

BOARD PUBLIC AGENDA

Tuesday, May 25, 2021, 7:00 pm
Zoom Meeting

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BOARD PUBLIC MINUTES

**Tuesday, April 27, 2021, 7:00 pm
Zoom Meeting**

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff: 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), Carolyn Tanner (Human Rights and Equity Advisor), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Petra Duschner (Manager of Mental Health and Critical Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Julie Cyr (Manager of Early Learning), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Michael Guilbault (AV Technician), Darren Gatley

Guests: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Pat Dixon (OCEOTA-ALT), Susan Gardner (ETFO), Troy Cluff (OSSTF-District 25), Melanie Barclay-Wood (OSSTF), Stephanie Kirkey (OSSTF), David Wildman (OCEOTA), Seema Lamba (ACE), Lili Miller (IEAC)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:20 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

*** Trustee Penny assumed the chair ***

Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Judith Varga Toth, re Concern with Insufficient Instructional Hours in Remote Learning

Ms. Varga-Toth, a mother of five, has been a parent council member and volunteer at five District schools for 20 years. She expressed concern with the mental health and educational achievement of students in District schools. She expressed the view that students are feeling increasingly alienated, anxious, depressed, and uneducated. She queried why the District has developed a two-tier education system where Ottawa Carleton Virtual (OCV) students have full day instruction and the remaining students do not. She noted that secondary students in other Ottawa school boards have full day instruction. She pointed out that many students have difficulty learning online and that Ottawa health officials have reported high levels of anxiety, self-harm, eating and substance abuse. She noted that in-person full day education is essential for youth and that her children and others have lost faith with the adults meant to support them. She suggested that the District advocate to return students to in-person for September 2021 by following best practices from around the world.

Director Williams-Taylor noted that the District shares many of Ms. Varga-Toth's concerns, especially regarding student mental health. She noted that the goal is to have students return to full-time in-person instruction when it is safe to do so.

3.2 Keara Dean, re Concerns with Student Mental Health

Ms. Dean, a parent of two elementary students, expressed concern with increased mental health issues with her children. She noted that these issues are due to the impact of COVID-19, restrictions, lockdown measures, and a return to remote learning. She pointed out the lack of accessibility to mental health services and the need for mental health workers to support students, noting that community mental health services have lengthy waitlists and are unattainable for some families. She advised that countries such as Australia and Finland have implemented mental health teams in schools that have one mental health worker for every 500 students. She suggested that employing newly graduated social workers,

or other feasible mental health workers with little experience, that could be brought in under supervision would help support students.

3.3 Susan Alsembach, re Concerns with Student Mental Health and Remote Learning

Ms. Alsembach expressed concern regarding the lack of full-day teacher-led instruction for remote learning students. She pointed out that other districts provide full day online instruction and queried why the OCDSB was not able to do so. She noted the excessive amount of homework students receive without teacher support introduces fatigue, anxiety, and confusion as students have to reach out to their peers for assistance. She added that she cannot provide support to her daughter as it would require her to be directly involved in her daughter's lessons to understand the context.

Associate Director Reynolds noted that the District's collective agreements allow secondary teachers to teach up to 225 minutes a day with an available 75 minute synchronous remote support period.

In response to a query from Student Trustee Liu, Ms. Alsembach noted that her daughter did not find the 75 minute remote support period beneficial.

*** Trustee Scott resumed the chair ***

4. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier this evening and reports and recommends as follows:

Moved by Trustee Blackburn

Seconded by Trustee Penny

THAT staff be authorized to proceed, as directed in Board in camera, with respect to a financial matter.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

Moved by Trustee Jennekens

Seconded by Trustee Penny

THAT staff be authorized to proceed, as directed in Board in camera, with respect to a financial matter.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

Moved by Trustee Boothby

Seconded by Trustee Penny

THAT staff be authorized to proceed, as directed in Board in camera, with respect to a financial matter.

For (11): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Against (1): Trustee Ellis

Carried (11 to 1)

Moved by Trustee Blackburn

Seconded by Trustee Penny

THAT the tentative local settlement between Ottawa-Carleton District School Board and Ontario Secondary School Teachers' Federation (Student Support Professionals), which will form a collective agreement dated 1 September 2019 to 31 August 2022, be ratified.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

Moved by Trustee Jennekens

Seconded by Trustee Penny

THAT the tentative settlement of local matters between the Ottawa-Carleton District School Board and the Ontario Secondary School Teachers' Federation - Plant Support Staff Unit, which will form a renewal collective agreement dated 1 September 2019 to 31 August 2022, be ratified.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

5. Briefing from the Chair of the Board

Chair Scott reported that Mental Health Week commences 3 May 2021. She noted that OCDSB mental health professionals will be offering special group sessions for families to ask general questions and discussions and will focus on promoting and sustaining mental health. She noted that space is limited and more information is available on the District website. Families can also email questions to: childrensmentalhealth@ocdsb.ca

Chair Scott noted that the District will be hosting the second session of the Black Excellence series on 18 May 2021. The panel will feature four professionals who will offer career advice for students. Details are available on the District website.

Chair Scott reported that the 4 May 2021 Committee of the Whole (COW) budget meeting was cancelled due to a lack of information on Grants for Student Needs (GSN). She noted that meeting schedules are available on the District website.

In response to a query from Trustee Lyra Evans regarding the delayed release of GSN for two consecutive years, Chair Scott noted that the OCDSB and other school boards have frequently raised concerns with the Ministry, as recently as 26 April 2021, and were informed by the Ministry that the GSN will be provided after fine details are addressed.

Trustee Boothby noted that the Ontario Public School Boards' Association (OPSBA) has also been advocating, since February 2021, for the Ministry to deliver timely GSN information.

Trustee Lyra Evans suggested that a letter with stronger language could be sent to the Ministry to request the timely release of GSNs.

In response to a query from Trustee Bell, Chair Scott noted that the request to prioritize vaccines for education workers is raised with the Ministry on a weekly basis and that further actions may not be possible at this time.

Trustee Hough suggested that the District bypass the Ministry and utilize the relationship with Ottawa Public Health (OPH) to expedite vaccinations for school staff. Director Williams-Taylor noted that although OPH has been a valuable ally in the fight against COVID-19, OPH has indicated that a shift from one priority group to another also shifts the fixed supply of vaccinations and the province has limited supply. She added that this concern has been raised at numerous provincial and District meetings.

6. Briefing from the Director

Director Williams-Taylor reported that registration is open for the OCDSB Extended Day Program for the 2021-2022 school year. Information, including the parent handbook and a list of fees and locations, is available on the District website.

Director Williams-Taylor reminded graduating students that there are scholarships available to support post-secondary studies. She noted that graduating students should contact their Guidance Department for information as scholarship deadlines are approaching.

Director Williams-Taylor noted that the District is offering Virtual International Language Classes this summer for students in junior kindergarten to grade 8. These classes are free for Ontario residents. The registration deadline is 11 June 2021, and classes run from 28 June to 23 July 2021. She noted that Summer School registration begins on 3 May 2021 for students in grades 6 to 8 and that secondary students can also register for Summer School programs until 24 June 2021. More information regarding language classes and summer school is available on the Continuing Education section of the District website.

7. COVID-19 Update

Director Williams-Taylor reported that the District continues to work with OPH to monitor COVID-19 cases of students and staff. She noted that with the spring break and the shift to remote learning, the District is reporting lower case numbers for both students and staff. She added that as of 26 April 2021, the recorded case numbers were 63 student cases and 15 staff cases.

Director Williams-Taylor noted that over the course of the 2020-2021 school year, the District has experienced 37 outbreaks, 28 of which were declared in 2021. In the weeks leading up to the spring break, the District saw a rise in COVID-19 cases and outbreaks.

