August 31, 2020 as audited and reported upon by Marcil Lavallée, Chartered Professional Accountants, be approved. Motion Carried.

Philippe Renaud and Jeff Redmond left the meeting (5:57 p.m.)

Regular Session Information Items

8. Alternates for Staff Directors

The two Member School Boards have a process in place to nominate alternate trustees when attendance to an OSTA Board meeting by the Trustee Directors is not possible. The alternate trustees are voted in during the OSTA Annual General Meeting.

Currently, there is no formal process for alternate Directors to take the place of Senior Staff Directors, however, in the past, Associate Directors have attended as substitutes for their Director of Education. It was noted that when considering alternates for Directors, the individual should be knowledgeable and the Board should be mindful of individuals who may work directly with OSTA employees. At this time, OSTA would suggest that the Deputy or Associate Directors be the alternates for Directors and Chief Financial Officers. At the next Annual General Meeting, OSTA will be including alternates for Directors, which will be voted on by the Board.

The Board was reminded that if a member can not attend an OSTA Board meeting, then items requiring approval would be deferred to the next Board meeting. Alternately, the meeting could also be cancelled due to lack of quorum.

Questions were answered accordingly.

9. Long Range Agenda

- OSTA continues its work on amending the Operator contracts.
- School Active Transportation: recent survey shows that about 80% of our students are utilizing sustainable modes of transportation.

- An announcement has been posted on OSTA’s website, highlighting the public governance meeting taking place on December 7, 2020. The Board should expect to have members of the public listening in and/or participating.

10. New Business, Regular Session

None.

11. Board Meeting Schedule: 5:30 p.m. start time:

Future Board Meeting Dates:

December 7, 2020 – AGM & Public Meeting

January 25, 2021*

February 22, 2021

March 29, 2021

April 26, 2021 – Public Meeting

May 31, 2021

June 23, 2021

August 23, 2021

* indicates optional meeting dates, dependant on agenda requirements.

Donna Blackburn thanked the Board for their contributions during her term, noting that this is her last OSTA Board meeting.

12. Adjournment

Moved by Jeremy Wittet

Seconded by Jennifer Jennekens

THAT the Regular Session meeting adjourn at 6:02 p.m. Motion Carried.

Signature

Title

Signature

Title