

BOARD PUBLIC AGENDA

Tuesday, April 27, 2021, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Delegations	
3.1. Judith Varga Toth RE, Concern with Insufficient Instructional Hours in Remote Learning	1
3.2. Keara Dean RE, Concerns with Student Mental Health	3
3.3. Susan Alsebach RE, Concerns with Student Mental Health and Remote Learning	5
4. Report from the Board (In Camera)	
5. Briefing from the Chair of the Board	
6. Briefing from the Director	
7. COVID-19 Update	
8. Matters for Action	
8.1. Confirmation of Board Minutes:	
a. 30 March 2021 Board	7
b. 6 April 2021 Special Board	38
8.2. Business Arising from Board Minutes	
8.3. Receipt of Committee of the Whole Report, 6 April 2021	41
<i>Recommendations dealt with at Special Board 6 April 2021</i>	

8.4.	Receipt of Special Committee of the Whole Report, 20 April 2021	61
	<i>No recommendations</i>	
8.5.	Approval of Policy P.146.HR, Equitable Recruitment, Hiring and Promotion	
a.	Supplemental Information, Memo 21-047, Continuing the Debate on Draft Policy P.146.HR, Equitable Recruitment, Hiring and Promotion	77
8.6.	Receipt of Ad Hoc Committee for the Board Self Evaluation Process and the Director's Performance Evaluation Report, 7 April 2021	101
	<i>Recommendations</i>	
a.	Suspension of Comprehensive Board Evaluation	
b.	Approval of a Comprehensive Review of the Director's Performance	
9.	Matters for Discussion	
9.1.	Report from OPSBA Representatives (if required)	
10.	Board Work Plan	106
11.	Matters for Information	
12.	New Business -- Information and Inquiries	
13.	Adjournment	



Creating a Culture...

of Innovation, Caring and Social Responsibility.



REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

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

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

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

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

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

Contact Information

First Name: *

Judith

Last Name: *

Varga Toth

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Committee of the Whole

Meeting Date: *

4/27/2021

Summary of issue/concern: *

I am a parent of two children in high school, normally doing "in-person" learning and now, once again, learning from home. My concern is that they are not receiving sufficient hours of education since September and especially now. I am aware some of their friends attend in different Ottawa school boards where they get a full day of instruction. Both my children have some special needs, as do most youth today. Learning independently is impossible for them and I work full time, as does my husband, and so outside of the limited teaching time each day they are not able to function and learn without adult support. Meanwhile in the OCV students continue to receive full day learning. This situation is increasingly untenable. I cannot accept this two-tier education system where children and youth with intellectual and economic capacities receive full day learning while the vast majority are left behind by the quasi-education you are providing them. Teachers are working incredibly hard under trying circumstances and you have not done enough to support them either. This is not a matter of teacher vs. parent. Together we must acknowledge we are failing our children and youth and do better.

Recommendation(s) for resolution of issue: *

The OCDSB must work harder to advocate for a proper education for ALL children and youth enrolled in your board. I understand that the Ontario Ministry of Education has certain rules and restrictions in place. However clearly OCV students receive priority support. And students enrolled in the French and Catholic systems also receive full day in-person schooling every second day while we never did. In a developed, wealthy country like Canada, and in our nation's capital, you must work to rapidly return students to in-school learning for full days, like the other boards. Furthermore schooling for the 2021-2022 school year MUST be better thought out and planned to allow students to learn and participate in extracurricular activities while remaining safe.

To summarise, we need to see a significant effort to get our kids back to in-person school as soon as possible. Dr. Etches said "schools should be last to close and first to open". And the model must change. In September students must be able to return to as close to normal as possible, to ensure not only that they get a proper education but also to address the catastrophic mental health crisis the current model is causing. You are the professionals and have access to innumerable best practices from across Canada and the world. It is your duty to find a model that educates and engages students while keeping them safe.

Date: *

4/26/2021

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



Creating a Culture...

of Innovation, Caring and Social Responsibility.



REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

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

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

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

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

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

Contact Information

First Name: *

Keara

Last Name: *

Dean

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

4/27/2021

Summary of issue/concern: *

The rise of mental health issues amongst Elementary school children due to the impact of Covid -19, restrictions and lockdown measures including the move to online schooling. How the lack of accessibility to mental health services that address more than a brief intervention is having a detrimental impact on children's mental health. The need for full-time permanent mental health workers, such as social workers, in every school, everyday, is necessary for our children's mental health as well as teachers. There is a parallel pandemic happening with children's mental health which is going unaddressed in our school system. Reliance on free community services requires waiting months, fee services are out of reach for a number of families and even they have lengthy wait list. The need to act is now.

Recommendation(s) for resolution of issue: *

Use students who have graduated from a school of social work to fill positions. These students are also required to perform internships where someone is in a supervision role to provide the student with assistance. We also have a wealth of psychologists with PHD's from other countries whose credentials are not recognized by the colleges in Ontario. However, they can offer a role in the schools by being Mental Health workers not psychologists. We can also advocate the government and lease with them and the College of Psychologists Ontario to allow credentials to be recognized.

Date: *

4/27/2021

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



Creating a Culture...

of Innovation, Caring and Social Responsibility.



REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

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

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

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

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

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

Contact Information

First Name: *

Susan

Last Name: *

Alsebach

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

4/27/2021

Summary of issue/concern: *

Mental health of students and quality of the online education they are receiving at present, the lack of support and direction they have.

Recommendation(s) for resolution of issue: *

Provide a full day of schooling with safety consideration taken into place as with the French Catholic School Boards this will have a huge consequence and improvement on the mental health of the students.

Date: *

4/27/2021

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



BOARD PUBLIC MINUTES

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

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

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

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Boothby, seconded by Trustee Lyra Evans,

THAT the agenda be approved.

Chair Scott noted that item 8.4, School Year Calendar Key Dates 2021-2022 Update, of the agenda will be discussed at a future meeting.

Moved by Trustee Boothby, seconded by Trustee Lyra Evans,

THAT the agenda be approved, as amended.

Carried

3. Delegations

3.1 Adrian Gollner RE, Early French Immersion Program at Cambridge Public School

Mr. Gollner noted that his son attended Cambridge Public School (PS) for junior and senior kindergarten but moved to Devonshire Public School for the French Immersion (FI) program. Mr. Gollner noted that he was on the Cambridge PS school council for two years during which the council identified the need for an English with a Core French program to provide a strong language basis for the local newcomers to Canada. He suggested that the absence of this program could explain why Cambridge PS only has 55 students. He added that families who are geographically close to the school, chose to place their children in other schools with French programs. He noted that on 22 March 2021, Trustee Bell, area residents, and local politicians spoke strongly for the need of an early French Immersion (EFI) program. He presented several comments from the meeting which outlined the need for an FI program at Cambridge Public School and queried which actions the Board will take to address this.

In response to a query from Trustee Lyra Evans, Mr. Gollner noted that without an FI program at Cambridge Public School, students will continue to attend other schools to meet their needs which could impact and damage the community.

In response to a query from Trustee Ellis, Mr. Gollner agreed that similar situations could be occurring across the District which would be an equity concern.

Chair Scott noted that the Board will be providing a response in the future.

3.2 Linda Kruus RE, Concerns with the Quadmester Model for Secondary Students

Linda Kruus, a parent of two secondary school students, identified that she was one of the 83 parent signatories who sent an open letter to Director Williams-Taylor that outlined concern over the announcement of continuing the current quadmester secondary school model. She queried if the Ministry of Education supports the current secondary school model

and whether any Ottawa Public Health (OPH) recommendations will be considered in planning for the model. She added that the decision to select a secondary school model should be delayed and that the model should be open to suggestions and changes. She also expressed the importance that staff acknowledge concerns from families by revising the model and that any changes should be clearly communicated.

3.3 Tanya Trevors RE, Concerns with the Quadmester Model for Secondary Students

Ms. Trevors queried how the District will address the shortcomings of the current secondary school quadmester model. She emphasized that the District has identified the quadmester model strengths and weaknesses over the 2020-2021 school year and that this model should be revised to reflect what was learned. She pointed out that the Thoughtexchange survey from February 2021 revealed that many families and students also expressed their concerns with the quadmester system. She requested that youth mental health and equitable access to education be factored into the quadmester planning, as well as considering the lessons learned from other school districts and provinces in their secondary models. She added that she would like the District to have a more optimistic approach and to “think outside the box” with new COVID-19 measures being put in place by September 2021.

3.4 Melissa McLaws RE, Concerns with the Quadmester Model for Secondary Students

Ms. McLaws, the mother of two secondary students from Nepean High School, noted that her children are disengaging from school due to the structure of the quadmester model. She noted that COVID-19 has been around for a year and the District must take into account the impact that COVID-19 has had in schools and with students. She asked that the District consider these impacts, the science, and evidence in planning for the 2021-2022 school year. She added that the vaccine roll-out should be factored in and that if the District decides to not include a full-time in person learning option for students, that an explanation must be provided to families.

3.5 Sara Tedford RE, Concerns on Returning to the 2021-2022 School Year

Ms. Tedford, the mother of two secondary students from Nepean High School, expressed her concern about the secondary school quadmester model. She requested a response to the open letter sent to the Board. She added that, with much of the community expected to be vaccinated by September 2021, that secondary school planning for the 2021-2022 school year be flexible and consider this and any new factors that may occur.

4. Report from the Board (In Camera)

The Board met in camera this evening and Vice-Chair Penny reported that there were no recommendations.

5. Briefing from the Chair of the Board

Chair Scott reminded the community that the District is currently holding two consultations; police involvement in schools and the creation of a new human rights policy. More information about group discussions and how to share feedback on these topics can be found on the OCDSB website.

She noted that 2 April 2021 is World Autism Awareness Day and the month of April is recognized as Autism Awareness Month. The goal of this month is to help in the building of stronger, more inclusive communities for people with Autism Spectrum Disorder. As part of this effort, the District will be hosting a series of speaker events in April 2021. These three sessions are intended to help families overcome challenges and support children with Autism Spectrum Disorder. More details can be found on OCDSB website.

6. Briefing from the Director

Director Williams-Taylor reported that OCDSB summer school registration for secondary students begins on 6 April 2021 and that the program for students in grades 6 to 8 begins in May 2021. More information, including how to register and the list of programs, is available on the Continuing Education page on the OCDSB website.

Director Williams-Taylor recognized that 31 March 2021 is International Trans Day of Visibility. This day is dedicated to celebrating the accomplishments of transgender and gender diverse individuals while raising awareness of the work that still needs to be done to achieve transgender justice. It serves as an important reminder of the responsibility we all hold to ensure students of all gender expressions and identities feel safe, welcomed, and accepted in our schools.

Several significant religious occasions have occurred and are occurring in the District. The Jewish community celebration of Passover began on 27 March 2021. On 4 April 2021, many Christians will celebrate Easter, with Orthodox Christians marking this at the end of April. Also in April 2021, the Islamic community will begin Ramadan. Despite the current COVID climate, the Director hoped that families can all find special ways to mark these important occasions.

7. COVID-19 Update

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

During the presentation, the following highlights were noted:

- The 2020-2021 school year brought change and unpredictability; however, the District has and will continue to adapt and adjust accordingly to improve outcomes for students, staff, families, and the community for the 2021-2022 school year;
- COVID-19 outbreaks have increased in schools, relative to the increase in communities, but not at the same rate, demonstrating the effectiveness of containment measures in schools;
- Increases in the number of staff on the “do not attend list” have caused additional staffing pressures, driving some classes to transition to remote learning;
- In working with Ottawa Public Health (OPH) and the coterminous boards, the testing model in Ottawa is more comprehensive than other districts. Since testing began in January 2021, of 156 Ottawa schools, 8005 individuals were tested of which 3315 were students with only 16 students testing positive for COVID-19;
- Phase 2 of the vaccination plan includes elementary and secondary school-based staff;
- The secondary quadmester model has had a 5 % decrease in the credit failure of higher needs schools and discussions with other directors and districts revealed similar improvements; however, this achievement also includes increased student anxiety and effects on well-being;
- The District has implemented a number of responses to concerns voiced from students, staff, and families outlined in the Thoughtexchange survey;
- The District is 1 of 24 Ministry-designated districts to host in-person students. Although each of the 24 designated-districts has specific guidelines to follow, the districts do not share the same delivery model;
- It is extremely unlikely that children under 16 will be vaccinated by September 2021;
- Director Williams-Taylor addressed an item from the open letter she received, regarding quadmester continuation as administrative convenience, noting that there is nothing convenient about this situation. She noted that the 2020-2021 school year has been difficult and expects continued difficulty for the 2021-2022 school year. She added that the lack of predictability creates instability, tension, and stress. Impacts on staff creates stress to deliver programs that meet families’ expectations;
- Based on feedback on the quadmester model, the District will work to instruct students and staff how to use alternate days at home more effectively to ensure that school work is structured and assigned in a manner so that students and educators can use the day productively;

- The District is prepared to allow all students to return to in-person schools in September 2021 providing that the Ministry and health authorities indicate that it is safe to do so in terms of contact tracing;
- If the secondary model were to return to a full four course semester model of approximately 25 students in a class and switching classes four times a day in the current COVID-19 situation, hundreds of students could be sent home causing many class closures in the event of a confirmed case. The four course model would greatly increase the number of close contacts as opposed to the quadmester model where in the event of a confirmed COVID-19 case, only 15-16 students might be at home;
- A return to a full semester model would have to begin in August 2021. The next opportunity would be February 2022 to allow for proper course time allowances;
- Some students from vulnerable schools have identified that they prefer the quadmester model and moving forward, the District recognizes the importance of flexibility to meet specific student needs;
- Families of Ottawa Carleton Virtual (OCV) students identified that a return to in-person learning is a priority. In the 2020-2021 school year, 22% of students were registered in OCV campuses with only 6.5% registered for 2021-2022. The Ministry indicated an expectation that virtual options are to remain; however, the District has already prepared for this decision and will maintain plans for a virtual structure with improvements from what was learned;
- Stability is an important factor in planning for the 2021-2022 school year and the District will proceed slowly and prudently as moving forward too quickly and then having to revert back could disrupt the stability of the District for students, staff, and families. The goal is to move to the desired outcomes slowly and safely;
- The District is in communication with other districts to share in the learning of best practices to ensure the best possible outcomes in planning for the 2021-2022 school year; and
- Director Williams-Taylor stressed that all members of the community should continue to practice prudence and good COVID-19 habits to keep schools safe.

