

COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, February 9, 2021, 7:00 p.m.

Zoom Meeting

- Trustees Present: Lynn Scott, Keith Penny, Christine Boothby, Rob Campbell, Justine Bell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (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), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Julie Cyr (Manager of Early Learning), Reg Lavergne (System Principal-Student Success Lead), Vatanchoev Vantansho (Research Officer Research Evaluation & Analytics Division), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)
- Non-Voting
Representatives
Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Robert James (OCEOC, Alt.), Steve Spidell (OCSSAN), Susan Gardner (ETFO), Brian Lesage (ETFO, Alt), Jean Trant (OSSTF-SSP), Troy Cluff (OSSTF-District 25), Kelly Granum (OSSTF-OT), Stephanie Kirkey (OSSTF), David Wildman (OCEOTA), Seema Lamba (ACE), Sonia Nadon-Campbell (SEAC), Ahmed Yasin (Student Senator)

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

Vice-Chair Penny called the meeting to order at 7:02 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.

Carried

3. Delegations

There were no delegations.

4. Briefing from the Chair of the Board

Trustee Scott reported that on 23 February 2021, the Education Foundation of Ottawa will be holding its annual Toonie Tuesday fundraising event. Funds raised will be used to support OCDSB students and families in need. To mark this day, a virtual dance party will take place, with Ottawa's DJ "Mace". To make a donation or for more information, please visit the Education Foundation of Ottawa's website.

On 25 February 2021, the OCDSB will be hosting a virtual event with Job Talks Executive Director Dr. Jon Callegher where he will share research and insights on the field of skilled trades. The discussion is for grade 8-12 students and their families. Advance registration is required. Information is available on the District website.

Trustee Scott reminded families that applications for student transfer requests must be submitted by 16 February 2021, and that families have until 16 February 2021 to register for Middle French Immersion. Registration for Virtual Night School closes 11 February 2021. Further information is available on the District website.

Trustee Scott extended her best wishes, on behalf of the Board, to all those in the community celebrating the Lunar New Year on 12 February 2021.

5. Briefing from the Director

Director Williams-Taylor reported that February marked the start of Black History Month. She noted that students have been busy reflecting on the stories and contributions of Black people in Canada and abroad. The Sankofa Centre of Excellence Graduation Coach Program is committed to advancing the academic success of African, Black and Caribbean students. From February 2021 until May 2021, Sankofa will host a series of virtual workshops for secondary students. The Pathways to Excellence series will help students learn about a variety of post-secondary opportunities. Registration and more information is available on the District website.

There will be a PA day on 12 February 2021 for all elementary students. On this day, staff will receive training focused on equity and health and safety.

Report cards will be available for elementary students on 17 February 2021 and secondary students on 12 February 2021. They can be found on the online report card portal.

Director Williams-Taylor noted that the District is committed to a culture of innovation. This involves inspiring students to discover. She acknowledged that Ottawa-Carleton Virtual (OCV) students connected with NASA astronaut Michael Hopkins aboard the International Space Station. They had a chance to ask him questions about life in space. She thanked teacher Lori McFarlane and the team at OCV for providing students with an out of this world experience.

6. COVID-19 Update

Director Williams-Taylor reported that with schools back to in-person operations, the OCDSB COVID-19 Dashboard is updated daily and provides the number of confirmed positive COVID-19 cases in District schools. The Dashboard is updated after confirmation of a positive case has been received from Ottawa Public Health (OPH), parents and staff have been notified, and the required Ministry reporting has been completed. A key component of the strategy to keep schools operating safely is an active testing program. Recently, the Children's Hospital of Eastern Ontario (CHEO) and OPH hosted COVID-19 testing sites at Ecole Gabrielle Roy and at Ridgemont High School. The school sites were chosen based on testing priorities established by OPH and invitations to all schools in the designated area for testing for students, staff, families, and community members.

Director Williams-Taylor noted that OPH and CHEO will be expanding testing to the entire Barrhaven area. All schools in Barrhaven will be sending letters to families and to staff with information about testing. The District encourages the community to take advantage of this testing opportunity. The test for people without any symptoms will be a rapid test, which is less invasive and provides results on the same day. The test for people with symptoms of COVID-19 and/or who have recently been exposed to someone with COVID-19, will be provided with the rapid test along with the lab-based test.

