



PUBLIC BOARD MINUTES

Tuesday, October 30, 2018, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees Present Trustee Lynn Scott, Trustee Christine Boothby, Trustee Donna Blackburn, Trustee Theresa Kavanagh, Trustee Anita Olsen Harper, Trustee Chris Ellis, Trustee Mark Fisher, Trustee Keith Penny, Trustee Shawn Menard, Trustee Erica Braunovan, Trustee Shirley Seward, Trustee Sandra Schwartz.

Student Trustees Present Student Trustee Isaac Glassman.

Staff Present Director Jennifer Adams, Associate Director Brett Reynolds, Superintendent Dorothy Baker, Superintendent Mary Jane Farrish, Executive Officer Michèle Giroux, Superintendent Janice McCoy, Superintendent Peter Symmonds, Manager Katrine Mallan, Manager Diane Pernari-Hergert, Communications Coordinator Sharlene Hunter, Audio Visual Specialist John MacKinnon, and Committee Coordinator Amanda Rock.

Guests Present Camille Williams-Taylor.

1. Call to Order -- Chair of the Board

Chair Seward called the public meeting to order at 7:24 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 Blackburn

Seconded by Trustee Schwartz

THAT the agenda be approved.

Carried

3. Presentation of D. Aubrey Moodie Award, Jordan Berard, Chair of the Board of Bells Corners United Church

Chair Seward announced that Kian Mansour is the District's top scholar for 2017-2018 with a grade point average of 97.86%. Kian graduated from the International Baccalaureate program at Colonel By Secondary School. He was a math tutor throughout high school, as well as an active member of the school's "*Global Change Makers Group*". This Group partnered with global organizations to find innovative solutions to the United Nations' 17 Sustainable Development Goals. Kian was also the 2018 recipient of the Governor General's Academic Medal for academic excellence at the secondary school level.

Chair Seward presented the D. Aubrey Moodie Award, on behalf of the Board, to Kian Mansour.

Director Adams advised that, in addition to Kian's academic achievement, he is also a competitive Rubik's cube solver and a member of the World Cube Association where he holds one world record, two national records, and eleven gold medals. In addition to cubing, he has been playing tennis for eight years and started powerlifting in 2017.

Director Adams noted that Kian is currently attending the University of Ottawa where he is studying biomedical science. His goal is to become a doctor.

Jordan Berard, Chair of the Bells Corners United Church, was called upon to present the cash award. On behalf of the congregation and the Board of the Church he presented the cash reward to Kian. Mr. Berard congratulated Kian and mentioned it was the wish of D. Aubrey Moodie that the cash award be spent on recreation, acknowledging the importance of balancing scholarly and extra-curricular life.

4. Report from the Board (In Camera)

Trustee Scott reported that the Board met in-camera this evening and reported that there were no recommendations.

5. Briefing from the Chair

Chair Seward congratulated all trustees elected to office for the next four years, and in particular, welcomed Trustees-elect Rob Campbell, Lyra Evans, Wendy Hough, and Jennifer Jennekens. She advised that all are invited to join in celebrating the work of the current Board of Trustees at their last official Board meeting on 20 November 2018 and to celebrate the inauguration of the newly-elected Board on 03 December 2018. She congratulated Trustee Kavanagh and Trustee Menard for being elected to City Council. She welcomed Camille Williams-Taylor as the new Director of Education beginning 01 January 2019.

Chair Seward, on behalf of the Board, extended her sincere condolences to the family/friends of those killed or injured as a result of the deadly attack on a Jewish synagogue in Pittsburgh on 27 October 2018.

Chair Seward advised that this past summer she participated in a Holocaust study tour to Poland and Israel along with representatives from the education and law enforcement sectors. The tour was organized by the Friends of Simon Wiesenthal Centre (FSWC) for Holocaust Studies. Chair Seward's report is attached to Memo 18-134. The report is an account of her experiences and learning regarding anti-Semitic hate crimes and the Holocaust. She noted that the report is timely, given the recent shootings at a Jewish synagogue in Pittsburgh. Chair Seward also reflected that, for the second time in three months, one of our schools and a nearby playground have been spray painted with swastikas.