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

- A designated board title is given by the Ministry to a district where an expectation for cohorting be part of the school structure and where close contacts are fewer than 100 per student per week. This informs the size of and how many classes can be held;

- Many districts across the province have implemented a similar one course model due to explicit direction from the Ministry;
- The District currently retains its status as a designated board and has received direction to not make large adjustments, plan with prudence, and to anticipate further guidance from both the Ministry of Health and Ministry of Education in opening schools in September 2021;
- The quadmester and octomester models allow for course completion to be aligned to complete the semester at the end of January 2022. This would allow for schools with either a quadmester or octomester model to begin the full four course semester at the same time in February 2022, in the event that the Ministry and health experts provide authorization;
- Trustee Fisher expressed concern that many students are falling behind and that staff are experiencing severe stress. He recognized that his three children's school experiences have not been positive which has affected their well-being. He expressed the view that the District is not doing enough to "challenge" Ministry decisions that do not allow for flexibility in planning;
- The Board has had many discussions on how to engage students and have them attend in-person school as much as possible, and although the Ministry has removed some restrictions, many parents would be dismayed if the District allowed all students to return and staff would be concerned for their safety at this time. The District will entertain possible ideas for school planning providing they fall under the collective agreements and legal obligations;
- The Ontario College of Teachers and the Ministry have come to an agreement to allow second-year teaching students to apply and have a temporary teaching certificate to allow for coverage in teaching shortages. Each university has strict guidelines for this to work, such as the student teacher only being allowed to teach at the location of their practicum. This limits these student teachers to only provide services in District schools where their practicum is located. When student teachers are in the classroom portion of their program, they are not eligible to provide support;
- There are no rapid home tests available as part of the monitoring and tracing of COVID-19. Even though these rapid tests are a good indicator, they are not as effective as the proper swab test;
- The District has worked to support educators by developing a common scope and sequence and long range plans for every curricular area, including assessments and resources, for the elementary level in both English and French programs for grades 1-8. Coaching weekly supports and all departments are coordinated to further support educators. Furthermore, a cross departmental K-12 newsletter entitled "The Learning Network" is shared weekly with all school staff. It is created by all departments,

highlighting resources, tasks, and supports. The resources are created for both in person and virtual learning to best support all educators;

- The scoping sequence and long range agenda was developed to centralize any curriculum adjustments for consistency as one teacher may make different adjustments in course material from another to create a more manageable pace in workload for students;
- There is value in having a two-course model, providing that the issue of the accelerated pace of coursework can be addressed to alleviate student stress;
- Associate Director Reynolds and his team are working to consider how to conduct a safe in-person commencement ceremony for grade 12 students; however, there are currently many limitations and the solution must be fair to all students and families;
- Staffing absences have caused some class or school closures due to teachers' need to self-isolate or their children's need to self-isolate in which they must also do so. Central dispatch has a list of emergency occasional teachers to deploy where needed, although occasional teachers have their own concerns of health and safety when called upon to fill staff absences which can add to staffing complexities. If schools determine that it is not safe to conduct a class there is minimal notice which is not ideal; however, multiple strategies are in place to minimize disruption;
- The decision to close a school means that all options have been exhausted as principals, vice-principals, central coaches, and even superintendents have stepped in to teach classes in order for schools to remain open;
- Changes related to COVID-19 testing may also have an effect on staff and student absences due to a longer period before testing can occur as testing used to occur on day 5 and has now been moved to 7 days which causes delays. As case numbers rise, testing volumes also increase causing delays in receiving testing results;
- The District anticipates that most education workers will be vaccinated by September 2021 which could help address the staff absence issue; and
- In response to a query from Trustee Campbell, Director Williams-Taylor committed to seeking clarification from the Ministry regarding the rationale for a differentiated approach between school districts in Ottawa for this year's secondary school program delivery model.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a 23 February 2021 Board

Moved by Trustee Ellis, seconded by Trustee Schwartz,

THAT the 23 February 2021 Board minutes be confirmed.

Trustee Lyra Evans requested that section 8.7 of the minutes be amended to indicate the following: Trustee Lyra Evans noted that, considering the Ministry directive on including trustees in the hiring process for senior staff, that Policy P.087 HR, Selection of Supervisory Officer, be reviewed before proceeding with the selection process and suggested that a Special Board meeting be scheduled within the next three weeks to approve any recommended changes to the policy.

Moved by Trustee Ellis, seconded by Trustee Schwartz,

THAT the 23 February 2021 Board minutes be confirmed, as amended.

Carried.

8.2 Business Arising from Board Minutes

There was no business arising from the 23 February 2021 Board minutes.

8.3 Receipt of Committee of the Whole Report, 9 March 2021

Moved by Trustee Penny, seconded by Trustee Schwartz,

THAT the Committee of the Whole report, dated 9 March 2021, be received.

Carried

*****Following a break at 9:00 pm the meeting was called to order at 9:05 p.m..*****

8.4 Report 21-034, Academic Staffing Plan for the 2021-2022 School Year (J. McCoy)

Your Committee had before it Report 21-034 seeking approval of the academic staffing plan for the 2021-2022 school year.

Superintendent McCoy provided a presentation highlighting key points of the report. She noted that a more fulsome review was presented at Committee of the Whole (COW) on 9 March 2021.

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

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

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

- Although there is a reduction in full time equivalent (FTE) teaching staff, support teacher staffing levels have been maintained to provide continued support to meet student needs;
- Student Achievement Through Equity (SATE) examines research and intersections with students in English language learners (ELL) programs, socioeconomic status, and other targeted student groups to remove barriers and to create a culturally responsible pedagogy for a more focused approach in student achievement and positive outcomes. A fulsome report on SATE will be presented at a future meeting;
- The next phase of the budget is not expected to have any disproportionate reductions in administrative and support staff although this also depends on the timely release of Grants for Student Needs (GSN). Despite Ministry statements to plan for no additional funding, if the pandemic situation continues, funding should be provided. A reasonable conservative estimate for projections has been used in the budget development plan and strategy; however, it is likely that a deficit budget will be recommended. Enrolment growth is not expected to occur until the COVID-19 pandemic is under control. Staff anticipates the Ministry's position to adjust monthly on the changing health conditions in the community;
- There has been an approximate reduction in enrolment of 1,100 students, 800 of which were from kindergarten and 300 were from other grades;
- Many initiatives have been included to provide equity to classrooms through central coaches that support schools, program and learning groups led by Superintendent Towaij, Superintendent Hardie's work in Innovation and Learning by examining student success and experiential learning opportunities, and Superintendent Baker's team providing an equity focus as well as the Indigenous Education team. These and other initiatives help guide teachers and inform their practice in equity. Learning Support Services (LSS) has continued to provide effective use of funding supports and special education needs funding is expected to be 8-12 percent beyond the allocation from the province when finalizing the budget. The District's commitment to providing support goes beyond the number of staff by utilizing effective reallocation of existing staff;
- The number of academic staffing positions added in the 2020-2021 school year was due to the additional COVID-19 sustainability funding

of over \$30 million from the province which was based on projected, not actual enrolment. Until the province provides more information on any additional funding, staffing will be reduced as outlined in the report;

- Director Williams-Taylor noted that adding funding does not always create desired equitable changes. Having more educators doing the same thing does not advance equity; educators need to be engaged differently to realize the change that needs to occur for equitable outcomes. Flexible deployment of resources can help meet student needs. Initiatives such as destreaming math will have a long-term equitable impact, as well as the translation of core District work, like consultations, into other languages such as Somali and Arabic. Feedback from these communities indicates we are getting better at responding to their needs;
- Without additional teaching positions provided by the previous COVID-19 funding, class sizes are expected to increase. Strategies include prioritizing in-person school class sizes by shifting larger class sizes to OCV, and reallocating existing staff to in-person positions. Class sizes will continue to be monitored in future;
- The District must maintain class size maxima and always considers the highest needs schools, and the supports they need, in planning decisions;
- Trustee Lyra Evans expressed concern regarding the reduction in FTE teaching positions, noting that this could negatively affect the most vulnerable students in the District;
- The proposed staffing report is within compliance of the set regulations;
- With reduced student enrolment, maintaining staffing levels in the support areas means students are receiving proportionally more support; and. Reduction in staff reflects the reduction in student enrolment.

Moved by Trustee Blackburn

Seconded by Trustee Schwartz

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

For (9): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

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

Abstain (1): Trustee Fisher

Carried (9 to 2)

9. Matters for Discussion

9.1 Report from OPSBA Representatives (if required)

Trustee Boothby reminded trustees to complete a survey on the equity and inclusion audit which is open until 22 April 2021.

10. Board Work Plan

The Board Work Plan was provided for information.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

There was no new business.

13. Adjournment

The meeting adjourned at 10:11 p.m.

Lynn Scott, Chair of the Board

ACADEMIC STAFFING REPORT 2021- 2022

30 March 2021

Introduction

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

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

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

For 2021-2022, academic staffing levels will, for the most part, return to the staffing levels that were in place during the 2019-2020 school year; positions added through the provision of additional pandemic funding this year have been removed based on the Ministry's advice that district school boards should plan based on the assumption that this funding will not be continuing into next year. This does not mean that additional funding will not be provided in the event the outlook for the fall suggests that additional resources are required to maintain health and safety standards.

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

b. **Enrolment and Funding**

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

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

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

c. Class Size Regulations

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

Table 1

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

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

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

d. **Collective Agreement Provisions**

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

Table 2.0

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

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

e. **Ottawa-Carleton Virtual**

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

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

Academic Staffing Plan for 2021-2022 - Summary

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

- a total of **3152 FTE** elementary teaching positions is being proposed, of which **2532 FTE** are required by the collective agreement (e.g., preparation time) or legislation; (Attachment A)
- a total of **1656 FTE** secondary teaching positions is being proposed, of which **1401 FTE** are required based on the collective agreement (e.g., staffing formulae); and (Attachment B; and
- a total of **156.0 FTE** principal positions and **109.25 FTE** vice-principal positions (Attachment C).

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

1.0 Classroom Staffing

1.1 Elementary Basic Classroom Allocation

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

1500 students, relative to the enrolment projection used to develop the current year's staffing plan this time last year; and b) the impact of the reduced funding provided this year to add elementary classes.

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

1.2 Other School-based Elementary Supports

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

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

1.3 Secondary Basic Classroom Allocation

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

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

1.4 Other School-based Secondary Staffing

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

Table 3.0

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

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

1.5 Student Success and Program Enhancements

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

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

1.6 Secondary Program Overlays

In order to support additional programs or initiatives, an additional 14.33 FTE positions were approved and allocated for 2020-2021, over and above the school based positions required by the collective agreement. These additional positions, which are referred to as 'overlay' positions, may be added as a result of specific Ministry funding, or as an initial investment in a new program to allow it to become established. Appendix B provides a list of current program overlays. Examples of the overlays currently in place include the additional 1.0 FTE position approved last year to support the School Within a School program offered in partnership with Algonquin College, 0.5 FTE position assigned to the Youth Services Bureau, the 0.67 FTE position assigned to the Urban Aboriginal Program.

Staff is recommending reducing the 0.83 FTE position added this year to support Merivale High School's implementation of the International Baccalaureate program, for a total of 13.5 FTE program overlays.

1.7 Alternate Programs

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

1.8 Adult High School

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

1.9 Contingency Staff (Elementary/Secondary)

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

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

2.0 English as a Second Language (ESL) Staffing

The District allocates teaching positions each year to support English Language Learners (ELL) attending its elementary and secondary schools. There are no contractual or regulatory requirements dictating the number of teaching positions in this area. The number of positions assigned to support the District ESL program is based on the current and projected number of ELL students, and their relative needs.

The Family Reception Centre (FRC) supports the assessment and placement of ELLs. The workload within the FRC is significant as they support families and students enrolling in the District who speak a first language other than English.

2.1 Elementary ESL/ELD

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

2.2 Secondary ESL/ELD

The proposed allocation to support secondary English Language Learners for next year is **33.17 FTE**, which includes positions assigned to directly support ESL/ELD students in secondary schools and 2.0 FTE ESL Central Orientation Class positions located at the Adult High School. An additional **5.83 FTE** positions funded by OCENET, are also included in the plan to support ESL classes.

Consideration was given to adding resources to support the delivery of ESL/ELD in secondary schools, particularly to support continued cohorting of the ELD classes, if required. Staff will continue to monitor needs in this area and make adjustments as required.

3.0 Special Education Staffing

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

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

3.1 Elementary Special Education Staffing

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

Table 4.0

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

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

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

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

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

Itinerant social emotional learning teachers (SELTs) provide additional support to schools experiencing challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level. The 3.0 FTE SELTs were introduced several years ago through funding (Local Priorities Funding) provided through central bargaining, and will be maintained next year with the support of similar funding, Support for Students Funding, provided through the most recent bargaining.

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

will be added to the central ASD team to provide support for an increasing number of students with ASD who are integrated in the regular program.

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

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

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

3.2 Secondary Special Education Staffing

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

Table 5.0

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

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

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

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

4.0 Centrally-Assigned Academic Staff

4.1 Elementary Central Staff

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

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

Table 6.0

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

4.2 Secondary Central Staffing

The proposed plan for next year includes **18.67 FTE** centrally assigned discretionary teaching positions supporting B<, Program and Learning K-12 and Innovation and Learning. An additional central position was approved by the Board in the fall of 2020 to

support District priorities in the area of Equity. Additional consideration was given to adding an Experiential Learning Facilitator to support innovation and learning, and to augment the investments made this year. Experiential learning has proven a valuable tool in building equity and promoting engagement, learning and community partnerships. The introduction of destreamed math in grade 9 has also been identified as a priority emerging for next year, and staff is currently reviewing how best to support this important work.

Table 7

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

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

5.0 Principals and Vice-Principals

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

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

The plan for next year includes 145 school-based principals and 11 central principals. This year, the District added 1.0 secondary principal and 6.0 elementary principals to lead and manage the OCV campuses. For next year, staff is planning for one elementary and one secondary principal to lead and manage each of the OCV sites, respectively. Additional funding to support the additional administrators assigned to the

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

In terms of vice-principals, the proposed plan includes **109.25 FTE** school based vice-principals and 2 central vice-principals. This represents an increase of 4.0 FTE vice-principals from this year, two each of elementary and secondary, to support the OCV campuses. In terms of their allocation, all but one secondary school has generally been assigned a minimum of two vice-principals, although, normally, one or both may also have a small teaching assignment. The allocation of vice-principals to elementary schools, which ranges from no vice-principal, to 1.5 vice-principals in the District's largest elementary schools, considers a number of factors including enrolment, the location of specialized program classes, socio-economic factors and other information that helps to inform need.

