



REPORT, COMMITTEE OF THE WHOLE PUBLIC

Tuesday, November 6, 2018, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees Present:	Trustee Lynn Scott, Trustee Christine Boothby, Trustee Theresa Kavanagh, Trustee Chris Ellis, Trustee Mark Fisher, Trustee Keith Penny, Trustee Erica Braunovan, Trustee Shirley Seward, Trustee Sandra Schwartz.
Student Trustees Present:	Student Trustee Isaac Glassman and Student Trustee Samantha Lin.
Staff Present:	Associate Director Brett Reynolds, Superintendent Dorothy Baker, Superintendent Mary Jane Farrish, Executive Officer Michèle Giroux, Superintendent Shawn Lehman, 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.
Non-Voting Representatives Present:	Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC), Brian Lesage, Elementary Teachers' Federation of Ontario (ETFO), Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC), Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF), and Milo Salem, Student Senate Representative.

1. Call to Order - Chair of the Board

Vice-Chair Scott called the meeting to order at 7:32 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 Agenda

Moved by Trustee Braunovan

THAT the agenda be approved.

Carried

3. Briefing from the Chair

Chair Seward advised that this week is Treaties Recognition Week. She noted that the goal of this week is to promote public education and awareness about treaties and treaty relationships. All students, both Indigenous and non-Indigenous, benefit from learning about the histories, cultures, contributions and perspectives of First Nation, Métis and Inuit people in Canada. Chair Seward advised that schools will take time during the week to incorporate subject matter as it relates to Treaties within their classrooms.

Chair Seward advised that the District will host a Remembrance Day ceremony at 10:40 a.m. on 12 November 2018 in the Atrium at 133 Greenbank Road. She shared that all community members are welcome to join the ceremony.

Chair Seward advised that the Board's Ad Hoc Committee to Develop an Advocacy Strategy met to discuss the Board's input to the provincial government's consultation on education reform in Ontario. She noted that the District encourages parents, students, educators and organizations to provide feedback on student performance, skills training, standardized testing, curriculum, financial literacy, and parents' rights. Chair Seward noted that information on how to participate is available on the District's website.

Student Senate Representative Milo Salem advised that Mer Bleue High School is one of the nine schools in the Region that has removed the standard Grade 11 English course which explores the themes and stylistic elements of literacy and cultured text from First Nations, Inuit, and Métis perspectives.

He noted that 05 November to 09 November 2018 is Treaty Recognition Week in which there is a focus on how the District can honour treaties. He expressed the opinion that this is an important step forward to the path of Reconciliation. He expressed the opinion that educating future leaders about Canada's history is important to the path towards Reconciliation.

4. Briefing from the Director

Associate Director Reynolds advised that 14 November 2018 is "Take Our Kids to Work Day". He noted that the Ottawa-Carleton District School Board welcomes and supports this annual country-wide initiative for grade 9 students. Associate Director Reynolds shared that the goal of "Take Our Kids to Work Day" is to encourage young people to think about their career choices. It is an opportunity for them to understand the importance of staying in school by

learning first-hand what skills are required in today's workplace and to start exploring career options in a practical way. Associate Director Reynolds mentioned that students have participated in this successful partnering of education and business since the program's inception in 1994.

Associate Director Reynolds advised that, 12 November to 16 November, is Privacy Awareness Week at the OCDSB. He highlighted that ensuring a culture of privacy is essential to protect personal information of students and staff. Associate Director Reynolds advised that training is being provided to principals during this week. Awareness materials and learning resources will be shared with schools.

5. Delegations

5.1 Kahmaria Pingue and Anne Clark Re: OCDSB Endorsement of Nyansapo

Kahmaria Pingue and Anne Clark, members of Nyansapo, a group of African, Caribbean, and Black Canadian (ACBC) parents and community organizations requested that Nyansapo be engaged with the OCDSB on issues such as equitable education. She noted that Nyansapo's desire is to work with the Board, which endorsed the United Nations International Decade for People of African Descent. This proclamation commits to address some of the historic and ongoing systemic challenges that ACBC children have encountered within the school system.

