

COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, March 3, 2020, 7:00 p.m.

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

- Trustees Present: Christine Boothby, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaabouté Gagné (Student Trustee), Prasith Wijeweera (Student Trustee), Justine Bell
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Diane Pernari-Hergert (Manager of Communications & Information Services), Darcy Knoll (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Sue Baker (Acting Senior Board Coordinator), Nicole Guthrie (Manager of Board Services), Leigh Fenton, Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)
- Non-Voting Representatives Present: Cathy Bailey (Ontario Secondary Teachers' Federation (OSSTF) (Teachers), Brian Lesage (Elementary Teachers' Federation of Ontario (ETFO); Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rob Kirwan (Special Education Advisory Committee), and Amina El Sharif (Student Senate).

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

Vice-Chair Penny called the meeting to order at 7:10 p.m. He 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 Boothby,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott reminded the Committee that there will be no full-day strikes affecting our schools this week. We will continue to update parents with further developments.

Chair Scott advised that the OCDSB has begun a request for proposal process seeking the services of individuals or a firm to serve as an Integrity Commissioner. The successful individual will serve the Board of Trustees, and will be responsible for providing advice, conducting inquiries and/or investigations, and making recommendations under the Code of Conduct policy. Further details can be found on the OCDSB website.

Chair Scott noted that on 8 March 2020, the District will celebrate International Women's Day. It is a global day meant to highlight the social, economic, cultural and political achievements of women, and a call to action for gender balance. The OCDSB is proud to have so many strong women serving as trustees, senior staff, principals, teachers and support staff.

Last week across the District, students and staff wore pink to raise awareness against bullying and speak out for kindness. It was a showcase for the District's commitment to a culture of caring.

4. Briefing from the Director

Director Williams-Taylor announced the appointment of Carolyn Tanner to the position of Human Rights and Equity Advisor, effective 16 March 2020. Carolyn will work alongside senior system leaders to proactively address human rights concerns and enhance the District's creation of a culture of caring through an emphasis on human rights and equity.

Director Williams-Taylor noted that the District will be hosting two free Speaker Series parent information events in the next two weeks. On 5 March 2020, at Gloucester High School, Unstoppable Tracy Schmitt will provide a motivational session to inspire and help overcome obstacles.

On March 12, at Henry Larsen Elementary School, Dr. Michael Cheng, a child and family psychiatrist at CHEO, will offer advice on how to help families reconnect and reduce screen addiction. Further details on both events can be found on the District's website.

Director Williams-Taylor noted that, over the past month, students and staff across the District took advantage of Black History Month. It was an opportunity to discover the history, culture and current issues facing African, Caribbean and Black Canadians. There were important conversations in our classrooms about race and equity, there was also music and dance, and libraries highlighted

literature from Black authors. Director Williams-Taylor thanked the parents and community members who came to the District's schools to share their insight.

Director Williams-Taylor congratulated OCDSB Diversity and Equity Coordinator Jacqueline Lawrence who received a Certificate of Recognition for her work in the community at a Black History Month event on 28 February 2020. Marva Major, principal of Chapman Mills Public School, received a Professional Achievement Award at an event on 29 February 2020, and students Mashkura Tathoye, Sir Wilfrid Laurier Secondary school, Emerson Harper, Ottawa Technical Secondary School, and Showtell Browne Boakye, Cairine Wilson Secondary School received a Youth Achievement Award.

In response to a query from Trustee Ellis with respect to the appointment of a Human Rights and Equity Advisor, Director Williams-Taylor advised that this person will be an employee of the OCDSB, reporting to the Director of Education. Board members can expect to see regular updates and information as the work on equity and inclusions unfolds.

5. Delegations

There were no delegations.

6. Report from Statutory and Other Committees

6.1 Advisory Committee on Equity, 23 January 2020

Moved by Trustee Hough,

THAT the Report from the Advisory Committee on Equity, dated 23 January 2020, be received.

Trustee Scott requested that the report from the Membership Sub-Committee be appended to the report from the Advisory Committee on Equity.

Moved by Trustee Hough,

THAT the Report from the Advisory Committee on Equity, dated 23 January 2020, be received, as amended.

Carried

7. Matters for Action:

7.1 Report 19-019, Process for the Advisory Committee Review

Your Committee had before it Report 20-019 seeking approval for the process for a review and analysis of Ottawa-Carleton District School Board (OCDSB) advisory committees and their role in effective decision-making and community engagement.