On 10 February 2021, Dr. Vera Etches will join OCDSB staff via Zoom webinar. Dr. Etches will share highlights from the recent OPH report on COVID-19 in schools, discuss the importance of testing, and respond to questions. Associate Director Reynolds will join Dr. Etches for this presentation.

As part of the enhanced COVID-19 safety measures announced by the province, there is a requirement that all staff and secondary students confirm daily that they have completed the COVID-19 self-screening prior to, or upon arrival at school. The staff process is currently in effect, the secondary student process will commence on 10 February 2021. Director Williams-Taylor noted that, after consideration of many different approaches, it was determined that verbal

confirmation as part of daily attendance taking was the most accessible and reliable mechanism for student confirmation. Classroom teachers have been provided with information about the process. In specialized program classes with students who may not be able to complete the daily self-screening or confirmation themselves, educational staff will find a mutually acceptable method for parents/guardians to confirm that self-screening has been completed, either by phone, email or daily log.

As plans for vaccine roll-outs continue, it is more important than ever to ensure that education workers are considered a vaccination priority. Chair Scott has advised that she will be writing a letter to the Minister of Education and provincial, and local health authorities to recognize the urgency for confirmation that education workers will be given priority for the vaccine.

Trustee Scott indicated that a draft of the letter should be finalized by 12 February 2021.

7. Matters for Action:

7.1 Report 21-006, School Year Calendar Dates 2021-2022 (N. Towaij)

Your committee had before it Report 21-006 seeking approval of the recommendations regarding the 2021-2022 elementary and secondary school year calendars for the Ottawa-Carleton District School Board.

Director Williams-Taylor introduced the report and noted that some contingency plans from the 2020-2021 school year will continue into the 2021-2022 school year, including focus on safety and continued commitment to well-being, effective teaching, and continued learning by drawing on key lessons from the past school year. Staff have also met with other school jurisdictions to examine other lessons learned to be best prepared. She noted that overall, students have had positive experiences with OCV and that the District must be prepared to continue with the OCV platform. She added that attending school in-person matters to students, families, and staff, and that predictability and stability is important for well-being and mental health. She pointed out that social in-person engagements are also important. As preparations continue, staff have examined the context of the 2021-2022 school year and recognize that structure and flexibility will continue to be essential.

Moved by Trustee Schwartz,

THAT the school year calendars (attached as Appendix A and B) be submitted to the Ministry of Education as the official 2021-2022 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools. (Attached as Appendix A and B)

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

- Most of the District priority professional development (PD) days are determined by the Ministry and provincial contracts. Placement of those days are tied to duties such as parent interviews, report card writing, or focusing on PD areas such as human rights, Indigenous education, support for autism, and anti-bullying which support the goals of the strategic plan;
- Considering that a new math curriculum is being implemented for the elementary students and the new de-streamed math curriculum for secondary students, PD days early in the calendar will provide the necessary continued focus and support that staff require to be successful in applying these curriculum changes in the school year; and
- The decision to change the secondary school calendar to include Professional Activity (PA) days on 2 February 2022 and 18 February 2022 was considered from a student success perspective. Rather than having three PA days at the end of the school year, a PA day on 2 February 2022 after the first semester would focus on promotion and student success initiatives, the second PA day on 18 February 2022 would allow the District's federations to lead their own professional development and learning day.

On a point of order, Trustee Schwartz noted that the names of the student trustees were included in the vote form. Manager Guthrie clarified that it was an error in the electronic voting platform and that the student trustees would not be included in the voting.

On a point of order, Trustee Lyra Evans expressed the opinion that voting during Committee of the Whole meetings should be listed as a recorded vote so the public can witness the results of the vote.

On a point of order, Trustee Schwartz indicated that displaying voting results is not necessary for Committee of the Whole meetings.

Executive Officer Giroux advised that recorded votes are not required at Committee of the Whole meetings; however, she will provide trustees with a memo to clarify what the by-laws indicate.

Trustee Lyra Evans noted that at in person meetings, trustees raise their hands which inadvertently indicate how trustees voted.

Trustee Campbell noted that displaying how trustees vote can be an important factor in how other trustees cast their vote.

Moved by Trustee Schwartz

THAT the school year calendars (Appendix A and B) be submitted to the Ministry of Education as the official 2021-2022 school year

calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

Carried

7.2 Report 21-015, Extended Day Program and Infant, Toddler, Preschool Program Daily Fee Rates for the 2021-2022 School Year (P. Duah)

Your committee had before it Report 21-015 seeking approval of an increase in the daily fee rate and the full-day fee rate for optional days for the Extended Day Program (EDP) and the Infant, Toddler, Preschool (ITP) programs operated by the Ottawa-Carleton District School Board for the 2021-2022 school year.