This year vice-principal positions from elementary and secondary schools were re-allocated to support OCV, rather than adding new positions. As the majority of students return to in person schools next year, it will be challenging to stretch the allocation across both in person and OCV schools, without adding to the current complement. Several schools which lost a vice-principal allocation this year as positions were re-allocated to support the virtual schools, experienced challenges adjusting to the demands without a vice-principal. As a result, staff feels that at least some additional vice-principal supports should be added to the complement to support the OCV schools next year. It should be noted that the complement of vice-principals was augmented this year in that all elementary and secondary teaching vice-principals were released full-time as one of the strategies to support the additional demands associated with managing schools through the pandemic. This support was critical to supporting the additional demands on administrators this year, which included implementation and monitoring of additional health and safety protocols, supervising isolation rooms, managing student and staff absences, and liaising with public health professionals. There are no plans to continue this arrangement next year based on current outlook, although staff will continue to look for ways to address the heavy demands placed on school administrators.

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

Summary

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

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

Appendix A – Elementary Academic Staffing

Appendix B, Secondary Academic Staffing

Appendix C – Principal and Vice-Principal Staffing

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

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

03.05.21
System Projections

Appendix B to 30 March 2021 Board

Proposed Elementary Staff Staffing Chart for 2021-2022

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

Notes:

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

as of Mar 30, 2021

Appendix C to 30 March 2021 Board

Secondary Staff Staffing Chart 2021-2022

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

- 1 Basic staff allocated for classrooms: -52.00 decrease based on the decrease in projected ADE and meet 23 to 1 (from 22 to 1).
The Sept. 30 adjustment and Needs positions are used to: address historical increase in enrolment over the summer; difficult staffing issues and to avoid disruptions due to the number of small schools and small programs; meet the 23 to 1
- 2 1.00 Teacher Librarian at OCV
- 3 -0.67 Guidance due to ADE decrease
- 4 6.00 balance of 11 FTE Support for Students Fund
- 5 -0.83 Merivale IB implementation
- 6 -0.33 LST contractual due to ADE decrease
- 7 1.67 GLP at OTSS
- 8 1.00 Instructional Coach

REVISED
03.05.21

APPENDIX D TO 30 MARCH 2021 BOARD

Secondary Administration - In School			change
In Schools	Budget 2020-2021as of March	Actual 2020-2021	Proposed 2021-2022
Principals	26	27	27
Vice Principals	48.00	48.00	50.00
Total in school allocation	74.00	75.00	77.00
			3.00
Elementary Administration - In School			change
In Schools	Budget 2020-2021	Actual 2020-2021	Proposed 2021-2022
Principals	112	118	113
Vice-Principals	57.25	57.25	59.25
Total in school allocation	169.25	175.25	172.25
			3.00
Central Administration			change
Central	Budget 2020-2021	Actual 2020-2021	Proposed 2021-2022
Principals	11	11	11
Vice-Principals	2	2	2
	13	13	13
			0.00
Total Administration	256.25	263.25	262.25
			6.00

*Notes:

Secondary

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

Elementary

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

Notes:

Recommended 2021-2022 Academic Staffing Changes

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

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

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

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

	FTE	Cost
Total	5.44	\$789,620

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

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



Building Brighter Futures Together at the Ottawa-Carleton District School Board



SPECIAL BOARD PUBLIC MINUTES

Tuesday, April 6, 2021

10:30 pm

Zoom Meeting

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Karyn Carty Ostafichuk, (Manager of Planning), Kevin Gardner (Manager of Financial Services), Pamela LeMaistre (Manager of Human Resources), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Darren Gatley, Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 10:44 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Campbell, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

3. Report from Committee of the Whole, 6 April 2021

Moved by Trustee Boothby, seconded by Trustee Penny,

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.

An amendment moved by Trustee Lyra,

THAT the word "demand" replace the word "advocate".

Failed for want of a second

Moved by Trustee Boothby

Seconded by Trustee Penny

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.**

Carried

An amendment moved by Trustee Lyra, seconded by Trustee Bell,

THAT the word "demand" replace the word "recommend".

- Trustee Lyra Evans noted that past Ministry requests and inquiries have had no impact and suggested that stronger language be used.

An amendment moved by Trustee Lyra, seconded by Trustee Bell,
THAT the word "demand" replace the word "recommend".

Defeated

Moved by Trustee Boothby

Seconded by Trustee Penny

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.

Carried

4. Adjournment

The meeting adjourned at 10:55 p.m.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, April 6, 2021, 7:00 p.m.
Zoom Meeting**

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Stacey Kay (Manager of Learning Support Services), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Julie Cyr (Manager of Early Learning), Dr. Cheryl Plouffe (Psychologist), Amy Hannah (Principal, Learning Support Services), Robert James (Principal of John Young Elementary School), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)

**Non-Voting
Representatives
Present:** Christine Moulaison (OCASC), Steve Spidell (OCSSAN), Jean Trant (OSSTF-SSP ALT), Melodie Gondek (OSSTF- ESP ALT), Melanie Barclay-Wood (OSSTF), Susan Gardner (ETFO) Brian LeSage (ETFO ALT), Stephanie Kirkey (OSSTF), David Wildman (OCEOTA), Seema Lamba (ACE), Sonia Nadon-Campbell (SEAC)

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

Vice-Chair Penny called the meeting to order at 7:02 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Drew Klein RE, Concerns with Student Mask Wearing Policy

Mr. Klein expressed concern about masking and social distancing mandates in schools. He noted that policies put in place by public health officials, although not intending to, are causing harm to students. He added that forcing masks and social distancing on age groups with low vulnerability to COVID-19 cause children to suffer physically, behaviourally, and psychologically and that this practice should be stopped. He feels contempt for having his son cover his face for eight hours a day indoors and outdoors which also limits facial recognition as well as disrupting verbal and non-verbal communication and emotional cues with his peers and teachers. He noted that long-term mask wearing in children can increase heart rate, and cause nausea, dizziness, headaches, skin problems, sinusitis, vision issues, and elevation in stress hormones that may impact immunity resilience and more. He recognized that he may be in the minority with this opinion and finds it difficult to believe that all parents can accept this. He urged the Board to immediately reconsider and eliminate outdoor masking policies, increase outdoor class time during the warmer months, and to phase in removal of indoor masking policies.

Trustee Fisher suggested that Mr. Klein reach out to local government officials or Ottawa Public Health (OPH) as they mandate the District's approach to masking policies.

In response to a query from Student Trustee Liu, Mr. Klein noted that his children have experienced skin issues, headaches, and psychological harm in the normalization of masking and expressed his concern for all children.

3.2 Joel Harden RE, Concerns Regarding School Safety

MPP Harden advised that he wanted to inform trustees of concerns from school staff, community members, and parents' that were relayed through his office. He noted that staff in communities with higher transmission rates are concerned for their safety and fear going to work. He noted that

he will continue to pressure the Ontario government to provide appropriate resources for schools to address COVID-19 measures.

In response to a query from Trustee Blackburn, MPP Harden expressed concern that the District is not receiving adequate funding as the \$1.6 billion of the provincial budget allocated for COVID-19 spending costs was not continued into the 2021-2022 school year. He added that many youth are experiencing mental health concerns which needs to be addressed by the provincial government.

In response to a query from Trustee Lyra Evans, MPP Harden noted that special needs educators, families, and students are the prominent voices that communicates to his office. He expressed his thanks to the District for their transparent discussions and focus on funding these special needs programs.

4. Briefing from the Chair of the Board

Chair Scott advised that OCDSB summer school registration for secondary students is now open. More information, including how to register and the list of programs, is available on the Continuing Education page on the OCDSB website.

She noted that April is Sikh Heritage Month and that the District is proud to recognize the local Sikh community and the important contributions that Sikh Canadians have made to this country.

14 April 2021 is International Day of Pink, a day to celebrate diversity and stand up against homophobia, transphobia, and all forms of bullying. While it falls within the April break, it is important to take the time to reflect on the efforts we can take to ensure all students feel safe, accepted and welcome at our schools.

5. Briefing from the Director

Director Williams-Taylor advised that April is Autism Awareness Month. Speaker sessions on this topic will occur on 8 April 2021 and 22 April 2021. The discussions focus on supporting individuals with Autism Spectrum Disorder and also assisting families to access services. More details can be found on OCDSB website.

Group discussions will continue as part of the District's consultations on Police Involvement in Schools and the creation of a Human Rights Policy. Registration details can be found on the OCDSB website.

Planning is underway for end of year graduation ceremonies and this year, there will be a return to more school-based planning for commencement ceremonies with some central support. This allows schools to plan with local traditions and customs in mind and many schools have already communicated with students and families. More detailed communication can be expected after the April break. Graduation photos are underway and have been completed in many schools.

6. COVID-19 Update

Director Williams-Taylor reported that many have watched the changing COVID-19 landscape with concern. A rise in case numbers in Ontario and in our own community, combined with a growing understanding of the increased risks of transmission with Variants of Concern (VOC) has shifted the focus of conversations. While the District is planning for September 2021, the immediate focus is ensuring the safety of staff and students at the present time.

Since the 30 March 2021 Board meeting, the following key events have occurred:

- The provincial government announced a 28 day emergency lockdown period for Ontario, with schools remaining open, but increased restrictions on social gatherings and access to restaurants, retail and recreational activities;
- The Ministry of Education confirmed that the April Break will continue during the week of 12-16 April 2021 with additional safety measures in place following the break;
- The Easter long weekend provided a much needed respite for staff, students and families;
- As part of the District's commitment to safety, on 5 April 2021, Director Williams-Taylor met with the four area Directors of Education and with Ottawa Public Health (OPH) to discuss caseloads in Ottawa and the safe operation of schools;
- Chief Medical Officer, Dr. Vera Etches, advised that she and her counterparts in Toronto and Peel had written to the province encouraging a province wide shut-down;
- In the Director's meeting with Dr. Etches, the Director and her colleagues reiterated the urgent need for school-based employees to be prioritized for the COVID-19 vaccine.
- Dr. Etches shared a letter with all four area Directors, which has also been shared with trustees, staff and families, that explains that the safety measures in schools have been successful and schools should remain open, unless there is a province wide shut-down; and
- Director Williams-Taylor acknowledged the dedication of staff on the front lines in the difficult pandemic situation. She noted that, as leaders and stewards of this District, our job is to listen carefully, and to act prudently, and to try to ensure that all decisions - for current and future planning, use data and the expertise of medical professionals and others to guide decision-making, to bring as much stability as possible to these uncertain times. She added that the recently announced lockdown could be similar to the lockdown in February 2021; however, students may not be allowed into schools this time.

Medical Officer of Health, Dr. Vera Etches of OPH, was introduced to answer member's questions and concerns.

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

- Stronger measures are needed to focus on slowing the transmission of COVID-19 in communities, such as a stay at home order and businesses that are not essential, to be closed. Ideally schools should be closed last as they are essential for children;
- When deciding to close schools, OPH examines the whole context of the decision beginning with current situations in the community, as the vast majority of cases come from community acquisition. Transmission rates in Toronto and Peel regions are two times the rate of that in Ottawa. OPH also considers school metrics, such as outbreaks per student population compared to by region. For example, Toronto had 55 outbreaks and Ottawa had 8 outbreaks on 6 April 2021. The number of outbreaks in Ottawa has remained stable, in contrast, Toronto had 18 school closures on 5 April 2021. Outbreak increase trends are closely monitored;
- OPH is in discussions with school district directors regarding how schools are coping, managing, and affecting operations as more cohorts are being dismissed home for 14 days as infection rates increase;
- OPH has been informed that it is rare that a school has to close due to a lack of teaching staff. With 369 schools in the Ottawa region, many do not have active cases. Dr. Etches recognized the support that schools provide to students and families;
- Increases in community infection rates and outbreaks, the logistics of dismissing cohorts becoming increasingly difficult, and the capacity of public health to investigate and provide notifications/follow-up are all factors that OPH monitors to determine if schools should be closed. Currently, Ottawa has managed where Toronto and the Greater Toronto Area (GTA) has not been able to "keep up";
- Vaccines in adults are voluntary. Once a vaccine is available for children, Dr. Etches expects a similar approach and does not recommend that vaccines be mandatory for students to attend schools;
- A target of 75 percent of the eligible population to be vaccinated (with targets already exceeding in many areas) should be adequate to provide herd immunity;
- Dr. Etches and her team will contemplate whether the COVID-19 self-assessment screening forms for OCDSB students and staff should include an additional question, to determine if a person filling the form and their families have followed the COVID-19 public health guidelines over the previous 1-2 weeks;

- Studies have been conducted on masking types and how different masks function. Three-ply masks with a filter layer have been studied against surgical masks and were found to be comparable. Three ply masks with a filter layer are desirable as there are financial and accessibility barriers in providing surgical grade masks to all;
- The term “outbreak” causes fear and concern, which is why accurate and rapid communication is important. OPH targets for communication to high risk cohorts are within 24 hours of learning of a positive case in order to mitigate transmission, although it is often that case that communication exceeds targets and occurs between 4-24 hours;
- If eye protection is consistently worn it will allow for less risk of exposure. OPH has been considering which type of eye protection could be used;
- Staff lunch rooms are often too small to maintain a two metre distance and there is a need to find alternate spaces for staff to take breaks;
- OPH has not discovered any cases attributed to ventilation at this time, although additional measures could be added such as emphasis in keeping doors and windows open in warmer weather;
- The increase in cases of infection within the student population and the community infection rate is difficult to correlate as students are tested more than the general population due to daily screening initiatives. When OPH examines the source of a positive case, they investigate any close contacts of the person that had tested positive. The majority of cases where students tested positive was due to someone in their household or social network being positive and not from someone in a school, which is known as the epidemiological link for the likely source of acquisition. OPH does not see evidence that schools increase transmission. Schools provide many health benefits and resources to students, and closing schools can be harmful;
- OPH is mapping neighbourhoods with higher rates of transmission and are now able to prioritize vaccinations in these more affected communities. Vaccines are being provided to people over 80 and have now expanded to anyone over 50 years of age in these communities, which should help lower transmission rates of educators and staff in the schools of the affected communities. Targeted school closures in higher affected areas when cases cannot be managed or investigated effectively, allow only a few schools to be closed instead of all schools in Ottawa;
- Asking one part of the city to close and stay home is almost impossible as the city and province are very interconnected. The Provincial Chief Medical Officer of Health was contacted by OPH who suggested that the entire province be shut-down as mobility between regions affects transmission rates across the city and province;

