



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, September 17, 2019, 7:30 p.m.

**Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario**

- Trustees Present:** Erica Braunovan, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Prasith Wijeweera (Student Trustee), Ganaabouté Gagné (Student Trustee)
- Staff Present:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Dorothy Baker, Eric Hardie, Shawn Lehman (Superintendents of Instruction), Michele Giroux (Executive Officer), Karyn Carty Ostafichuk (Manager of Planning), Joan Oracheski (Manager, Research, Evaluation & Analytics Division), Diane Pernari-Hergert (Manager of Communications), Susan Baker (Acting Manager of Board Services), Marc Labelle (Planner), Kathleen Moss (Research Officer), Sait Atas (Research Officer), Darcy Knoll (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Senior Coordinator, Board Services)
- Non-Voting Representatives:** Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF); Brian Lesage, Ottawa-Carleton Elementary Teachers' Federation (OCETF); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC).

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

Vice-Chair Braunovan called the meeting to order at 7:34 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 Lyra Evans,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that the Facilities staff worked hard throughout the summer to enhance learning spaces. She noted that this year, the District would begin the implementation of the 2019-2023 Strategic Plan. Recognizing that learning, well-being and equity are the core of the District's work, the 2019-2023 Strategic Plan is focused on building a culture that supports and engages students, staff, parents and community members.

Chair Scott announced that the first speaker series event would take place on Rowan's Law Day, on Wednesday, 25 September 2019 at Longfields-Davidson Heights Secondary School. Led by Dr. Andree-Ann Ledoux, attendees will learn the causes of concussion, how to recognize a concussion, the neurobiology of a concussion, symptoms, recovery trajectory and concussion management protocols on return to learn and play.

Chair Scott announced that the OCDSB Parent Conference and School Council Training Day will take place on Saturday, 9 November 2019 at Longfields-Davidson Heights SS. The annual event will be hosted by the Parent Involvement Committee (PIC), in collaboration with the Ottawa-Carleton Assembly of School Councils (OCASC).

Chair Scott congratulated Superintendent Eric Hardie on the publication of his book, *The Relevant Classroom, 6 Steps to Foster Real World Learning*.

4. Briefing from the Director

Director Williams-Taylor welcomed staff and students to the 2019-2020 school year. On behalf of the District, Director Williams-Taylor wished students, parents, community partners and staff a successful and enjoyable school year.

Director Williams-Taylor noted that more than \$79 million was invested in school renewal, additions and renovations. She was pleased to report that the kindergarten playground at Bayview Public School, destroyed by the tornado last September, has been rebuilt.

Director Williams-Taylor advised that the new strategic plan was launched in September 2019. She noted that changes in practice drive changes in culture and the work of the next several years is aimed on building a culture of innovation, caring and social responsibility. She added that this year, the District would be creating opportunities to showcase strategies in action by highlighting examples of caring, innovation and social responsibility in our schools.

Director Williams-Taylor advised that the Ontario Ministry of Education has released new guidance regarding the restriction of cellphones in schools. She noted that the Provincial Code of Conduct had been updated to address the use of cellphones and other personal mobile devices during instructional time. The new requirement will come into effect on 4 November 2019. The District encourages the responsible use of technology as a critical part of on-going learning related to digital citizenship.

Director Williams-Taylor advised that the Ontario Ministry of Education has issued a revised elementary health and physical education curriculum. This approach will take effect starting in the 2019-2020 school year. The revised curriculum includes updates in sexual health, consent, mental health, online safety, bullying, cannabis, concussions, and healthy body image. It also introduces further learning about online safety and concussion prevention in Kindergarten. She added that the District will review the new curriculum and collaborate with parents, teachers, and students as the procedure is developed.

Director Williams Taylor announced the retirement of Superintendent Frank Wiley. She noted that Superintendent Wiley has been a dedicated educator for 40 years. She acknowledged his commendable commitment to student learning and well-being and ensuring the safety of students. His contributions have been many, and his retirement is well deserved.

Director Williams-Taylor announced effective 23 September 2019, retired Superintendent Neil Yorke-Slader would provide support to the West Superintendency.

Director Williams-Taylor encouraged parents to visit their school websites for information on upcoming events and parent information nights.

Trustee Blackburn indicated that the playground facility at Knoxdale Public School was impacted by the 2018 tornado.

5. Delegations

5.1 Peter Bradley, re Transgender Identity

Peter Bradley provided a statement on transgender identity.