Moved by Trustee Lyra Evans,

- A. THAT the Extended Day Program basic rate be increased to \$23.00 per day, effective September 2021, for students who attend the program full-time. The rate increase for part-time students will be increased using the same funding formula;
- B. THAT the full day fees for optional days of care in the Extended Day Program increase to \$37.00 per day, effective September 2021; and
- C. THAT the per diem rates increase for Infant and Toddler to \$67.00 and Preschool to \$49.75.

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

- The province has not provided school boards with approval should they overspend their budget to cover program costs, rather than implementing cost recovery;
- The proposed EDP rate would be considered medium range within the City of Ottawa, including the ITP program;
- The District is not considering a higher rate increase in accordance with the Contribution Agreement with the City of Ottawa and cost of living limitations. A more modest 1.5% increase will be more easily absorbed by families without affecting the contribution clause with City of Ottawa;
- Appendix A of the report does not include the rates for the Terry Fox program as it is currently operating as a morning program due to three families that require these services. The City of Ottawa operates a recreational program in the afternoon at that location. The rates are not posted as the location is currently closed and the District will identify,

should these families still have a need for these services, in the following school year;

- The EDP is estimated to operate at 65% capacity and the ITP program at 85% of its full capacity for the 2021-2022 school year;
- The \$49.75 rate for the preschool program was based on price matching with the Ottawa Catholic School Board (OCSB);
- The number of registrants and number of staff follow a formula based on a legislative ratio; higher registration requires a higher staffing contingency which would change the requirement for food and supplies. Although the numbers would fluctuate, it will maintain similar ranges;
- It is difficult to predict future rate increases as the single biggest cost factor is staffing. These staff members will see a salary increase, part of which would come from a rate increase; however, it is difficult to predict whether there will be a surplus or deficit as one program centre may be profitable and some may not. The programs may see an increase of 1% to cover compensation costs and the District will monitor the program for other changes;
- The 27 January 2021 Extended Day and Childcare Advisory Committee meeting had a consensus among members in support of rate increases;
- Although there was a surplus that assisted in covering costs during this unusual year, a rate increase was expected to occur regardless;
- The surplus was estimated to be \$500,000. Some factors contributing to the surplus were unique and are no longer a factor. Higher growth and enrolment than anticipated contributed to the surplus. Staffing shortages and the use of casual staff contributed to saving funds and a staffing officer has since worked closely with supervisors to resolve this issue. Although a small surplus or small deficit may occur in the future, the program is not expected to see a continuous surplus;
- Members noted that a \$500,000 surplus is not significant in relation to the size of the District;
- Children with special needs in the EDP are supported through hiring extra staff. The EDP has reduced the ratio of staff to children and many early childhood educators (ECE's) have the training required to assist children with special needs. The EDP supports the childcare teams before the core day and the before/after school teams by holding multidisciplinary team meetings. A team approach is applied and although some educational assistants (EA) work with an individual child, situations occur where EA's work with a number of children. Requirements for children in the before and after school programs are

different than in the core days. Program supervisors and educator teams also support families to understand the intents and purposes of the before and after school program;

- The ITP program at Queenswood Heights Public School has a higher number of subsidized families (80%) than the ITP program at Woodroffe High School (50%);
- District staff meet monthly with local boards that have an EDP program and many have had to reduce the number of programs offered. The District began the school year with 66 programs and determined it was necessary to increase the rate by \$0.50 for the programs to remain viable in order to support families; and
- The OCDSB is legislatively required to follow the Early Years pedagogy “How does Learning Happen”, which outlines the quality of care required. If a service is a third-party program, it is legislatively bound through a license and/or legislatively bound by the Education Act through a District-run program. The District is required, by law, to follow similar policies and procedures and the same pedagogy.

Moved by Trustee Lyra Evans

- A. THAT the Extended Day Program basic rate be increased to \$23.00 per day, effective September 2021, for students who attend the program full-time. The rate increase for part-time students will be increased using the same funding formula;
- B. THAT the full day fees for optional days of care in the Extended Day Program increase to \$37.00 per day, effective September 2021; and
- C. THAT the per diem rates increase for Infant and Toddler to \$67.00 and Preschool to \$49.75.

