

COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, October 15, 2019, 7:30 p.m.

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees Present: Donna Blackburn, Christine Boothby, Chris Ellis, Lyra Evans, Mark Fisher, Jennifer Jennekens, Keith Penny, Sandra Schwartz (electronic communication), Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)

Staff Present: Brett Reynolds (Associate Director), Camille Williams-Taylor (Director of Education), Dorothy Baker (Superintendent of Curriculum), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Nadia Towaij (Superintendent of Instruction), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Christine Kessler (System Principal of Learning Support Services), Karyn Carty Ostafichuk (Manager of Planning), Lisa Gowans (Planner), Diane Pernari-Hergert (Manager of Communications & Information Services), Darcy Knoll (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Sue Baker (Acting Manager of Board Services), Nicole Guthrie (Senior Board Coordinator)

Non-Voting Representatives Present: Harvey Brown (Advisory Committee on Equity); Rob Kirwan (Special Education Advisory Committee); Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN); Elizabeth Kettle, Elementary Teachers' Federation of Ontario (ETFO); John Ross, Ontario Secondary School Teachers' Federation (OSSTF)

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

Trustee Lyra Evans called the meeting to order at 7:42 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 Blackburn,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that the Parent Involvement Committee (PIC) is currently seeking new members. PIC works with parents, school councils and community partners to foster parent involvement and community engagement in support of student success. The deadline to apply is 4 November 2019.

Chair Scott announced that registration is now open for the annual Parent Conference and School Council Training Day, to be held on Saturday, 9 November 2019 at Longfields-Davidson Heights Secondary School. She noted that the conference will feature workshops on a number of important topics, such as mental health, vaping, culture and identity, and a keynote address from Dr. Laura Markham, editor of Aha-parenting.com.

Chair Scott advised that round-table discussions will be held specifically for school councils to discuss issues and topics of greatest interest. To ensure the discussions focus on relevant issues, the District encourages school council members to participate in a Thought Exchange in advance of the conference.

Chair Scott extended sympathies to the families, friends and all those affected by the tragic death of a student in Hamilton-Wentworth District School Board on 7 October 2019.

4. Briefing from the Director

Director Williams-Taylor announced that with funding from the Paint It Up! program through Crime Prevention Ottawa, the Robert E. Wilson Public School has completed a beautiful mural on the front of the building. The mural was unveiled at an event on 10 October 2019. She noted that the theme of the mural, "Robert E. Wilson Public School: A Place We All Call Home," was decided in consultation with the students. The theme encompasses safety, inclusion, love, welcome, freedom, respect, family, support, and community.

Director Williams-Taylor announced that over 100 parents, guardians and community members attended a free OCDSB information session focused on helping parents/guardians better understand the issue of child sexual abuse. The event for parents was part of a broader effort to build awareness across the District.

She added that on 11 October 2019 7,500 school-based staff participated in a learning program facilitated through the Canadian Centre for Child Protection's "Commit to Kids" program. The program is designed to ensure a better understanding of child sexual abuse, how to evaluate risks and establish boundaries, and how to discuss and address concerning behaviours.

Director Williams-Taylor noted that on 22 October 2019, Emily Carr Middle School will host a free session on The Parent-Child Connection presented by the

Learning Support Services Mental Health Team. The session will run from 6:30 p.m. to 8:00 p.m.

Director Williams-Taylor announced that on 12 October 2019, Equity and Diversity Coordinator Jacqueline Lawrence was awarded the Chris Harris Award from the Jamaican Ottawa Community Association. The award is given to recipients, “for commitment, dedication and hard work in the best tradition of community service, and have made a lasting impact on the youth and well-being of our community.” She congratulated Jacqueline on her achievement.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 19-078, New Stittsville Secondary School Study - Approval of Timeline and Consultation Plan

Your committee had before it Report 19-078 seeking approval of a timeline and consultation plan for a study to determine the program, attendance boundary, and opening grade structure for the new Stittsville secondary school.

Manager Carty Ostafichuk provided the following overview of the report:

- The new Stittsville Secondary School is scheduled to open in 2022;
- The school site was acquired within the Fernbank community area;
- An accommodation review is not required;
- The District will follow the traditional consultation plan for attendance boundary, grade structure, and program review through the formation of a working group which will provide recommendations before the end of the 2019-2020 school year;
- The working group will be comprised of representatives from A. Lorne Cassidy Elementary School, Goulbourn Middle School, South Carleton High School, A.Y. Jackson Secondary School, Stittsville Public School, Castlefrank Elementary School, Glen Cairn Public School, Katimavik Elementary School and Earl of March Secondary School. Those schools will be impacted by the new school's boundary; and
- The public will be invited to provide input during the consultation, and other schools can be drawn in as options are formulated.