Chair Seward made four recommendations in her report:

1. THAT a central senior staff person be recommended for monitoring Holocaust education activities across the District;
2. THAT the new Director of Education and Chair of the Board attend the next FSWC National Policy Conference on Holocaust Education. This would provide the new Director and Chair with an opportunity to share best practices in Holocaust education with other boards;
3. THAT a Professional Development (PD) session on the Holocaust and Holocaust education be held for the new Board of Trustees and staff; and
4. THAT the OCDSB participate in the next Compassion to Action Holocaust tour.

6. Briefing from the Director

Director Adams welcomed the incoming Director of Education, Camille Williams-Taylor, to the meeting.

Director Adams advised that the province is inviting parents, students, educators and interested individuals to provide feedback on the education system in Ontario. She advised that the Board's advocacy committee will be meeting next week to discuss the Board's feedback. She noted that the District encourages all parents to participate, either individually or collectively through their school council. She noted that the consultation closing date is 15 December 2018. Information on how to provide feedback, completing an online submission form, survey, or participating in a telephone town hall, is on the District's website.

Director Adams advised that the 2018 Parent Conference and School Council Training Day will take place on 03 November 2018 at Gloucester High School. She noted that over 400 parents have registered for the conference which will feature workshops on math, learning, special education, and best practices for school councils in the areas of constitution writing, and finance.

7. Delegations

7.1 Sandhya Rao Re: Memo 18-129 Tiered Intervention

Sandhya Rao, a parent of a gifted student, expressed support for Trustee Boothby's motion with respect to the delivery of the elementary gifted program in a specialized class for gifted students. She submitted that the 2015 implementation of mandated tiered interventions is another hurdle to be overcome by parents from lower income neighbourhoods who wish to place their gifted children in the congregated gifted program. Ms Rao noted that she spent three years trying to have her child enrolled in a congregated class. She urged trustees to support Trustee Boothby's motion on the basis that the primary goal of the motion is to provide all under-represented children with equitable access to programs.

7.2 Micheal Sims Re: Motion for Congregated Elementary Gifted Delivery

Michael Sims is a father of four children who all have varying special needs within the classroom. He expressed concern that many parents who are disadvantaged do not have access to the tiered intervention process due to education, culture, poverty, and/or language barriers.

He noted that he has spent four years trying to understand how to get his children an Individual Education Plan (IEP). Mr. Sims expressed the view that the tiered intervention process is not being done equitably. He suggested that more time should be given to staff to gather information with regard to diverting funds equitably throughout the public education system.

In response to a query from Trustee Fisher, Mr. Sims advised that the experience of working through an IPRC process was challenging. He noted that the resources at the school were not helpful. Mr. Sims stressed that when a child is disruptive in the classroom it takes away from other children's learning as well.

7.3 Damion Fusco Re: Motion for Congregated Elementary Gifted Delivery

Damion Fusco has two children in the Gifted program. He noted that only one child went through the tiered intervention process. He expressed gratitude for the Gifted program as his daughter's learning experience has improved since enrolling in the Gifted program. He expressed the view that the Board should allow other children the opportunity to be in the Congregated Gifted program.

Mr. Fusco advised that his first child's teachers assisted with his child enrolling in the Gifted program. He noted that the difference with his second child accessing tiered interventions was not an easy process. He recalled that his child's school informed him that the Gifted program was being cancelled.

7.4 Kristin Kilby Re: Motion for Congregated Elementary Gifted Delivery

Kristin Kilby has two gifted children who were both identified by an IPRC in the third grade. She expressed the view that they were treated differently although they have the same exceptionality.

She asserted that numerous learning interventions made by her son's school caused him to develop mental health issues. Ms. Kilby advised that her daughter was offered a placement in the Gifted program and coped well in the classroom. Ms. Kilby expressed the view that there is inequitable access to the Gifted program.

7.5 Cristina Dascalescu Re: Motion for Congregated Elementary Gifted Delivery

Cristina Dascalescu is a parent of two children. She advised that her daughter is enrolled in Gifted program. She expressed concern that there may not be a Gifted program for her younger child. The program is working well for her daughter. She urged the Board to consider parents' concerns. Ms. Dascalescu shared that many parents are willing to provide their own transportation for their children to be enrolled in the Gifted program. She advised that she would like her younger child to be given the opportunity to enrol in the Gifted program.

7.6 Malaka Hendela Re: Motion for Congregated Elementary Gifted Delivery and Inappropriate Transportation Costs

Malaka Hendela expressed concern about the inclusion of transportation costs in Memo 18-129.