Carried

8. Matters for Discussion:

8.1 Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (M. Giroux)

Your committee had before it Report 21-014 to present information on student achievement which includes analysis using demographic data from the Valuing Voices – Identity Matters! Student Survey conducted in 2019-2020 to identify:

- student success based on grade 10 credit accumulation;
- groups of students who may be over/underrepresented in the credit accumulation data based on their Indigenous identity, race, gender

identity, and disability; and

- differences in credit accumulation rates across groups of students (disparity) based on these same demographic characteristics.

Director Williams-Taylor introduced the report and noted that this report is the second report in a series that integrates identity-based data and cross-referenced the data with trends and impacts of student achievements and graduation rates.

Executive Officer Giroux provided a presentation on the highlights of student achievement with focus on grade 10 credit accumulation.

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

- The upcoming technical report will include analysis conducted before the data sets were merged to better understand overall representativeness. The analyses indicated that there were no groups whose voices were missing;
- There were three different grouping calculations conducted. Although data is reported here based on inclusive groups (i.e., a student is included in each response category selected if multiple categories were chosen), calculations for exclusive groups (i.e., based on single response options only), yielded slightly different values, but did not alter the observed trend. This information will form part of the upcoming technical documentation for further understanding and transparency;
- Data standards are clear in that establishment of thresholds must be undertaken in consultation with the community. The District is at the forefront of the province in using these data standards and staff have reached out to other boards and sectors for additional information, methodologies, and procedures used in navigating similar data;
- The open data governance policy is complicated and still in development. The Business and Learning Technologies department have been consulted and the policy is not expected to be completed until mid-2021-2022 school year;
- The District is in a different position in terms of data collection. As the Education Quality and Accountability Office (EQAO) data is not available this school year, which normally dictates the majority of information used for analysis; however, staff can examine credit accumulation data at the end of the school year in a more fulsome way. Although staff are not able to do the same analysis in data sets as in the past, a deeper analysis into the identity-based data can be achieved;

- The annual student achievement report was re-examined within the context of the identity-based data;
- Some school years have anomalies in the data in which internal checks and balances occur; however, the context of the data is important to include to identify reasons for any data variations;
- Director Williams-Taylor noted that the data reveals groups of students that have been underserved and that Superintendent Hardie and his team have made efforts to identify and understand who these students are. She noted that the next step is a multifaceted approach, maintaining engagement, ensuring graduation, and focusing on a path to success of these students;
- In January 2020, eight schools were identified that held low credit accumulation rates (referred to as G8) and it was recognized that a differentiated model was needed. These schools have a larger number of students who are Black and Indigenous and staff have been working with the schools by listening to student voices through experiential learning to see a way to move forward. For example, Hillcrest High School English language learners (ELL) students are able to engage longer with the same teacher. Experiential learning also allows staff to examine the structure of the program delivery and to understand the importance of engagement so that students want to participate and feel that their voice is being heard;
- Members noted that more resources could be applied to help overcome student credit deficits;
- Director Williams-Taylor noted that the report was initiated to understand the qualitative reasoning of why some students are not receiving credits, by collaborating with local communities. She noted that studies from the Greater Toronto Area (GTA), Ontario, and throughout Canada have aided in triangulating data to determine why certain demographics of students have trouble accumulating credits and disengage from schools. Some specific pieces in engagement have been identified, such as how the curriculum reaches and engages specific groups of students to ensure that students feel seen and heard. She also noted the need for culturally responsive engagement through guidance, discipline, and parent involvement to make changes structurally for these students to succeed;
- ELL's and new Canadian students in secondary schools expressed frustration when placed in grade 9 classrooms when they are older than the cohort, which creates a long pathway to success, and this frustration often initiates their disengagement from school. Staff are working to determine what credits new Canadian students have that can be applied prior to starting school in the District to help reduce their frustration;

- Director Williams-Taylor noted the importance that structural changes with a focus on Black and Indigenous students have had. She noted that the District recognizes the impact that identity has on student performance, and that staff have been working to ensure classrooms and engagement in school communities are being culturally responsive. She added that the families of grade 8 students are key in choosing courses; however, some families and communities feel marginalized and the District has made efforts to reach out to these communities to inform and engage these families in the course selection process. Community partners are also working in helping understand who they are and what they need to develop specific engagement strategies for participation;