Director Williams-Taylor noted that OPH has developed and translated resources in Arabic to support families. Links to these resources are available on the District website. These resources have been shared with schools and promoted in newsletters and social media.

Director Williams-Taylor advised that the District continues to advocate for vaccines for all education workers and encourages staff and families to monitor the OPH vaccine webpage for appointment availability. She noted that on 27 April 2021, the Ontario government announced that child care workers in licensed child care settings across the province will be eligible to schedule COVID-19 vaccination appointments. In addition, the province is expanding vaccination appointments to individuals 45 and over in designated high risk communities as identified by postal code, through its [provincial booking system](#). As of 8:00 a.m. 27 April 2021, all individuals who are 45 and over in 2021, living in one of the [114 high-risk neighbourhoods](#), will be eligible to book a vaccine

appointment at a mass immunization clinic through the provincial online booking system and call centre, or directly through public health units booking system.

Director Williams-Taylor reported that school staff continue to support students with special education needs both remotely and in-person. As of 23 April 2021, the District had 183 students with complex needs attending school in-person.

Director Williams-Taylor noted that work continues on planning for September 2021. New Ministry guidance documents are expected, and updates will be provided as information becomes available.

Director Williams-Taylor reassured trustees that she followed-up with the Assistant Deputy Minister of Education regarding the concerns that have been raised about the provincial directive to adjust the secondary program model during the 2020-2021 school year. She impressed upon the Ministry that the differentiated approach to the District versus other area school boards has generated both confusion and frustration in the community and that consistency in directives would be appreciated for September 2021.

In response to a query from Trustee Campbell regarding the provincial rationale for differentiation between school boards, Director Williams-Taylor noted that she was not privy to other district and Ministry conversations; however, she observed that data indicated a positive impact on OCDSB students as a result of the provincial plan.

In response to a query from Trustee Campbell, Director Williams-Taylor noted her request for the Ministry to provide a rationale for the differentiated plan for public school boards did not provide a clarifying answer.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a 30 March 2021 Board

Moved by Trustee Schwartz, seconded by Trustee Blackburn,

THAT the 30 March 2021 Board minutes be confirmed, as amended.

Trustee Bell noted that the delegation of Adrian Gollner be amended to replace “English with a Core French program” with “French Immersion program”.

Moved by Trustee Schwartz, seconded by Trustee Blackburn,

THAT the 30 March 2021 Board minutes be confirmed, as amended.

Carried

8.1.b 6 April 2021 Special Board

**Moved by Trustee Jennekens, seconded by Trustee Campbell,
THAT the 6 April 2021 Special Board minutes be confirmed.**

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 30 March 2021 Board minutes.

8.3 Receipt of Committee of the Whole Report, 6 April 2021

**Moved by Trustee Penny, seconded by Trustee Boothby,
THAT the Committee of the Whole report, dated 6 April 2021, be
received.**

Carried

8.4 Receipt of Special Committee of the Whole Report, 20 April 2021

**Moved by Trustee Penny, seconded by Trustee Hough,
THAT the Special Committee of the Whole report dated 20 April 2021
be received and the amendments as recorded be applied to draft
Policy P.146.HR, Equitable Recruitment, Hiring and Promotion.**

Carried

8.5 Approval of Policy P.146.HR, Equitable Recruitment, Hiring and Promotion

Moved by Trustee Boothby, seconded by Trustee Penny,

THAT the Board approve Policy P.146.HR - Equitable Recruitment, Hiring
and Promotion.

**Moved by Trustee Boothby, Seconded by Trustee Schwartz,
THAT the Board adopt the rules of committee.**

Carried

Moved by Trustee Jennekens,

*THAT in Policy P.146.HR, a new section be added to section 2.0 that
reads: Inclusive (Inclusion) for the purpose of this policy means an
environment in which all individuals are welcomed and treated fairly and
respectfully; supported to succeed with access to relevant resources and
opportunities; inspired to contribute fully to the organization's success;
and, valued for their distinctive skills, experiences, and perspectives at
different levels of the organization.*

Carried, friendly

Moved by Trustee Campbell,

THAT in Policy P.146.HR, section 4.8 b (iv) the words "as determined by the principal" be reinstated.

Carried, friendly

Moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8d (ii) be amended by substituting the following:" a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications through the recruitment, hiring, and promotion processes;"

THAT in Policy P.146.HR, section 4.8d (iii) be amended by substituting the following:" a process and criteria for all aspects of recruitment, hiring, and promotions including setting and the communication of all job requirements, postings, outreach strategies to reach a diverse pool of candidates, application, screening, interview and selection processes;"

THAT in Policy P.146.HR, section 4.8 d (v) the words "assessment tool, method or" be inserted after the word "one"; and

THAT in Policy P.146.HR, section 4.8 d (vi) the word "assessment" be inserted after the word "and".

Carried, friendly

Moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 d (iii) the words "outreach strategies to reach a diverse pool of candidates" be moved to the end of the sentence.

Carried, friendly

Moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 d (iv) the word "Board" be struck and the word "District" inserted.

Carried, friendly

Moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8 d (vii) the word "constructive" be inserted after the word "providing".

In response to a query from Trustee Lyra Evans, Superintendent McCoy clarified that unsuccessful candidates could be offered debriefs in the hiring process; however, depending on the number of applicants for a

position, only those who were shortlisted for an interview would be provided with a debrief as it may not be feasible to provide feedback to all applicants.

A sub-amendment moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 d (vii) the word “candidates” be replaced with “all applicants”.

In introducing the amendment, Trustee Lyra Evans noted that providing feedback to only those who were interviewed or shortlisted for a position does not empower communities that do not have the resume writing skill.

Director Williams-Taylor pointed out that the OCDSB receives hundreds of applications for certain positions and that it would not be feasible to provide constructive feedback to all applicants.

In response to a query from Trustee Boothby, Superintendent McCoy noted that there are distinctions between internal and external candidates and often internal candidates will receive a debrief from the applicant's immediate supervisor, manager, or principal; however, this could be dependent on the number of applicants and other circumstances.

In response to a query from Trustee Boothby, Superintendent McCoy noted that the District works with federations to provide professional opportunities such as resume writing and interview assistance but was not familiar with federation internal structures for hiring support.

In response to a query from Ottawa Carleton Elementary Occasional Teachers' Association (OCEOTA) representative Mr. Wildman, Superintendent McCoy noted that occasional teachers (OT) are technically listed as external applicants but will continue to be considered before other external applicants.

Mr. Wildman expressed the view that when an applicant from a federation applies to a position and feels that their credentials exceeded those who received an interview, that their union would represent them to secure a debrief.

In closing, Trustee Lyra Evans recognized that her sub-amendment would require additional work for staff and suggested that staff could provide succinct constructive feedback and links to resume resources. She expressed the view that this feedback would be manageable.

A sub-amendments moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.8 d (vii) the word “candidates” be replaced with “all applicants”.

Defeated

In speaking against the main amendment, Trustee Ellis noted that “constructive” is subjective and applicants could dispute the quality of feedback.

Speaking in favour of the amendment, Trustee Campbell noted that the amendment would ensure that this language would be outlined in the hiring procedure.

Moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8 d (vii) the word “constructive” be inserted after the word “providing”.

Carried

Moved by Trustee Bell,

THAT in Policy P.146.HR, section 4.8 d be amended by inserting a new item that reads: “a process for tracking and communicating with the applicant”

Carried, friendly

Moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, section 4.9 the words “the Accessibility for Ontarians with Disabilities Act” be inserted after the words “Ontario Human Rights Code”.

Carried, friendly

Moved by Trustee Campbell,

THAT in Policy P.146.HR, section 4.10 (c) be amended to add the following, “including within separate employee groups and at different levels of the organization.”