Chair Braunvan noted that inclusion, equity, and acceptance are standard practices of the Board and the District. Director Williams-Taylor added that the District is committed to equity and inclusion and its principles and practices are reflective of this. The District strives to create a culture where all identities are valued and works diligently with students and staff to ensure a welcoming environment.

5.2 Sherry Khan, re Longfields-Davidson Heights Secondary School Boundary

Ms. Khan expressed concern regarding the proposed boundary options presented in the Chapman Mills Public School Area Intermediate and Secondary School Attendance Boundary redirection. She acknowledged

the enrolment pressure at John McCrae Secondary School (SS) and hoped that options would be explored to alleviate the matter.

Vice-Chair Bruanovan encouraged Ms. Khan to remain for the discussion of item 6.1, during which staff will respond to trustee queries on the boundary redirection.

In response to a query from Trustee Lyra Evans, Ms. Khan expressed the view that the option for families in some areas to choose either Longfields-Davidson Heights Secondary School or John McCrae Secondary School be removed. She added that the students could be redirected to South Carleton High School.

In response to Student Trustee Wijiweera, Ms. Khan noted that the large student population at Longfields-Davidson Heights SS impacts the student experience and limits student participation in clubs, sports, and teams. She added that the current library and cafeteria spaces are insufficient to accommodate large enrolment.

6. Matters for Action:

6.1 Report 19-077, Chapman Mills Public School Area Intermediate and Secondary School Attendance Boundary Redirection Consultation Plan Approval

Your committee had before it Report 19-077, seeking approval of a consultation process and timeline to review the accommodation pressures at John McCrae SS and at Cedarview Middle School (MS) by considering an attendance boundary redirection in the Chapman Mills neighborhood, (west of Woodroffe Avenue) area of South Nepean (Chapman Mills Public School boundary area).

Moved by Trustee Blackburn

A. THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this review; and

B. THAT the Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-077 to consult with local school communities and the public.

In introducing the motion, Trustee Blackburn thanked staff for bringing the matter forward. The residents of Barrhaven are concerned about the number of portables at John McCrae SS. The property is unique and cannot sustain additional portables. She expressed the view that boundary reviews are challenging and she aims to work with staff and the community during the consultation to find the best solution.

In response to a query from Trustee Blackburn, Director Williams-Taylor noted that staff anticipates queries regarding the High-Performance Athlete (HPA) program to emerge during the consultation, but it is not

relevant to the need for the boundary review. Manager Carty-Ofstafichuk noted that the HPA would only represent a reduction of 130 students over a four-year period. She added that staff will summarize comments received, but the HPA is not central to the review.

Trustee Jennekens indicated that she would be supportive of the families involved in the consultation. She reinforced the need for a new high school in Riverside South which will also help alleviate the overcrowding.

In response to a query from Trustee Schwartz regarding the timeline of the consultation, Manager Carty-Ostafichuk advised that the proposed schedule is a guideline and that additional meetings could be added as required. However, she indicated that the attendance boundary redirection for the area must be resolved by March 2020 in time for the academic staffing process. She added that significant concerns tend to arise early in the consultation and that planning staff is making every effort to hear from all members of the community.

Manager Carty-Ostafichuk noted that should the boundary redirection be approved, changes to Cedarview MS would be phased. In all cases, the boundary redirection seeks to maintain the current enrolment levels at their capacity or slightly higher. The growth in the community continues to replenish students in the area.

In response to a query from Ms. Moulaison, Manager Carty-Ostafichuk responded that planning staff have made arrangements with school councils to be a part of their agenda.

Manager Carty-Ostafichuk noted that all options would be discussed through the consultation process, and the comments from the community will be provided to trustees. She noted that the issue is scoped to ensure that the consultation is focused. She added that staff has already received several comments and that the complete package is available to the public on the District's website.

In response to a query from Student Trustee Wijiweera regarding the long term vision of the District to deal with continued growth in Barrhaven, Manager Carty-Ostafichuk noted that the District has a plan but that it is presently dependent on the Ministry providing the funding to construct a new high school in Riverside South.

Mr. Lesage expressed concern over the increase of the grades 7 and 8 student enrolment at Longfields-Davidson Heights SS as a result of the proposed boundary redirection. He noted that should the proposed boundary redirection be approved, a 0.5 FTE vice-principal will be insufficient. Staff indicated that any changes to Longfields-Davidson Heights SS would be phased. The top capital priority is for the construction of a new high school in Riverside South. Staff does not intend to block move students.

Director Williams-Taylor noted that the boundary review is not strictly about enrolment. She added that the review also impacts program and capacity and that the attendance boundary redirection will be responsive to the changes.