- The vaccine timeline and rollout plan is directed by provincial policy. The *Guidance for Prioritization of Phase 2 Populations for COVID-19 Vaccination* document outlines phase 2 of the vaccination program in which people over 60 and people with health concerns (such as transplant or cancer patients) and congregate care workers have first priority. Neighbourhoods at higher risk are also outlined in the document where people 50 and over are eligible. Timelines are set by examining the size of the population and amount of vaccines available. At this time, 25,000 doses of the Pfizer vaccine are received each week. The 21 identified highest risk neighbourhood approach is where educators will first have an opportunity to be vaccinated which accounts for 20% of Ottawa's population;
- The high risk neighbourhood approach for vaccines will include anyone who works or lives in the neighbourhood;
- Phase 2 includes the sequencing of the essential workers and part of the neighbourhood approach overlaps with essential workers. The first group of essential workers that cannot work from home includes elementary and secondary school workers, childcare workers, food manufacturing and distribution workers, agricultural and farm workers, and the second group includes retail workers such as grocery store workers. The age-based approach will prevent deaths and hospitalizations;
- When vaccines are available, individuals who work in close proximity with those with special needs are considered high risk and will have prioritized access to vaccines. Although the plan to reach education workers is not fully developed, it is expected that once educators workers can receive a vaccine, they will have some flexibility where they can receive it. When education workers reach age appropriate eligibility, they can register on the Ontario online or phone booking system. If they are in an identified high risk neighbourhood, they can use the public health booking system or if they are over 55, they can go to a pharmacy where the AstraZeneca vaccine is available;
- Vaccinations could be available for ages 40 and over by May 2021 with the goal of providing vaccine eligibility to every adult by the end of the school year;
- Schools could be used as a community hub to provide immunizations, with a school's permission. Education workers could take advantage of this school based approach and creating a list prioritizing age and risk would be a helpful approach. Inoculation plans will continue to adapt if provincial policy changes;
- If widespread asymptomatic transmission occurred, it would be expected that some symptoms would arise where further testing could then occur in identified areas to detect greater rates of spread. Variants of concern (VOC) appear to transmit more rapidly and cause more severe illness in younger populations. The GTA has had higher rates of VOC than Ottawa although Ottawa's VOC rates are growing. When OPH studied VOC spread in schools,

entire cohorts were tested when one student tested positive for a variant to discover any asymptomatic cases. This study indicated that there was no greater level of transmission in cohorts with VOC compared to other types of COVID-19;

- Dr. Etches and her team continuously examine variables that may lead to school closures. OPH will provide notice of any imminent school closure for families to organize childcare;
- In looking for asymptomatic cases in school communities, OPH offered testing at school sites on weekends in higher transmission zones; however, this approach did not uncover many COVID-19 cases. OPH will continue to adapt asymptomatic testing that will be available through the spring break. OPH will try a self-swabbing approach and is considering how to distribute and implement this program in the school community;
- Occasional teachers (OT) are included in full contact tracing in schools to identify those who need to isolate. OPH works with schools to understand who was part of a particular cohort, including OT's to ensure accurate contact tracing. OPH also takes into account if OTs were or were not in attendance on the days that a student of a cohort was infectious;
- Principals work closely with the school support team and nurse to determine who was present during the time of communicability and it is common that a positive case has no high risk contacts. Occasionally an OT may learn that a cohort they were instructing did have a positive case around the time they were present in the classroom which may cause concern; however, contacts are closely monitored during the time of communicability and if they were a high risk contact, they would be notified;
- If a OT thinks that they may have been exposed and were not notified, they should contact the principal or school nurse;
- Schools could share the protocols and the process used in determining high risk contacts to help alleviate concerns and raise confidence with OT's;
- It is difficult to change some of the driving factors of why transmission rates of COVID-19 continue to be higher in some areas as there are socioeconomic, precarious employment, and other contributing factors. OPH has continued to learn about supporting newcomers to Canada and have translated safety measures and COVID-19 guidelines in many languages, while also working with leaders in communities for more effective communication and to promote vaccines. Access to sick leave would allow families to stay home when ill and/or to be able to care for their children;
- Schools could have campaigns to promote vaccines in identified high risk areas to aid in OPH's neighbourhood based vaccine approach;

- Parent councils could help promote vaccines and relay communication to families and communities. Parent councils can share practical messaging about safety outdoors;
- Closing schools can reflect the severity of the pandemic situation to the public as some people are not taking it seriously;
- The median age of people who tested positive is 34, not the age of those who are admitted to the Intensive Care Unit (ICU). There is a vaccine strategy considered where it focuses on those age groups transmitting the virus in a context where transmission was not rapid; however, transmission is rapid and it reaches the older populations that have a higher risk of hospitalization and death. The age based approach will continue and will be adjusted based on provincial decisions and guidelines;
- OPH will consider having vaccines available to graduating grade 12 students by the end of the school year to allow for those residing in post-secondary residences;
- Although there is still more to learn about COVID-19 in schools, OPH is confident that schools are not the main source of transmission. Most cases are from the community and needs to be addressed. Dr. Etches noted that studies around the world indicated that COVID-19 measures in schools does make a difference and thanked all those involved for their hard work in keeping schools safe;
- Director Williams-Taylor thanked Dr. Etches for communicating and answering questions in a scientific and informed way;***Following a break at 8:40 pm the meeting was called to order at 8:45 p.m.***
- Regarding the decision for families to choose to send their child to in-person classes, each family has a choice which depends on their particular circumstance. Some families may be able to work at home with their children and others may not be able to and need to send their children to school. Each family needs to feel a level of confidence, and although there cannot be a no-risk guarantee in attending school, the District is doing everything to follow safety guidelines to reduce transmission in schools. Families must make decisions to allow their children to attend in-person school the same way that they decide if their children can attend their part-time jobs, parks, or the mall and each family has different variables to consider;
- Mental health supports, social-workers, and psychologists are available through District mental health promotion to ensure that educators are resourced in order to provide support to students. Each school has a process to follow for crisis intervention, as needed, and community health protocols with Children's Hospital of Eastern Ontario (CHEO) are available to support students with significant challenges. District staff continue to ensure that psychologically healthy and safe classroom environments are available for students. School Mental Health Ontario has also provided action kits

specifically designed to support students during the pandemic. Although there are a number of resources, if a student feels that they need additional support, they can inquire at the school level to help facilitate additional support; and

- A regularly updated list of mental health resources and supports are available on the OCDSB website. A targeted social media campaign delivers resources from School Mental Health Ontario directly to students, rather than only sharing information on resources, to provide specific ideas and strategies to help support student mental health and well-being. School council speaker night series also have mental health sessions and staff are in discussions to see if recordings of these sessions can also be made available. School councils could also help “amplify” OPH messaging to families.

7. Matters for Action:

7.1 Report 21-026, Equitable Recruitment and Hiring Policy (J. McCoy)

Your committee had before it Report 21-026, seeking approval of a draft hiring policy (Equitable Recruitment, Hiring and Promotion Policy, P.105.HR, Appendix A).

Director Williams-Taylor introduced the report and noted that the government rescinded *O. Reg. 274* with the expectation that school boards would create a new policy reflective of the new expectations identified by the Ministry. In February 2021, the Ministry released Policy and Program Memoranda (PPM) 165 which outlined key foundational elements for the policy to be created.

Superintendent McCoy noted that the draft policy has incorporated the feedback from trustees, principals and vice-principal representatives, managers, senior staff, representatives from federations, and feedback from advisory committees including Advisory Committee on Equity (ACE), Special Education Advisory Committee (SEAC), Indigenous Education Advisory Council (IEAC), and the Human Rights and Equity Advisor.

Moved by Trustee Boothby,

That the Board approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion. On a point of order, Trustee Scott noted that the original motion should be moved and any amendments can be addressed one at a time.

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146. HR, section 1.0 a comma be inserted between the words “transparent” and “and”.

In introducing the amendment Trustee Lyra Evans noted that the addition of commas are important.

Chair Penny suggested that grammatical corrections be left to staff to ensure that substantive changes can be discussed.

On a point of order, Trustee Blackburn suggested the policy be revised with grammatical corrections and be presented at the Board meeting where members may further debate the policy.

Director Williams-Taylor noted that the District is past the time where they should have submitted a policy to the Ministry; however, deferring the item to the 27 April 2021 Board meeting will still allow staff to continue working on this policy. She noted that this is the recruitment policy that will be applied to the recruitment practice of the District in which unions and candidates should understand how it is applied to be equitable and fair as part of the timeline factor that could affect the hiring of employees;

Moved by Trustee Scott,

THAT further consideration of the motion to approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion be postponed temporarily.

On a point of order Trustee Bell advised that representatives from the Advisory Committee on Equity members present had queries and suggestions.

Chair Penny noted that Trustee Scott may move to table the motion.

Moved by Trustee Scott,

THAT further consideration of the motion to approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion be postponed temporarily.

Carried.

The debate resumed after the completion of item 7.2

Moved by Trustee Scott,

THAT the motion to approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion now be considered.

Carried

Trustee Ellis supported the importance of the placement of commas.

Trustee Lyra Evans suggested that a motion with all of the proposed amendments she submitted to trustees and staff be tabled, to permit debate and allow for sub-amendments and other amendments.

Trustee Scott noted that the first suggested amendment to insert a comma between "transparent" and "and" did not make sense and was clear before the suggested change.

Trustee Blackburn indicated that her understanding is that a comma is not required to be placed before the word “and” in a list.

Director Williams-Taylor noted that in a list, a comma is not required before the word “and” which is how she has written reports thus far without being corrected.

Trustee Campbell noted his preference in the use of the Oxford comma.

Trustees Blackburn and Schwartz suggested that a legal opinion be obtained regarding the legal importance of comma placement.

Executive Officer Giroux shared a suggestion from Manager Sinclair that commas should be added to be consistent with other parts of the document and that a legal opinion was not required.

*** Following a break at 9:52 p.m. the meeting was called to order at 10:00 p.m. ***

Moved by Trustee Schwartz,

THAT consideration of the motion to approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion be deferred to a future meeting to be determined.

Carried

Executive Officer Giroux suggested that any comments related to the report be submitted to Board Services for review.

7.2 Notice of Motion, OPSBA Policy Resolution Trustee Boothby

a. COVID Gap Funding

Moved by Trustee Boothby,

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 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.

In introducing the motion, Trustee Boothby noted that the provincial budget recognized the longevity of the effects of COVID-19 and that the Minister of Education noted that we need to invest in student success for tomorrow. She added that many students have experienced new or worsening learning gaps and mental health challenges as a result of the many challenges related to COVID-

19. Trustee Boothby expressed the immediate need to build capacity, resources, and identify the learning gaps and mental health challenges for students starting school in September 2021. She added that currently, educators and mental health workers are overwhelmed and that the District does not have excess resources to properly address these concerns and that it is important to reach students in need in a timely manner.

Trustee Lyra Evans suggested that OPSBA could remove “recommend” and “advocate” and use stronger language such as “demand”.

Trustee Boothby appreciated the concern raised and indicated that she was unsure if adding stronger language would help progress the issue. She added that Trustee Penny and herself will advocate strongly to the Crown about the importance of this issue.

Moved by Trustee Boothby

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.**

Carried

b. Anti-Racism Data Research Funding

Moved by Trustee Boothby,

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

In introducing the motion Trustee Boothby noted that there will be a government requirement, to be fully implemented on 1 January 2023, to collect and examine race-based data. She noted that this work will allow the District to further understand students and families to address the needs of the community. This data works best with consistent collection for analysis and trend observation. School boards are currently using their existing data capacity on other government or local initiatives which cannot be “put on hold” to address provincial needs.

Trustee Campbell agreed that the District cannot continue to accept mandates from the Ministry without additional staff or funding.

Moved by Trustee Boothby

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**

Carried

8. Report from Statutory and Other Committees

8.1 Advisory Committee on Equity, 25 February 2021

Moved by Trustee Bell,

THAT the report from the Advisory Committee on Equity (ACE), dated 25 February 2021 be received.

Carried

8.2 Special Education Advisory Committee, 3 March 2021

Moved by Trustee Ellis,

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

Carried

9. Matters for Discussion:

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

Your committee had before it Report 21-020, providing an update on the exploration activities undertaken to review the potential adoption of a universal screening tool in the Ottawa-Carleton District School Board.

During the review of a universal screening tool the following information was considered:

- A universal screening tool would be used to address issues of underrepresentation in identifying learners with giftedness to establish learning profiles, potential challenges and inform educators when planning the curriculum for students;
- Implementing a universal screening tool within the OCDSB will assist all learners including gifted students that often have other exceptionalities. A tool would address the issue of students “missingness” from gifted identification;
- A universal screening tool could reduce barriers and provide equal access to screening for minoritized, racialized or lower socio-economic status students;
- A study of comparative school boards revealed that many use screening tools at the grade 3 and 4 level to look at student profiles and determine how to best serve their needs;
- OCDSB staff will review the findings from the study to determine when during the year to administer the screening tool, at what grade level and post screening how best to support students. The composition of the multi-disciplinary (multi-D) team and its purpose would also be reviewed;
- There would need to be consideration of professional development for staff who would be administering the screening tool;
- Staff propose to broaden the use of the current Canadian Cognitive Abilities Test (CCAT) to use the instructional strategies that are included with the test to enhance programming;
- The options for selecting a tool are complex with many considerations. The CCAT 7 had the advantage over other tools that were considered as it offered Canadian norm;

- The CCAT is a multidimensional test that considers non-verbal and quantitative abilities;
- In addressing equity issues, the CCAT 7 has replaced verbal prompts with visuals and considered language in terms of item development, removing colloquialisms. There are recommendations in providing flexibility on how the scoring is used for english language learners (ELLs);
- The CCAT would enable local norms to be utilized to compare students in the same school on a standardized assessment rather than Canadian norms that compare students on a national level;
- A project team will be created to review details and considerations of the screening tool to determine the final recommendation.
- Superintendent Symmonds summarized by noting that the screening tool has evolved over time moving closer to personalization and precision in meeting student needs. He advised that staff will continue to provide updates on the process.

During the discussion the following points were provided:

- Considering the use of local norms for screening is important in addressing equity issues in schools where a significant number of students may be disadvantaged. The differences among students would be easier to recognize and their abilities could be explored more thoroughly with an opportunity for placement in gifted programs;;
- In response to a question about different scoring for different groups of students, such as ELLs, Superintendent Symmonds responded that those decisions have not yet been finalized, but many discussions regarding equity have occurred as it relates to students and their backgrounds. Dr. Plouffe advised that there are considerations for ELLs as well as the programming options for these students once they have been identified as gifted;
- Staff have an interest in working with educator partners in understanding their perspective as it relates to the use of a screening tool. Conversations are planned with the federations to determine how the screening tool could be used to support educators;
- Trustee Ellis requested that staff consider consulting with the Indigenous Education Advisory Council (IEAC) and the Advisory Council on Equity (ACE) on the use of the screening tool.
- In response to a query, Superintendent Symmonds advised that the intent of a screening tool is to find ways to identify students who may have exceptionalities at an early stage to ensure appropriate interventions;

The 10:30 p.m. vote received 2/3 majority to continue

- Dr. Plouffe advised that there is a need to be cautious with data derived from the screening tool and how it is used. There is a need for flexibility in the information received regarding students and using the information to individualize the programming. The focus needs to be on programming for all learners. Information gathered and programming needs must be aligned; and
- Trustee Campbell expressed an interest in seeing an estimate of cost for the implementation of the screening tool in future updates.