She expressed the view that the majority of transportation costs are for large vehicles for transportation services. Ms. Hendela also expressed the opinion that the transportation costs referred to in the memo should have its own budget envelope.

Director Adams advised that the transportation information was requested in relation to the motion regarding the Congregated Elementary Gifted Program Delivery. She advised that the Ottawa Student Transportation Authority (OSTA) provided the information to the District.

7.7 Kira Harris Re: Motion for Congregated Elementary Gifted Delivery

Kira Harris is a concerned parent who supports the suspension of the tiered intervention process. Ms. Harris advised that her son suffers from anxiety and depression. She expressed the view that gifted students think differently and that there is a misconception of what it means to have a gifted exceptionality.

She expressed the view that tiered intervention is a failed process. She commended the Gifted program as the regular classroom was not suitable

for her son. Ms. Harris commented that all students have a fundamental right to an education and the time they deserve to thrive.

7.8 Kathy MacLean Re: Motion for Congregated Elementary Gifted Delivery

Kathy MacLean, mother of a gifted daughter, has concerns about tiered interventions. She expressed the opinion that tiered interventions have not increased equity in the Gifted program, especially for children who are females and minorities. She also expressed the view that the tiered intervention process causes children to pathologize themselves.

Ms. MacLean noted that her daughter is bored in the classroom and remains at home.

7.9 Donna Owen Re: Motion for Congregated Elementary Gifted Delivery

Donna Owens is a concerned parent who has a daughter in the Gifted program. She advised that her daughter spent two years in the tiered intervention process. She noted that the Special Education Plan does not specify that documentation needs to be kept by teachers during the tiered intervention process.

Ms. Owens expressed the opinion that there are two issues with the tiered intervention process:

1. The length of time a child spends in the process; and
2. The lack of documentation and discussions with parents.

7.10 Li Jiang Re: Motion for Congregated Elementary Gifted Delivery

Li Jiang is the father of a grade 2 student. His child has spent one year in the tiered intervention process.

Mr. Jiang expressed the view that gifted children need a supportive learning environment to learn from their peers. He stressed that children should learn with each other. He does not support the tiered intervention approach.

7.11 Ju Huang Re: Motion for Congregated Elementary Gifted Delivery

Ju Huang, parent of a gifted child, noted that her son has been in a regular class for the past three years since he was identified as gifted. She asked that he be placed in a Congregated Gifted class rather than "going through tiered intervention". In the regular class, he has learned to sit back, daydream and not ask any questions. He does not want to go to school. Ms. Huang urged trustees to provide children like her son with Congregated Gifted classes.

In response to a query from Trustee Ellis, Ms. Huang advised that her son was told by his teacher to not answer all the questions in the classroom

and to give other students the opportunity to learn. She explained that her son needs to be given enrichment at home. Her son complains that he is bored at school and that his teacher asks him to not answer questions.

7.12 Karen Weng Re: Motion for Congregated Elementary Gifted Delivery

Karen Weng has children in grade 6. Her son tested for Giftedness last year, and explained how she searched for information on the tiered intervention and Gifted program on the District's website. Ms. Weng requested information from her son's teacher and principal and was redirected to the District's website. She also noted that she did not know about the Gifted program or that the IPRC existed and only knew about tiered interventions from the information on the District's website.

Ms. Weng recalled that his teacher queried why he was tested and advised her that her son was a "B" student. Ms. Weng advised that her son's IEP is blank with no content. Her son's teacher advised her that he would be placed in the regular classroom in the Gifted stream.

7.13 Dana Somayaji Re: Motion for Congregated Elementary Gifted Delivery

Dana Somayaji attended the meeting as a concerned parent. She advised that she has spent two years as a member of the Gifted Advisory Group. She expressed the opinion that her contributions and concerns have been ignored. She has written letters in August 2018 and in response to Report 18-100, which have not been acknowledged. She expressed the opinion that policies have been violated. Her hope is that no other volunteer is treated this way.

8. Matters for Action

8.1 Confirmation of Board Minutes:

a. 25 September 2018, Board

Moved by Trustee Braunovan

Seconded by Trustee Penny

**THAT the Report from Board, dated 25 September 2018,
be received.**

Carried

8.2 Business Arising from Board Minutes

- a. Approval of Air Conditioning in Classrooms Used for EDP Programs During the Summer (Deferred from Board 25 September 2018)

This item was deferred at the 25 September 2018 Board meeting pending receipt of additional information.