Carried, friendly

Moved by Trustee Bell,

THAT in Policy P.146. HR section 4.10 be amended by substituting the following: “a) assessing the skills, equity and human rights competencies of the district’s workforce and identifying any gaps; b) collecting voluntary workforce demographic data that will, disclose the diversity of the workforce and identify any gaps in representation, including within separate employee groups and at different levels of the organization; c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups. Any effective

review will examine organizational culture for unconscious values, assumptions and behavioural norms that can disadvantage groups and individuals based on their personal characteristics. d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures. e) creating a centralized applicant tracking and file management system for all hiring-related documentation.”

Ms. Lamba noted that the proposed amendment would rearrange the order in the hiring process and was language that was sourced from Policy Program Memorandum (PPM) 165.

Superintendent McCoy noted that staff believed the original version of the draft policy contained elements from PPM 165 but not verbatim language. She also noted that the District does have a centralized applicant tracking system and that in section (e) of the proposed amendment, “maintaining” would be preferred over “creating”.

A sub-amendments moved by Trustee Lyra Evans,

THAT in Policy P. 146. HR section 4.10 (e) "creating" be replaced with "maintaining".

Carried, friendly

Moved by Trustee Bell,

THAT in Policy P. 146. HR section 4.10 be amended by substituting the following: "a) assessing the skills, equity and human rights competencies of the district's workforce and identifying any gaps; b) collecting voluntary workforce demographic data that will, disclose the diversity of the workforce and identify any gaps in representation, including within separate employee groups and at different levels of the organization; c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups. Any effective review will examine organizational culture for unconscious values, assumptions and behavioural norms that can disadvantage groups and individuals based on their personal characteristics. d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing

barriers and positive measures. e) maintaining a centralized applicant tracking and file management system for all hiring-related documentation.”

Carried, friendly

Moved by Trustee Lyra Evans,

THAT in Policy P.146.HR, the oxford comma be applied in sections 1.0, 2.6, 2.9, 3.2, 3.4, 4.4, 4.5, 4.8 a (ii), 4.8 b, 4.8 b (ii), 4.8 b (iii), 4.8 d, 4.8 d (iii), 4.8 d (vi), 4.9, 4.10 a, 4.10 c, and 4.10 e.

Carried, friendly

Mr. Wildman expressed concern as teachers who have worked for many years for the Board as OT and Long Term Occasional assignments (LTO) and who received teaching appraisal evaluations, were to be first considered for LTO assignments before *Ontario . Regulation 274, Hiring Practices (O. Reg. 274)* was repealed. He noted that these education workers see their careers being negatively affected. He noted that OCEOTA negotiated for staffing rules, not in the collective agreement, which included central placement and removed bias and systemic discrimination. He added that some teachers viewed this as a fair process but with the new changes, some teachers are reconsidering remaining as OT's.

In response to a query from Trustee Ellis regarding how seniority would work with consideration of the federations in the hiring process, Superintendent McCoy noted that the hiring policy was created from the repeal of *O. Reg. 274* and noted that some trustees expressed concerns in placing emphasis in seniority when hiring. She noted that currently, some provisions in collective agreements indicate that where an assessment of skills, knowledge, and abilities of candidates are determined to be equal then seniority would govern. This largely occurs in education worker collective agreements; however, there are no specific requirements for seniority with teacher agreements. She recommended that seniority not be included in the recommendation for the hiring procedure. She added that those with experience would have this valued in other ways through the hiring process, and that having seniority does not always identify the ideal person for a position and would not always allow for a diverse workforce.

Moved by Trustee Ellis,

THAT in Policy P.146. HR section 4.8 b (vi) include “When more than one candidate meets the criteria then seniority with the OCDSB shall be the deciding factor”.

Director Williams-Taylor pointed out that this amendment would limit the capacity to engage marginalized groups, as those who are equally qualified and who may represent the diverse community but have lower seniority, and may impede the capacity to achieve diversity. She noted that experience is valued and that the sections of the policy speak to a variety of types of experiences and that prioritizing seniority would counter the progress of the policy.

In response to a query from Trustee Lyra Evans regarding whether specific criteria leads to the exclusion of lived diverse experiences as outlined in the policy, Superintendent McCoy noted that it is part of the consideration of the hiring process; however, there is concern about how to assess lived experiences as qualifications for positions which could lead to a dispute that seniority outweighs circumstances in which candidates have equivalent qualifications. She added that some provisions from the history of bargaining in collective agreements could lead to grievances in terms of the equal assessments of criteria.

Trustee Lyra Evans suggested that a grandfather clause could be implemented to support those with seniority.

Trustee Campbell noted that criteria could be specific or generic to determine the desired size of the pool of applicants. He noted that point ranking could be a multi factor consideration for analysis which would move beyond District criteria and that the amendment may be impractical and constraining.

Trustee Penny noted that the language of the amendment defeats the purpose and opposes the new policy.

Trustee Ellis noted that position criteria could specify a particular marginalized community and that the amendment would serve as the deciding factor when multiple candidates are suitable. He added that this would honour those who worked in the OCDSB for a number of years.

Moved by Trustee Ellis,

THAT in Policy P.146. HR section 4.8 b (vi) include "When more than one candidate meets the criteria then seniority with the OCDSB shall be the deciding factor".

Defeated

Moved by Trustee Lyra Evans,

THAT the Board end the rules of committee.

Carried

Following a break at 9:28 pm the meeting was called to order at 9:35 p.m.

Moved by Trustee Boothby

Seconded by Trustee Penny

That the Board approve Policy P.146.HR - Equitable Recruitment, Hiring and Promotion, as amended. (Attached as Appendix A)

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

8.6 Receipt of Ad Hoc Committee for the Board Self Evaluation Process and the Director's Performance Evaluation Report, 7 April 2021

Moved by Trustee Hough, seconded by Trustee Jennekens,

THAT the Receipt of Ad Hoc Committee for the Board Self Evaluation Process and the Director's Performance Evaluation Report, dated 7 April 2021, be received.

Carried

8.6.a Suspension of Comprehensive Board Evaluation

Moved by Trustee Ellis, seconded by Trustee Hough,

THAT the Board suspend section 4.4 a (i-iv) of Policy, P.130.GOV, Evaluation Process for the Board of Trustees, on the comprehensive review.

Trustee Ellis noted the questions used previously in Board evaluations need to be reevaluated. He shared that the Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process discussed the comprehensive Board evaluation and determined the process would be challenging due to COVID-19.

Speaking against the motion, Trustee Fisher suggested that the board should seek community feedback during a time of crisis.

Trustee Hough noted that COVID-19 has affected performance goals which may impact proper evaluation and shared that trustees will conduct a self-evaluation process later in 2021.

Trustee Ellis suggested that staff could provide trustees with questions from previous evaluations and if supported, the Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process could revise the questions. He shared that he may submit a notice of motion on this matter for future consideration.

Moved by Trustee Ellis

Seconded by Trustee Hough

THAT the Board suspend section 4.4 a (i-iv) of Policy, P.130.GOV, Evaluation Process for the Board of Trustees, on the comprehensive review.

For (9): Trustee Scott, Trustee Penny, Trustee Boothby, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Against (2): Trustee Campbell, and Trustee Fisher

Carried (9 to 2)

8.6.b Approval of a Comprehensive Review of the Director's Performance

Moved by Trustee Penny, seconded by Trustee Hough,

THAT the Board undertake a comprehensive review of the Director's performance during the 2021-2022 school year, based on the current job description;

THAT a review of the Director's job description be undertaken following the comprehensive evaluation; and

THAT Boyden Global Executive Search be contracted to facilitate an evaluation of the Director's performance for the 2021-2022 school year.

Trustee Penny noted that in the policy, a director is to undergo a comprehensive review once in their term and that 2021-2021 was a unique year. He suggested that a review of the job description occur after the review. He added that Boyden Global Executive Search has provided exceptional service in the past and has received excellent feedback from trustees and directors.