In wrap-up Trustee Blackburn thanked Chair Scott for meeting with Minister Lisa MacLeod regarding the recommendation for a new high school in Riverside South and hoped colleagues would support the motion.

Moved by Trustee Blackburn,

- A. THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this review; and**
- B. THAT the Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-077 in order to consult with local school communities and the public.**

Carried

6.2 Report 19-086, Supervisory Officer - Selection Process and Committee (J. McCoy, ext.8207)

Your Committee had before it Report 19-086, seeking approval to initiate the selection process for a supervisory officer position as provided for in the Ottawa-Carleton District School Board's (OCDSB) Policy P.087.HR, Selection of Supervisory Officers.

Moved by Trustee Lyra Evans,

THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 19-086, effective immediately.

In response to a query from Trustee Campbell, staff noted that the option for the use of a pool of candidate is operational. The process of the supervisory selection is labor-intensive for both staff and candidates. The opportunity for a pool enables staff to recall and utilize strong candidates and supports the trustees' request for the consideration of succession planning.

Staff advised that no decisions on the use of a pool have been made and that trustees will be consulted on next steps.

Vice-Chair Braunovan noted that the appointment of Trustees Blackburn and Boothby to the selection committee was made at the 3 December 2018 Organizational meeting for the period ending 30 November 2019.

Moved by Trustee Lyra Evans,

THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 19-086, effective immediately.

Carried

7. Report from Statutory and Other Committees

7.1 Special Education Advisory Committee, 12 June 2019

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee report, dated 12 June 2019, be received.

Trustee Boothby requested that the following changes be made:

- That Rob Kirwan be added to the list of members present;
- That the second to last bullet on folio 34 be revised to read "....System Principal Kessler advised that the LD SIP model has been changed to promote balance in the student's timetable..."; and
- That the reference to Dr. Maggie Mamen on folio 35 be revised to reflect the correct spelling of her last name.

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee Report, dated 12 June 2019, be received, as amended.

Carried

8. Matters for Discussion:

8.1 Report 19-081, Update on the Identity-based Data Collection Project (M.Giroux, ext.8310)

Your committee had before it Report 19-081 providing an update on the Identity-based Data Collection project, including the student and community focus group meetings and the proposed plan and timelines for data collection, analysis and reporting.

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

- In response to a query regarding the public acknowledgment that racism and bias exist in the education system, staff noted that, while this is an important part of the learning from the focus groups, the District has acknowledged the issue in other ways, including the focus on equity and diversity in the new strategic plan and the Board adoption of the motion to support the United Nations

International Decade for People of African Descent, but the express acknowledgement is a very important step;

- Staff has undertaken a broad consultation approach to date and have spoken directly to community partners, parents and students. Staff recognises that there are many who have experienced bias and who did not attend the focus groups but believe the input received is representative;
- Staff will be meeting with community partners and agencies to continue the conversation on strategies for engagement;
- In response to a query regarding the removal of barriers to communication, staff noted that efforts to engage communities in the conversation are ongoing. Staff are working with the equity and Indigenous teams in an effort to reach student groups and parents;
- The focus groups were limited in the number of students and parents that can attend. Staff have been collecting feedback and are willing to continue to seek to engage and expand communication with voices that are currently unheard;
- The District's research staff, instructional coaches, and multi-cultural liaison officers (MLOs) helped facilitate conversations. Staff have been active listeners at all sessions;
- The District has planned for a data collection period in November/December 2019 when the survey will be administered. Identity based data can change over time, collection at registration only would not be sufficiently representative.
- The platform that will be used to collect the data is secure and is separate from other student data sets. The data will be accessible to research staff and will never be reported on at the individual student level, but reported in aggregate;
- The data standards establish the rules for collection and the base questions are prescribed;
- The Research, Evaluation & Analytics Division (READ) involved in identity-based data collection have taken training in the Indigenous principles of Ownership, Control, Access and Possession (OCAP) to better understand its principles as they relate to data integrity;
- The District is working to address issues such as bias and stereotyping and has conducted training with administrators. The District will also be undertaking an extensive communication campaign related to participation in the survey. Staff will provide a frequently asked questions (FAQ) document and have been communicating and learning from other districts who have already undertaken identity-based data collection;
- The data will be utilized to respond to many of the deeper questions and issues that have been raised e.g., disproportionate representation of Black students being expelled;
- Staff are optimistic more details will emerge from the data to clarify issues such as intersectionality;