10. Information Items:

10.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

10.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

10.3 OSTA Update (if required)

Trustee Jennekens noted that OSTA will have a public meeting on 26 April 2021, and trustees are invited to attend.

a. 14 August 2020, OSTA Minutes

Provided for information.

b. 24 August 2020, OSTA Minutes

Provided for information.

c. 28 September 2020, OSTA Minutes

Provided for information.

d. 26 October 2020, OSTA Minutes

Provided for information.

e. 9 November 2020, OSTA Minutes

Provided for information.

11. New Business - Information and Inquiries

Trustee Campbell requested that staff provide guidance on walking to school, particularly student age guidelines.

Trustee Fisher indicated the importance of a staff response to student and family inquiries in a timely manner. This includes a response to the open letter from 80 parents to the director on students returning to school in September 2021.

Director Williams-Taylor responded that items brought forward regarding the opening of school in September 2021 were received and staff recognized that further clarification was required. Staff are preparing communications to answer commonly repeated questions in order to communicate a broad response to families.

12. Adjournment

The meeting adjourned at 10:44 p.m.

Keith Penny, Chair



SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, April 20, 2021, 7:00 p.m.
Zoom Meeting**

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

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

**Non-Voting
Representatives
Present:** Christine Moulaison (OCASC), Christine Lanos (OCEOC), Susan Gardner (ETFO), Troy Cluff (OSSTF-District 25), Kelly Granum (OSSTF), Stephanie Kirkey (OSSTF), David Wildman (OCEOTA), Seema Lamba (ACE), Amy Wellings (SEAC)

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

Vice-Chair Penny called the meeting to order at 7:00 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Moved by Trustee Scott,

THAT item 4 be placed ahead of item 3 on the agenda.

Trustee Ellis noted his opposition to amending the agenda as members of the public may be waiting to hear the COVID-19 update.

Trustee Scott advised that the majority of the COVID-19 update is contained in the supplementary information attached to the agenda and no significant additional information is expected to be provided by staff.

Moved by Trustee Scott,

THAT item 4 be placed ahead of item 3 on the agenda.

Defeated

Moved by Trustee Blackburn,

THAT the agenda be approved.

Carried

3. COVID-19 Update

Director Williams-Taylor noted that all OCDSB schools have pivoted to remote learning in accordance with the latest provincial stay-at-home order.

She expressed appreciation to staff for undertaking the transition quickly and seamlessly.

Director Williams-Taylor advised that staff continue to work with Ottawa Public Health (OPH) to track COVID-19 cases in students and staff and to identify high risk contacts. As of 19 April 2021, the OCDSB had 128 student cases and 39 staff cases. School-based testing clinics are continuing to operate during the stay-at-home period.

Director Williams-Taylor announced that the roll-out of vaccines for education workers began last week with a focus on staff who provide support to students with special education needs. The OCDSB identified 1900 employees currently eligible for the vaccine. The recent announcement of access to AstraZeneca for persons 40 and over will also increase accessibility for those employees who choose to make an appointment through a local pharmacy.

Staff are engaging with families to support students in remote learning. This includes discussions with families of students with special education needs to better understand how those students could be supported remotely. Every effort is being made to respect the stay-at-home order and ensure that students are able to access learning.

Director Williams-Taylor reported that consideration will be given for students with intensive and complex special education needs, such as those with developmental disabilities (DD), autism spectrum disorder (ASD) and/or multiple exceptionalities, to attend in person learning during the school closure period.

There will be a staggered entry plan for students who require the accommodation for in-person learning with all students attending by 26 April 2021.

In response to questions, the following information was provided:

- Regarding the determination of students with special education needs who cannot be accommodated remotely, Superintendent Symmonds advised that staff are taking an individualized approach with each student by reviewing the individual education plan (IEP) that outlines what accommodation and modifications are in place to support learning. Principals and school staff are speaking with families to determine what accommodations can be implemented, wherever possible, to support remote learning.
- Establishing a criterion for measuring a student's progress against the IEP goals is a challenge as student's special education needs are diverse. A series of considerations were put in place for staff to review that includes the IEP as well as the identification of DD or ASD and the ability to manage remote learning using a device. These considerations will allow staff to make an individual decision for each student.
- Associate Director Reynolds noted that there is currently a moratorium on in person co-op placements. The stay at home order requires that only essential workers attend in person and co-op students are not considered essential. Co-op students are still able to be accommodated virtually to obtain the skills and credits they require;
- Associate Director Reynolds advised that the contact tracing undertaken by Ottawa Public Health (OPH) has changed recently as OPH reached capacity limits with the increase in cases. Moving to remote learning will change the work of OPH to focus on contact tracing for only those individuals currently attending in person. The process for contact tracing has moved to a nurse working with principals. Despite the capacity issues, OPH continued to contact trace in a timely manner;
- Superintendent Symmonds noted that staff do not currently have an estimate of the number of students that will be attending in-person. A survey to gather numbers will be distributed. The Ministry has requested weekly updates. A staggered entry of the most vulnerable students is expected at the Clifford Bowey Public School and Crystal Bay Centre for Special Education;
- Superintendent Symmonds advised that staff investigated combining smaller congregated classes at fewer locations but it was determined that the transition would be challenging for special needs students and stability is a key consideration;
- Superintendent McCoy advised that staff have been working with other school boards in the region and OPH on the vaccine rollout for education workers. Eligible staff have been identified and their names shared with OPH who reached out by email or telephone to provide booking information. She

advised that some staff have already received vaccines and others have bookings secured. The District is following a different process than that indicated on the Ministry website where education workers are encouraged to use the provincial booking system; and

- Superintendent McCoy noted that eligible staff were determined by a narrow set of Ministry guidelines and did not include all staff that teach in special education. In a small number of cases, contact information for staff was not correct and those staff members could not be reached. She advised that if there are staff that feel they should have been included in the eligible list and were not, this could be investigated and that an upcoming meeting with union presidents will provide an opportunity for follow-up on this issue.

4. Matters for Action:

4.1 Report 21-026, Equitable Recruitment and Hiring Policy (J. McCoy)

Your committee had before it Report 21-026, seeking approval of a draft hiring policy P.146.HR, Equitable Recruitment, Hiring and Promotion Policy, P.146.HR, Appendix A.

Chair Penny advised that the report had been previously presented during the Committee of the Whole meeting on 6 April 2021. He noted that at the time of deferral, the following motion and amendment were on the floor:

Moved by Trustee Boothby,

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

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 1.0 the words “practices for” and “social” be struck.

Carried, friendly

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 1.0 the word “practice” be inserted after the word equitable.

Carried, friendly

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 2.3 the words “immigration status” be inserted before the word “language”.

Trustee Lyra Evans noted that candidates should not be prioritized as a Canadian citizen over a permanent resident, and that immigration status should not be a consideration of a candidate.

Superintendent McCoy noted that the list included in section 2.3 is protected under the Ontario Human Rights Code (OHRC) and immigration status is not a protected ground and was not included. Consideration of including “immigration status” may cause confusion as candidates must be able to work legally within Canada.

A sub-amendment moved by Trustee Boothby,

THAT the words “immigration status” be struck and “landed immigrant” inserted.

Committee members noted that other statuses, such as a temporary work visa, may not be covered under the proposed sub-amendment and the original “citizenship” has a broader coverage to encompass the meaning.

Trustee Lyra Evans noted that “Immigration status” was proposed as the interpretation of “citizenship” could imply citizens of other English speaking countries and immigration status is the language used by equity seeking groups.

Superintendent McCoy noted that as an employer, the District cannot ask job candidates of their citizenship or residency status but can only inquire if a candidate can legally work within Canada so as to not participate in discrimination to citizenship encompassed under the OHRC.

With the consent of the committee, Trustee Boothby withdrew her sub-amendment.

Trustee Jennekens advised that trustees exercise caution in adding terms as there may be legal repercussions to be considered.

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 2.3 the words “immigration status” be inserted before the word “language”.

Carried

An amendment moved by Trustee Hough,

THAT in Policy P.146.HR, section 2.3 the words “race” be struck and replaced with “racial identity”.

In her introduction, Trustee Hough noted that the term “race” encompasses social constructs and physical traits, which are covered in the list within section 2.3, and that “racial identity” be used as there is an element of personal reflection and identity.

Student Trustee Liu noted that “racial identity” is a personal perception and not necessarily helpful from an employer’s perspective as it is the employer’s perception that is reflected as the candidate may not have the opportunity to explain their personal racial identity.

Trustee Campbell contended that personal versus social identity must be determined, and what is superseded by the other in an employment context.

Trustee Lyra pointed out that “race” is the terminology used within the OHRC.

Director Williams-Taylor noted that the rationale for the terms “race” and “racial identity” would essentially be the same arguments for “gender” and “gender identity”, and suggested that both “race” and “racial identity” be included in the policy.

A sub-amendment moved by Trustee Scott,

THAT in Policy P.146.HR, section 2.3 the word "race" be inserted before "racial identity".

Trustee Ellis pointed out that if the proposed sub-amendment is approved, instances of this wording in other policies will need to be updated to reflect this.

Ms. Lamba indicated that including both terms will demonstrate that the Board is forward thinking.

Superintendent McCoy noted that “race” is included in the OHRC and each term has a distinct and specific meaning. Removing “race” may cause confusion.

A sub-amendment moved by Trustee Scott,

THAT in Policy P.146.HR, section 2.3 the word "race" be inserted before "racial identity".

Carried

An amendment moved by Trustee Hough,

THAT in Policy P.146.HR, section 2.3 the words "race" and "racial identity" be included.

Carried

An amendment moved by Trustee Jennkens,

THAT in Policy P.146.HR, section 2.0 be amended by adding a definition for “inclusive” to be defined as: “including, allowing, and accommodating all persons who have been historically excluded because of their diversity”.

Human Rights and Equity Advisor (HREA) Tanner noted that she supports having a definition for “inclusive” in the policies; however, the language “accommodating” refers to a dominant culture, and “excluded” reinforces a deficit ideology and should be reworded.

With the consent of the committee, Trustee Jennekens withdrew her amendment. Staff agreed to provide further comment and a proposed definition for “contemplation” at the 27 April 2021 Board meeting.

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 2.5 be amended by substituting the following: “Equity is fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person’s life, including the removal of disparity and disproportionality between groups, using positive measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.

Trustee Bell noted that all amendments under her name are brought forth from the Advisory Committee on Equity (ACE).

Superintendent McCoy noted that the definition of “equity” in the policy is different from the definition found within the Indigenous, Equity, and Human Rights Roadmap.

Director Williams-Taylor recognized the need for consistency across all documents to ensure clear communication.

Trustee Campbell suggested that the term “even-handedness” could cause confusion as it is subjective language even if it was included in the Indigenous, Equity, and Human Rights Roadmap.

Director Williams-Taylor suggested that the OHRC’s definition of “equity” be used. She recognized that caution is needed when sourcing definitions from the Indigenous, Equity, and Human Rights Roadmap as it is a strategic plan and not a policy.

With the consent of the committee, Trustee Bell withdrew her amendment. Staff agreed to provide a proposed definition for contemplation at the 27 April 2021 Board meeting.

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 2.6 be amended by substituting the following: “Hiring refers to the process for selecting candidates for available positions, including all stages from establishing job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple assessment tools, sources and methods such as interviews, written tests or assignments and various types of references such as personal reference checks.”

Superintendent McCoy noted that this is a policy which is not intended to provide all operational hiring process details such as the hiring tools used.

Trustee Scott noted that extended details regarding multiple assessment tools does not need to be included in this policy as that would be encompassed in a procedural document.

Ms. Lamba noted that the amendment is meant to clarify the intention and direction of hiring staff.

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 2.6 be amended by substituting the following: "Hiring refers to the process for selecting candidates for available positions, including all stages from establishing job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple assessment tools, sources and methods such as interviews, written tests or assignments and various types of references such as personal reference checks."

Defeated

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 2.9 the word "and" be struck and the word "or" inserted.

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 2.9 be amended by substituting the following: "Special Program refers to the special measures permitted under the OHRC to help create opportunities for people who experience discrimination, inequality, hardship and economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions: a) Relieve hardship or economic disadvantage, or b) Help disadvantaged people or groups to achieve, or try to achieve, equal opportunity, or c) Help eliminate discrimination."

Language for the amendment was derived from the OHRC website.

Trustee Scott noted that the sentence "The Code also protects these programs from attack by people who do not experience the same disadvantage" is not language from the OHRC and is instead a statement on the OHRC website. She noted that this language refers to higher level protections such as the Canadian Charter of Rights and Freedoms and Supreme Court decisions. She added that an individual reading this would not be able to find reference in the OHRC which would be problematic.

HREA Tanner noted her support of the amendment as this is the language used by the OHRC website to provide guidance in interpreting the OHRC and is language that is considered persuasive and binding.

A sub-amendment moved by Trustee Campbell,

THAT in Policy P.146.HR, section 2.9 be amended to include “it” before subsection a, b, and, c to read as: “a) It relieves hardship or economic disadvantage, or b) It helps disadvantaged people or groups to achieve, or try to achieve, equal opportunity, or c) It helps eliminate discrimination.”

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 2.9 be amended by substituting the following: “Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, inequality, hardship and economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions: a) It relieves hardship or economic disadvantage, or b) It helps disadvantaged people or groups to achieve, or try to achieve, equal opportunity, or c) It helps eliminate discrimination.”

Carried

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 3.1, the words “and staff” be inserted after the word “students”.

Superintendent McCoy noted that the policy statement and guiding principle reflects that the District’s primary responsibility is to support students, and as an employer, the District does not have an obligation to support staff in the same manner as students. She recognized that the District does have an obligation to provide staff with equitable treatment; however, it is not possible to provide all staff with equal outcomes. For example, if there was only one position available to which many staff applied, the District cannot guarantee equal outcomes, but can ensure that equitable treatment and fairness occurs.

Trustee Ellis pointed out that the original draft of the policy included “equitable” outcomes and not “equal” outcomes, and that this change could be problematic as there are students with physical and cognitive differences and he queried whether equity meant providing supports for students and staff to achieve the same outcomes.

