

COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, June 16, 2020, 7:00

p.m.

Zoom Meeting

- Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Janice McCoy (Superintendent of Human Resources), Michael Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker, Prince Duah, Mary Jane Farrish, Shawn Lehman and Shannon Smith (Superintendents of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), Pamela LeMaistre (Manager, Human Resources), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager, Communications and Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Julie Cyr (Manager of the Early Learning Department), Nicole Guthrie (Manager, Board Services), Carolyn Tanner (Human Rights and Equity Advisor), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)
- Non-Voting Representatives Present: Cathy Bailey (OSSTF Teachers/Occasional Teachers), Harvey Brown (ACE), Jean Fulton-Hale (OCSSAN), Heather Graham (OCEOC), Kelly Granum (OSSTF - Occasional Teachers), Amy Hannah (System Principal of Learning Support Services), Robert James (OCEOC), Brian Lesage (Elementary Teachers' Federation of Ontario (ETFO), Mark Wylie (SEAC)

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

Vice-Chair Penny called the meeting to order at 7:01 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 Hough,
THAT the agenda be approved.

Executive Officer Grioux noted that agenda item 6.2, Report 20-048, Minor Revisions to Policy P.137-SCO Concussion Management, was not available and will be presented at the 22 June 2020 Board meeting.

**Moved by Trustee Schwartz,
THAT the agenda be approved, as amended.
Carried**

3. Briefing from the Chair of the Board

Chair Scott noted that over the past month, the devastating impact of anti-Black racism has been evident. Too many people and communities in the United States and in Canada continue to experience racism and injustice. The Ottawa-Carleton District School Board (OCDSB) has a strong commitment to equity and inclusion and acknowledges that work must be done within the District. The District is committed to challenge the system, to examine privilege and question how best to eliminate racism from within, to provide an opportunity to learn and work, where everyone feels respected and a sense of belonging. To assist parents in handling these difficult subjects with their children, the District has provided information and resources on the OCDSB website.

Chair Scott highlighted that in June, the OCDSB recognized National Indigenous History Month. This was an opportunity to reflect on the history, contributions, culture and strength of First Nations, Métis and Inuit peoples and to celebrate and honour Indigenous knowledge and heroes. The OCDSB is committed to the calls to action recommended by the Truth and Reconciliation Commission. The District works with Indigenous students, parents and partners to implement and monitor the delivery of Indigenous education in an inclusive and equitable manner that builds a culture of caring.

Chair Scott also noted that June is Pride Month, which is an opportunity to celebrate diversity while learning about the contributions, achievements, and history of 2SLGBTQ+ individuals and communities. The District wants all students and staff to feel safe and welcome.

Chair Scott congratulated Student Trustee Prasith Wijeweera, who was selected as the recipient of the first ever Ontario Public Student Trustee Scholarship. This scholarship recognizes an outstanding initiative accomplished by a student trustee, which has had a positive impact for students in their school board. Trustee Wijeweera was nominated for his efforts to improve bus services for students. Prasith is a grade 12 student at Bell High School and he will be pursuing a Bachelor of Civil Engineering in public transportation at the University of Waterloo, where he plans to work on improving transit systems.

4. Briefing from the Director

Director Williams-Taylor advised that a message was sent out to parents in the middle of June reminding them to retrieve student's personal belongings and how to access report cards online. As of 16 June, more than 23,000 families have registered for the online report card portal. If parents or students have any questions, they may contact their teacher or principal.

Director Williams-Taylor highlighted that signs are now in front of OCDSB secondary schools celebrating the class of 2020 and will remain onsite until the end of June. Graduating students are welcome to take photos in front of these signs. Elementary schools will also be hosting virtual events to highlight students moving on next year. The schools and the District invite graduation messages to be shared on social media using the hashtags #cappingoff2020 and #ocdsb and to tag the relevant school.

