



OCASC April 2018 Meeting Minutes

chair@ocasc.ca www.facebook.com/groups/ocasc/ <http://ocasc.ca>

133 Greenbank Road
Ottawa, ON
K2H 6L3

Date: 22 March 2018
Location: Fisher Park School (Library), 250 Holland Avenue
Time: 7:00pm to 9:00 pm

Attendance

- Total attendance (37)
- Number of school reps attending (33)
- Total schools represented (30)

Member schools attending (17): total member schools (30) quorum (33%) = 11

Adrienne Clarkson ES: Kristen MacIntosh
Alta Vista PS: Nancy Dean (Membership)
Bayview PS: Bonnie Oaks Charron
Briargreen PS: Donna Owen (SEAC)
Bridlewood ES: Shoshana Keller
Cedarview MS: Heather Graham
Earl of March SS: Nicolle Huggins
(School Council Chair)
Earl of March SS: Zhong An
Emily Carr MS: Robert Hawgood
First Avenue PS: Dana Somaya (SEAC)

Glebe CI: Gerry Nera
Jockvale ES: Phil McKee
John McCrae SS: Lainie Taylor-Ryan
John Young ES: Kim Hope
Mutchmor PS: Lisa Greaves
Sir Robert Borden SS: Dave Wright
Sir Wilfrid Laurier SS: Catheryn Peloso
South March PS: Christine Moulasin (Co-Chair)
Stittsville PS: David Contant

Non-member Schools attending (16)

Agincourt Road PS: Virginia Adams
Bell HS: David McCormack
Canterbury HS: Tim Hore (SSC Chair)
Castlefrank ES: Ralph Quapp
Elgin Street PS: Malaka Hendela (Co-Chair)
Forest Valley, Emily Carr: Derek Black
(School Treasurer)
Glen Cairn PS: Christine Lindsay

Hopewell Avenue PS: Alex Randall,
Daphne Dumbrielle
Knoxdale PS: Jean Paul Larochette
Lisgar CI: Robin Lim
Longfields-Davidson Heights SS: Michael Nied
Severn Avenue PS: Mark Warriner
Sir Wilfrid Laurier SS: Catheryn Peloso
Stittsville PS: David Contant

Guests and non-school reps (5)

Guest Speaker: Petra Duschender—Mental Health and Initiatives OCDSB
Guest Speaker: Scientists in the schools (2)
Trustee: Donna Blackburn
Community member: Rob Campbell



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1. Call to order

The Chair called the meeting to order at 7:12 pm and welcomed members and guests.

2. Approval of Agenda and Minutes

Agenda: Approved as presented. Motion: Bayview; Second: Glebe

March Minutes: Approved as presented. Motion: Agincourt; Second: Katimavik

3. From Your Executive

- Board Meeting on School Council Banking (27 March 2018)—Feedback was heard. School council banking report was referred back to staff.
- Arts Awards —Please submit nominations. Nominations open until Sunday, 6 May 2018.
- International Baccalaureate (IB) Program Consultation
 - Consulting on IB program boundaries, school start times, and semestered versus non-semestered.
 - Public Meeting: Monday, 23 April 2018, 6:30 to 8:30 pm, at Merivale HS
 - Comments can also be submitted online.
 - Want to hear from all parents.
 - Consultation finishes Tuesday, 1 May 2018.
 - Staff was not available for a presentation at this OCASC meeting.

4. Mental Health Initiatives at the OCDSB—Petra Duschner

- Clinical Psychologist and Manager of Mental Health and Critical Services at OCDSB
- The team is part of Learning Support Services and is made up of Social Workers, Psychologists, and Child and Youth Workers.
- Fourteen to twenty percent of children and youth will experience mental health challenges significant enough to affect learning. Only a quarter of those will receive evidence-based intervention. This situation is getting worse.
- Academics and well being are interwoven
- In 2012, the Ontario government released a 10-year mental health strategy.
- The first three years were focused on children and youth. It funded
 - school based mental health workers;
 - mental health and addiction nurses (every school has access to one); and
 - a revised health and physical education curriculum (that includes social skills, feelings, managing stress, and mental illness)
- Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being (Ministry of Education),
<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf> - Excellent resource.
- There is a mental health leader in every school district, who is responsible for
 - developing a mental health strategy for the district,
 - implementing and measuring the impact of the strategy, and
 - working with community partners.