Superintendent McCoy clarified that the current draft should say “equal” and that this change occurred in a previous draft.

Students could see themselves represented in leadership positions if “and staff” is included in the policy.

Superintendent McCoy noted that if equal staff outcomes are interpreted to be equal in terms of staff experiences, it would align with the intent of the policy which would indicate that the human resources processes are equitable and fair. Measuring staff outcomes could be monitored through staff surveys and a review of the systems to ensure that fairness occurs.

Trustee Hough noted that section 3.2 of the policy refers to what the Board will do in terms of governing, pertaining to staff, and section 3.4 refers to what the District will do, pertaining to staff, from a policy and procedure perspective. Not adding “and staff” and instead maintaining focus on students in section 3.1 would provide clarity.

Ms. Lamba noted that the suggested amendment could provide staff with equity in providing a fair process to have the same opportunities as other staff members.

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 3.1, the words “and staff” be inserted after the word “students”.

Defeated

Following a break at 9:10 pm the meeting was called to order at 9:15 p.m..

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 3.3 be amended by substituting the following: “The Board believes it is critical to have a well-prepared, diverse, and competent workforce with the knowledge, skills, and attributes needed to ensure students and all staff reach their full potential.”

In response to a query, Superintendent McCoy noted that the word “qualified” is used within collective agreements and aligns staff with the required and regulated technical qualifications. The word “competent” is subjective and “qualified” would be more appropriately used in this context.

Trustee Bell withdrew the word “competent” from her amendment and reverted back to “qualified” to read as follows: “The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students and all staff reach their full potential.”

Committee members noted that it could be unrealistic to expect an employer to have all staff reach their full potential.

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 3.3 be amended by substituting the following: “The Board believes it is critical to have a well-prepared,

diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students and all staff reach their full potential.”

Defeated

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 3.4 be amended by substituting the following: “The District is committed to the development and implementation of processes and practices which are fair, consistent, and transparent for recruitment, hiring, employment, and promotion, which, in turn, will improve the ability to achieve and maintain a strong and diverse workforce”

Trustee Lyra Evans submitted that her amendment is proposed to clarify the language in this section.

Superintendent McCoy advised that the amendment would not have a substantive impact on the policy.

A sub-amendment moved by Trustee Hough,

THAT in Policy P.146.HR, section 3.4 be amended by substituting “*that*” with “*which*”.

Carried

A sub-amendment moved by Trustee Scott,

THAT in Policy P.146.HR, section 3.4 be amended by substituting “processes and practices which are fair, consistent, and transparent for recruitment, hiring, employment, and promotion, which, in turn, will” with “fair, consistent, transparent and equitable practices and procedures for recruitment, hiring and promotion for all positions to”.

Carried

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 3.4 be amended by substituting the following: “The District is committed to the development and implementation of fair, consistent, transparent and equitable practices and procedures for recruitment, hiring and promotion for all positions to improve the ability to achieve and maintain a strong and diverse workforce.”.

Carried

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 3.5 the words “in various positions” be inserted after the word “staff”.

Superintendent McCoy advised that “various positions” may not reflect the totality of all staff and suggested the use of “across all positions within the organization”.

Trustee Ellis expressed the opinion that “various positions” may not be understood by everyone and that it may leave room for different interpretations.

A sub-amendment moved by Trustee Ellis,

THAT the words “all positions” replace “various positions”.

Trustee Boothby expressed concern that “all positions” may indicate a need to replace current staff members.

Director Williams-Taylor advised caution in the use of “all” or absolute statements that may be difficult to implement;

A sub-amendment moved by Trustee Ellis,

THAT the words “all positions” replace “various positions”.

Defeated

A sub-amendment moved by Trustee Lyra Evans,

THAT the words “in various positions” be replaced with “from separate employee groups and across all levels of the organization” be inserted.

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 3.5 the words “from separate employee groups and across all levels of the organization” be inserted after the word “staff”.

Carried

An amendment moved by Trustee Campbell,

THAT in Policy P.146.HR, section 4.1, the words “, including within separate employee groups and across all levels of the organization,” be inserted after the word “workforce”.

Carried, friendly

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.1 the word “increasingly” be struck.

Trustee Lyra Evans expressed the view that the student community has always been diverse and contended that the statement may not be accurate in the future.

Trustee Campbell cautioned against the use of “shall” as it is a specific directive that may be unrealistic.

Trustee Scott noted the importance of retaining the word “increasingly” as many staff members remain with the OCDSB for 20 to 30 years and are constantly evolving.

Trustee Boothby noted her desire to retain the word “increasingly”. She also expressed concern about the use of “shall” as it may violate collective agreements.

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.1 the word “increasingly” be struck.

Defeated

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.2 the word “expects” be struck and the word “requires” inserted.

In introducing the amendment, Trustee Lyra Evans noted that it is reasonable to require staff to understand the lived experiences of the students they are responsible for and this should be a requirement of all OCDSB staff.

Committee members in favour of the amendment noted that the word “expects” gives some leeway in interpretation. The capacity of employees who do not meet the requirement could receive additional training.

Trustees speaking against the amendment expressed concern about the requirements and expectations of staff and whether or not the statement could be enforced.

It was noted that occasional teachers may not receive professional development and requiring all staff to possess this understanding may result in an unfair hiring practice.

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.2 the word “expects” be struck and the word “requires” inserted.

Defeated

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.5 be amended by substituting the following: “All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.”

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.6 the word “and” be struck and the word “while” inserted.

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, the second sentence of section 4.7 be amended by substituting the following: “In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail, except insofar as any conflict with the Ontario Human Rights Code, then the Code prevails.”

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8 a (i) the word “procedures” be inserted after the word “policies”.

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8 a (ii) be amended by substituting the following: “intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.”

Carried, friendly

An amendment moved by Trustee Hough,

THAT in Policy P.146.HR, section 4.8 b (ii) the words “additional experiences,” be struck.

Trustee Hough contended that “additional experiences” encompasses all the experiences that individuals may have.

Some Committee members noted that additional experiences could include relevant courses.

An amendment moved by Trustee Hough,

THAT in Policy P.146.HR, section 4.8 b (ii) the words “additional experiences,” be struck.

Defeated

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 b (ii) the word “and” after the word “graduates” be replaced with the word “or”.

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8 b (ii) be amended by substituting the following: “valuing applicants’ additional experiences, lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of graduates from Indigenous communities or historically disadvantaged communities or the ability to speak other languages in addition to English and French;”

Carried, friendly

10:30 p.m. vote received the required 2/3 majority to continue

An amendment moved by Trustee Campbell,

THAT in Policy P.146.HR, section 4.8 b (iv) the words “as determined by the principal” be reinstated.

Trustee Campbell noted that the policy does not mention that the Board cannot vary from the Ministry’s PPM.

Superintendent McCoy advised that “as determined by the Principal” was included in the PPM and an earlier draft of the policy; however, during consultation with employee groups, it was considered to place too much importance on one individual’s opinion of the best possible educational program for students.

Trustee Scott recalled that the policy governs hiring of all OCDSB staff, and is not restricted to teaching staff.

An amendment moved by Trustee Campbell,

THAT in Policy P.146.HR, section 4.8 b (iv) the words “as determined by the principal” be reinstated.

Defeated

An amendment moved by Trustee Campbell

THAT in Policy P.146.HR, section 4.8 b (iv) be amended by striking the word “program” and inserting the word “outcomes”.

With the consent of the committee, Trustee Campbell withdrew his amendment. Staff agreed to provide a comment on the use of the word “outcomes” at the 27 April 2021 Board meeting.

An amendment moved by Trustee Hough,

THAT in Policy P.146.HR section 4.8 b (iv) the word “and” following the word students be replaced with the word “by”.

Carried, friendly

An amendment moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8d (i) the word “including” be struck and the words “and clear” be inserted.

Carried, friendly

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 d (i) the words “or cronyism, be inserted after the word “nepotism”.

Trustee Campbell suggested that there may be a need to define “cronyism.

A sub-amendment moved by Trustee Campbell,

THAT in Policy P.146.HR, section 4.8 d (i) the words “or other forms of favouritism” be inserted after the word “cronyism”.

Carried

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 d (i) the words “cronyism, or other forms of favouritism” be inserted after the word “nepotism”.

Carried

****The 11:00 p.m. vote did not obtain the required unanimous consent to continue the meeting****

5. Adjournment

The meeting adjourned at 11:04 p.m.

Keith Penny, Chair



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 21-047

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michele Giroux, Executive Officer, Corporate Services

DATE: 23 April 2021

RE: **Continuing the Debate on Draft Policy P.146.HR, Equitable Recruitment, Hiring and Promotion**

At the Special Committee of the Whole (COW) meeting of 20 April 2021, the debate continued on draft policy P.146.HR, Equitable Recruitment, Hiring and Promotion. At the time of adjournment, the motion to approve the policy, as moved by Trustee Boothby, was still on the floor. Due to the time-sensitive nature of the matter, the item will be added to the 27 April 2021 Board meeting agenda.

Procedural Authority

Section 12.3 (g) of the OCDSB By-laws and Standing Rules permit substantive items, including motions, to be dealt with at the Board meetings.

12.3 (g) Substantive items, including motions and staff reports that are urgent or time sensitive, as determined by the Chair of the Board in consultation with the Director, may be dealt with at Board meetings. For the purpose of this by-law, urgent or time sensitive is defined as a matter which cannot be completed if not dealt with at a Board meeting prior to the next scheduled meeting of the appropriate committee. If a motion or staff report comes directly to Board, without first going to committee, the rules of committee, on the topic of the motion or staff report will apply, as outlined in section 12.15.

As the rules of the committee will be in effect, trustees may seek clarification or ask a question of the non-voting representatives who are in attendance. All meeting materials and the Zoom meeting invitation will be sent to the non-voting representatives.

In order to permit the amendments adopted at the 20 April 2021 Special COW meeting, the Board is advised to receive the committee report with the following motion:

“THAT the Special Committee of the Whole report dated 20 April 2021 be received and the amendments as recorded be applied to draft Policy P.146.HR, Equitable Recruitment, Hiring and Promotion.”

Staff Comment on Proposed Amendments

Staff has reviewed the suggestions from the Special COW meeting and offers comments on the following:

- **Definitions - Inclusive**
A suggested definition will be shared in advance of the meeting on Tuesday evening.
- **Best Possible Program vs Best Possible Outcomes** - there are no concerns from staff with this particular proposed amendment.

Should you have any questions regarding the process, please contact Michele Giroux, Executive Officer, Corporate Services, at michele.giroux@ocdsb.ca. Should you have any questions regarding the policy please contact Janice McCoy, Superintendent of Human Resources, at janice.mccoy@ocdsb.ca.

cc Director's Executive Council
 Corporate Records

Attachments

Appendix A - Copy of Draft Policy with Proposed Amendments Incorporated

Appendix B - Proposed Amendment Table



POLICY P.146.HR

TITLE: EQUITABLE RECRUITMENT, HIRING, AND PROMOTION

Date issued: 21 April 2021

Last revised:

Authorization: Board: XX Month 2020

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable practice for the recruitment, hiring and promotion for all 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** means the Board of Trustees.
- 2.2. **District** means 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, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race, racial identity, 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 fairness of treatment and processes by the removal of systemic barriers, disparity and disproportionality between groups, using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same.

- 2.6. **Hiring** means the process for selecting 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 interviews, written assignments and references.
- 2.7. **Promotion** means 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** means 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, inequality, hardship or economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage.
To be a special program, the program must meet one of the following conditions:
 - a) It relieves hardship or economic disadvantage, or
 - b) It helps disadvantaged people or groups to achieve, or try to achieve, equal opportunity, or
 - c) It helps eliminate discrimination.

3.0 GUIDING PRINCIPLES

- 3.1. It is the policy of the Board to commit to excellence in education and use equity to achieve equal outcomes for all students.
- 3.2. The Board upholds 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.
- 3.3. The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.
- 3.4. The District is committed to the development and implementation of fair, consistent, transparent and equitable practices and procedures for recruitment, hiring and promotion for all positions to improve the ability to achieve and maintain a strong and diverse workforce.
- 3.5. The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff from separate employee groups and across all levels of the organization reflect their identities.

4.0 SPECIFIC DIRECTIVES

- 4.1. The OCDSB workforce, including within separate employee groups and across all levels of the organization, shall increasingly reflect the diversity of the school communities being served by the District.
- 4.2. The OCDSB expects all staff in its employ 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 education that reflect diversity for all students.
- 4.3. The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the *Ontario Human Rights Code* as an essential leadership competency.
- 4.4. The principles found in 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.
- 4.5. All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.
- 4.6. Hiring decisions must be based on providing the best possible education program for all students while ensuring student safety and well-being.
- 4.7. 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 any conflict with the *Ontario Human Rights Code*, then the Code prevails.
- 4.8. The Director of Education shall develop and implement equitable recruitment and selection procedures. 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 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, procedures, and practices are non-discriminatory;
 - ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.

b) Qualifications and Merit

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 graduates from Indigenous communities or historically disadvantaged communities or the ability to speak other languages in addition to English and French;
- iii. promoting the recruitment, hiring, employment, retention and promotion of staff from under-represented and historically disadvantaged groups;
- iv. providing the best possible program for all students, by considering applicants' experience or time spent in a particular school and/or department and suitability for a particular assignment and/or role; and
- v. responding to local needs based on clearly defined criteria, including additional qualifications.

c) Employment Mobility

Recruitment and hiring procedures will support and facilitate employment mobility by permitting applicants who have relocated from other jurisdictions to apply and be fairly considered for any positions for which they are qualified.

d) Fairness and Transparency

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

- i. a conflict of interest disclosure policy and process, and clear steps to avoid nepotism, cronyism, or other forms of favouritism;
- ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the hiring and promotion process;
- iii. a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection;
- iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- v. objective criteria for evaluating candidates based on more than one source;
- vi. provisions for structured evaluation criteria, questions and tools that prevent selection bias;

- vii. a process for providing accommodation based on needs related to the Human Rights Code;
- viii. a process for providing feedback for candidates, upon request; and
- ix. a process for the disclosure of information to the appropriate bargaining units.

Monitoring and Evaluation

- 4.9. 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.
- 4.10. The evaluation of this policy will include:
- a) assessing the skills, equity and human rights competencies of the District's workforce and identifying any gaps;
 - b) developing and implementing an appropriate response plan to ameliorate the identified gaps;
 - c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;
 - d) developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce; and
 - e) ensuring employment systems, policies, procedures and practices are non-discriminatory.

Special Programs

- 4.11. 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.