Break at 9:06

- Trustees noted that they would like to see more information on the intersectionality information with data segments, such as the impact of socioeconomic factors, Middle Eastern and ELL students, and other possible intersectionality data. This is important so that students can feel heard and know that the District is taking action;
- Many intersectionalities can be drawn from the data set, yet the potential will not be exhausted before the next data set is collected. The pandemic has provided an opportunity for staff to collectively examine the data in a deeper, more meaningful way;
- The District needs to differentiate what should be completed at the school and system level regarding data sets. Schools have their own individual data report but cannot correlate it to students; however, they can compare it to trends in the District-wide data and their own student population. The Research, Evaluation and Analytics Division (READ) team has provided schools with guiding questions to aid in those school discussions;
- Trustee Lyra Evans raised concern that trustees need to collectively agree on what the final goal should be regarding the issues raised by the data. She noted that discussions often examine equity of outcome or equity of opportunity, and in this instance, equity of outcomes for the identified groups of students to be brought up to the average appears to be the goal. She stressed that trustees need to have a collective goal to ensure that equity-seeking groups are able to achieve the median District standard;
- Trustee Fisher noted that trustees need to set time aside in order to fully answer the question Trustee Lyra Evans posed. He noted that the Board has been fortunate in receiving large amounts of data from surveys and other sources to discern issues that groups of students may have; however, the amount of data can be overwhelming. He expressed concern that the issues that certain demographics of

students have are clear and that there may be too much focus on data gathering instead of developing actionable strategy. He added that trustees need the conversation to occur on how to leverage data to bring about collective desired outcomes;

- Director Williams-Taylor noted that until there is a common understanding of goals, there will continue to be many interpretations. She concurred that delving too deep into the data can hinder progress when the data clearly indicates where problems are identified with underserved student groups. She noted that on 16 February 2021 at the Trustees Professional Development session, there will be a presenter that focuses on this area of work in education as a human right which may provide an opportunity for more information on the matter. She noted that data used in decision making must first stem from a common understanding and agreement of goals and how much data is required to inform decisions in order to measure progress. As the conversation occurs to determine collective goals, the additional technical report could add more context which could then be applied to inform the Board work plan for the 2021-2022 school year;
- Members noted that some research has a slower pace in determining underlying issues and identifying changes that need to occur to programs or system approaches and that extras resources could be necessary to accelerate the process;
- Under Policy/Program Memorandum (PPM) No. 164, the District has an obligation to monitor the remote learning experience; however, the District has expanded this to include all students and staff by differentiating Ottawa-Carleton Virtual (OCV) and in-person groupings. This allows the District to have a “snapshot” assessment in order to make adjustments when necessary. The data collection for monitoring student and staff experiences occurred in October 2020 and another collection was scheduled in January 2021 but was delayed due to the stay at home order. Staff met with the Student Senate and asked for their feedback on what should be included in the data collection questions. A third data set will be collected in the future to examine long term outcomes. A model will be applied where schools will work with smaller groups of students to have discussions on anxiety and other relevant topics to determine actionable strategies. Staff have also consulted with Ottawa Public Health (OPH) and the Children’s Hospital of Eastern Ontario (CHEO) to incorporate their perspective into the data. The Organization for Economic Co-operation and Development (OECD) is releasing an international report between February and March 2021 on the development of social and emotional skills, and the District is interested to examine what can be understood from these findings. The equity team as well as the mental health and wellness team also aid in monitoring student well-being;

- Director Williams-Taylor noted that there is qualitative data regarding the disproportionality of COVID-19 on marginalized communities, which was conducted in a report by Ottawa Local Immigration Partnership (OLIP) entitled: The Impact of COVID-19 on Immigrants and Racialized Communities in Ottawa. The District is working to expand capacity on translating key pieces of information regarding safety and school updates so that marginalized families can access critical information. With students expecting to return to in-person classes in September 2021, the District has already been looking how to address this before the province requested districts to do so. She noted that students who experience vulnerabilities or those with complex or special needs do better at in-person schools, which is why it is important to build public confidence;
- Staff teams conduct the preliminary work and then collaborate in developing reports with advisory committees such as the Technical Advisory Group (TAG), which may have a report presented to them in various stages of completion and do not receive the final report for approval as their objective is to help guide the development of reports. Staff are available to make presentations at advisory committee meetings such as Advisory Committee on Equity (ACE) or Indigenous Education Advisory Council (IEAC) providing availability in their agendas;
- As staff create alternative recommendations, it will rely on re-distribution and reallocation of funds within the system and not new resources. In the past, different initiatives have made the most effective use of the available funds; however, supplemental budget material could be included as part of discussions within future budget meetings, Board recommendations, and staffing;
- Trustee Campbell suggested that the term “equality of outcomes” be used rather than “equity of outcomes”;
- Although it is important to address grade 10 credit accumulation issues, any radical program or system changes would cause the reallocation of funds and it is also important to understand where these changes are made; and
- Trustee Lyra Evans noted that the data from 2020 and 2021 is compromised by COVID-19 and expects the same to occur for 2022. She suggested that trustees consider making a decision to “lock in” equity support programs with the intention of evaluation over three years to measure success.