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- The language that is used to talk about mental health is important:
 - There is a difference between mental health and mental illness.
 - The use of incorrect language—e.g., using the word “anxiety” when we mean “worry”, “depressed” when we mean “sad”, “violence” when we mean aggressive (there is a specific definition for violence)—stigmatizes, diminishes real mental illness.
 - It is really important that we use correct language.
- Importance of safety when presenting information in the media. Items that are potentially triggering should be talked about in advance.
- Each school should be following the same process, for example, to access to psychologists, social workers, and Child and Youth Workers.
- A range of services is provided via the Tiered Intervention model:
 - Tier 1—Universal learning, applicable for all students
 - Social skills, resilience, problem solving, self regulation
 - Tier 2—Children at risk
 - Focus on resilience and self regulation
 - Tier 3—Identified, have a diagnosis
 - Work one on one, refer into the community
- Capacity building work that has been done with teachers:
 - Importance of language
 - What it looks like to build a mentally healthy classroom. Build relationships with children.
 - Teachers have the perspective of seeing many children, and they tend to notice what is developmentally appropriate.
 - Collaborative problem solving:
 - Kids do well if they can, if they aren't, then it is usually a lagging skill.
 - Teacher and child problem solving together—“Next time, what else could you do?”
 - Secondary school—Opportunity to form relationships with guidance counsellors and Student Success teachers.
 - Focussed on specific areas where teachers had concerns (teachers were surveyed):
 - Number one was anxiety
 - ADHD
 - Suicide, part of this was training to be a first responder
 - Focussed a lot this year on self regulation (being able to regulate emotions). A lack of self regulation is a growing problem across the country, particularly in younger children.
- Question—What if these things are not happening in the classroom? How are they are monitored?
- Answer:



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- Everybody's job. Change takes time. When there are more teachers that engage in these practices, teachers who aren't using current practices will stand out. Hopefully teachers will speak up.
- Important for parents to speak to teachers, and then principal. Principal's responsibility to supervise staff.
- Keeping doing this work, it will permeate throughout organization.
- Question—Teachers are burning out with Tier 3 interventions. Are we asking too much of our teachers?
- Answer:
 - Some students with complex needs at Tier 3. Teachers at the front line.
 - Teachers and parents can't do it alone. Need community supports. A big issue.
 - Want staff to focus on tier 1 and 2 to try and prevent children moving to tier 3. Need to make sure there are other supports for children who need tier 3 supports.
 - Compassion fatigue is an issue with staff/teachers. Talking to staff about how to recognize this in themselves.
- Professional Development (PD) for professional staff
 - Infant and early childhood development
 - NSSI (Non-suicidal self-injury), e.g. cutting, burning
 - Trauma-informed practice
- Not a lot of presentations have been done for parents or students. Single sessions are not very effective for students.
- Mental Health Promotion—looking to incorporate into curriculum:
 - Zones of regulation
 - Mind Masters
 - Mind Up
 - Sources of Strength (Secondary, currently in 17 schools)
- Specialized populations
 - Initial focus was on Indigenous and LGBT communities
 - Recently spending more time on early learning and newcomers (e.g.refugees)
- Working closely with Youth Services Bureau
 - Waitlists for mental health services have reduced significantly over the last year. Emergency room visits have also decreased.
 - This is due to the Choice and Partnership Approach (CAPA)—intake appointment and then targeted referral
 - OCDSB has an Urgent Care protocol with CHEO for children with suicidal and homicidal behaviours. Child is immediately seen at CHEO. Very effective protocol. Used at least once per week in the OCDSB for the last few years.
- Health Curriculum—Teaches about drugs (including prescription) and alcohol starting in Grade 4.
- Next Steps



OCASC April 2018 Meeting Minutes

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- At the end of three-year strategy. Working on revised Mental Health and Addiction strategy—gathering information from educators and community partners.
- Government has proposed funding for mental health workers in the schools. Significant amount of money. Rolled out over four years. Funding will be stable for one year. New provincial government will decide what happens after that.
- Question on Device Usage—It is a societal issue (children, parents, teachers, everyone)
- Malaka - Would like to see mental health lens applied to reports that are coming to the Board.