Anne Clark expressed the opinion that Black parents, students and community representatives are disproportionately subjected to harsher reprimands in the school system. She expressed concern over the District's programs and the mental well-being of ACBC students. She noted that the District is in the process of collecting identity-based data. Ms. Clarke advised that the ACBC community is offering their professional expertise in data collection and formulation of a framework to ensure the success and transparency of this process.

Nyansapo expressed the view that the above-noted is a human rights issue and recommended the following:

1. THAT the Board of Trustees endorse Nyansapo to be included as a link between the OCDSB and the ACBC communities in Ottawa, with respect to educational programming and policy issues; and
2. THAT the Board of Trustees' endorsement extends to the engagement of Nyansapo in helping to create the framework for the identity-based data collection initiative.

In response to a queries from Trustees Fisher and Kavanagh, the following information was provided:

- Nyansapo is an organization that was formed in 2018;
- Members of Nyansapo are stakeholders and members of various community groups in the Ottawa area;

- Nyansapo envisions a collaborative and long-term relationship to act as a liaison between communities and the Board;
- Nyansapo wishes for the collection of identity-based data to be a collaborative effort;
- Nyansapo is involved with the Advisory Committee on Equity (ACE); and
- Nyansapo hopes to work with other school boards in the future.

6. Matters for Action:

6.1 Report 18-115 Consolidation of Safe School Policies

Your Committee had before it Report 18-115 seeking approval of the proposed consolidation of the following safe school policies:

- P.032.SCO Safe Schools;
- P.036.SCO Weapons;
- P.106.SCO Access to Board Premises;
- P.123.SCO Bullying Prevention and Intervention; and
- P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour.

Associate Director Reynolds noted that there are no operational changes related to the consolidation of these policies.

In response to a query from Trustee Seward, Associate Director Reynolds advised that the definition of 'Adult Student' was removed because the term does not appear in the policy. He informed that the associated procedures have the definition of and refer to adult students.

Associate Director Reynolds advised Trustee Ellis that Board Services has consolidated answers to his written questions.

In response to one of Trustee Ellis' questions, the following information was provided:

- A student's response to acting out to previous bullying is treated as a mitigating factor when that student's punishment is being determined; and
- School principals have received training to determine whether the bullied students' behaviour was a result of previous bullying.

Associate Director Reynolds agreed to confirm whether District policy explicitly states that a child's reaction to previously being bullied may be a mitigating factor when the type of consequence that child will receive is determined.

Executive Officer Giroux advised that there are a number of safe schools related policies to review. In collaboration with the Principal of Safe

Schools, a time frame for a review of safe school policies will be shared at a later date.

Executive Officer Giroux shared that the review will include streamlining language and further delineation between the policies and procedures.

Trustee Braunovan commented that the language used in section 4.18 to 4.21 is confusing. She also expressed concern over the language used in section 4.26 regarding the word "instrument".

Associate Director Reynolds advised that he will review the language in section 4.26. It is not the intention of the policy to censure employees who handle dangerous instruments (i.e. kitchen knives) as part of their duties.

Moved by Trustee Braunovan

1. **THAT the changes to Policy P.032.SCO Safe Schools, as outlined in Appendix A to Report 18-115, as amended, be approved; and**
2. **THAT the following policies, be rescinded:**
 1. **P.036.SCO Weapons as attached in Appendix C to Report 18-115;**
 2. **P.106.SCO Access to Board Premises as attached in Appendix D to Report 18-115;**
 3. **P.123.SCO Bullying Prevention and Intervention as attached in Appendix E to Report 18-115; and**
 4. **P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour as attached in Appendix F to Report 18-115.**

Carried

7. Reports from Statutory and Other Committees

7.1 Parent Involvement Committee, 17 October 2018

Moved by Trustee Boothby

THAT Report 4, Parent Involvement Committee, dated 17 October 2018, be received.

Carried

7.2 Indigenous Education Advisory Council, 18 October 2018

Moved by Trustee Penny

THAT the Report from the Indigenous Education Advisory Council, dated 18 October 2018, be received.

Carried

7.3 Advisory Committee on Equity, 25 October 2018

Trustee Scott advised that the attendance of the 25 October 2018 meeting lists Milo Salem as a Student Trustee; however, he is a Student Senate representative.