Executive Officer Giroux noted that the policy indicates that the decision for a comprehensive evaluation be made prior to the evaluation year and this serves as notice to the Director. She added that the Director's job description cannot be changed during

an evaluation year. The Director must be aware of the conditions that she will be evaluated on.

In response to a query from Trustee Fisher, Executive Officer Giroux noted that the Director would be evaluated during the specified time period and she would need to examine the policy to see if this could also include performance from previous years.

Moved by Trustee Penny

Seconded by Trustee Hough

THAT the Board undertake a comprehensive review of the Director's performance during the 2021-2022 school year, based on the current job description;

THAT a review of the Director's job description be undertaken following the comprehensive evaluation; and

THAT Boyden Global Executive Search be contracted to facilitate an evaluation of the Director's performance for the 2021-2022 school year.

For (11): Trustee Scott, Trustee Penny, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (11 to 0)

9. Matters for Discussion

9.1 Report from OPSBA Representatives (if required)

There was no report from the OPSBA representatives.

10. Board Work Plan

The Board Work Plan was provided for information.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

Trustee Bell requested that condolences be sent on behalf of the Board to Somerset West Community Health Centre on Carl Reinboth's passing.

Trustee Ellis requested that his vote for the first in camera motion be recorded as in favour and that the third in camera vote be recorded as against.

13. Adjournment

The meeting adjourned at 9:58 p.m.

Lynn Scott, Chair of the Board



POLICY P.146.HR

TITLE: EQUITABLE RECRUITMENT, HIRING, AND PROMOTION

Date issued: 27 April 2021

Last revised:

Authorization: Board: 27 April 2021

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent, and equitable practice for the recruitment, hiring and promotion for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or identity.

2.0 DEFINITIONS

In this policy,

- 2.1. **Board** means the Board of Trustees.
- 2.2. **District** means the Ottawa-Carleton District School Board (OCDSB).
- 2.3. **Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, age, ancestry, colour, citizenship, creed, culture, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race, racial identity, sex, sexual orientation, and socio-economic status.
- 2.4. **Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5. **Equity** refers to fairness of treatment and processes by the removal of systemic barriers, disparity and disproportionality between groups, using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same.

- 2.6. **Hiring** means the process for selecting candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening, and selection processes. The selection process may include multiple sources and methods such as interviews, written assignments, and references.
- 2.7. **Inclusive (Inclusion)** for the purpose of this policy means an environment in which all individuals are welcomed and treated fairly and respectfully; supported to succeed with access to relevant resources and opportunities; inspired to contribute fully to the organization's success; and, valued for their distinctive skills, experiences, and perspectives at different levels of the organization.
- 2.8. **Promotion** means the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.
- 2.9. **Recruitment** means the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.10. **Special Program** refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, inequality, hardship or economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions:
 - a) It relieves hardship or economic disadvantage;
 - b) It helps disadvantaged people or groups to achieve, or try to achieve, equal opportunity; or
 - c) It helps eliminate discrimination.

3.0 GUIDING PRINCIPLES

- 3.1. It is the policy of the Board to commit to excellence in education and use equity to achieve equal outcomes for all students.
- 3.2. The Board upholds fairness, equity, and inclusion as essential principles governing its human resources, systems, and practices, and as key determinants of its learning and working environments in which all students, staff, and families have a sense of belonging.
- 3.3. The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.
- 3.4. The District is committed to the development and implementation of fair, consistent, transparent, and equitable practices and procedures for recruitment, hiring, and

promotion for all positions to improve the ability to achieve and maintain a strong and diverse workforce.

- 3.5. The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff from separate employee groups and across all levels of the organization reflect their identities.

4.0 SPECIFIC DIRECTIVES

- 4.1. The OCDSB workforce, including within separate employee groups and across all levels of the organization, shall increasingly reflect the diversity of the school communities being served by the District.
- 4.2. The OCDSB expects all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflect diversity for all students.
- 4.3. The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the *Ontario Human Rights Code* as an essential leadership competency.
- 4.4. The principles found in the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* shall guide and set the minimum standards for the recruitment, hiring, employment, retention, and promotion of staff.
- 4.5. All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.
- 4.6. Hiring decisions must be based on providing the best possible education program for all students while ensuring student safety and well-being.
- 4.7. All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail, except insofar as any conflict with the *Ontario Human Rights Code*, then the Code prevails.
- 4.8. The Director of Education shall develop and implement equitable recruitment and selection procedures. Such procedures shall be based on and include the elements listed below.
 - a) Diversity, Equity, and Human Rights
The promotion of Indigenous rights and broader human rights and equity is vital to achieving a diverse and representative workforce to meet the needs of an increasingly diverse student body. The way to achieve a diverse and representative workforce is to:

- i. ensure all employment policies, procedures, and practices are non-discriminatory;
- ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.

b) Qualifications and Merit

While adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria for recruitment, hiring, employment, retention, and promotion processes:

- i. valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;
- ii. valuing applicants' additional experiences, lived experiences, skills, backgrounds, perspectives, and work experience, including, for example, the unique perspectives of graduates from Indigenous communities or historically disadvantaged communities or the ability to speak other languages in addition to English and French;
- iii. promoting the recruitment, hiring, employment, retention, and promotion of staff from under-represented and historically disadvantaged groups;
- iv. providing the best possible outcomes for all students, by considering applicants' experience or time spent in a particular school and/or department and suitability for a particular assignment and/or role; and
- v. responding to local needs based on clearly defined criteria, including additional qualifications.

c) Employment Mobility

Recruitment and hiring procedures will support and facilitate employment mobility by permitting applicants who have relocated from other jurisdictions to apply and be fairly considered for any positions for which they are qualified.

d) Fairness and Transparency

To help ensure that candidates are evaluated through a fair, equitable, and transparent process, hiring procedures shall include:

- i. a conflict of interest disclosure policy and process, and clear steps to avoid nepotism, cronyism, or other forms of favouritism;
- ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the recruitment, hiring and promotion processes;
- iii. a process and criteria for all aspects of recruitment and hiring, and promotions including setting and the communication of all job requirements, postings, application, screening, interviewing, selection processes, and outreach strategies to reach a diverse pool of candidates;
- iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the District;
- v. objective criteria for evaluating candidates based on more than one assessment tool, method or source;

- vi. provisions for structured evaluation criteria, questions, and assessment tools that prevent selection bias;
- vii. a process for providing accommodation based on needs related to the Human Rights Code;
- viii. a process for providing constructive feedback for candidates, upon request;
- ix. a process for the disclosure of information to the appropriate bargaining units; and
- x. a process for tracking and communicating with the applicant.

Monitoring and Evaluation

- 4.9. In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the *Ontario Human Rights Code*, the *Accessibility for Ontarians with Disabilities Act*, and *Ontario's Anti-Racism Act*, the Board will monitor, evaluate, and review the effectiveness of its hiring policy on a regular basis.
- 4.10. The evaluation of this policy will include:
- a) assessing the skills, equity, and human rights competencies of the District's workforce and identifying any gaps;
 - b) collecting voluntary workforce demographic data that will disclose the diversity of the workforce and identify any gaps in representation, including within separate employee groups and at different levels of the organization;
 - c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups. Any effective review will examine organizational culture for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics;
 - d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures; and
 - e) maintaining a centralized applicant tracking and file management system for all hiring-related documentation.

Special Programs

- 4.11. The Board reserves the right to implement a special program, as permitted under the *Ontario Human Rights Code*, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the Board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.

