



ADVOCACY STRATEGY COMMITTEE

**May 22, 2019, 4:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members: Trustees Lynn Scott, Christine Boothby, Wendy Hough, Erica Braunovan, Keith Penny

Staff Present Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Katrine Mallan (Manager of Board Services), Sue Baker (Senior Board Coordinator)

1. Call to Order

Trustee Braunovan called the meeting to order at 4:05 p.m.

2. Approval of the Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Matters for Discussion/Action:

3.1 OCDSB Draft Submission to Ministry re Hiring Practices and Class Sizes (To Be Distributed)

Manager Mallan distributed draft responses to the Ministry's consultations on hiring practices and class sizes.

Moved by Trustee Hough,

THAT the OCDSB feedback on the Ministry of Education's School Board Hiring Practices Consultation Guide and the Class Size Consultation Guide be approved

During the discussion of the response to changes in class sizes, the following points were noted:

- If possible, begin the responses to each question with positive comments and follow with negative comments so that there is some balance in the submission;
- Provide specific, real examples, if available;
- Change "could" to "will" in the last bullet under question 2, grades 1-8;
- The OCDSB has not changed its staffing model for 2019-2020;
- The elimination or reduction of funding will result in an increased number of classes of unacceptable size;
- The second bullet under question 1, grades 1-8, should be moved to question 2 and indicate that we have not been able to identify any new opportunities;
- With respect to question 1, grades 9-12, the points listed do not appear to be opportunities;
- With respect to question 2, grades 9-12, emphasize the difficulty of providing a response when the District has not yet received any information on the Ministry's plans for the delivery of e-learning courses and the cost to school boards, and that not all students will have access to technology;
- E-learning can provide opportunities if school districts are engaged in the development of the delivery model;
- Point out how changes will impact pathways for post-secondary education if students are not able to take e-learning courses;
- E-learning is a good innovative practice that will prepare students for e-learning at university;
- Students who opt to take an e-learning course are often more motivated to be successful than students who are forced to take e-learning courses;
- Suggest a consortium model to bring down costs;
- Add information about negotiated caps in collective agreements that will continue until new collective agreements are ratified;
- Bullets 1 to 3 under question 4, grades 9-12 should be combined into 1 bullet. The consultation guide says it will rely on information from Quebec, not "suggests";
- Revise the last bullet under question 4, grades 9-12, to include a reference to exclude specialized special education classes as well as specialty classes for the calculation of average class sizes.;

- Class sizes for grade 12 Physics and French have typically been smaller than average. Consideration should be given to continue this practice and allow school boards to determine how funding will be used;
- In addition to specialty classes, the requirement for larger classes sizes could impact the availability of SHSMs and dual-support programs. The structure of the responses should reflect the Board's position and what it wishes to accomplish;
- The response could be used to demonstrate the Board's position when trustees meet with their local MPP;
- Emphasize student achievement and evidence-based decision-making, for example, play-based learning, and a two-year bilingual kindergarten program;
- Is there a mechanism to provide a preamble to situate the Board's position; and
- Offer solutions or practical alternatives where possible.

During the discussion of the response to changes to teacher hiring practices, the following points were noted:

- The draft response clearly indicates the requirements of the OCDSB;
- The response sets a good tone and messaging;
- Clarify and connect the comments on the PPM on Fair and Equitable Hiring Practices to the responses to the questions;
- Move the general comments to the response to question 1;
- Expect to hear some pushback on the PPM from the federations; and
- A PPM framework provides more latitude than a regulation.

Moved By Trustee Hough

THAT the OCDSB feedback on the Ministry of Education's School Board Hiring Practices Consultation Guide and the Class Size Consultation Guide be approved, as amended. (Attached as Appendices A and B)

Carried

3.2 Next Steps

Trustee Scott distributed a list of Ministry initiatives since the current government took office. She encouraged committee members to add any initiatives that have been missed and to maintain the list going forward. She noted that this list is intended for information and to assist the Committee in determining issues for advocacy in the future.

4. New Business -- Information and Inquiries

There was no new business.

5. Adjournment

The meeting adjourned at 5:02 p.m.

Erica Braunovan, Chair, Advocacy Strategy Committee