Trustee Seward commented that she appreciates the reports from ACE.

In response to a query from Trustee Seward, Superintendent Baker advised that the ACE policy was revised to ensure that there would be a good complement of members. She noted that, typically, there are at least 8 members. The membership sub-committee is being established to fill the vacant positions of the committee.

In response to a query from Trustee Seward, Superintendent Baker advised that members of Nyansapo attended the first ACE meeting on 27 September 2018; however, they did not attend the meeting on 25 October 2018.

Trustee Fisher noted the importance of having fulsome conversations regarding the advice and recommendations that are raised at advisory committees to the Board and to ensure that there are other opportunities for the Board to engage with its advisory committees. Trustee Scott and Student Trustee Glassman supported Trustee Fisher's comments.

Moved by Trustee Braunovan

THAT Report 6, Advisory Committee on Equity, dated 27 September 2018, be received.

Carried

8. Matters for Discussion:

8.1 Report 18-113 Measurement Report on Learning (M. Giroux ext.8310 and D. Baker ext.8573)

Your Committee had before it Report 18-113 providing information to inform decision-making and guide the District's schools on improving outcomes for its students. Learning is one of the OCDSB's strategic initiatives for 2015-2019. The objective states: By 2019, the District will improve the achievement of students in all educational pathways. The discussion of this work and the progress made has been organized according to the strategies for the learning objective. The strategies are:

- Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners;
- Improve and increase access to the educational pathways for every student; and
- Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

Executive Officer Giroux introduced the three-part report that details recent key work (Measurement Report), student outcomes as an indicator of progress in the Annual Student Achievement Report (ASAR), and a Board-wide plan with specific goals called the Board Improvement Plan for Student Achievement and Well-being (BIPSAW).

Executive Officer Giroux and Research Officer Jubenville-Waite highlighted the following:

- Recent learning initiatives include Specialist High Skills Major (SHSM), New Pedagogies for Deep Learning, Virtual Learning Environment, the OCDSB Alternate Learning and the International Certificate Programs;
- The data support model changed the way the District provides support to schools;
- Discussions among staff are more data-informed enabling richer conversations and better-informed strategies;
- Each superintendent is assigned a Research Officer to oversee their portfolio;
- The number of schools accessing support directly from the Research, Evaluation and Analytics Division (READ) team is growing;
- The ASAR provides an overview of provincial assessment data, report card marks, credit accumulation, cohort graduation, and annual certification rates;
- Achievement levels are reviewed for specific groups of students;

- Moving away from traditional charts and towards data visualization has been a shift forward in how data is presented, enabling different kinds of learners to access the information;
- There are higher levels of need in certain areas, such as student success in grade nine applied courses;
- EQAO results can inform the District on how to narrow achievement gaps for groups of students identified as being under-served by the system;
- English Language Learners (ELLs), students with special education needs (excluding gifted) students who self-identify as Indigenous, and students who reside in lower-income neighbourhoods are specific groups that have been reviewed for achievement gaps widening, narrowing, or staying at status quo;
- The District's achievement gaps for ELLs and students who reside in lower-income neighbourhoods show the greatest improvements across academic and applied courses;
- Achievement gaps have significantly widened for students who self-identify as Indigenous;
- The achievement gap has widened for ELLs in nine out of ten EQAO assessment areas;
- Contextual and attitudinal factors have been explored to deepen the District's understanding of EQAO results and potential link to achievement outcomes;
- Key differences between primary, junior, grade nine applied, and grade nine academic students who did not meet the provincial standard were related to whether the student was an ELL, has special education needs, speaks a language other than English as their primary language, or entered the OCDSB in the year of the EQAO assessment;
- Students who did not meet the provincial standard in mathematics reported that they enjoyed the subject less and had less confidence in their ability to perform well in math activities;
- Finding strategies to make mathematics enjoyable for students and enabling them to become capable math learners will be important for narrowing achievement gaps;
- Performance levels continue to be lower for students enrolled in applied level courses as opposed to those in academic level courses;
- The majority of OCDSB students graduate from secondary school with an Ontario Secondary School Graduation Diploma (OSSD);
- A small number of students graduate from the OCDSB with another type of diploma;
- Grade twelve French as a Second Language (FSL) enrolment continues to rise in the District;
- Participation rates on the Diplôme d'Etudes en Langue Française (DELFI) continue to climb, while high rates of success have been maintained;