Director Williams-Taylor acknowledged Nepean High School student Zachary Fine. Zachary was selected to receive a \$100,000 Schulich Leader Scholarship to study engineering at the University of Toronto this fall. Zachary was nominated for his outstanding academic achievements in STEM studies and his volunteerism and entrepreneurial endeavours in technology innovation. Zachary is the first nominee to win a Schulich Leader Scholarship at Nepean High School.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 20-051, Special Education Plan 2019-2020 (P. Symmonds)

Director Williams-Taylor introduced Report 20-51, Special Education Plan 2019-2020 and noted it is released annually at the conclusion of the school year.

Superintendent Symmonds and System Principal Hannah provided an overview of the report. It was noted that the Special Education Plan is revised annually and that additional edits would be forthcoming. The report was created for the Ministry of Education but has been rewritten in a more accessible manner to improve and facilitate a broader understanding of the special education services available in the District.

Superintendent Symmonds noted that over the school year, sections of the document are reviewed by the Special Education Advisory Committee (SEAC) at their monthly meetings. SEAC helped to review standards and provide feedback on special education systems and services. At the 10 June 2020 SEAC meeting the committee moved a motion of support for the 2019-2020 Special Education Plan.

System Principal Hannah highlighted that the specialized health support standard required a more substantive review. The District worked in collaboration with the Manager of the Champlain Local Integration Health Network (LHIN) and the Children's Hospital of Eastern Ontario (CHEO) school based services to ensure that all the information was accurate.

Early identification procedures and intervention strategies is an area that requires continued review, in order to meet the needs of students in the District. LSS and the Program and Learning K-12 teams collaborated to review the intake process for students. The Right to Read program information will be released shortly and it will inform the District's standards on early identification and intervention for the 2020-2021 year.

The Identification, Placement and Review Committee (IPRC) process and appeals section provides clarification on the process, roles and responsibilities. The OCDSB developed a resource called the Identification Placement and Review Committee Parent Guide, to help parents navigate the IPRC process. The link to the guide will be updated prior to its submission to the Ministry.

The Individual Education Plan (IEP) section was an area of focus for SEAC and staff, which resulted in significant change. This section of the report outlines the IEP purpose, standards and the process. More of an emphasis was placed on transition planning for students with IEPs and retention of the documents.

Staff anticipate that by the 22-26 of June 2020, the District will have clarity on the budget and special education equipment (SEA). Trustee Ellis acknowledged the work of SEAC in the review of the 2019-2020 Special Education Plan. He thanked the members and the staff for their thoughtful suggestions.

Moved by Trustee Ellis,

THAT the Special Education Plan 2019-2020, attached as Appendix A to Report 20-051 be approved.

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

- Trustee Bell suggested the special education plan be produced as an interactive online document. Superintendent Symmonds agreed to review this request to determine the most appropriate manner to present the information;
- In response to a query regarding speech/language assessments and why given the wait list, no assessments were being conducted during the closure, Superintendent Symmonds noted that the District has been working with an online IEP provider to explore possible digital

tools to aid in this process. Currently, it is a manual process managed by school staff and speech pathologists. The District is not in a position to conduct assessments in this climate;

- Superintendent Symmonds noted that in the annual Director's Work Plan, which coincides with the District's 2019-2023 Strategic Plan, outlines the department's procedural items to accomplish annually, with strategic plan goals worked on over the four years of the plan.
- During this past year, Learning Support System (LSS) operational reviews were suspended due to labour disruptions and the COVID-19 closure. They will be revisited in the fall and related activities will commence; and
- Trustee Ellis, a member of SEAC, announced that SEAC expressly indicated their satisfaction with the report and moved to seek approval.

Moved by Trustee Ellis,

THAT the Special Education Plan 2019-2020, attached as Appendix A to Report 20-051 be approved.

Carried

7. Report from Statutory and Other Committees

7.1 SEAC, 11 March 2020

Moved by Trustee Ellis,

THAT the report from the Special Education Advisory Committee (SEAC), dated 11 March 2020, be received.

Trustee Scott requested that her name be added to the attendee list of the SEAC, 11 March 2020 report.

Moved by Trustee Ellis,

THAT the report from the Special Education Advisory Committee (SEAC), dated 11 March 2020, be received, as amended.

Carried

7.2 SEAC, 13 May 2020

Moved by Trustee Ellis,

THAT the report from the Special Education Advisory Committee (SEAC), dated 12 May 2020, be received.