2.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples

Ontario Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Anti-Racism Act

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario's Equity Action Plan, 2017

Policy/Program Memorandum No. 165, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, May 11, 2021, 7:00 p.m.
Zoom Meeting**

Trustees Present: Justine Bell, Donna Blackburn (Trustee), Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, 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), Karyn Carty Ostafichuk (Manager of Planning), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician), Brian Lesage (ETFO Alternate)

Non-Voting Representatives Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Brian LeSage (ETFO-Alt), Stephanie Kirkey (OSSTF), David Wildman (OCEOTA), Seema Lamba (ACE), Lili Miller (IEAC), Sonia Nadon-Campbell (SEAC), Laura Wang (Student Senate)

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 Jennekens,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Winson Li, re Cambridge Street Community Public School

Mr. Li, who attended Cambridge Street Community Public School 20 years prior, noted that Trustee Bell requested that he delegate. He expressed concern with low attendance rates at Cambridge and queried why there would be difficulty in providing a dual track French Immersion program to Cambridge. He expressed the view that operating the school with 55 students that has the capacity to hold 328 students could be a waste of resources. He urged the Board to provide more resources to Cambridge to help provide equity to the marginalized community that Cambridge serves.

In response to a query from Trustee Campbell, Mr. Li noted that having an English language program is important; however, families would prefer to have a French Immersion program and believed that this would raise enrolment levels. He also noted that Cambridge Street Community Public School no longer serves as a community hub due to low in-person enrolment numbers and that adding a French Immersion program could rectify the issue.

3.2 Carol Sissons, re Cambridge Street Community Public School

Ms. Sissons, a parent and volunteer for over 40 years at Cambridge Street Community Public School, noted that the school has been a school centre for excellence and education for the neighbourhood for 123 years through a grounding in numeracy, literacy, and a sense of place. She noted that the rich tradition of excellence has continued through the changing demographics of the neighbourhood, and remains a very diverse community. She noted that for the school to serve its values in acceptance and tolerance of differences, it must accurately reflect the neighbourhood by having the children of the neighbourhood learn and grow together in the same school. She noted that the Board has had success in adapting and celebrating changes and diversity in the neighbourhood by having flexibility and adjusting standard practices. She added that community programs, principals, school councils, and community involvement with Cambridge Street Community Public School over the years has continued to be a strong and integrated school at its core. She urged the Board to carry on this tradition and support the community by providing an Early French Immersion (EFI) program at Cambridge Street Community Public School.

3.3 Murat Erlik, re Cambridge Street Community Public School

Mr. Erlik, a teacher at Gloucester Public School, attended Cambridge Street Community Public School as a student. He shared his personal journey as a new Canadian raised by a single mother, and how the school played a foundational role in his upbringing. He noted that it provided a safe space for him to address his emotions and frustration with home life, while also providing many athletic opportunities. He urged the Board to use his story as an example of the positive impacts that the school system has on youth in marginalized communities and to consider introducing a dual track French Immersion program to serve the community.

In response to a query from Trustee Ellis, Mr. Erlik noted that his walking to school experience provided time to spend with his friends, sisters, and other members of the community and that walking distance from home also allowed for Cambridge Street Community Public School to act as a community hub for easier access to extracurricular activities.

3.4 Shauna Malcolm, re Cambridge Street Community Public School

The delegation failed to appear.

3.5 Marty Carr, re Cambridge Street Community Public School

Ms. Carr, President of the Alta Vista Community Association and OCDSB parent/volunteer, drew attention to the evidence-based, Board-approved schedule multi-year plan for accommodation planning, which includes Alta Vista/Hunt Club as the next review to be undertaken. She noted that the resource and program review provides an opportunity to address issues of equity in Alta Vista such as the area's three English programs with low attendance which serves diverse neighbourhoods. She expressed concern that Cambridge Street Community Public School is being considered for review outside of the schedule with the possibility of introducing an EFI program when Alta Vista community members are eagerly awaiting for their school reviews. She urged the Board, in the interest of equity, to consider the needs of all OCDSB families regarding expanding EFI programs, not only one community.

In response to a query from Trustee Blackburn, Ms. Carr noted that members of her community were not aware of the notice of motion to include an EFI program at Cambridge Street Community Public School and that Alta Vista area contains six Resource Allocation Index based on Socioeconomics (RAISE) schools and that the Alta Vista community expects an accommodation review to address issues of equity and an interest in EFI programs.

3.6 Christopher Paine, re Cambridge Street Community Public School

Mr. Paine, a member of the parent council at Cambridge Street Community Public School, expressed concern that there are only 55 in-person students attending the school. He noted that Cambridge Street

Community Public School is a host for the Boys and Girls Club and is a community hub; however, the smaller school population has an adverse effect on the student experience. He expressed the view that the school is not sustainable as an English only school and that the parent council is in support of Trustee Bell's notice of motion.

In response to queries from trustees, Mr. Paine made the following clarifications:

- Many families are losing interest in English only programs as many students speak other languages at home, and families indicated the need for French programs. Although it is important to have English programs, English only school enrolment is decreasing; and
- The Cambridge Street Community Public School council has advocated for the province to allow school districts to resume accommodation reviews and have sent letters to Member of Parliament (MP) Joel Harden and many others with no success.

3.7 Patrick Corriveau, re Cambridge Street Community Public School

Mr. Corriveau, who is considering where to enroll his son for September 2021, noted that he previously coached youth volleyball in the Cambridge area and had a positive experience with diverse youth coming together in a sport setting. He noted that not having a French program for his son will disadvantage him as both he and his wife use French on a daily basis in their careers. He proposed that if he formed a petition with enough signatures to show community interest, that trustees could consider implementing dual track with French Immersion program in Cambridge Street Community Public School by 2022.

Trustee Blackburn noted that there are many single track English schools and if parents from these schools advocated for a dual track French program, it would have a negative impact on the entire system. She advised that the District has a five-year plan and that the process is methodical and considers the impact on all communities. Mr. Corriveau noted that 166 students travel by bus to Devonshire Community Public School from the Cambridge community. He added that this affects the community dynamic and that busing students to another community also has environmental impacts.

4. Briefing from the Chair of the Board

Chair Scott reported that the student trustees for the 2021-2022 school year have been elected and that incumbent Student Trustee Charles Chen will return for a second term. She noted that the Board is looking forward to welcoming newly-elected Student Trustee Amatur Raheem Salam-Alada. Student Trustee Joy Liu will be moving on at the end of this school year and the Board will offer a formal send off in June 2021.

Chair Scott noted that students, parents, and community members are encouraged to complete a new survey as part of the OCDSB Police Involvement in Schools policy and practice review, that was sent to all families. The survey closes at the end of day, 16 May 2021. Information is available on the District website.

May 2021 is Speech and Hearing month and on 12 May 2021, OCDSB Speech-Language Pathologists will host two open house information sessions for families. Registration and details are available on the District website.

Chair Scott noted that May 2021 marks Asian and South Asian Heritage Month and Jewish Heritage Month. She also noted that this month is Eid Al-Fitr.

5. Briefing from the Director

Director Williams-Taylor reported that the District had the pleasure to announce the recipients of the annual Director's Citation Awards and Employee Recognition Awards. She encouraged all to visit the District website to read more about this year's recipients. She extended her appreciation to staff for their hard work and dedication to OCDSB students and community.

Director Williams-Taylor reported that the second session of the OCDSB Black Excellence series is on 18 May 2021 at 7pm. She noted that four professionals will provide career advice for students and that additional information is available on the District website.

Director Williams-Taylor congratulated Earl of March student Tasneem Alnahhas, who has been recognized as a 2021 Loran Scholar. This is Canada's largest undergraduate merit award. Tasneem was recognized for her outstanding leadership, commitment, and contributions to her school and local community. Tasneem looks forward to pursuing a Bachelor of Science and volunteering more of her time to the community. Tasneem is joining a cohort of 30 Loran Scholars across Canada out of more than 6,000 applicants. She is one of nine to be selected within Ontario this year. Director Williams-Taylor added that it is a remarkable accomplishment and wished her the best in her future pursuits.

