



COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, June 4, 2019, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

TRUSTEE MEMBERS: Donna Blackburn, Christine Boothby, Erica Braunovan (Chair), Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, and Lynn Scott.

STUDENT TRUSTEES: Isaac Glassman and Samantha Lin.

STAFF: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Dorothy Baker (Superintendent of Curriculum), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish, Olga Grigoriev, Eric Hardie, Shawn Lehman, Frank Wiley (Superintendents of Instruction), Michele Giroux (Executive Officer), Karyn Carty Ostafichuk (Manager of Planning), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Eleanor Heap (Manager of Early Learning), Jody Alexander (System Vice-Principal, Indigenous Education), Jaqueline Lawrence (Diversity & Equity Coordinator), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Sue Baker (Senior Coordinator, Board Services)

NON-VOTING

REPRESENTATIVES: Christine Lanos, Ottawa-Carleton Elementary Operations Committee (OCEOC); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN); Harvey Brown (Advisory Committee on Equity).

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

Vice-Chair Braunovan called the meeting to order at 7:40 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 Hough

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that Eid al-Fitr marks the end of the month long fast of Ramadan for the Muslim community. The festival began last evening and ends this evening.

Chair Scott advised that, last evening, the Committee of the Whole Budget heard delegations from the public on the staff-recommended budget for 2019-2020. Next Monday, 10 June 2019, the public will have another opportunity to present their views on the budget. Delegations who register with Board Services by 4:00 p.m. on Thursday, 6 June will be allocated four minutes to speak. Delegations may also sign up at the meeting to speak for two minutes.

Chair Scott advised that, in late May, Premier Ford announced the creation of an Audit and Accountability Fund to allow up to ten school boards to access funding to undertake independent third-party line-by-line reviews of operations and service delivery with a goal of finding administrative efficiencies of up to four cents on every dollar spent. The Deputy Minister will provide more information about the application-based funding in the coming days.

Chair Scott advised that, last Thursday, 30 May 2019, the District recognized graduating grade 12 students from all 26 OCDSB high schools, including the Adult High School and secondary alternate sites for their exceptional leadership in their school communities. She wished all students success and happiness as they begin a new chapter in their lives.

Chair Scott noted that next week, on 13 June 13 at 6:00 p.m., the District will host the annual community volunteer recognition awards at the Confederation Education Centre.

4. Briefing from the Director

Director Williams-Taylor advised that, during the month of May 2019, the District held meetings with community partners to plan for focus group meetings with students and families. On 31 May, the District held sessions to allow students to

share their experiences in school, including things that helped them to succeed, the barriers and challenges they had to overcome, and what we might do differently in the future to ensure equitable access to learning opportunities and outcomes. During June, the District will host focus group sessions for parents, guardians and community members. The sessions will be of particular interest to students and families who have experienced racism, bias, or barriers, including anti-black racism, anti-indigeneity, anti-semitism, homophobia, islamophobia, transphobia, poverty/classism, and ableism/d

Director Williams-Taylor noted that the OCDSB will continue to receive feedback on the draft strategic plan until 7 June 2019. Staff is reviewing feedback carefully and will present the final draft on the plan at the Committee of the Whole meeting on 18 June 2019.

Director Williams-Taylor advised that a school council works best when it is fully representative of the school community. Building a multicultural school council means giving the opportunity for both parents and students to share their experiences, beliefs and celebrations. This helps the council plan activities and events which will engage the whole community. The school council newsletter of 31 May 2019 contained a number of tips to help school councils build a more diverse school council.

Director Williams-Taylor extended congratulations to Principal Richard King and John McCrae Secondary School for being awarded the EQAO Dr. Bette M. Stephenson Recognition of Achievement Award. The award recognizes the school's use of EQAO data to enhance and support the progress of students in math programs.

5. Presentation on Student Bus Transportation (Vicky Kyriaco, General Manager/Chief Administrative Officer)

Vicky Kyriaco, General Manager and Chief Administrative Officer of the Ottawa Student Transportation Authority (OSTA), provided a presentation on the current status of student transportation services for the OCDSB. During the presentation, the following points were noted:

- OSTA provides transportation for approximately 71,000 students in 227 schools in the Ottawa-Carleton District School Board (OCDSB) and the Ottawa Catholic School Board (OCSB);
- There are approximately 4,900 bus runs per day and 13 active transportation routes with 18 leaders for walking students;
- All transportation policies reside at OSTA. Eligibility is established by member boards in service level agreements;
- This year, OSTA reviewed policies and procedures for inclement weather, consultation, student behaviour, empty seats, and expenses;