Moved by Trustee Schwartz

Seconded by Trustee Scott

1. **THAT classrooms used for OCDSB or third-party Extended Day Programs during July and August be provided with air conditioning or portable air conditioning units or tempered air; and**
2. **THAT staff make the necessary adjustments to the policy; and procedures governing the program, for Board approval where necessary.**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

- a. Supplemental Information: Memo 18-131 Consultation with Third-Party Operators re Air Conditioning in EDP Sites

Memo 18-131 was distributed and received for information.

8.3 Receipt of Committee of the Whole Minutes

a. Report 27, 02 October 2018

Moved by Trustee Scott

Seconded by Trustee Schwartz

THAT Report 27, Committee of the Whole, dated 02 October 2018 be received.

There were no recommendations in the report.

Carried

b. Report 28, 16 October 2018

Moved by Trustee Scott

Seconded by Trustee Olsen Harper

THAT Report 28, Committee of the Whole, dated 16 October 2018 be received.

Carried

a. Approval of Consultation Plan for Development of the 2019-2023 Strategic Plan

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the consultation plan, attached as Appendix A of Report 18-106, for engaging stakeholders in the development of the strategic plan 2019-2023 be approved. (Attached as Appendix A)

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

b. Approval of Revisions to Safe School Policies in Accordance with Legalization of Recreational Cannabis

Moved by Trustee Schwartz

Seconded by Trustee Scott

THAT the proposed changes to the following policies be approved to:

1. **P.026.SCO Student Suspension and Expulsion as detailed in Appendix A to Report 18-099; (Attached as Appendix B)**
2. **P.033.SCO Smoking on Board Premises as detailed in Appendix B to Report 18-099; (Attached as Appendix C)**
3. **P.034.SCO Substance Abuse as detailed in Appendix C to Report 18-099; (Attached as Appendix D) and**
4. **P.125.SCO School Board Code of Conduct as detailed in Appendix D to Report 18-099. (Attached as Appendix E)**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

c. Approval of Standing Down the Gifted Advisory Group and Implementation of Pilot Project

Moved by Trustee Blackburn

Seconded by Trustee Scott

1. **THAT the OCDSB formally acknowledge the contributions of the Gifted Advisory Group and that it be formally stood down by the Board;**

2. **THAT staff be directed to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams as soon as may be practical; and**
3. **THAT SEAC fulfills the role of the Gifted Advisory Group in monitoring the pilot program to ensure it improves the effectiveness of services for gifted students and increases equity of access for under-represented groups.**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

d. Approval of Changes to Congregated Elementary Gifted Program Delivery

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

With the consent of the Board, Trustee Boothby, seconded by Trustee Olsen Harper moved the following motion in substitution:

Moved by Trustee Boothby, seconded by Trustee Olsen Harper,

1. THAT staff be directed to consider specialized class placements through the IPRC process, without first requiring a mandatory sequence of tiered interventions, for students identified as Gifted, subject to the students meeting the cognitive criteria for placement in a specialized Gifted class;

2. THAT staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities;
3. THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for Part B above, and an update on work to date to communicate the change in practice to the system; and
4. THAT staff produce a series of updates, beginning no later than the end of May 2019, detailing the number of applications and the number of children receiving assessment and placements in all congregated programs, by exceptionality, at both the elementary and secondary levels, and details of waitlists for all congregated programs by geographic zone, similar to the following example:

Specialized Class/Program Application Results - May 2006

Specialized Class/Program	Number of Applications	Number of students placed	Number of applications transferred to another committee	Number of applications that did not meet criteria	Number of applications that met entry criteria, but were not recommended for placement	Number of students on waitlist	Vacancies	Number of parents who declined placement due to the location of the proposed placement*
Autism - elementary (8.0)	13	9	1	1	0	1	0	0
Autism - secondary (4.0)	0							
Asperger's Program (2.0)	12	5	0	1	6	6	0	0
Primary Assessment Centre (10.0)	45	34	1	4	0	2	4	1*
Language Learning Disability - SK (2.0)	6	3	0	3	0	0	17	0
Language Learning Disability - Pr. (9.0)	60	40	0	10	0	9	0	1*
Language Learning Disability - Jr. (2.0)	30	5	3	14	0	8	0	0
Learning Disability - elementary (12.0)	93	28	1	13	36	15	0	0
Learning Disability - secondary (9.875)	49	39	0	2	0	3	18	1*
Special Support Unit - elementary (11.0)	22	22	0	0	0	0	8	0
Special Support Unit - secondary (7.5)	51	33	1	8	1	7	3	1*
Developmental Disabilities - elementary (35.0)	12	12	0	0	0	0	16	0
Developmental Disabilities - secondary (11.0)	6	2	0	4	0	0	0	0
General Learning Program - elementary (15.0)	60	45	1	10	1	0	27	0
General Learning Program - secondary (10.0)	42	23	1	13	0	2	1	1*
Dual Diagnosis -elementary (4.0)	2	2	0	0	0	0	3	0
Dual Diagnosis -secondary (2.0)	20	14	4	1	0	0	2	1*
Physical Support Units -elementary (2.0)	2	2	0	0	0	0	7	0
Physical Support Units -secondary (5.0)	11	9	0	1	1	0	13	0
Deaf and Hard of Hearing - elementary (1.0)	3	2	0	0	0	1	0	0
Deaf and Hard of Hearing - secondary (1.0)	0							
Gifted - elementary (30.0)	303	212	0	0	0	91	41	42*
TOTAL								

Trustee Boothby advised that she brought this substitute motion forward to highlight the decline in enrolment in the Congregated Elementary Gifted program since 2015. She expressed the opinion that children are spending a significant amount of time in the tiered intervention process and their learning needs are not being met. Parents have expressed how difficult it is to navigate the tiered intervention process. She noted that tiered intervention is not explicitly required by Ontario Regulation 181/98. Trustee Boothby noted that an update or report has not been provided on tiered interventions since 2015. She stated that an opportunity to provide input to the scope of the operational review report in February 2019 may assist the District in ensuring that all children with exceptionalities are well-served.

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

- Staff have expressed concern that the intent of the motion would impact on the discretion of the Identification, Placement, and Review Committee (IPRC) to make decisions based on multiple sources of evidence;
- The Board is committed to serving gifted students in a regular classroom where possible;
- Trustee Fisher expressed the view that tiered interventions are not a substitute for a congregated environment and that congregated gifted environments are not an enrichment or advanced placement program. Trustee Fisher added that the cycle of reviewing a student's learning needs and goals daily, monthly, and yearly is inconsistent and dependent upon the teacher and school;
- Staff reported that teachers may not be identifying students for assessment due to a perception that resources are lacking to help both them and students;
- Families with the financial means often seek outside resources to have their children assessed;
- Trustee Blackburn expressed concern that should the motion pass, it would contravene the Strategic Plan, specifically in the area of Equity;
- The Standards of Professional Conduct for the College of Psychologists of Ontario advises their members to gather multiple sources of evidence prior to making an identification of giftedness;
- An operational review is needed rather than a policy review;
- The District's policy reflects the language that is in the Regulation;
- The language that is used between staff and the community regarding tiered interventions needs to be consistent;
- The IEP must be clearly articulated to identify student needs;
- Tiered interventions are strategies to help students be successful;
- Superintendent Symmonds advised that psychology staff submitted that there is growing reluctance among psychologists to engage in full assessments of young children;

- The Guide to Supports for Students Identified as Gifted in the Regular Classroom is a tool that can help staff and parents; and
- Additional supports to build capacity in the regular classroom include a learning support consultant for Gifted students to coach teachers, a principal operations group to discuss how to meet the needs of exceptional learners, and a professional learning session for new teachers related to meeting the needs of the Gifted learner in the regular classroom.

Moved by Trustee Braunovan, seconded by Trustee Scott,

THAT Part 1 of the motion be postponed indefinitely:

1. **THAT staff be directed to consider specialized class placements through the IPRC process, without first requiring a mandatory sequence of tiered interventions, for students identified as Gifted, subject to the students meeting the cognitive criteria for placement in a specialized Gifted class.**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Trustee Boothby advised that she will review the language of Part 1 to align with Ministry directives and regulations.

Trustee Menard noted that newly elected trustees may have a desire to review the motion.

An amendment moved by Trustee Braunovan, seconded by Trustee Fisher,

THAT the word “May” be changed to “October” in Part 4.