6. COVID-19 Update

Director Williams-Taylor reported that remote learning continues for the majority of students. She expressed her appreciation of those employees who are supporting students with complex special educational needs in-person during the stay-at-home order. That order is currently scheduled to continue until at least 18 May 2021 with no scheduled date to return to in-person learning.

Director Williams-Taylor noted that all school based staff are now eligible to book vaccine appointments and she encouraged all eligible employees to get vaccinated. Vaccines are also available to anyone over the age of 18 who reside in one of three designated postal code areas in Ottawa (K1T, K1V, and K2V). With the possibility of vaccine availability for 12-18 year olds, the District has asked Ottawa Public Health (OPH) and the Children's Hospital of Eastern

Ontario (CHEO) for information that could be shared with families about vaccines for children.

Director Williams-Taylor noted that the District continues to provide communications support to its health partners to promote awareness of asymptomatic testing in the community, including a series of mobile test centres in designated communities. Ottawa PPublic health (OPH) and the Children's Hospital of Eastern Ontario (CHEO) are looking to pilot asymptomatic testing strategies which could be used to support the sustainable safe operation of schools in September 2021. This includes take home testing kits which can easily be self-administered.

Director Williams-Taylor noted that the District is continuing to plan for a safe and welcoming return to in-person learning for the 2021-2022 school year. On 4 May 2021, the Ministry of Education provided additional directives and funding relating to the upcoming school year. School boards have been advised to plan for in-person learning with cohorting in place, with plans for pivoting to other modes of delivery if necessary. Some highlights include:

- Funding to offset costs related to staffing, cleaning, and health and safety protocols associated with managing Covid-19;
- Increased support for student mental health;
- Guidance that elementary students should continue to be cohorting with their classmates and homeroom teacher with some access to specialized teachers;
- Guidance that school boards will be required to limit secondary school schedules to two in-person classes (such as quadmestering or octomestering) with the cohorting of students as much as possible to limit the number of student-to student contacts; and
- The authority for school boards to offer virtual learning in the 2021-2022 school year and a provincial timeframe for family decision making on selecting in-person or virtual learning.

This new provincial direction brings more clarity to District planning for September 2021 and affirms the quadmester/octomester model for secondary schools. The confirmation of additional COVID-19 funding and additional mental health supports are important in addressing operational needs, student learning, and well-being.

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

- A survey regarding the selection of in-person or virtual learning for students was used to determine staffing. The community has expressed interest in returning to in-person learning as only 6% for the 2021-2022 school year indicated a desire for remote learning. Principals have received a briefing to

determine the interest for families to change their decision for in-person or remote learning to better plan for the coming year;

- During the emergency lockdown period, 231 elementary students and 51 secondary students are attending in-person schools. 143 elementary staff and 37 secondary school staff are serving students with complex needs at 38 schools across the District. The students being supported in-person face significant challenges, including those with autism spectrum disorder, and those who are medically fragile, or have developmental disorders;
- Having received further guidance from the Ministry, the District has allowed for flexibility in quadmester and octomester in-person models in that two courses can be offered each day, although this will be confirmed by mid-summer 2021. The District has also factored in accountability with student use of the asynchronous learning period as the District also plans for the possibility of COVID-19 events such as class closures in order to minimize disruption for students and staff; and
- Teaching staff, principals, vice-principals, custodial, and other staff working on the front lines are experiencing high levels of anxiety, stress, and fear despite the advancements of inoculations. The District has worked to prioritize school based staff for vaccinations and continues to maintain levels of personal protective equipment (PPE) for staff and reminders, guidance, and cleaning protocols are in place to continue to help keep staff and students safe. Director Williams-Taylor, on behalf of the senior team, recognized and thanked staff's hard work and commitment to students. She noted that staff working in person with students are demonstrating extreme professionalism and that they are not transferring their own trepidation to students. Director Williams-Taylor also recognized the community effort and sacrifices that families have undertaken to keep their kids safe and to engage their kids at home to reduce mobility.

7. Matters for Action:

7.1 Report 21-038, Business and Learning Technologies Appropriate Use of Technology Policy P.100.IT Review (S. Lehman)

Your committee had before it Report 21-038, seeking approval of the proposed consultation plan to update Policy P.100.IT, Appropriate Use of Technology.

Superintendent Lehman and Manager of Business & Learning Technologies Owens presented the report.

Moved by Trustee Blackburn,

THAT the Board approve the proposed consultation plan for the update of Policy P.100.IT - Appropriate Use of Technology, attached as Appendix A to Report 21-038.

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

- Trustees could meet early in the revision process to discuss the draft policy and to highlight questions to promote further policy discussion;
- School councils may require three months to provide consultation, one month to be presented with material, one to discuss, and one to provide input to the Board;
- Consultation with school councils could start in October 2021, to allow for members to be in place following elections in September 2021;
- Ottawa Carleton Assembly of School Councils (OCASC) could reach more parents than the Parent Involvement Committee (PIC) in consultations;
- When feedback is gathered from consultations it is presented to Committee of the Whole (COW) to then be reviewed by trustees;
- After the preliminary consultation is completed, staff will consider if there is an opportunity to present the draft policy for additional public feedback;
- School councils do not meet in June which should be considered in consultation timeline planning;
- Ms. Lamba expressed the view that the policy could include consultation with the Accessibility for Ontarians with Disabilities Act (AODA) experts and the Advisory Committee on Equity (ACE) to address accessibility concerns;
- Section 5.6 in Policy P.100.IT may require additional consideration as many staff may be using personal devices to access District resources;
- Director Williams-Taylor noted that staff are working to address the restructuring of policy standards and the cyclical approach of policy review as the process will be lengthy with 123 policies to review;
- Executive Officer Giroux reflected on the recent hiring policy and noted that senior staff are discussing what policies are in work plans for review and are considering a policy review process and its sustainability. She outlined some of the considerations, expectations, and standards that are being contemplated. A memo will be provided to trustees summarizing the process and seeking their feedback;
- Staff noted that the consultation process could allow enough time to incorporate any changes from the development of the policy review process;

- Policy P.100.IT is unique in that staff in the Business & Learning department work with the infrastructure and could provide feedback early in the preliminary consultation process which can provide direction and inform decisions in the policy review; and
- Trustee Fisher expressed concern that the Board needs to dedicate time in future to discuss the policy review process and recognized that policies govern procedures that direct day-to-day operation and business of staff.

Moved by Trustee Blackburn

THAT the Board approve the proposed consultation plan for the update of Policy P.100.IT - Appropriate Use of Technology, attached as Appendix A to Report 21-038. (Attached as Appendix A)

Carried

7.2 Notice of Motion re Cambridge Street Community Public School (Trustee Bell)

Following a break at 8:52 pm the meeting was called to order at 9:00 p.m.