- OSTA policies that are currently under review include cannabis and tornado policies;
- The transportation cost per student is increasing due to a wage supplement paid to attract and retain bus drivers, tariffs on steel and aluminum causing an increase in the cost of school buses, US exchange rates; and an increasing number of students with special needs;
- A joint OSTA/OCDSB/OCSB working group is looking at bell times, program locations and student assignments, requests for accessible transportation, accommodation reviews, eligibility parameters, behaviour management, and operator contract compliance;
- Tornado and flood responses have impacted costs this year;
- Factors contributing to a driver shortage include compensation, split shifts, demographics in Ottawa, labour shortage, low unemployment, student and parent behaviour, and increasing personal risk;
- To attract drivers, OSTA provides a wage supplement, new contract rates to increase wages, joint advertising and events, daily oversight of coverage, increased attention to student behaviour management, Ministry bonus, operator recruitment and retention bonuses, and cameras on buses (coming soon);
- School bus safety initiatives include school bus safety presentations for students in grades K to 6, internal cameras, school bus stop-arm cameras, GPS tracking, electronic bus behaviour form pilot, participation on Federal task force and standing committee on the use of seat belts in school buses, and piloting CAA bus patrollers; and
- OSTA assists schools in setting up walking school buses by providing presentations, training for paid and volunteer leaders, and webinars for teachers.

In response to queries, the following information was provided:

- The Ministry's Efficiency & Effectiveness (E&E) rating in 2015 was a one-time program to encourage transportation consortia to harmonize policies. Once school boards demonstrated that they met the E&E requirements, their funding was increased. Since that time, there have been no adjustments to funding other than what is provided in the Grants for Student Needs (GSNs);
- The Ministry is collecting data from consortia to review the funding formula in recognition that costs are increasing beyond what is provided in the GSNs;
- Bus operators provide driver training and testing for their drivers;
- Vans are used to transport students to specialized programs located across the District, and to transport students residing in new construction areas where school buses are unable to travel;

- A report on the use of seat belts in school buses is currently being reviewed. There are not many studies available using Canadian data on the application of seat belts for young students wearing heavy winter clothing. It is estimated that bus monitors would be required to ensure seat belts were properly attached, increased time would be required for each run, and the capacity on school buses would be reduced if the number of students per seat was reduced from three to two;
- OSTA offers training to schools wishing to implement a walking school bus model;
- OSTA considered the transportation requirements and road conditions in rural versus urban areas when reviewing its inclement weather policy and cancellation of school bus transportation, and determined that the routes are too complex to differentiate between zones;
- Transportation options and bell times are reviewed for schools involved in area accommodation reviews. Due to the complexity of double and triple bus routes, it is necessary to re-do the transportation plan for the entire area where changes are required.

Chair Braunovan thanked Ms. Kyriaco for her report.

6. Delegations

There were no delegations.

7. Matters for Action:

7.1 Receipt of Advisory Committee Annual Reports

Moved by Trustee Hough

THAT the 2018-2019 Annual Reports from the following committees be received.

- i. **Advisory Committee on the Arts;**
- ii. **Advisory Committee on Equity;**
- iii. **Alternative Schools Advisory Committee;**
- iv. **Advisory Committee on Extended Day Program and Child Care;**
- v. **Indigenous Education Advisory Council; and**
- vi. **Parent Involvement Committee**

Carried

a. Advisory Committee on the Arts, Nancy Dean

Nancy Solange Dean, Chair of the Advisory Committee on the Arts (ACA), presented the Committee's annual report, and noted the following:

- The former Chair of the Committee, Ingrid Dabringer, stepped down during the year and Nancy Solange Dean assumed the Chair. This move required a readjustment of the Committee's goals for 2018-2019;
- The ACA supports and encourages arts education for all students, and provide a liaison between parents, OCDSB teachers, board staff and community arts organizations;
- ACA participated in the strategic plan consultations through the ThoughtExchange and focus groups;
- The role of the arts instructional coaches focused on intermediate arts programs;
- Instructional coaches work with small groups of teachers in their school to provide knowledge, skills and information about resources available to teachers;
- Instructional coaches contributed to building new community partnerships;
- ACA continues to advocate for additional supports for arts instructional coaches; and
- The future focus for the ACA is to continue to advise the Board on its strategic plan and implementation, provide advice on the inclusion of arts and the creative process in all areas, and increase awareness about, and engagement in the ACA.

In response to queries, Ms. Dean noted the following:

- ACA plans to examine the mandate and terms of reference for the committee next year; and
- Although the ACA does not have a specific request for additional arts funding for the 2019-2020 budget, it does wish to maintain the current level of funding.