The Secondary School representatives convened their meeting at 8:24

5. Scientists in School (<http://www.scientistsinschool.ca/>)—Carol Mothersill

- Goal is to get kids excited about science.
- How can School Councils create a buzz about (Science, Technology, Engineering, and Math (STEM) in schools?
 - Allocate fundraising dollars to sponsor a Scientists in School classroom workshop
 - Host a Family Science night
- Classroom Workshops
 - \$190 (no tax) per class (max 30 students per class)
 - Parents are welcome to volunteer for workshops
- Family Science Night
 - Children and parents do science and math together—interactive and hands on
 - Marketplace (open house) and Workshop events
 - Presenters, materials, and equipment are provided
 - Help with communications to organize the event.
 - Cost—\$1250 (no tax). Can apply for PRO grant for up to \$1000 or use school council funds.
 - PRO grant deadline is 5 June 2018.
 - Contact ottawa@scientistsinschool.ca for more information.
 - Offer Bilingual workshops. Family Science Nights are in English at OCDSB and French in the French boards.

6. School Council Banking

- Chief Financial Officer (CFO) for the OCDSB, Mike Carson, wants to work with OCASC.
- If you are interested in being part of a working group on school council banking oversight, contact the OCASC chairs (chair@ocasc.ca)
- Anyone who is interested can join in (not just OCASC members). Ideally people would be members of school councils, but if someone else is interested, they would be welcome.
- Initial plan is for the group to meet mid-May, and then meet with Mike Carson before end of the school year.

7. Secondary Gifted Geographic Model Transition—COW 17 April 2018



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- Concerns raised by Trustees: Overcrowding at Lisgar, perception that it is a consultation on decisions that have already been made.
 - Recognition that something needs to be done about small programs at Merivale and Glebe.
 - Referred back to staff. Will come back to COW in June.
- Capital Addition Projects and Capital Priorities
- Information in COW April 17 agenda
- COW Budget—Actual budget is at the end of May

8. Parental Involvement Committee (PIC)

- PIC Symposium—20 and 21 April 2018. Would like more advance notice from the Province on dates. OCDSB is sending representatives.
- School Climate Survey
 - Every principal should have informed school councils about the upcoming survey
 - Information is anonymous
 - Ask school councils to encourage parents to participate
- OCDSB Communications
 - Changes are coming to communications
 - School council website pilot project (self-identified schools). All school councils may be asked to transition in the future.
 - A mobile app is launching in May to manage information and personalize notifications that people want to receive.
 - Parent, student, and staff portals are coming

9. Special Education Advisory Committee (SEAC)

- Summary of April meeting is on OCASC Facebook page <https://www.facebook.com/groups/ocasc/permalink/1371796536258444/>
- Specialized class locations—additions/closures/moves—see Facebook update for details.
- Gifted Review
 - The group discussed draft report on pilot, but did not come to an agreement. Working on alternatives. Another meeting at the end of April/beginning of May

10. New Business

- Board is looking at collecting information on diversity (race, sexual orientation). More information on this to come.
- Fix Our Schools (<http://fixourschools.ca/>) has reached out to OCASC. They are a group from Toronto. Will post information on OCASC Facebook. Looking for OCASC to join with them. Please discuss with your school council.
- Ottawa Writers Festival
 - Republic of Childhood program in November
 - Currently working with approximately three schools (one is Glashan)



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- They are enjoying connecting with schools and looking to grow this work. Will connect schools if interested.
- Crossing Guards
 - City program
 - Getting a crossing guard is based on the number of students and incidents at an intersection.
 - If anyone has an interest in this topic, contact OCASC chairs.
- Vice Principal Staffing
 - Are there any other schools that have concerns about lack of vice-principals?
 - There is a moving cap for when a vice-principal is allocated. Not just based on the number of students.
 - Will raise this issue as part of the budget discussion.
 - Will try and get more information about how vice-principals are allocated.

Next meeting—including the AGM: Thursday, 17 May 2018