9. Reports from Statutory and Other Committees

9.1 Special Education Advisory Committee, 6 January 2021

Moved by Trustee Campbell,

That the report from the 6 January 2021 Special Education Advisory Committee be received.

Carried

9.2 Parent Involvement Committee, 13 January 2021

Moved by Trustee Hough,

THAT the report from the 13 January 2021 Parent Involvement Committee meeting be received.

Carried

9.3 Advisory Committee on Extended Day and Child Care Programs, 27 January 2021

Moved by Trustee Ellis,

THAT the report from the 27 January 2021 Advisory Committee for Extended Day and Child Care Programs meeting be received.

Carried

9.4 Indigenous Education Advisory Council, 21 January 2021

Moved by Trustee Hough,

THAT the report from the 21 January 2021 Indigenous Education Advisory Council meeting be received.

Carried

a. Appointment of IEAC representatives to COW and COW Budget

Moved by Trustee Hough in substitution for Inini McHugh,

THAT the Board allow the Indigenous Education Advisory Council to appoint representatives to the Committee of the Whole and Committee of the Whole, Budget, respectively.

Trustee Hough introduced the motion and noted that currently, many of the Board advisory committees have voice and representation at the Committee of the Whole (COW) including Special Education Advisory Committee (SEAC), the Advisory Committee on Equity (ACE) and the Parent Involvement Committee (PIC). She noted that she believes that all advisory committees should have a voice at COW. The Indigenous Education Advisory Council (IEAC), has over the past two years, solidified its membership and mandate, and has shown that it has a strong voice to share with the Board pertaining to Indigenous issues. She added that IEAC has provided useful input to several staff reports

during its tenure. However, beyond the role that IEAC has, it also provides the Board with an opportunity for reflection on the issues brought to COW through an Indigenous lens. She emphasized that the Indigenous voice at COW would provide the Board with the prospect of reflection on alternative ways of knowing, being, and doing as trustees complete their work.

Superintendent Baker noted that in discussions with IEAC and ACE, they expressed their support of the recommendation and that it would be appropriate as the District is on unceded Algonquin territory, which would be warranted and be an essential voice at the table.

Executive Officer Giroux noted that proceeding with the recommendation would require a policy amendment to include changes in the language to policy *P.010: GOV* by adding clauses 2.1J and 2.2J to insert IEAC.

Trustee Penny noted that the Board will count on executive Officer Giroux to make the required policy changes.

Moved by Trustee Hough

THAT the Board allow the Indigenous Education Advisory Council to appoint representatives to the Committee of the Whole and Committee of the Whole, Budget, respectively.

Carried

b. Letter to the Minister Requesting Appointment of Indigenous Trustee

Moved by Trustee Hough,

THAT the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee.

Trustee Hough noted that underlying the recommendation is the Board's goal to develop a Culture of Caring in the OCDSB. The Board has committed to building system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups. She noted that trustees are also, as Canadians, committed to delivering, in an authentic way, on Truth and Reconciliation Commission Calls to Action. She added that *O. Reg. 462/97*, pertains to "First Nations Representation on Boards" and stipulates that the mechanism for representation in those cases in which the Board has established

an agreement (agreements) with the band (bands) of the Indigenous students enrolled in that school board. The urban reality of the Indigenous students in the OCDSB is that there are no existing agreements with bands and there is, therefore, no individual on the Board to represent the interests of Indigenous students. She emphasized that the policy is in need of expansion and revision to permit a mechanism for that representation on the Board which is the essence of the request to the Minister.

Superintendent Baker noted that the current regulation does not have a provision to establish an Indigenous trustee at OCDSB and IEAC has provided a pathway to correct this.