Chair Braunovan thanked Ms. Dean for her report.

b. Advisory Committee on Equity, Elaine Hayles, Chair

Elayne Hayles, Chair of the Advisory Committee on Equity (ACE) presented the Committee's annual report for 2018-2019. During her presentation, the following points were noted:

- The mandate for ACE is to advise the Board of Trustees on the review, development, implementation and monitoring of all policies that support student achievement and well-being;
- During 2018-2019, ACE focused on strengthening the communication channels with communities and the Board, developing a communication and marketing membership outreach campaign, applying a diversity, equity and inclusion lens on District priorities, participating in the development of the 2019-2023 strategic plan and 2019-2020 budget;
- ACE recommended to the Board that it explore funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Inuit and Metis and for male students of Black African descent.
- ACE provided input to the District's draft Mental Health Strategy, and the collection of identity based data;
- ACE invited students to provide their stories (including the Indigenous voice, trans voice and black and Muslim voice) at the Indigenous Student Symposium, the Rainbow Youth Forum, and the Black Students Forum;
- Key next steps for ACE include continuing the conversation about the establishment of a central office of equity, including a superintendent whose portfolio is exclusively equity, preparing a District-wide Equity and Inclusive Education Strategy and Action Plan with measurable indicators, outlining concrete initiatives that will honour the Board's commitment to the UN Decade for People of African Descent, developing a diversity, equity and inclusion lens to support the work of schools and departments, and to enhance the equity web page to include resources for staff, students and the community. Strategies for moving forward on the proposed activities outlined as key next steps will be discussed at the next meeting of ACE; and
- ACE expressed its appreciation to the voting and non-voting members of ACE and guests, trustees, and staff for their on-going support and commitment to contribute to the District's efforts to foster a welcoming, caring and inclusive learning and working environment.

Chair Braunovan thanked Ms. Hayles for her report.

c. Advisory Committee on Alternative Schools

The Committee received the written report from the Advisory Committee on Alternative Schools.

d. Advisory Committee on Extended Day Program and Child Care, Eleanor Heap

Eleanor Heap, Manager of Early Learning, presented the 2017-2018 annual report from the Advisory Committee for Extended Day and Child Care Programs. During her presentation, she highlighted the following:

- The Chair of the Committee stepped down in December 2018 and the position has not yet been filled;
- 5,663 children are enrolled in OCDSB Extended Day Programs (EDP) across 63 locations. This does not include children enrolled in 31 licensed programs run by third-party child care operators;
- The District also offers infant, toddler and preschool child care at two locations;
- The EDP operates on a cost-recovery basis, paying between \$22.50 and \$27.00 per child, per day, depending on the number of sessions per week they require;
- The Committee provides advice to the OCDSB and the Board of Trustees on all strategic and operational challenges and opportunities within this wide program area, including the 2019-2023 strategic plan, review of parent survey results, the EDP fee structure for 2019-2020, calls for new members, and concerns of parents with respect to violent incidents within the EDP, and air conditioning; and
- Next steps include annual consultation on the EDP fee structure, review of the EDP policy, establishing a forum for stakeholders to collaborate and share experiences, and a discussion on improved methods for feedback from stakeholders.

In response to queries, the following points were noted:

- Some children attend EDP fewer than five days per week for a variety of reasons, including parents' irregular work schedules;
- The Committee is interested in reviewing its policy to determine whether updates are required to the mandate or structure of the Committee; and
- There are some purpose-built preschool spaces in the District that are currently unused. Requests for proposals have been issued for the use of these spaces, and it is hoped that they will be occupied by January, 2020.

Chair Braunovan thanked Manager Heap for her presentation.

e. Indigenous Education Advisory Council, Jody Alexander and Monique Manatch

System Vice-Principal for Indigenous Education Jody Alexander and Indigenous Education Advisory Council (IEAC) member Monique Monatch presented the IEAC annual report for 2018-2019. During their presentation, the following points were noted:

- The mandate for IEAC is to provide strategic advice on implementing the Truth and Reconciliation Calls to Action, specifically Calls to Action 62 and 63 pertaining to education, assist the Board in providing an equitable and inclusive education and work environment for First Nations, Metis and Inuit (FNMI) students and staff, provide advice on issues affecting FNMI students' learning and well-being; and provide authentic and current knowledge of FNMI perspective to support decision-making;
- Meetings for the Indigenous Education Advisory Council commenced in 2018-2019;
- Student representatives have been present at every meeting;
- The meetings this year focused on conversations about respectful language and communications, ceremonial safe spaces for students to participate in cultural activities, and conducting supported student-led presentations at schools across the District;
- IEAC is dedicated to an Indigenous-led meeting process;
- IEAC provides input into the Board action plan for Indigenous education;
- IEAC thanked the Elders, members, students and staff, and Trustee Hough for their participation at IEAC meetings; and
- The next steps for IEAC are to improve cultural competency, incorporate Ownership Control Access and Possession (OCAP) principles regarding research with the Indigenous community; establish smudging protocols in schools, and provide continuous support and advice in the creation of Indigenous spaces and programs throughout the school board.