- The OCDSB has improved in all three EQAO assessments at the grade 3 level and in grade 9 academic mathematics;
- Grade 10 credit accumulation and cohort graduation rates remain high;
- There is still a need for improvement in mathematics and numeracy, particularly in junior division and grade 9 applied level math; and
- There is a need for increased support for the District's ELLs.

Superintendent Baker highlighted the following points on the BIPSAW:

- The evidence from the ASAR and the BIPSAW from 2017-2018 has been reviewed to develop the goals for the 2018-2019 BIPSAW;
- The BIPSAW from 2017-2018 had three key goals: mathematics; outcomes for ELLs, and student well-being (belonging);
- The 2017-2018 goals saw an increase in mathematics achievement for targeted groups, on-going in-school support for ELLs, and a range of evidence-informed programs in use for student well-being;
- Developing the Fundamental Mathematical Concepts and Skills is a District priority which aligns with one of the provincial priorities as well;
- The data identifies that grade 4-6 are grades in need of more focused support;
- There are more newcomers arriving in the District who report a language other than English as their primary language;
- Ongoing support for the learning and use of the Steps to English Proficiency (STEP) tool is required;
- Professional learning about self-regulation received positive feedback;
- Mindmasters 2 is an evidence-based program that has shown promise in classrooms in which it has been implemented, predominantly in the early years;
- The BIPSAW is focused on assessments of ELLs to achieve more equitable outcomes through the STEP tool;
- Student engagement in mathematics has increased;
- Data from school learning plans on student well-being indicate that schools are implementing a range of evidence-informed supports to improve socio-emotional well-being;
- The Director's Workplan aligns with the personalization of learning, pathways, and optimization of school learning plans (SLPs);
- Developing an OCDSB mental health strategy, with a focus on self-regulation and the early years, is underway; and
- The guiding questions on the Learning Report, ASAR, and BIPSAW reports inform the District's work for the 2018-2019 school year.

In response to queries from trustees, the following information was provided:

- How data is presented informs different strategies to achieve student success and well-being;
- Data is being used more effectively due to READ staff being aligned with superintendencies;
- Data intersectionality and the District's resource allocation is a topic that the Board may want to consider for the next Professional Development (PD) session;
- Narrowing the gender gap in literacy remains a priority for the District; however, ELLs will be the focus of improving literacy;
- Parents need to be able to understand the information in the report as it pertains to their child's learning and achievement;
- SLPs and individual school data help to inform specific strategies;
- SLPs are focused on student success in mathematics;
- SLPs are in the process of being automated through Curriculum Services;
- The new website platform is an area of focus for development;
- School websites need development to create school level goals. The school website coordinator will be instrumental in working with schools to get specific and engaging text in place on their websites;
- The instructional coaching model for staff is moving to a differentiated model for professional learning;
- Awareness training and face-to-face learning for principals takes place before and after school and during lunch sessions, allowing principals to choose the time that works best for them;
- Mathematics coaches are included in every superintendency meeting;
- The data for SHSMs enrolment since 2006 is available for trustees to review;
- The post-secondary outcomes of students who enrolled in SHSMs can be reviewed anecdotally;
- Collaborating with coterminous school boards and the Ottawa Volunteers in Education is in progress to develop partnerships to support students in SHSM programs;
- Students who register for e-learning courses and do not complete those courses are opting to enrol in a different course(s);
- Students enrol in e-learning courses to reach ahead, for deeper learning, and for course management throughout the school year;
- The more data that is reviewed, with respect to certain groups of students, the greater the intersectionality of that data;
- The student portal is an opportunity to engage directly with students on the purpose and value of EQAO testing;
- The Exit Outcomes self-reflection tool will be implemented in June 2019;
- The tool is designed to promote and encourage self-reflection in grades 8 and 12; data will not be collected for the District's purposes;