Moved by Trustee Bell,

WHEREAS Cambridge Street Community Public School is a single track English program school with a capacity of 323 students; with declining enrollment over the past 10 years; and with a current combined enrollment of 55 in person students in all 8 levels: JK to Grade 6;

WHEREAS Cambridge Street Community Public School is situated in a community of mixed socio-economic demographics and has traditionally served the needs of a marginalized communities facing many challenges;

WHEREAS the current state of the school is untenable: three-grade split classes, no sports teams, no extracurricular activities, no funds for supplemental programming;

WHEREAS evidence demonstrates that the introduction of French immersion into single track English program schools increases the resources, opportunities, and parent involvement, helping to create a more equal footing for all students;

WHEREAS the addition of a French immersion program at Cambridge Street Community Public School would help to increase school enrolment and ensure more equitable access to programming for this community;

WHEREAS a significant numbers of children (approximately 166) in the current catchment area of Cambridge Street Community Public School are leaving to attend other schools outside of their community because of the lack of French Immersion programming;

WHEREAS many from traditionally marginalized communities have stated that the English program no longer meets the educational needs and aspirations of those communities and diminishes employment opportunities for those students;

WHEREAS the decrease in enrollment numbers at Cambridge Street Community Public School mirrors the district-wide trends and trajectories of increased enrollment in French immersion programming and the decrease of enrollment in the English program;

WHEREAS the OCDSB is committed to equity and anti-racist action for underserved communities;

WHEREAS a vibrant school in this community with its diverse populations and mixed income demographics will contribute to the cohesion and health of the neighbourhood, and social and institutional determinants of success for students;

WHEREAS the Building Community Together report released by Somerset West Community Health Centre in December 2020 notes that public services such as schools in a community with populations from a mixed income and demographics contributes to the cohesion and health of the community;

WHEREAS the community has been advocating for the introduction of French Immersion program at the school for at least 10 years;

WHEREAS with planned and approved construction development projects, it is anticipated that there will be an additional 2000 to 9000 mixed income new units built in the area between 2017-2026 which will add thousands of individuals and families in the community;

WHEREAS there is a provincial moratorium on pupil accommodation reviews and continued inaction could result in the eventual loss of an important community school;

WHEREAS waiting for a broader review or for plans to address the systemic barriers to student success in the English program will further negatively impact already disadvantaged students at Cambridge Street Community Public School and those within community;

RECOGNIZING that community involvement and input is essential to evidence-based decision making;

RECOGNIZING that grand-parenting and phased-in programming will minimize disruption until population settles into new housing; and

RECOGNIZING the long-term sustained viability of neighbouring schools.

THEREFORE BE IT RESOLVED,

THAT staff be directed to prepare a plan to introduce a French immersion program at Cambridge Street Community Public School in September 2022, together with such other recommendations as may be feasible to ensure a viable English program for the current and future students at Cambridge Street Community Public School, with a report to the Board in September 2021 outlining the study and transparent community consultation process to be followed, and a final report to the Board in early 2022 with recommendations for implementation including attendance boundaries, initial grade structure and transition planning.

In introducing the motion Trustee Bell noted that she held a community meeting at Cambridge Street Community Public School (CSCPS) where community members expressed their concerns and needs at the school. She noted that many students at CSCPS are in triple split classes and that the school's enrolment is the lowest in the District. She expressed concern that many of the students experience marginalization and systemic bias; coming from racialized communities, are new immigrants, have special needs, and/or experience poverty. Trustee Bell expressed the view that a dual-track program would help increase total enrolment thereby affording the school additional resources and opportunities, allowing students to stay in the community and aid in improving outcomes for students and the health of the community.

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

- Director Williams-Taylor noted that English language programs in smaller schools continue to serve students and recognized the commitment of staff at Cambridge Street Community PS in providing innovative learning and engagement to students. She suggested that trustees need to take a system approach regarding the allocation of resources for equitable outcomes;
- A broader area analysis is needed to develop a strategy, to provide a fair and equitable outcome;
- Staff noted that introduction of an EFI program to English program schools has, in some cases, led to decreased enrolment of the English program;
- Trustee Boothby expressed concern that the EFI program could overwhelm the English program at CSCPS. She noted that Connaught PS, Centennial PS, Cambridge Street Community PS, and their catchment areas are in close proximity to each other and expressed concern that, under the provincial moratorium on area reviews,

students may see more transitions unless the area can be reviewed holistically which could lead to more challenges for the community;

- Moving an EFL program to a school without a full accommodation review could disadvantage one school over another;
- Trustee Campbell noted that programs can be added to schools if a case could be built that there is an emergency need; however, it remains unclear if that would apply to Cambridge;
- Staff noted that it is difficult to determine, without conducting a consultation and accommodation review, how many students would be enrolled if an EFL program were added to Cambridge. There are currently 150-160 English program students in the catchment area and the community has expected growth after 2025 which could provide more French program students, although this may affect Devonshire Public School;
- Trustee Schwartz suggested that trustees need to advocate for the province to reinstate the accommodation review process as many situations across the District require a review;
- Ms. Lamba expressed the view that not implementing French Immersion (FI) could be a form of systemic racism as Cambridge is a community of marginalized and racialized groups which need to be accommodated, and queried if an equity lens has been applied;
- Director Williams-Taylor noted that trustees discussed equity concerns regarding observed patterns in English only schools with with Core French programs in February 2020. She noted that the discussion included matters pertaining to poverty, racialized students, access to extracurricular activities, and English language learners (ELL) across the District. She noted that, in the past, the District undertook an initiative to offer French to all students in the two kindergarten years for half a day each day, regardless of any barriers. She added that the District does not have a limit on providing students with French Immersion and there are no barriers in transportation to these programs. She noted that some students who chose the FI program have long transportation distances which can be a barrier for some families; however, in the case of Cambridge, the distance to access an EFL program is only 1.4 km. Director Williams-Taylor noted that the question of equity has been robustly considered;
- Superintendent Towaij noted that in 2015, the District destreamed its kindergarten program to allow for a seamless two year program transition and to address trends of some student groups being underrepresented for education needs. Destreaming is now applied from kindergarten to grade 12 with the goal of removing systemic barriers. She noted that the program component and commitment to

learning recovery is applied across the District and province. She acknowledged that the pandemic has disproportionately affected families and that a group of elementary educators have worked within the District in both a numeracy and literacy lens to identify key screeners and tools to identify targeted areas for learning recovery and to implement programs and supports, prior to the 2021-2022 school year. She explained that enhanced supports will be added starting in the summer of 2021, beginning with kindergarten reading intervention through to grade 12. This will provide fulsome support for students with learning needs, regardless of their enrolled program. Adding a second stream to a school with a smaller English program would increase combined grade classes. She added that it would take a number of years to increase enrolment in the dual-track program if CSCPS were to adopt an EFI program as many families would prefer to remain in their current school and would not be as willing to transition to another school;

- Director Williams-Taylor noted that there are 21 English program schools in the District and it would raise another equity question to consider which of those schools would be privileged to have the EFI program over another;
- Staff expect approximately 65-70 students to be enrolled at CSCPS if students returned to in-person learning for September 2021;
- Superintendent Towaij noted that in order to determine supports to be provided to schools with multi-track programs, staff consider many factors, such as the number of students, needs allocation, required staffing supports for programming, and a common scoping sequence that all educators are provided with;
- Currently there are no other robust opportunities to withdraw students from other schools to boost CSCPS English program numbers;
- There are 14 students in the kindergarten program, and 40 in grades 1 to 6, with 18 in Ottawa Carleton Virtual School (OCV);
- Although CSCPS is a small school, it is committed to the community and provides opportunities for students to be engaged in various options, including some gold medal clubs, partnership with the Bible Centre, Inuit Centre, Boys and Girls Club, an extended day program (EDP), and international languages offerings. To increase enrolment, the District has offered cross-boundary transfers to families interested in joining CSCPS for its smaller class sizes;
- The District has strongly advocated for the moratorium to be lifted on accommodation reviews to allow for more fulsome consultations. Staff expect issues could arise within two years if the moratorium continues as some sustainability issues need to be addressed;