Executive Officer Giroux advised that this work was identified in the District's strategic action plan this year. It will involve the Advisory

Committee on Extended Day and Child Care Programs, Advisory Committee on the Arts (ACA), Alternative Schools Advisory Committee (ASAC), Advisory Committee on Equity (ACE), and the Indigenous Education Advisory Council (IEAC). Two of the Board's statutory committees, the Parent Involvement Committee (PIC) and the Special Education Advisory Committee (SEAC) will also be included in the review. Information about the current structures and processes for each of these advisory committees will be gathered and reviewed, including but not limited to the mandate and terms of reference, committee membership, support provided to the committee, and reporting requirements.

Staff is recommending the creation of an Advisory Committee Review Panel to undertake the review. The Panel would include two trustees, and either the chair or a representative of each of the advisory committees being reviewed. An email was sent to the chair of each advisory committee on 29 February 2020 advising them that the report would be presented to the Committee of the Whole on 3 March 2020.

The following information was noted during discussion of the report:

- The Panel would be supported by staff and may include an external consultant, if deemed appropriate by the Panel;
- If approved by the Board on 31 March 2020, it is anticipated that the Advisory Committee Review Panel would be convened by mid-April to plan the work, and establish a meeting schedule and timeline for deliverables;
- SEAC representative Kirwan expressed concern that the report was not on a SEAC agenda to provide an opportunity for SEAC members to discuss their concerns about the purpose of the review and that it would continue over the summer months. He noted that the scope and mandate of SEAC is defined in legislation and SEAC is experienced in providing advice to the Board. Executive Officer Giroux clarified that the review has been identified by the Board as part of its governance work to determine if the operational practices of the Board's advisory committees are meeting their intended purpose and are appropriately supported. While the scope of the review runs until the fall of 2020, it does not mean that the Panel would need to meet in summer. It is anticipated that staff would use the summer period for their work and analysis as directed by the Panel;
- Although the staff recommendation identifies the Advisory Committee Review Panel as a special purpose committee, it also could be identified as an ad hoc committee as it has both a specific mandate and defined timeline to complete its work;

- Potential deliverables of the Panel could include recommendations to the Board for changes to operational practice or Board policies, provided they are not in contravention of the Education Act and Regulations;
- If the Panel deems it appropriate, it could undertake some consultation with the community through a public meeting. There would be no additional budget implications for a consultation;
- Meetings of the Panel would be open to the public; and
- It is hoped that the review would provide more clarity on mechanisms for advisory committees to bring advice to the Board.

Moved by Trustee Schwartz,

- A. THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;
- B. THAT an ad hoc Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and
- C. THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.

Trustee Schwartz noted the importance of periodically reviewing operating practices. She noted that the October 2020 deadline, as indicated in the staff report, may need to be extended, if required.

During discussion of the recommendation, the following points were noted:

- Staff is recommending that the Panel report to the Board in October 2020 to allow for the possibility of making changes to the appointment of members prior to the Board organizational meeting in early December;
- Some advisory committees operate on a September to June schedule and do not make appointments in December;
- The staff report does not specify that a final report must be presented in October; however, there is an expectation that a progress report would be provided in October 2020 and a final report at a later date;
- It is expected that the representatives of each advisory committee would keep their committee informed of the Panel's progress. All advisory committees would have an opportunity to review the report of the Panel;

- Regarding the proposed scope of the review, the Panel may determine that further work is required in a particular area. If so, that could be one of the recommendations in its report to the Board; and
- It is anticipated that the chair of the Panel would provide regular updates on its work to the Committee of the Whole.

Moved by Trustee Schwartz,

- A. THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;**
- B. THAT an ad hoc Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and**
- C. THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.**

Carried

8. Matters for Discussion:

8.1 Report 19-024, Academic Staffing Plan for 2020-2021

Your Committee had before Report 20-024 providing information with respect to the academic staffing plan for the 2020-2021 school year and to highlight areas being considered for recommended changes.

Director Williams-Taylor advised that an overview of the academic staffing process is outlined in a booklet distributed to the Committee members. She noted that the centerpiece of the booklet identifies the various roles of academic staff in the classroom and as central support to the system.