- The SLP for student achievement and well-being has components from the ASAR and the BISPAW;
- Data from the SLP is collected from submissions and reflective summaries from the schools and the work with their superintendents;
- SLP submissions request principals to indicate how they involve their school communities in the learning plan process;
- A document called "Leading Mentally Healthy Supportive Schools" is a resource provided to schools on how to implement strategies for mental health supports for students;
- The District ensures that student success teachers and learning support staff are equipped to provide students with different mental health supports at the elementary and secondary levels;
- The Registered Nurses of Ontario, Ottawa Public Health, and the four school boards within the Region are working towards a solution to the Sources of Strength initiative;
- All students have access to virtual learning;
- Although shortage of Occasional Teachers (OT) is a barrier to professional development, it is being approached in a more creative way with job-embedded training;
- Job-embedded learning may be challenging at the secondary level as teachers may be teaching sections of the same course at different times of the day;
- The collaborative inquiry process puts the onus on the educator to illicit their learning needs;
- The implications of the increased enrolment in the Early French Immersion (EFI) Program are being monitored;
- The data support model provides information on how lower performing schools can be enabled to increase achievement levels;
- Report card data is based on compulsory courses;
- Compulsory courses will be an area of focus for senior staff.

In response to queries from Non-Voting Representatives, staff noted the following:

- The connection between student absence rates and student achievement is identified in the Measurement Report on Well-Being and will be monitored more closely;
- The District does have the completion rates for e-learning courses;
- Initiatives implemented to have parents involved in SLPs include: consistent content on school websites by the end of the 2018-2019 school year; discussions between the principal and the school councils; and, a school council workplan that aligns their goals with the SLP;

- School council members can also communicate with their zone superintendents and trustee about their SLPs in addition to conversations with the school principal;
- School Council meetings and/or other methods of regular communication with school principals are also ways for parents to be involved in the SLP process;
- Incorporating numeracy in the classroom is being supported through seminars and professional development days;
- Before and after school learning for educators is not job-embedded professional learning;
- There are elements of staff meetings that are considered professional learning; and
- Discussions among staff have begun regarding students who need accommodations for e-learning courses.

In response to a query from Cathy Bailey, Superintendent Baker agreed to provide the completion rates for e-learning courses.

a. Annual Student Achievement Report (ASAR) 2017-2018

The Annual Student Achievement Report (ASAR) was discussed in section 8.1.

b. Board Improvement Plan for Student Achievement and Well-being (BIPSAW)

The Board Improvement Plan for Student Achievement and Well-being (BIPSAW) was discussed in section 8.1.

9. Information Items:

9.1 Notice of Motion, Revisions to OCDSB By-Laws and Standing Rules and Policy P.012.GOV Board Governance

This item will be dealt with and debated at the Board meeting on 20 November 2018.

In response to a query from Trustee Ellis, Executive Officer Giroux advised that the current collaborative approach to agenda setting would continue. She noted that the challenge with the current structure of the language in the By-laws is that the Board assigns the authority to set the agenda to the Agenda Planning Committee (APC). She advised that the *Education Act* states that the authority of agenda planning is invested in the Chair. She made the distinction that it is the Chair's authority to set the agenda, in consultation with the Director of Education. The Chair decides whom he or she consults with, beyond the Director, in the agenda planning process. Executive Officer Giroux advised that the current

structure of APC includes a trustee, the Vice-Chair, the Director, the Associate Director and staff members. She noted that there is a desire for that practice to continue in the future.

In response to query from Trustee Ellis, regarding the inclusion of the Board, Executive Officer Giroux advised that due to the structure of the *Education Act*, staff have done the following:

1. Proposed adding a statement to the By-laws in section 8.8 which states that "The Board recognizes the importance and value of the planning the annual agenda cycle....".

2. Amended the Policy, under section 4.20.c., as: "Establish agendas for Board meetings, in consultation with the Director of Education *and, as appropriate, the Vice-Chair of the Board, and a duly appointed Board member or alternate.*

9.2 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.3 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.4 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 10:19 p.m.

Lynn Scott, Chair