5.0 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

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

#	Mover	Policy Section	Proposed Amendment	Current Text as Presented in Appendix A	Text with Proposed Amendment Incorporated	Trustee Notes
1	Lyra Evans	1.0	<p>THAT in Policy P.146.HR, section 1.0 the word “practices” be struck and the words “practice for the” be inserted after the word “equitable”.</p> <p>THAT in Policy P.146.HR, section 1.0 the word “social” be struck.</p>	<p>To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, hiring and promotion practices for all 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.</p>	<p>To set out the principles that will govern the development and implementation of fair, consistent, transparent, and equitable practice for the recruitment, hiring, and promotion for all 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 identity.</p>	<p>Carried.</p> <p>Incorporated in the new draft.</p>
2	Justine Bell	1.0	<p>THAT in Policy P.146.HR, section 1.0 be amended by substituting the following: “To set out the policy framework and principles that will govern the development and implementation of fair, consistent, transparent and equitable employment systems including recruitment, hiring, and promotion and retention practices and procedures for all 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. Inequitable</p>	<p>To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, hiring and promotion practices for all 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</p>	<p>To set out the policy framework and principles that will govern the development and implementation of fair, consistent, transparent and equitable employment systems including recruitment, hiring, and promotion and retention practices and procedures for all 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. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students.</p>	<p>Withdrawn</p>

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students.”			
3	Lyra Evans	2.3	THAT in Policy P.146.HR, section 2.3 the words “immigration status” be inserted before the word “language”.	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.	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, ethnic origin, family status, gender, gender identity, gender expression, immigration status , language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status.	Carried. Incorporated in the new draft.
4	Wendy Hough	2.3	THAT in Policy P.146.HR, section 2.3 the words ”race” be struck and “racial identity” inserted.	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.	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, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race, racial identity , sex, sexual orientation, and socio-economic status.	Carried. (sub-amended) Incorporated in the new draft.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

5	Jennifer Jenneken s	2.3	THAT in Policy P.146.HR, section 2.3 be amended by substituting the following: “ Diversity refers to the presence of a wide range of qualities and attributes within a group, organization, or society including race, ancestry, citizenship, creed, culture, gender, gender identity, gender expression, sex, and sexual orientation.”	Diversity means 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, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race, sex, sexual orientation, and socio-economic status.	Diversity refers to the presence of a wide range of qualities and attributes within a group, organization, or society including race, ancestry, citizenship, creed, culture, gender, gender identity, gender expression, sex, and sexual orientation.	Withdrawn
	Jennifer Jenneken s	2.0	THAT a new section that reads "Inclusive refers to language, physical and intelligent ability, age, and socio-economic status" be inserted under definitions"			Incorporated in the new draft for review at Board.
6	Justine Bell	2.5	THAT in Policy P.146.HR, section 2.5 be amended by substituting the following: “Equity is fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person’s life, including the removal of disparity and	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.	Equity refers to fairness of treatment and processes by the removal of systemic barriers, disparity and disproportionality between groups, using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same.	Incorporated in the new draft for review at Board.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			disproportionality between groups, using positive measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.”			
7	Justine Bell	2.6	THAT in Policy P.146.HR, section 2.6 be amended by substituting the following: “Hiring refers to the process for selecting candidates for available positions, including all stages from establishing job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple assessment tools, sources and methods such as interviews, written tests or assignments and various types of references such as personal reference checks.”	Hiring refers to the process for selecting 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 interviews, written assignments and references.	Hiring refers to the process for selecting candidates for available positions, including all stages from establishing setting job requirements to the recruitment, application, screening and selection processes. The selection process may include multiple assessment tools, sources and methods such as interviews, written tests or assignments and various types of references such as personal reference checks.	Defeated
8	Lyra Evans	2.9	THAT in Policy P.146.HR, section 2.9 the word “and” be struck and the word “or” inserted.	Special Program means the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship, and disadvantage.	Special Program means the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, economic hardship, or disadvantage.	Carried. Incorporated in the new draft.
9	Justine Bell	2.9	THAT in Policy P.146.HR, section 2.9 be amended by substituting the following: “Special Program refers to the special measures	Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people	Special Program refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience	Carried. (sub amended) Incorporated in the new draft.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, inequality, hardship and economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions: a)Relieve hardship or economic disadvantage, or b) Help disadvantaged people or groups to achieve,or try to achieve, equal opportunity, or c)Help eliminate discrimination.”	who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions: a) it must relieve hardship or economic disadvantage, or b) it must help disadvantaged people achieve, or try to achieve, equal opportunity, or c) it must help eliminate discrimination.	discrimination, inequality, hardship or economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions: a) It relieves hardship or economic disadvantage, or b) It helps disadvantaged people or groups to achieve,or try to achieve, equal opportunity, or c) It helps eliminate discrimination.	
10	Justine Bell	3.1	THAT in Policy P.146.HR, section 3.1, the words “and staff” be inserted after the word “students”.	It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and use equity to achieve equal outcomes for all students.	It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and use equity to achieve equal outcomes for all students.	Defeated
11	Justine Bel	3.2	THAT in Policy P.146.HR, section 3.2 be amended by substituting the following: “The Board upholds fairness, equity, and inclusion as essential principles governing its human resources systems including formal and informal policies, practices, and procedures and as key determinants of its learning and working environments in which all	The Board upholds 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.	The Board upholds fairness, equity, and inclusion as essential principles governing its human resources systems <i>including formal and informal</i> policies, practices, <i>and procedures</i> and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.	Withdrawn

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			students, staff and families have a sense of belonging.”			
12	Justine Bell	3.3	THAT in Policy P.146.HR, section 3.3 be amended by substituting the following: “The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students and all staff reach their full potential.”	The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.	The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.	Defeated
13	Lyra Evans	3.4	THAT in Policy P.146.HR, section 3.4 be amended by substituting the following: “The District is committed to the development and implementation of processes and practices which are fair, consistent, and transparent for recruitment, hiring, employment, and promotion, which, in turn, will improve the ability to achieve and maintain a strong and diverse workforce”	The District is committed to the development and implementation of fair, consistent, and transparent recruitment, hiring, employment and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce.	The District is committed to the development and implementation of fair, consistent, transparent and equitable practices and procedures for recruitment , hiring and promotion for all positions to improve the ability to achieve and maintain a strong and diverse workforce.	Carried. Incorporated in the new draft.
14	Justine Bell	3.4	THAT in Policy P.146.HR, section 3.4 be amended by substituting the following: “The District is committed to the development and implementation of fair, consistent, and transparent employment systems including recruitment, hiring, and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce.”	The District is committed to the development and implementation of fair, consistent, and transparent recruitment, hiring, employment and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce.	The District is committed to the development and implementation of fair, consistent, and transparent employment systems including recruitment, hiring, and promotion processes and practices that will improve the ability to achieve and maintain a strong and diverse workforce.	Withdrawn

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

15	Justine Bell	3.5	THAT in Policy P.146.HR, section 3.5 the words “in various positions” be inserted after the word “staff”.	The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff reflect their identities.	The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff from separate employee groups and across all levels of the organization reflect their identities.	Carried. Incorporated in the new draft.
16	Rob Campbell	4.1	THAT in Policy P.146.HR, section 4.1, the words “, including within separate employee groups and across all levels of the organization,” be inserted after the word “workforce”.	The OCDSB workforce shall increasingly reflect the diversity of the school communities being served by the District.	The OCDSB workforce, including within separate employee groups and across all levels of the organization, shall increasingly reflect the diversity of the school communities being served by the District.	Carried. Incorporated in the new draft.
17	Lyra Evans	4.1	THAT in Policy P.146.HR, section 4.1 the word “increasingly” be struck.	The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.	The OCDSB workforce, including within separate employee groups and across all levels of the organization, shall reflect the diversity of the school communities being served by the District.	Defeated
18	Lyra Evans	4.2	THAT in Policy P.146.HR, section 4.2 the word “expects” be struck and the word “requires” inserted.	The OCDSB expects all staff in its employ 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 education that reflects diversity for all students.	The OCDSB requires all staff in its employ 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 education that reflects diversity for all students.	Defeated
19	Justine Bell	4.2	THAT in Policy P.146.HR, section 4.2 the word “the” be inserted after the word “reflects”.	The OCDSB expects all staff in its employ 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 education that reflects diversity for all students.	The OCDSB expects all staff in its employ 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 education that reflects the diversity for all students.	Withdrawn

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

20	Lyra Evans	4.3	THAT in Policy P.146.HR, section 4.3 the word “expects” be struck and the word “requires” inserted.	The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency.	The OCDSB requires all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency.	Withdrawn
21	Justine Bell	4.3	THAT in Policy P.146.HR, section 4.3 the word “to” following the word “actions” be struck and the word “that” inserted. THAT in Policy P.146.HR, section 4.3 the word “the” be inserted before the word “equity”.	The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency.	The OCDSB expects all system and school leaders to model actions that enhance the equity and inclusion of historically disadvantaged identities protected under the Ontario Human Rights Code as an essential leadership competency.	Withdrawn
22	Justine Bell	4.5	THAT in Policy P.146.HR, section 4.5 be amended by substituting the following: “All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.”	All applicants to positions within the District shall experience equitable recruitment, hiring, employment and promotion processes that are accessible, fair, consistent and transparent, regardless of the position.	All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.	Carried. Incorporated in the new draft.
23	Lyra Evans	4.6	THAT in Policy P.146.HR, section 4.6 the word “and” be struck and the word “while” inserted.	Hiring decisions must be based on providing the best possible education program for all students and ensuring student safety and well-being.	Hiring decisions must be based on providing the best possible education program for all students while ensuring student safety and well-being.	Carried. Incorporated in the new draft.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

24	Justine Bell	4.7	THAT in Policy P.146.HR, the second sentence of section 4.7 be amended by substituting the following: “In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail, except insofar as any conflict with the Ontario Human Rights Code, then the Code prevails.”	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.	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 any conflict with the Ontario Human Rights Code, then the Code prevails.	Carried. Incorporated in the new draft.
25	Justine Bell	4.8	THAT in Policy P.146.HR, section 4.8 the words “policy, directives, practices, and” be inserted after the words “selection” and “such”.	The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures. Such procedures shall be based on and include the elements listed below.	The Director of Education, or designate shall develop and implement equitable recruitment and selection policy, directives, practices, and procedures. Such policy, directives, practices, and procedures shall be based on and include the elements listed below.	Withdrawn
26	Lyra Evans	4.8 a	THAT in Policy P.146.HR, section 4.8 a the word “increasingly” be struck.	The promotion of Indigenous rights and broader human rights and equity is vital to achieving a diverse and representative workforce to meet the needs of an increasingly diverse student body.	The promotion of Indigenous rights, broader human rights, and equity is vital to achieving a diverse and representative workforce to meet the needs of a diverse student body.	Withdrawn
27	Justine Bell	4.8 a (i)	THAT in Policy P.146.HR, section 4.8 a (i) the word “procedures” be inserted after the word “policies”.	i. ensure all employment policies and practices are non-discriminatory	i. ensure all employment policies, procedures and practices are non-discriminatory	Carried. Incorporated in the new draft.
28	Justine Bell	4.8 a (ii)	THAT in Policy P.146.HR, section 4.8 a (ii) be amended by substituting the following: “intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged	ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention, and promotion process.	ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.	Carried. Incorporated in the new draft.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.”			
29	Lyra Evans	4.8 a (ii)	THAT in Policy P.146.HR, section 4.8 a (ii) the word “other” be inserted before the word “historically”.	ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention, and promotion process.	ii. intentionally identify and remove barriers for Indigenous peoples and other historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention, and promotion process.	Withdrawn
30	Justine Bell	4.8 b	THAT in Policy P.146.HR, section 4.8 b be amended by substituting the following:”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 all employment systems processes including recruitment, hiring, retention, and promotions.”.	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:	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 all employment systems processes including recruitment, hiring, retention, and promotions:	Withdrawn
31	Wendy Hough	4.8 b (ii)	THAT in Policy P.146.HR, section 4.8 b (ii) the words “additional experiences,” be struck.	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. 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;	Defeated
32	Lyra Evans	4.8 b (ii)	THAT in Policy P.146.HR, section 4.8 b (ii) the word “and” after the	ii. valuing applicants’ additional experiences, lived experiences,	ii. valuing applicants’ additional experiences, lived experiences, skills,	Carried.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			word “graduates” be replaced with the word “or”.	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;	backgrounds, perspectives and work experience, including, for example, the unique perspectives of new graduates, or the ability to speak languages in addition to English and French;	Incorporated in the new draft.
33	Justine Bell	4.8 b (ii)	THAT in Policy P.146.HR, section 4.8 b (ii) the words “historically disadvantaged individuals” be inserted before the word “new” and the word “other” be inserted before the word “languages”.	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.valuing applicants’ additional experiences, lived experiences, skills, backgrounds, perspectives and work experience, including, for example, the unique perspectives of graduates from Indigenous communities or historically disadvantaged communities and the ability to speak other languages in addition to English and French;	Carried. Incorporated in the new draft.
34	Rob Campbell	4.8 b (iv)	THAT in Policy P.146.HR, section 4.8 b (iv) the words “as determined by the principal”-be reinstated.	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;	iii. providing the best possible outcomes for all students and considering applicants’ experience or time spent in a particular school/department and suitability for a particular assignment/role;	Further comment on language of “programs” vs “outcomes” provided in memo.
35	Justine Bell	4.8 b (iii)	THAT in Policy P.146.HR, section 4.8 b (iii) the word “promoting” be struck and the word “ensuring” be inserted	iii. promoting the recruitment, hiring, employment, retention and promotion of staff from under-represented and historically disadvantaged groups;	iii. ensuring the recruitment, hiring, employment, retention and promotion of staff from under-represented and historically disadvantaged groups;	Withdrawn
36	Lyra Evans	4.8 b (iv)	THAT in Policy P.146.HR section 4.8 b (iv) the words “and/or” be inserted after the words “school” and “assignment”.	iv. providing the best possible program for all students, and considering applicants’ experience or time spent in a particular	iv. providing the best possible program for all students, and considering applicants’ experience or time spent in a particular school and/or department and	Carried. Incorporated in the new draft.