Carried

7.3 SEAC, 10 June 2020 (Partial)

Moved by Trustee Boothby,

THAT the partial report from the Special Education Advisory Committee (SEAC), dated 10 June 2020, be received.

Carried

8. Matters for Discussion

8.1 COVID-19 Update

Director Williams-Taylor thanked maintenance staff as their efforts have allowed work to resume in school and administrative buildings. It was noted that new procedures are in place to ensure their safety and those around them. Maintenance, design and construction staff have been provided access to some facilities to conduct repairs and construct additions. Access to buildings has been provided to staff and students to retrieve belongings.

Director Williams-Taylor noted that commencement ceremonies will take place in the fall but high school graduates will receive a mortarboard, baseball cap and a pennant in the coming weeks.

The Summer Learning programs are being expanded as new funding has been provided. The Summer Learning programs are important for students with special education and mental health needs. More information will be shared once the plan has been established.

School reopenings are scheduled to take place in September, and the District is considering how the return to learning will be designed, while waiting for direction from the Ministry of Education. The District is ordering plexiglass, signage and masks in preparation.

Director Williams-Taylor noted that the Grants for Student Needs (GSNs) have been further delayed but the District is hopeful that this information will be provided prior to the Board meeting, to allow a budget timeline to be proposed.

During question period, the following points were noted:

The District's summer programs are fully online and as a result, the District has doubled the offering previously provided. However, the online program does not meet the equivalent credit offering, as it does not provide the same value as the online and face-to-face platform. The District will have a shortage of credits that are being offered even though the program has been enhanced. The District does open spaces to partners in the coterminous boards to register, but priority is provided to students of the OCDSB and a certain number of spaces are reserved for

them. The OCDSB shares access to online learning as part of the consortium, which also allows OCDSB students to register for courses through other boards that are offering programs not available at the OCDSB.

The District is offering other virtual summer programs and if interest is present, there will be a kindergarten to grade 6 and a grade 7-8 offering.

- In response to a request from Trustee Ellis, staff agreed to provide more details on the waiting list for the OCDSB summer program; and
- Director Williams-Taylor noted that there will be a significant shift for the District as online summer learning commences this summer and staff will capture data to enhance the service next year. The program design has the opportunity to capture demographic research, impact and uptake to assist in the offering next year.

In response to a query regarding OCDSB summer Extended Day Programs (EDP), Director Williams-Taylor noted that even though the province announced the opening of childcare, it is referencing third party childcare for infants and toddlers and that the Ministry has not directed EDP to reopen. The District recognizes their responsibility to ensure facilities are ready for students in the fall and staff need time to prepare. Providing third parties access to facilities is challenging while maintaining safety protocols. The District would consider making exceptions for the community in some cases if approached.

CFO Carson noted that allowing third parties to use school facilities this summer would decrease the time available to prepare for school reopenings. Given this, the District could not recommend offering permits to camps and access to buildings. In addition, third parties have restrictions on who can access the building for security reasons. There is a Human Needs Task Force in which the Associate Director is a member, and they are looking at ways to accommodate some exceptions. The District could accommodate one or two community requests, if the task force requests.

In response to a query regarding guidelines from the Ministry of Education on the return to school protocol, Director Williams-Taylor noted that guidelines are expected at the end of June.

8.2 Commitment to Equity and Human Rights (Oral Update)

Director Williams-Taylor noted in light of recent situations and all the items in the news, it is important for the District to highlight that work has been undertaken, in order to provide equitable experiences for all staff and students.

In the fall and early 2020, work had commenced but was delayed due to the pandemic. The equity team will create a resource placemat for students, staff and families, that will be launched on 22 June 2020. This placemat will provide access to learning, exploration, and will prepare families for the changes to how curriculum is provided. Staff felt delaying the launch until September would be a missed opportunity given the climate, and wanted to provide resources and methods to prepare everyone for the changes in September.