Superintendent McCoy and Manager LeMaistre highlighted the following areas of the academic staffing report:

- Academic staffing accounts for approximately 59.8 percent of the District's staffing budget and of that amount, 83.3 percent is mandated;
- Special Education staffing is discretionary;
- Academic staffing should align with the Board's strategic priorities for improving student achievement and well-being; meet Ministry, regulatory, and collective agreement obligations; maintain existing services; prioritize services for students at risk; consider the impact on the overall budget, and consider potential funding;

- Ontario Regulation 132/12 Class Size sets out the current class size maxima for kindergarten, grades 1-3, grades 4-8, and grades 9-12. The provisions for secondary classes were revised to increase from 22 to 28 students. This is a point of contention in the current round of bargaining. The change in the regulation is not reflected in the staffing projection, and the collective agreement provisions continue to apply pending any changes that might result from collective bargaining;
- A staffing generator was used to project staffing requirements and include preparation time for elementary and secondary teachers;
- Provincial funding will not be confirmed until the release of the Grants for Student Needs (GSNs);
- The academic staffing projections include principals and vice-principals;
- New staffing investments, in addition to 45.26 FTE elementary and 2.33 FTE secondary teachers generated by enrolment increases and discretionary program changes, include the following:
 - 4.0 FTE instructional coaches;
 - 1.0 FTE elementary vice-principal;
 - 1.0 FTE teachers to support a School within a college (SWAC);
 - 11.6 FTE teachers to support specialized program classes;
 - 0.83 FTE for International Baccalaureate program at Merivale High School;
 - 2.0 FTE System Principals to build leadership capacity in Innovation and Social Responsibility;
- Following Board approval of the academic staffing budget on 31 March 2020, the staffing allocations will be distributed to schools for the principals to develop their teaching assignments;
- The elementary and secondary transfer and hiring processes will be undertaken in May and June 2020; and
- Staffing budgets for other employee groups will be included in the staff recommended budget in late May 2020.

Trustee Boothby assumed the chair when Trustee Penny wished to speak.

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

- Staff numbers are generated by formulae based on legislated requirements and collective bargaining agreements;

- Academic staff are allocated based on the Board's strategic objectives and available budget;
- Adult students are staffed at a ratio of 30 students to 1 teacher;
- The total number of elementary special education teaching positions on page 33 should be 448.25 Full-Time Equivalent (FTE);
- With respect to the elementary staffing chart on page 40, Rob Kirwan (SEAC) queried why there was a reduction of 1.75 system classes from the total 141.75 approved for 2019-20 and the 2019-2020 October actual number of 140.0 system classes;
- The two additional central system principals will provide operational support to the superintendents of instruction as well as some central assignments. Some of the District's central principals are funded by the Ministry. System principal assignments normally last for three to four years as part of the District's work on succession planning;
- The 20.0 FTE positions to support intermediate students in their transition to secondary school are subject to the continuation of Ministry funding;
- The School Within a College (SWAC) program is a student success initiative for students who need 1-2 credits to graduate. The high school courses are housed at Algonquin College to enable students to earn both high school and college credits at the same time. Although not funded, the program parameters are set by the Ministry of Education;
- Trustee Boothby requested a memo with additional information on the School Within a College (SWAC) program in partnership with Algonquin College, and how it intersects with the dual credit program. As well, Trustee Boothby queried whether the Ministry of Education is funding any part of the program;
- It is not yet known whether the Local Priorities Funding would continue;
- The new instructional coach positions will provide support to classroom teachers in literacy and math instruction;
- Brian Lesage (ETFO) and Cathy Bailey (OSSTF Teachers) advised that the instructional coach model provides opportunities for teachers to collaborate, identify areas of need, and generate authentic activities they can do together, works best when the teacher reaches out for assistance rather than a top-down approach;

- Trustee Scott noted that some tables in the report included specialized classes while others do not. Staff agreed to be consistent when the final report is presented to Committee of the Whole on 24 March 2020;
- The vice-principal at the Family Reception Centre is the only academic position at that location;
- With respect for opportunities for kindergarten teachers to collaborate with their Early Childhood Educators (ECEs) outside of class time, it was noted that there is no provision for preparation time for ECEs. The addition of prep time for ECEs would require additional ECE staff
- Most composite secondary schools have approximately 6.0 FTE student success teachers;
- Student success teachers work on credit recovery with students after they have failed a course;
- With respect to the 3.0 FTE special education elementary Social Emotional Learning Teacher (SELT) positions that were established with Local Priorities Funding, Trustee Bell queried whether there is additional demand beyond the 3.0 FTE positions. SELTs support teachers in the classroom with strategies associated with behaviour;
- The 0.33 FTE deaf/hard of hearing position is a transfer from the elementary panel to the secondary panel and will support the establishment of a secondary specialized program class; and
- 17.0 FTE elementary teachers for "Needs Allocation" are discretionary positions for emerging needs to minimize staffing disruptions, for example, a school that has a 0.15 FTE surplus would receive an equivalent needs allocation to retain the teacher at that school.

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

There was no new business.

11. Adjournment

The meeting adjourned at 9:52 p.m.

Keith Penny, Chair