Trustee Scott expressed concern at the number of Kanata and South Carleton feeder schools included in the working group. She noted that students in the Early French immersion (EFI) programs in Stittsville and those from the Richmond and Munster areas would be impacted. She suggested that those communities directly affected by the boundary

revision be provided an explanation of the study scope and how they may provide input.

Manager Carty Ostafichuk noted that students attending South Carleton HS feeder schools must move north into Stittsville to receive EFI programming, and she anticipates this will continue after the opening of the new Stittsville secondary school. Schools for the working group were selected based on the impact of their boundaries. She added that other schools, such as Richmond Public School and Westwind Public School, may be invited to participate, and there will be extensive public consultation prior to recommendations.

Moved by Lynn Scott,

A. THAT the Board affirm that a pupil accommodation review under OCDSB Policy P.118.PLG, Pupil Accommodation Review, is not required for this study; and

B. THAT the timeline and consultation plan, attached as Appendix B and C to Report 19-078, for a study to determine the program, attendance boundary, and opening grade structure for the new Stittsville secondary school, and other associated changes, be approved.

In response to a query from Trustee Ellis regarding the capacity for the new Stittsville secondary school, Manager Carty Ostafichuk noted that the capacity would be determined as part of the boundary setting exercise. Staff anticipates discussions with the working group will include the option of opening the school with grades 7 to 10. Ultimately, the new Stittsville secondary school will reach its capacity of 1353 within three years of opening. South Carleton HS will eventually settle at 600 pupil places.

Trustee Ellis expressed concern at the District's ability to provide a robust course offering for grades 9 to 12 students in schools with smaller populations that may result in high school closure. Staff noted that the District is concerned about the impact of the new Stittsville secondary school on South Carleton HS. It is anticipated that new home builds in the Fernbank area could augment the South Carleton HS population. Rural high schools can be robust with 600 to 700 pupils.

Trustee Ellis stated that he is in favour of local considerations but noted that small school considerations could be considered in urban areas as well.

Moved by Lynn Scott,

A. THAT the Board affirm that a pupil accommodation review under OCDSB Policy P.118.PLG, Pupil Accommodation Review, is not required for this study; and

B. THAT the timeline and consultation plan, attached as Appendix B

and C to Report 19-078, for a study to determine the program, attendance boundary, and opening grade structure for the new Stittsville secondary school, and other associated changes, be approved. (Attached as Appendix A and B)

Carried

7. Report from Statutory and Other Committees

7.1 Audit Committee Report, 25 September 2019

Moved by Trustee Schwartz,

THAT the Audit Committee report dated 25 September 2019 be received.

Carried

i. Approval of KPMG LLP plan for the audit of the 2018-2019 consolidated financial statements

Moved by Trustee Schwartz, in substitution for Annik Blanchard,

THAT KPMG LLP's plan for the audit of the 2018-2019 Consolidated Financial Statements be approved. (Attached as Appendix C)

Carried

ii. Approval of 2018-2019 Annual Report on Internal Audit Activity

Moved by Trustee Schwartz, in substitution for Annik Blanchard,

THAT Appendix A to Report 19-073 be approved as the 2018-2019 Annual Report on Internal Audit Activity. (Attached as Appendix D)

Carried

iii. Approval of Audit Committee Annual Report for 2018-2019

Moved by Trustee Schwartz, in substitution for Annik Blanchard,

THAT Report 19-074 be approved as the Audit Committee Annual Report to the Board for 2018-2019. (Attached as Appendix E)

Carried

iv. Approval of Regional Internal Audit Mandate

Moved by Trustee Fisher,

THAT the 2019-2020 Regional Internal Audit Mandate be approved. (Attached as Appendix F)

Carried

v. Approval of the 2018-2019 Regional Internal Audit Plan

Moved by Trustee Fisher,

**THAT the Regional Internal Audit Plan for 2019-2020 be approved.
(Attached as Appendix G)**

Carried

7.2 Parent Involvement Committee Report, 18 September 2019

Moved by Trustee Jennekens,

THAT the Parent Involvement Committee Report dated 18 September 2019 be received.

Carried

7.3 Indigenous Education Advisory Committee Report, 19 September 2019

Moved by Trustee Ellis,

THAT the Indigenous Education Advisory Council Report dated 19 September 2019 be received.