- It is anticipated that students will complete the survey in class. Opportunities will also be available for students who were absent or chose to complete the survey outside of class time;
- Identity is not static and may change for students over time. Staff anticipates that the collection process will repeat on a cycle but have yet to determine that cycle. The data collected would be a set and would be active for a period of time;
- Achievement outcomes and identity expression will change over time. The District must be able to look at cohorts over time but longitudinally some identity categories may change for some students;
- Staff are drafting some perceptual questions which will be refined before the collection in November 2019;
- The strategic plan identifies other types of data collection that will support our equity work but is not governed by the standards;
- Staff are still creating retention and disposition schedules for the data;
- Parent information letters will be translated using the services of a professional translator and translated into the District's five most common languages. Within the survey itself, there are Google Gold translation capabilities. Staff is evaluating the alignment and accuracy of the survey translation. Staff anticipates translation support to assist communities in the completion of the surveys. The District plans to host evenings within the community to assist families and will seek the support of MLOs and other community members to aid families in the completion of the survey;
- The data collection provides the District with the data, and it is then analyzed to identify trends. The Board must determine the strategies to use the data. Those strategies will help the District review the structures, processes, and practices that may need to change to ensure students are able to meet their goals;
- Staff will engage with community agencies and partners on the clarity of questions. Community partners can help address the specificity of some questions and provide plain-language explanations;
- Trustees stressed the importance of the consistency of messaging on how the data will be used and why it is being collected;
- The District has a variety of ways to communicate directly with students. By allowing students the opportunity to complete the survey in the classroom, where teachers can provide context and assistance, staff anticipates broad and honest input into the survey from the students. Staff also will solicit the support of the Student Senate as ambassadors;
- The parents of students in kindergarten through grade six will be invited to complete the survey. Students from grades seven through twelve will complete the survey independently;
- The question regarding disability is provided by the Ministry and lists common exceptionalities. In cases where a disability may not be

included in the list, there is an open-ended text field for respondents to complete as required;

- The District must comply with the data standards for the collection and a framework is applied to all questions; and
- Disproportionality and disparity indices will apply to all the categories, not just race.

Director Williams-Taylor expressed appreciation for the work of staff. She also expressed appreciation for the trustees' interest, feedback and investment in this initiative. The report speaks to the complexity and sensitivity of the work of Identity-based data collection. The District seeks to improve the delivery of service to its students to improve their experience in District schools.

8.2 Report 19-080, Update on the OECD Study for the Development of Social and Emotional Skills (M. Giroux, ext. 8310)

Your committee had before it Report 18-080 providing an update on the status and next steps regarding the OCDSB's participation in the Organisation for Economic Cooperation and Development (OECD) Study for the Development of Social and Emotional Skills.

Executive Officer Giroux highlighted the purpose of the study and noted that Ottawa is one of ten cities and nine countries participating. The Ottawa site includes the OCSDB, the Ottawa Catholic Board, Conseil des Ecoles publiques de l'Est de l'Ontario (CEPEO), and the Conseil des Ecoles Catholiques du Centre-Est (CECCE). Executive Officer Giroux noted the research methodology and indicated that the OECD intends to release both an international report summary as well as an individual report for the participant city/country. A data set will also be provided as well as the study tool to ensure participants can undertake the study again in the future.

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

- Students and schools are randomly selected to participate. All District high schools and approximately 50 elementary schools are participatory;
- The financial commitment to the OECD study is accounted for within the 2019-2020 budget and includes the completion of the deliverables. Should the District wish to undertake the study in the future, the cost would have to be evaluated along with the related human resource allocations; and
- The data set provided may not directly connect to the current data sets gathered by READ, but future iterations may be able to provide linkages to help measure the development of social and emotional skills in students.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update

Memos 19-100, The Reciprocal Education Approach (REA) Parent, Guardian and Student Fact Sheet, and 19-098, Update Regarding the Ontario Autism Program, were provided as information.

9.3 OSTA Update (Memo 19-104, School Start Up 2019-2020)

Memo 19-104, School Start Up 2019-2020 was provided as information.

10. Long Range Agendas - September - October 2019

The long range agendas for September and October 2019 were provided for information.

11. New Business - Information and Inquiries

Trustee Schwartz queried whether or not the District will participate in the Climate Strike on 27 September 2019. Staff indicated they would provide a response.

Trustee Boothby requested a memorandum outlining wait lists for the Extended Day programs, early childhood educators' shortages and the plans to address both.

Trustee Scott requested a memorandum be prepared to provide details on school start up, particularly the total number of students registered in relation to the projected enrolment.

12. Adjournment

The meeting adjourned at 10:05 p.m.

Erica Braunovan, Chair