In response to queries, the following points were noted:

- Ownership Control Access and Possession (OCAP) principles were created in response to the amount of research in the Indigenous community. The principles are used to build capacity

in the community. The Indigenous community is seeking access to information and survey results about their community. It is up to other communities whether they wish to adopt the OCAP principles for their use;

- IEAC wishes to review its policy with respect to the composition of IEAC due to concerns around the understanding of the identity and representation of First Nation, Metis and Inuit communities. It was noted that the District is located on Algonquin territory and it was felt that there should be a larger contingent of Algonquin members. There is also a large Inuit population in the District;
- The design and development of a lodge for Indigenous students should be led by students with the assistance and guidance of Elders;
- Many Indigenous students do not have a strong connection to their culture and community;
- Improving cultural competency is one way that education can make progress on Calls to Action 62 and 63. The Indigenous Education team is supporting educators in becoming more culturally aware and competent at infusing Indigenous issues into their curriculum;
- IEAC would welcome opportunities to have further dialogue with trustees, and thanked the Board members for their support.

Chair Braunovan thanked System Vice-Principal for Indigenous Education Jody Alexander and Indigenous Education Advisory Council (IEAC) member Monique Monatch for their presentation.

f. Parent Involvement Committee, Mostafizur Khan, Chair

Mostafizur Khan, Chair of the Parent Involvement Committee (PIC), presented the PIC annual report for 2018-2019. During his presentation, the following highlights were noted:

- The purpose of PIC is to support, encourage, and enhance parent engagement to improve student achievement and well-being by communicating with parents and providing advice to the District, developing strategies to engage parents, supporting the work of school councils, and identifying and reducing system barriers to parent engagement;
- PIC appointed community representatives from the Ottawa Network for Education and Parents for Diversity;
- In the area of providing support to parents, PIC hosted five speaker series, an annual Parent Conference, a workshop for

parents to provide feedback to the Ministry of Education's consultation on education reform, and revised the PIC Bylaws and Standing Rules;

- In the area of encouraging parent involvement, PIC participated in the consultation on school climate survey results and the development of the 2019-2023 strategic plan;
- In the area of building capacity, PIC established a membership sub-committee, and hosted a focus group session for advisory committees in support of the development of the 2019-2023 strategic plan;
- Looking forward, PIC will continue to support student achievement and well-being through initiatives that empower parents to play active roles in their children's education; and
- Mr. Khan thanked the Board for all the work they do on behalf of students.

In response to a query on indicators to measure parent engagement, Mr. Khan noted that education is a partnership among students, parents, teachers, administrators, the Board and its committees and government. He suggested that an effective partnership could provide strategies and activities to reach students and identify barriers. He also suggested that additional work on equity and attracting minorities is required.

Chair Braunovan thanked Mr. Khan for his presentation.

8. Report from Statutory and Other Committees

8.1 Parent Involvement Committee, 08 May 2019

Moved by Trustee Hough,

THAT the Parent Involvement Committee report, dated 08 May 2019, be received.

Carried

8.2 Special Education Advisory Committee, 15 May 2019

Moved by Trustee Jennekens,

THAT the Special Education Advisory Committee report, dated 15 May 2019, be received.

Trustee Boothby requested that the following sentence be added to the second paragraph under “Storefront” on page 58 of the agenda package:

“One important aspect of Storefront is a location outside the more traditional high school locations like OTSS, to promote more adult post-secondary environment, responsibilities and independence.”

Moved by Trustee Jennekens,

THAT the Special Education Advisory Committee Report, dated 15 May 2019, be received, as amended.

Carried

8.3 Indigenous Education Advisory Council, 16 May 2019

Moved by Trustee Hough,

THAT the Indigenous Education Advisory Council report, dated 16 May 2019, be received.

Carried

9. Matters for Discussion:

There were no items for discussion.

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 - Board of Directors, 29 April 2019

The minutes from the OSTA meeting of 29 April 2019 were provided for information.

11. New Business - Information and Inquiries

There was no new business.

12. Adjournment

The meeting adjourned at 9:51 p.m.

Erica Braunovan, Chair