Trustee Ellis requested that Trustee Hough be identified in the members' list and that the text "Albert Dumont offered an opening" on folio 59 be replaced with "Albert Dumont opened the meeting with a teaching".

Moved by Trustee Ellis,

THAT the Indigenous Education Advisory Council Report dated 19 September 2019 be received, as amended.

Carried

8. Matters for Discussion:

8.1 Report 19-091, Specialized Program Class Referral Information 2019-2020

Your committee had before it Report 19-091, providing information regarding the specialized program class referral and placement process for the 2019-2020 school year.

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

- The data is presented as of 28 June 2019;
- Table 4 outlines the request for information with respect to professional assessments. Formal assessments are one aspect of a robust service delivery model, student needs are also addressed through many other supports provided by professional service staff including consultation, intervention, observation and referrals to community supports;

- Funding was received in the 2018-2019 school year to address service wait time for professional assessments. Professional support staff completed psychology and speech-language pathology assessments over the summer on a fee-for-service basis which has reduced the number of students waiting for an assessment;
- Staff are currently working with the vendor of IEP Online (IOL) to develop a clinical service model to assist with workflow and data management. Staff anticipate that the additions to the IEP Online software will be available for implementation for the 2020-2021 school year;
- It is the practice of the District to use the Identification, Placement, and Review Committee (IPRC) to place students in fully self-contained or partially integrated special education classes;
- Trustee Fisher expressed support for tracking and reporting the information annually in December;
- Programs are specific, and referrals are ongoing through the course of the year. Schools are asked to make predictions for specialized placements across all age ranges and the additions of classes for the 2019-2020 school year are reflective of the referrals from across the system;
- There is a challenge with the placement of students at a young age as some of the issues may be developmental and addressed by growth and development. The District maintains a continuum of special education programs and services to address all ages;
- Students with individual education plans (IEP) are monitored through the course of the multi-disciplinary team discussions. A comprehensive compilation of this monitoring is not currently available;
- The multi-disciplinary team determines whether or not testing is appropriate based on student needs. Testing is part of a broader formal assessment, which may include teacher observations and other information. It is important to consider the reason for the assessment. In response to addressing some issues, it may be better to wait to conduct testing until the students' cognitive profile is more clearly defined. If a child is struggling, the child is not ignored. Staff work with the student from an early age until challenges are fully understood;
- Trustee Boothby expressed the view that she would appreciate more details on assessments further broken down into grades 1-4 and 4-8. She is concerned that students in grades 4-8 may be at risk;
- The IEP Online clinical services module will have a workflow component, track data, and allow for communication between school-based special education teams and professional support services. The

tool will provide LSS with more information that can be aggregated to better evaluate the grades and ages of students with respect to the service delivery model;

- By the time a student reaches the secondary level much of the work on referrals has already occurred;
- The number of classes requested for the 2019-2020 school year closely matched the actuals. Three exceptions were identified, and there are small waitlists for Autism Spectrum Disorder (ASD), General Learning Program (GLP), and Primary Special needs classes. The need for an intermediate GLP was not anticipated. As students arrive in September staff evaluate the needs in preparation for the 2020-2021 school year through input from the multi-disciplinary teams and requests for emergency support and requests for additional educational assistants to support students whose needs were not anticipated;
- Trustee Fisher expressed concern that the average wait time for psychology assessments at the elementary level is 8 to 10 months;
- Students are prioritized on the waiting list to ensure that those students who need support the most are receiving support quickly. Students may receive support at every step and stage;
- No students are left on a waiting list when they need assessment. The schools' multi-disciplinary teams meet with school staff regularly to discuss students of concern. Students of concern are supported through a wide range of supports and services which includes informal assessments;
- Those students who require assessment to determine specialized program class placement or present complex needs that demand attention are assessed quickly;
- The Developmental Disability (DD) program numbers represent students at Clifford Bowey Public School and Crystal Bay Centre for Special Education, as well as students in the semi-integrated DD programs;
- As of June 2019, there were no students on the waitlist for Clifford Bowey Public School or Crystal Bay Centre for Special Education;
- The District currently has 34 elementary program classes for ASD across the District;
- There were no students on the waitlist for the specialized Gifted program as of June 2019. Currently, there are just under 100 vacancies in the Gifted program;