Carried, friendly

An amendment moved by Trustee Scott, seconded by Trustee Boothby,

THAT Part 3 of the motion be amended to delete “Part B above, and an update on work to date to communicate the change in practice to the system” and replace it with “the operational review, and an update on any changes in practice introduced in the wake of the discussion of this motion”.

Carried, friendly

On a motion by Trustee Fisher, seconded by Trustee Blackburn,

THAT the Board adopt the Rules of Committee.

Carried

During the ensuing discussion, the following points were noted:

- The operational review should include a review of the service delivery process (identifying, assessing, placing students) and a student's well-being;
- The effectiveness of IEPs for all identified students should be reviewed;
- Parents can request a meeting with their child's school principal to express dissatisfaction with their child's learning supports;
- The language associated with tiered interventions suggests that it is a sequential process; and
- Tiered interventions are not linear or sequential.

Moved by Trustee Braunovan,

THAT that Board end the Rules of Committee.

Carried

Trustee Boothby thanked all trustees and staff for their input to the motion. Trustee Schwartz requested that the motion have separate votes.

Moved by Trustee Boothby, seconded by Trustee Scott,

2. THAT staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities;

A recorded vote was held on Part 2 of the motion and it was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Boothby, seconded by Trustee Scott,

3. THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for the operational review, and an update on any changes in practice introduced in the wake of the discussion of this motion;

A recorded vote was held on Part 3 of the motion and it was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Boothby, seconded by Trustee Scott,

4. THAT staff produce a series of updates, beginning no later than the end of October 2019, detailing the number of applications and the number of children receiving assessment and placements in all congregated programs, by exceptionality, at both the elementary and

secondary levels, and details of waitlists for all congregated programs by geographic zone, similar to the following example:

Specialized Class/Program Application Results - May 2006								
Specialized Class/Program	Number of Applications	Number of students placed	Number of applications transferred to another committee	Number of applications that did not meet criteria	Number of applications that met entry criteria, but were not recommended for placement	Number of students on waitlist	Vacancies	Number of parents who declined placement due to the location of the proposed placement*
Autism - elementary (8.0)	13	9	1	1	0	1	0	0
Autism - secondary (4.0)	0							
Asperger's Program (2.0)	12	5	0	1	6	6	0	0
Primary Assessment Centre (10.0)	45	34	1	4	0	2	4	1*
Language Learning Disability - SK (2.0)	6	3	0	3	0	0	17	0
Language Learning Disability - Pr. (9.0)	60	40	0	10	0	9	0	1*
Language Learning Disability - Jr. (2.0)	30	5	3	14	0	8	0	0
Learning Disability - elementary (12.0)	93	28	1	13	36	15	0	0
Learning Disability - secondary (9.875)	49	39	0	2	0	3	18	1*
Special Support Unit - elementary (11.0)	22	22	0	0	0	0	8	0
Special Support Unit - secondary (7.5)	51	33	1	8	1	7	3	1*
Developmental Disabilities - elementary (35.0)	12	12	0	0	0	0	16	0
Developmental Disabilities - secondary (11.0)	6	2	0	4	0	0	0	0
General Learning Program - elementary (15.0)	60	45	1	10	1	0	27	0
General Learning Program - secondary (10.0)	42	23	1	13	0	2	1	1*
Dual Diagnosis -elementary (4.0)	2	2	0	0	0	0	3	0
Dual Diagnosis -secondary (2.0)	20	14	4	1	0	0	2	1*
Physical Support Units -elementary (2.0)	2	2	0	0	0	0	7	0
Physical Support Units -secondary (5.0)	11	9	0	1	1	0	13	0
Deaf and Hard of Hearing - elementary (1.0)	3	2	0	0	0	1	0	0
Deaf and Hard of Hearing - secondary (1.0)	0							
Gifted - elementary (30.0)	303	212	0	0	0	91	41	42*
TOTAL								

A recorded vote was held on Part 4 of the motion and it was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

- a. Supplemental Information: Memo 18-129 Response to Motion re Tiered Interventions for Elementary Students (to be distributed)

Memo 18-129 was provided for information.

- b. Supplemental Information: P.096.SES Special Education Programs & Services, P.139.CUR Changes to Programs and Program Delivery Structures at Elementary Schools

Policies P.096.SES and P.139.CUR were provided as further information.