Trustee Campbell noted territorial rights do not translate to voice for citizen or student rights but rather landholder rights. He noted that Ottawa is the second biggest Inuit municipality in Canada and drew concern of representation at the board level as this would change the dynamic.

Trustee Campbell noted that considerations provided by IEAC are important and queried whether there may be other paths that can yield the same result, such as the Toronto District School Board adding an Indigenous student trustee under a similar pretext. He noted that IEAC has not had representation on COW and COW Budget and that an interval of time could be allowed to determine how the new representation transpires before proceeding to the suggested recommendation. He noted that should the Board decide to change how those in Ottawa are represented, a consultation with marginalized groups should first occur. He noted that the logic in the current regulation indicates that appointing a trustee to the Board is the only way that segments of the student population can be represented; as bands with designated lands are outside of municipalities, this would indicate that they would technically not have a voice to vote a trustee to the Board. He added that if a service agreement is extended to them, they would be provided with services but would not have a voice in how those services are delivered.

Moved by Trustee Campbell,

THAT the recommendation be postponed indefinitely.

Executive Officer Giroux clarified that a motion to postpone indefinitely is a procedural motion that is debatable, but not amendable. If carried, the motion to which it applies and any pending related motions shall be laid aside, and may only be reintroduced by way of notice of motion at some future meeting.

Trustee Campbell noted that this motion should not be decided until consultation and consideration of legislative background occurs and that this discussion could be included in the zone rearrangement discussion. He added that he did not want the recommendation to be deferred to another committee or staff, and clarified that to postpone indefinitely does not mean that the recommendation is extinguished. He added that it would be appropriate to reintroduce the recommendation at a later time once IEAC has gained more experience with COW representation and further consultation.

Trustee Lyra Evans noted that the letter would initiate the process for the province to begin community consultations and would see no benefit to delay this.

Trustee Scott noted that IEAC members understood that there is a process in adding an Indigenous trustee as amending the current regulation to appoint an Indigenous representative would take time, and writing the letter would request the province to consider any requirements in amending the regulation. She drew attention to the increasing number of self-identifying Indigenous students that do not have many opportunities for representation and noted the importance of asking the province to consider modifying the legislation. She added that the Board would then choose how to proceed and that there would be no harm in sending this letter.

Trustee Bell noted that the data regarding the grade 10 credit accumulation clearly states that there is an issue with certain student groups and emphasized the importance of students seeing themselves being represented in leadership positions. She added that leaders in the Indigenous community agreed on indigenous representation on the Board and postponing this could negatively impact the District/Indigenous relationship.

Moved by Trustee Campbell,

THAT the recommendation be postponed indefinitely.

Defeated

Trustee Scott noted that it is important to consider the aspect representation by population. She added that the uncertainty of a mechanism to include an Indigenous representative in the absence of an agreement with a local band would be a worthwhile query to raise to the province. She noted that there was an elected Indigenous trustee in the past; however, assuming that future trustee candidates will have Indigenous backgrounds are not reliable to ensure representation.

Moved by Trustee Lyra Evans,

THAT the debate be concluded.

The vote did not receive the required 2/3 majority and was defeated.

An amendment moved by Trustee Campbell,

THAT "that the regulation allowing only some school boards to appoint an Indigenous trustee be reviewed" be added.

Trustee Schwartz queried whether an amendment would be necessary if there is agreement on the content of the letter as opposed to being too directive formally through a motion.

Trustee Campbell noted that the Board should examine what would be proposed by the province after their consultations and any Ontario Public School Boards' Association (OBSPA) discussions before the Board finalizes their vote on the matter.

Trustee Lyra Evans noted that this removes the language requesting that the OCDSB have an Indigenous trustee.

An amendment moved by Trustee Campbell,

THAT "that the regulation allowing only some school boards to appoint an Indigenous trustee be reviewed" be added.

Defeated

10:30 vote obtained the 2/3 majority and was carried

Trustee Hough noted that Indigenous families have asked for a voice as they do not see representation and asked that trustees provide that voice. She emphasized the importance of initiating this process with the province and to keep the question specific so that it is germane to the District.

Moved by Trustee Hough

THAT the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee.

10. Adjournment

Trustee Penny again called the 10:30 p.m. vote which did not receive the 2/3 majority and the meeting was adjourned at 10:37 p.m.

Keith Penny, Chair