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

				school/department and suitability for a particular assignment/role;	suitability for a particular assignment and/or role;	
37	Wendy Hough	4.8 b (iv)	THAT in Policy P.146.HR section 4.8 b (iv) the word “and” following the word students be replaced with the word “by”.	iv. providing the best possible program for all students, and considering applicants’ experience or time spent in a particular school/department and suitability for a particular assignment/role;	iv. providing the best possible program for all students, by considering applicants’ experience or time spent in a particular school and/or department and suitability for a particular assignment and/or role;	Carried. Incorporated in the new draft.
38	Justine Bell	4.8 d	THAT in Policy P.146.HR, section 4.8 d be amended by substituting the following: “To help ensure that candidates are assessed and evaluated through a fair, equitable and transparent process, the recruitment, hiring and promotion policies, practices and procedures shall include:”.	To help ensure that candidates are evaluated through a fair, equitable and transparent process, hiring procedures shall include:	To help ensure that candidates are assessed and evaluated through a fair, equitable and transparent process, the recruitment, hiring and promotion policies, practices and procedures shall include:	Withdrawn
39	Justine Bell	4.8 d (i)	THAT in Policy P.146.HR, section 4.8d (i) the word “including” be struck and the words “and clear” be inserted.	i. a conflict of interest disclosure policy and process, including steps to avoid nepotism;	i. a conflict of interest disclosure policy and process, and clear steps to avoid nepotism;	Carried. Incorporated in the new draft.
40	Lyra Evans	4.8 d (i)	THAT in Policy P.146.HR, section 4.8d (i) the words “cronyism, or other forms of favouritism” be inserted after the word “nepotism”.	i. a conflict of interest disclosure policy and process, including steps to avoid nepotism;	i. a conflict of interest disclosure policy and process, and clear steps to avoid nepotism, cronyism, or other forms of favouritism;	Carried. Incorporated in the new draft.
DID NOT TABLE						
41	Justine Bell	4.8 d (ii)	THAT in Policy P.146.HR, section 4.8d (ii) be amended by	ii. a process for ensuring adherence to the bona fide (or “legitimate”) job	ii. a process for ensuring adherence to the bona fide (or “legitimate”) job	

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			substituting the following:” a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the recruitment, hiring, and promotion processes;”.	requirements and qualifications through the hiring and promotion process;	requirements and qualifications through the recruitment , hiring, and promotion processes;	
42	Justine Bell	4.8 d (iii)	THAT in Policy P.146.HR, section 4.8d (iii) be amended by substituting the following:”a process and criteria for all aspects of recruitment, hiring, and promotions including setting and the communication of all job requirements, postings, outreach strategies to reach a diverse pool of candidates, application, screening, interview and selection processes;”	iii. a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes;	iii. a process and criteria for all aspects of recruitment, hiring, and promotions including setting and the communication of all job requirements, postings, outreach strategies to reach a diverse pool of candidates, application , screening, interview and selection processes;	
43	Lyra Evans	4.8 d (iii)	THAT in Policy P.146.HR, section 4.8 d (iii) the words “outreach strategies to reach a diverse pool of candidates” be moved to the end of the sentence.	a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection processes;	a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, screening, interviewing, selection processes, and outreach strategies to reach a diverse pool of candidates;	
44	Lyra Evans	4.8 d (iv)	THAT in Policy P.146.HR, section 4.8 d (iv) the word “Board” be struck and the word “District” inserted.	iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;	iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the District;	
45	Justine Bell	4.8 d (iv)	THAT in Policy P.146.HR, section 4.8 d (iv) be amended by	iv. expectations for diverse hiring panels, where possible, to draw on	iv. a process to promote and have expectations for diverse assessment and	

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			substituting the following: “a process to promote and have expectations for diverse assessment and hiring panels, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;”	the lived experiences, skill sets, and educational and professional backgrounds in the Board;	hiring panels, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;	
46	Justine Bell	4.8 d (v)	THAT in Policy P.146.HR, section 4.8 d (v) the words “assessment tool, method or” be inserted after the word “one”	v. objective criteria for evaluating candidates based on more than one source;	v. objective criteria for evaluating candidates based on more than one assessment tool, method or source;	
47	Justine Bell	4.8 d (vi)	THAT in Policy P.146.HR, section 4.8 d (vi) the word “assessment” be inserted after the word “and”.	vi. provisions for structured evaluation criteria, questions and tools that prevent selection bias;	vi. provisions for structured evaluation criteria, questions and assessment tools that prevent selection bias;	
48	Justine Bell	4. 8 d (vii)	THAT in Policy P.146.HR, section 4.8 d (vii) the word “constructive” be inserted after the word “providing”.	vii. a process for providing feedback for candidates, upon request;	vii. a process for providing constructive feedback for candidates, upon request;	
49	Justine Bell	4.8 d	THAT in Policy P.146.HR, section 4.8 d be amended by inserting a new item that reads: “a process for tracking and communicating with the applicant”		a process for tracking and communicating with the applicant;	
50	Lyra Evans	4.9	THAT in Policy P.146.HR, section 4.9 the words “the Accessibility for Ontarians with Disabilities Act” be inserted after the words “Ontario Human Rights Code”.	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	In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act , and Ontario’s Anti-Racism Act, the Board will monitor,	

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

				effectiveness of its hiring policy on a regular basis.	evaluate, and review the effectiveness of its hiring policy on a regular basis.	
51	Rob Campbell	4.10 (c)_	THAT in Policy P.146.HR, section 4.10 (c) be amended to add the following, “including within separate employee groups and at different levels of the organization.”	c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;	c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation, including within separate employee groups and at different levels of the organization.”	
52	Justine Bell	4.10	THAT in Policy P.146. HR section 4.10 be amended by substituting the following: “a) assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps; b) collecting voluntary workforce demographic data that will, disclose the diversity of the workforce and identify any gaps in representation; c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups.Any effective review will examine organizational culture for unconscious values, assumptions and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.	The evaluation of this policy will include: a) assessing the skills, equity and human rights competencies of the District’s workforce and identifying any gaps; b) developing and implementing an appropriate response plan to ameliorate the identified gaps; c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation; d) developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce; and e) ensuring employment systems, policies,	a) assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps; b) collecting voluntary workforce demographic data that will disclose the diversity of the workforce and identify any gaps in representation; c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups.Any effective review will examine organizational culture for unconscious values, assumptions and behavioural norms that can disadvantage groups and individuals based on their personal characteristics. d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the	

Proposed Amendments - Policy P.146.HR Equitable Recruitment, Hiring, and Promotion

Appendix B to Memo 21-047

			<p>d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures.</p> <p>e) creating a centralized applicant tracking and file management system for all hiring-related documentation.”</p>	<p>procedures and practices are non-discriminatory.</p>	<p>workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures.</p> <p>e) creating a centralized applicant tracking and file management system for all hiring-related documentation.</p>	
53	Lyra Evans	multiple	<p>THAT in Policy P.146.HR, the oxford comma be applied in sections 1.0, 2.6, 2.9, 3.2, 3.4, 4.4, 4.5, 4.8 a (ii), 4.8 b, 4.8 b (ii), 4.8 b (iii), 4.8 d, 4.8 d (iii), 4.8 d (vi), 4.9, 4.10 a, 4.10 c, and 4.10 e.</p>			



Building Brighter Futures Together at the Ottawa-Carleton District School Board



Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process

**April 7, 2021, 9:30 am
Zoom Meeting**

Members: Lynn Scott , Justine Bell, Chris Ellis,
Wendy Hough

Staff Present Camille Williams-Taylor (Director of
Education), Nicole Guthrie (Manager,
Board Services), Michele Giroux
(Executive Officer, Corporate Services),
Rebecca Grandis (Senior Board
Coordinator)

1. Call to Order

Director Williams-Taylor called the meeting to order at 9:35 am.

2. Election of Chair of the Committee

Director Williams-Taylor called for nominations for Chair of the Ad Hoc Committee for the Board Self-Evaluation and the Director Performance Evaluation Process.

Trustee Scott, seconded by Trustee Bell nominated Trustee Hough.

Moved by Trustee Scott,

That nominations be closed,

Carried

By acclamation, Trustee Hough was named Chair of the Ad Hoc Committee for the Board Self-Evaluation and the Director Performance Evaluation Process.

Director Performance Evaluation Process.

3. Approval of the Agenda

Moved by Trustee Scott,

That the agenda be approved,

Carried

4. Matters for Discussion:

4.1 Report 21-030, Board Comprehensive Evaluation Process for 2020-2021

Your Committee had before it Report 21-030, providing an opportunity to review, and approve the questionnaire for the Board comprehensive evaluation process for 2020-2021.

Executive Officer Giroux advised that Policy P.130.GOV, Evaluation Process for the Board of Trustees, requires that a comprehensive evaluation be undertaken once in the term of the Board of Trustees. She noted that the committee can determine when they wish to proceed with a comprehensive evaluation. The intent of the comprehensive evaluation requirement in the long-established policy is to provide feedback from stakeholders on how the Board is performing in the context of its legislative responsibilities under *the Education Act*. She advised that this year, the stakeholder response could provide an assessment based on current issues and that could create a barrier to the evaluation.

- The current survey includes five questions regarding satisfaction with communication and asks how responsive the Board is to community needs;
- The 2019-2023 Strategic Plan identifies surveys as a method of collecting data. The Board evaluation survey is intended to seek feedback on the Board's performance rather than how responsive the organization as a whole is to community needs;
- A covering letter, that explains the purpose and context of the survey, could be included to ensure the feedback is germane to the Board's performance;
- There is a need in the survey for nuanced questions. It is a challenge for the community to separate the Board's legislative responsibilities from its responsibility to the community;
- It may be valuable to engage a third party to conduct the survey to ensure objectivity;
- The response rate and the feedback are not as important as the Board's willingness to accept and use the feedback;
- In 2008 the comprehensive evaluation process shifted to once in the term of Board, rather than annually, to increase the response rate;
- In accordance with the policy, a facilitated discussion would occur once the data was collected;
- The comprehensive evaluation is a policy directive and not a legislative requirement. The OCDSB has been a leader in school districts in

conducting this process. In accordance with the policy, the distribution of the survey occurs in the spring and a report would be presented to the Board in late August, to inform the work plan for the next school year;

- There are two purposes in conducting a comprehensive evaluation, one is to learn and inform future work; the other is to comply with the policy. The intention of the work must be clear and not a practice undertaken for the sake of undertaking a practice; and
- It may be prudent to recommend the Board comprehensive process, be postponed pending further investigation into alternative Board evaluation practices.

Executive Officer Giroux advised that there are two decisions that could be made, either that this is not the year to conduct a comprehensive evaluation or that a policy review is required to investigate alternative models of evaluation, which, when last completed, took 6 months.

Director Williams-Taylor noted that it is important to determine why a comprehensive evaluation is being conducted. The contemplation of the policy, process and the tools to solicit feedback could be barriers to doing the work.

Executive Officer Giroux noted that Policy P.130.GOV contains an established annual self reflection requirement that is facilitated and designed to improve the performance of the Board by assisting trustees in reflecting on their individual and collective accomplishments. The self-reflection is scheduled in late August to prepare for the upcoming school year.

Moved by Trustee Ellis,

THAT the Board suspend section 4.4 a (i-iv) of Policy, P.130.GOV, Evaluation Process for the Board of Trustees, on the comprehensive review.

Carried

4.2 Report 21-031, 2020-2021 Director of Education Performance Evaluation Process and Review of the Director's Job Description for 2021-2022

Your Committee had before it Report 21-031, to review the job description for the Director of Education for the 2021-2022 evaluation cycle and to recommend the evaluation process and the instruments to be used for the 2020-2021 Director of Education Evaluation.

Executive Officer Giroux advised that there is an established cycle for evaluation of the Director's performance and noted that Boyden Canada has been the service provider for several years. She outlined that there is

a comprehensive element in the Director evaluation process and there are two considerations for the committee:

- Revisions to the job description; and
- Timelines for the evaluation cycle.

Executive Officer Giroux noted that, in accordance with Policy, P.051, Evaluation of the Director of Education and Secretary of the Board, a comprehensive performance evaluation must be conducted once in the Director's contractual term of employment. The Director must be informed, prior to September of the evaluation year, that a comprehensive review is to be conducted.

During the discussion, the following points were noted:

- It is important to undertake a comprehensive 360 evaluation of the Director's performance, and also to review the job description;
- The Director's contractual term of employment was for (5) five years, and ends on 30 November 2023;
- An evaluation of the performance of the Director, measured by the advancement the 2019-2023 Strategic Plan, would be challenging as much of the work was deferred to respond to the COVID-19 pandemic;
- It is important for the current Board of Trustees to undertake the comprehensive evaluation before the end of their term;
- A decision in April of 2021 about conducting the comprehensive evaluation for the next school year (2021-2022) providing notice to the Director before the start of the evaluation cycle;
- Amendments to the Director's job description must be made before the start of the 2021-2022 school year to ensure the Director is aware of the performance expectations;
- Changing the Director's job description in June leaves little time to demonstrate skills or meet expectations by November of the following evaluation year;
- There is a very well established process with Boyden and they are familiar with the work of the Board; changing the consultant could result in additional cost and time to secure a new consultant and additional work for staff; and
- Director Williams-Taylor noted that having Boyden facilitate the process is favourable as this is a part of a cycle of hiring and evaluating the Director.

Moved by Trustee Penny,

THAT the Board undertake a comprehensive review of the Director's performance during the 2021-2022 school year, based on the current job description;

That a review of the Director's job description be undertaken following the comprehensive evaluation; and

THAT Boyden Global Executive Search be contracted to facilitate an evaluation of the Director's performance for the 2021-2022 school year.

Carried

- a. 2020-2021 Evaluation Process
- b. Review of Director's Job Description and Performance Assessment Guide for 2021-2022

5. New Business -- Information and Inquiries

There were no items of new business.

6. Adjournment

the meeting adjourned at 11:16 am.

The recommendations will go to Board in April

Wendy Hough, Chair, Ad Hoc Committee for Board and Director Evaluation Processes

Revised: 23 April 2021

Board Work Plan 2020-2021

Actions	Milestones	Time Frame	
		Start Date	Status
Culture of Innovation			
We will build a learning community where innovation and inquiry drive learning			
Professional Learning	Anti-Racism Training	16 February 2021	complete
	Board Retreat 2021	(TBD)	
	1. Applying an Equity Lens to Policy and Governance		
	2. Human Rights and Equity		
	Strategic Enterprise Risk Management (SERM)	May 2021	
	Governance - The Role of the Trustee	March 2021	complete
Culture of Caring			
We will advance equity and a sense of belonging to promote a safe and caring community			
Police Involvement in Schools Policy and Program Review	<ul style="list-style-type: none">● Consultation with stakeholders● Regular status updates and monitoring progress● Review draft policy● Board approval of revised policy	September 2020 May/June2021 September 2021	
Human Rights Policy	<ul style="list-style-type: none">● Consultation with stakeholders● Review draft policy	December 2020	

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

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

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

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