The report on the progress of student identity based data collection will be provided at the 22 June 2020 Board meeting. Previously, a report had been delivered on the qualitative information from the community and town hall meetings. The upcoming report will provide a review of the data collected and share the vision and views of the demographics of the OCDSB. A third report is scheduled for the fall and that will focus on the implications, trends and patterns that come out of the data analysis.

Director Williams-Taylor noted that staff are currently preparing “road maps”. The “road maps” will contain the District’s strategic action plan with regard to equity, diversity, human rights and Indigenous education. Research will inform the District’s practice and timelines will be explicit and accountability and deliverables noted. The District will solicit feedback from community organizations that have been a part of the equity journey. The “road map” will be extended over a three-year period with itemized deliverables aligning with the District’s Strategic Plan.

The District has conducted structural changes over the past year, by taking the Indigenous Education and ELL from the Program and Learning K-12 and moving them to a dedicated representative for this portfolio, Superintendent Baker. The next move will be to include other staff that have human rights and equity included in their portfolios and this will be announced next year. The Ministry of Education has recognized this as a priority and has provided the District with funding to hire Carolyn Tanner, the new Human Rights and Equity Advisor. Ms. Tanner was hired in March and will be formally introduced in the fall.

Other Ministry-funded roles include an Indigenous Graduation Coach and two graduation coaches for Black students to ensure these students are kept engaged and focused on their learning. The coaches will maintain communication with students over the summer and provide coaching until graduation.

Director Williams-Taylor noted that an outcome of the February trustee and senior staff retreat was to ensure that students impacted by poverty are properly served. The project that is emerging is entitled Student Achievement Through Equity (SATE). It is an inquiry model to ensure an opportunity to learn is established. Superintendent Duah will be leading

this initiative. SATE has been built on research, knowledge and data, gathered from across the province and in the United Kingdom. As of May, the senior team began training with an equity coach who works with other school boards. Trustees, principals and managers will also be given the opportunity to work with the coach.

During the discussion, the following points were noted:

- The District is collecting learning resources on various topics and a list will be provided which includes multiple mediums to learn from to meet various learning styles;
- In response to a request from Trustee Bell, staff agreed to provide the summary from the retreat regarding the importance of equity and programming at the OCDSB;
- The graduation coaches were hired during the COVID-19 closure and although the graduation coaches are at specific secondary sites, they will transition back to the feeder schools. Kyl Morrison, the Indigenous Graduation Coach is located at Gloucester High School, a school identified by the Ministry based on self identification numbers. He will facilitate support for all of the self-identified students. Tess Porter, Black Graduation Coach, will be working at Woodroffe High School and the feeder high schools for Woodroffe. Souad Musa, Black Graduation Coach, will be located at Ridgemont High School. All three coaches will work on transitioning students to post-secondary education. The coaches have met with students several times at all three high schools and will be engaged with students undertaking summer learning and through continuing education will assist students with literacy, numeracy and reach ahead courses. The coaches will be introduced to trustees to ensure their specific mandates are understood; and
- SATE will begin in September. The District has designed a critical path that has been provided to the Directors Executive Council for review. Once schools have confirmed their participation, information will be provided to trustees. It is the goal of the District to ensure every student meets their own potential.

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 Ottawa Student Transportation Authority (OTSA) update.

CFO Carson noted that on 25 June 2020, OSTA will hold their Board meeting. CFO Carson also shared that representatives from the District have met with Ottawa Catholic School Board staff to discuss possible scenarios that the Ministry may explore.

Director Williams-Taylor noted that OSTA will be conducting a similar exercise with the senior team to plan for transportation upon the return to school.

Learning Support Services (LSS) and Superintendent Symmonds are currently reviewing strategies to allow for the District's most vulnerable students to receive transportation in the fall.

10. Long Range Agenda June-August 2020

The long range agendas were provided for information.

Executive Officer Giroux noted that a Special Board meeting is tentatively scheduled for 29 June 2020, to discuss the code of conduct investigation.

Executive Officer Giroux noted that the 2020-2021 budget process is anticipated to be conducted in August.

11. New Business - Information and Inquiries

There was no new business to discuss.

12. Adjournment

The meeting adjourned at 8:29 p.m.

Keith Penny, Chair