- The plan for the cyclical review of Learning Support Services (LSS) programs has been halted in favour of the operational review;
- Ms. Kettle commented that the issue of behaviour in the classroom is a concern. She queried the plan for these students and the educators working with them. She added that the issue of dysregulated behaviour in the classroom is nearing a crisis point;
- Interventions include a full range of supports and services, including observations, consultations, and referrals to supports. These supports continue to be provided while the student is on the waitlist. Schools reprioritize the waitlist regularly to ensure that students who have the highest needs are assessed quickly;
- Students are removed from the waiting list if interventions are working;
- The District has 13 different specialized program class areas. The Ministry does not mandate fully self-contained classes. The District could create additional specialized program classes based on need;
- The Ministry provided school boards with additional funding to help reduce wait times for professional services. The District worked with federation partners, and interested staff were employed on a fee for service basis to complete assessments outside their regular contract;
- There is currently no mechanism to track the length of time a student remains on a waiting list for assessment;
- LSS relies on special education school teams to provide information centrally to ensure that appropriate supports can be deployed to ensure students are not waiting for prolonged periods. Resources are available to schools and educators that speak to this process, and the multi-disciplinary teams guide the process at the school level. Through learning support teachers and discipline-specific meetings the process and practice of assessment are shared; and
- Trustee Lyra Evans expressed disappointment in a waitlist of 8 to 10 months and urged her colleagues to find a solution.

8.2 Memo 19-103, Support for Mental Health Through an Equity Lens

Your committee had before it Memo 19-103 providing information on the development of the OCDSB Mental Health Strategy in accordance with the strategic priorities identified by School Mental Health Ontario (SMHO), the OCDSB Strategic Plan and the Board motion related to mental health services, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

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

- In response to a query regarding the motion and its narrow scope, Dr. Duschner noted that the Mental Health Strategy and Action Plan will include a focus on numerous populations including the 2SLGBTQ+ community, newcomers and immigrants;
- The mental health strategy is a three-year plan that broadly outlines the kinds of things the District plans to accomplish and specifically identifies the steps that will be undertaken.
- Those steps are further broken down into annual action plans to help support mental health and well-being within the District.
- A program evaluator will develop an evaluation plan for the work that the District plans to undertake. Identifying key performance indicators with respect to mental health is challenging. Staff anticipates that an evaluation plan can be created once the three-year mental health strategy is complete and measures will be embedded. Staff will be monitoring, updating and reporting on progress.
- In response to a query regarding the awareness of mental health resources among students, staff responded that the Mental Health Strategy will focus on a number of areas which include awareness building and the provision of information to students on signs and symptoms of mental health issues. The action plan for 2019-2020 features two components; a scaling up of the peer to peer pilot project focusing on resiliency and coping with stress, and the creation of a youth advisory panel to gather the input from students across the District to help inform strategies that would be engaging for students;
- Trustee Fisher commented that the mental health strategy and action plan will touch all aspects of the Board and Board operations. He expressed optimism that it will become a priority as an individual pillar and area used to inform practice in the work of the Board.

8.3 Memo 19-108, Staffing Allocations to Clifford Bowey Public School and Crystal Bay Special Education Centre

Your committee had before it Memo 19-108 providing information regarding staffing allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education.

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

- The ministry set ratio for students in a class for developmental disabilities is 1:10. The District, recognizing the changing profile of its students, has shifted to 1:8. Many of these students are also supported

by the local health integration network and the children's treatment center at the Children's Hospital of Eastern Ontario (CHEO);

- Both of the DD programs at Clifford Bowey Public School and Crystal Bay Centre for Special Education are fully subscribed with 104 and 96 students respectively;
- The Education Act does not require school boards to provide Learning Support Teachers (LST) or Learning Resource Teachers (LRTs). Over several years, the District has augmented its DD programs through an increase of vice-principal and LST allocations and also through in-year increases in educational assistants;
- As the profile of the DD students changes, the District must reevaluate the program and delivery model. There are broader challenges associated with changing the ratio to 1:6 including the physical limitations of the school sites, as well as the transition and movement of students. The issue cannot be addressed quickly and will require conversations with the community;
- The primary function of the classroom may determine the class size ratio;
- There are a variety of DD program delivery models across the province. Some districts do not have a specialized program class model and the students will be integrated into the regular classroom with additional support. The Toronto District School Board has a program similar to the District's that is affiliated with a children's hospital.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

Trustee Blackburn requested a memo on the cost of the District's Summer Learning Program.

Trustee Scott thanked the staff for the graphic installation of the pillars of the strategic plan in the Board room.

11. Adjournment

The meeting adjourned at 9:59 p.m.

Lyra Evans, Acting Chair