8.3 Receipt of Committee of the Whole Minutes

- c. Unfinished Business from 16 October 2018 Committee of the Whole: Receipt of Statutory and Other Committee Reports

- a. Report 4, Audit Committee, 26 September 2018

Moved by Trustee Schwartz

Seconded by Trustee Penny

THAT the Audit Committee Report, dated 26 September 2018, be approved.

Carried

- a. Approval of External Auditor's Audit Plan for the 2017-2018 Year-End Audit

Moved by Trustee Penny

Seconded by Trustee Schwartz

THAT the External Auditor's Audit Plan for the 2017-2018 Year-End Audit be approved.

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

b. Approval 2017-2018 Annual Report on Internal Audit Activity

Moved by Trustee Fisher

Seconded by Trustee Schwartz

THAT the 2017-2018 Annual Report on Internal Audit Activity be approved.

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

c. Approval of the 2018-2019 Internal Audit Plan

Moved by Trustee Penny

Seconded by Trustee Schwartz

THAT the 2018-2019 Internal Audit Plan be approved.

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

b. Advisory Committee on Equity, 27 September 2018

Moved by Trustee Olsen Harper, seconded by Trustee Braunovan,

THAT the Advisory Committee on Equity Report, dated 27 September 2018, be approved.

On a point of order, Trustee Blackburn noted that an alternate trustee is not required for Advisory Committee on Equity (ACE) meetings.

Executive Officer Giroux agreed to confirm whether an alternate trustee is required at the ACE meetings.

In response to a query from Trustee Seward, staff advised that the revised policy on the membership for ACE is based on the work that the committee has done and to expand the criteria of membership. Executive Officer Giroux noted that the process of recruitment will have a more skills based recruitment strategy.

Trustee Scott noted that June Girvan's name is misspelled throughout the report.

Moved by Trustee Olsen Harper

Seconded by Trustee Braunovan

THAT the Advisory Committee on Equity Report, dated 27 September 2018, be approved, as amended.

Carried

c. Special Education Advisory Committee, 10 October 2018

Moved by Trustee Fisher

Seconded by Trustee Penny

THAT the Special Education Advisory Committee Report, dated 10 October 2018, be approved.

Carried

9. Matters for Discussion

9.1 Report 18-105 Revisions to OCDSB By-laws and Standing Rules and Policy P.012.GOV Board Governance (M. Giroux, ext. 8310)

Executive Officer Giroux advised that the Board has an Agenda Planning Committee (APC) that does valuable work. She advised that the purpose of the proposed revisions is to revise the Board's By-laws and Standing Rules and Policy P.012.GOV Board Governance with respect to the APC. Executive Officer Giroux reported that a recent review of the legislative authority for the Committee identified a need to revise how APC is

addressed in the Board By-laws. The Education Act (Section 218.4) establishes the duties of the Chair which includes preparing agendas for Board meetings.

She highlighted that the section that refers to the APC has been removed from the By-laws. Other proposed changes include revisions to the duties of the Chair. Executive Officer Giroux informed that a notice of motion needs to be given to pass the revisions of the By-laws.

Trustee Braunovan gave notice of the motion, as attached in Appendix C to Report 18-105, for the Board meeting of 20 November 2018.

In response to a query from Trustee Ellis, Executive Officer Giroux advised that a two-week notice period is required to make changes to the By-laws.

Trustee Seward commented that the mechanism the Board has been using for agenda planning is effective. She hopes that the next Board of Trustees retains that mechanism.

9.2 Report from OPSBA Representatives

Trustee Penny advised that the province launched an online education consultation. He advised that the OPSBA work teams' have provided a response to questions in the consultation that support public education. The OPSBA work teams' response to those consultation questions will be provided to trustees.

In response to a query from Trustee Seward, Executive Officer Giroux agreed to provide the official dates of the town halls to provide trustees with the opportunity have their voices heard. Executive Officer Giroux noted that there will be a workshop on the education consultations at the Parent Conference on 03 November 2018, and the Advocacy Committee will be meeting on 06 November 2018 to discuss the Board's submission.

Student Trustee Glassman noted that the telephone education consultations request the participants' views about the consultations prior to placing the participant in the queue to make live comments.

10. Matters for Information

There were no matters for information.

11. New Business -- Information and Inquiries

There was no new business.

12. Adjournment

The meeting adjourned at 10:22 p.m.

Shirley Seward, Chair of the Board