- Director Williams-Taylor noted that she would be unsure of the Ministry's response if an accommodation review was to be conducted under the moratorium; however, some actions could occur within the confines of the moratorium. She noted it is challenging request to implement to produce a report by September 2021 and to generate a system plan as this would take a significant amount of time and there are many factors including resourcing and capacity issues to undertake this work;
- Chief Financial Officer (CFO) Carson noted the District has been conducting boundary reviews and that the Ministry guidelines on accommodation reviews typically result in school closures. He noted that with resurgence in Centretown Ottawa West and Ottawa East, the District would like to retain a robust presence in the area. He added that school consolidation is more likely to form a staff recommendation. He noted that in discussions with Trustee Bell, she focused on French Immersion at CSCPS in recognition that a wider review could not be completed by September 2022;
- Director Williams-Taylor noted that there is complexity in undertaking the motion's request as there are many factors that must be considered, such as the close proximity of other schools to CSCPS and how this would influence outcomes at these schools;
- Director Williams-Taylor noted that staff would require possibly two years to undertake this initiative as there are a variety of uncertainties going into the 2021-2022 school year. She advised that to introduce a system-wide project when there is significant work already underway, such as destreaming efforts, would require a re-prioritization of commitments to learning in order to conduct a proper review for a long-term impact. She added that resourcing goes beyond funding and staff as there is a finite amount of time to complete work. She drew attention to the 123 policies that need to be reviewed and the accommodating conversation on policy review;
- In response to a query from Trustee Fisher, Director Williams-Taylor noted that staff would look to develop a plan for a review of the use of school sites within the District, in a reasonable scaled timeframe, and report back to trustees;
- CFO Carson noted that previous boundary reviews, similar to the motion, could reduce enrolment at neighbouring schools. Costs in implementing an EFI program are not significant and are applied on an incremental basis. He noted that reallocating students from a neighbouring school to CSCPS would impact staff, which would initiate a hiring process at Cambridge; however, accurate funding projections cannot be determined until the process begins in order to assess the impact on the schools that students were moved from. Long term

impact should see student population growth in the school. He noted that the cost of resources is not prohibitive in implementing an EFI program, but rather the overall organization and diffusion of the program;

- Manager of Planning Carty-Ostafichuk noted that the moratorium began seven years ago when the province was dissatisfied with the established school accommodation review process. The province altered their guidelines six years ago which resulted in a backlash from school boards causing the province to suspend the program to reevaluate. She noted that the accommodation review process primarily focused on school closures or the movement of more than 50% of a school's population. She added that the province has not provided a timeline on when new direction can be expected; and
- Cambridge has allocated additional staff for the 2021-2022 school year to only have two combined classes of English and math.

During her wrap up, Trustee Bell called on trustees to vote in favour of the motion and support the Cambridge community by calling for an end to systemic discrimination. She expressed disappointment that several trustees had their computer cameras turned off during her closing comments.

The 10:30 vote received the required 2/3 majority to continue*

Moved by Trustee Bell

THAT staff be directed to prepare a plan to introduce a French immersion program at Cambridge Street Community Public School in September 2022, together with such other recommendations as may be feasible to ensure a viable English program for the current and future students at Cambridge Street Community Public School, with a report to the Board in September 2021 outlining the study and transparent community consultation process to be followed, and a final report to the Board in early 2022 with recommendations for implementation including attendance boundaries, initial grade structure and transition planning.

Defeated

8. Report from Statutory and Other Committees

8.1 Parent Involvement Committee (PIC), 31 March 2021

Moved by Trustee Hough,

THAT the report from the Parent Involvement Committee (PIC), dated 31 March 2021 be received.

Trustee Blackburn noted that only one trustee should be listed as non-voting members.

Moved by Trustee Hough,

THAT the report from the Parent Involvement Committee (PIC), dated 31 March 2021 be received, as amended.

Carried

8.2 Special Education Advisory Committee (SEAC), 7 April 2021

Moved by Trustee Campbell,

THAT the report from the Special Education Advisory Committee (SEAC), dated 7 April 2021, be received.

Carried

8.3 Indigenous Education Advisory Council (IEAC), 22 April 2021

Moved by Trustee Hough,

THAT the report from the Indigenous Education Advisory Council (IEAC), dated 22 April 2021, be received.

Carried

9. Information Items:

9.1 Report from OPSBA (if required)

Trustee Boothby reported that the Ontario Public School Boards' Association (OPSBA) annual general meeting (AGM) is taking place on 12 June 2021 and the keynote speaker, Kike Ojo-Thompson begins at 9:00 a.m.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

Trustee Blackburn expressed concern and urged trustees to conduct themselves in a professional manner regarding outcomes of votes on motions.

Trustee Fisher noted that his camera was turned off due to Wi-Fi issues and noted that this does not represent his lack of concern for the Cambridge community.

Trustee Schwartz noted, for the record, that her camera is regularly turned off as her children often enter her office at home. She noted that some subject matter can be emotional and urged trustees to conduct themselves with decorum and respect for the office that they hold, for the staff at the Board, and for the community. She pointed out that trustees must consider the entire District and not just the schools within one boundary. She added that she takes offence when it is implied that she does not care about systemic racism issues when she considers decisions on a District wide basis.

In response to a query from Trustee Campbell, Director Williams-Taylor confirmed that staff will provide a response providing guidelines on students walking to school.

In response to a query from Trustee Scott, Superintendent Lehman noted that there are approximately 2000 hotspots serving students, but there is a waiting list. He noted that unused Sonim devices can be used to create hotspots to address the waiting list and expects the devices to be sent to students beginning on 30 April 2021. He added that his team will work to find other solutions if additional students require internet access. He noted that students who have not had internet access during the emergency lockdown order have been in contact with their teachers who have provided paper copies of learning materials and assignments.

11. Adjournment

The meeting adjourned at 10:47 p.m.

Keith Penny, Chair

Appendix A to 11 May 2021 COW Report



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

| | |
|---|--|
| DATE: | 11 May 2021 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | Consultation regarding the proposed updates to B< Appropriate Use Policy |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Shawn Lehman, Superintendent of Instruction, ext 8391 |
| WHAT? | |
| 1.WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information) | |
| <i>To seek input on the Appropriate Use of Technology Policy to update the policy and procedure to better reflect the current landscape of technology in the OCDSB and in an effort to better support and promote a culture of caring within the OCDSB.</i> | |

WHY?

2.WHY ARE YOU CONSULTING? (Check all that apply)

- ☒ To seek advice, informed opinion or input for consideration prior to decision-making?
- ☐ To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
- ☐ To share information and awareness about a subject/recommendation/decision that has been made?
- ☐ Other? (Please explain)

This consultation will invite participants to provide feedback about the current policy and procedure based on their experience as users. The primary focus will be on staff and students, with other persons or groups invited to share input as well.

3.HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The policy reflects the District's commitment to a Culture of Caring: Champion and nurture a safe, caring and respectful workplace. The Appropriate Use of Technology Policy has not been revised in 9 years and in order to better support our staff and students we need to ensure it accurately reflects the current landscape.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4.WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community Internal to OCDSB External / Other (please identify)

☒ Students ☒ Trustees ☒ Agencies/associations ☒ Parents/guardians ☒ Superintendents _____ Community groups ☒ School council(s) ☒ Principals and/or Vice-principals _____ General Public
 _____ Ottawa Carleton Assembly of School Councils ☒ Managers _____ Other _____ governments
 _____ ☒ Advisory committees (Specify below) ☒ District staff _____ Other
 _____ Special Education Advisory Committee, etc ☒ Federations
 _____ ☒ Other Technology Advisory Committee
 _____ ☒ Audit Committee

Please describe or expand on who will be consulted and any partners in the consultation:

The key users governed by the policy are students and staff.

Feedback is also welcome from a range of stakeholders. To support this, information about the policy review process will be posted on the District website with an overview of some of the areas of concern and an invitation to provide feedback through some guiding questions. This will ensure ease of access for interested stakeholders and will facilitate the collected and consolidation of feedback.

Awareness of the consultation and the opportunity to provide feedback will be shared through employee updates, student updates (grades 7-12), the school council newsletter, and to all parents and guardians through Keeping You

Connected. Interested parents will be invited to share feedback either electronically or at a planned feedback session (virtual).

In addition to the parent consultation, the consultation includes targeted outreach to the federations, Parent Involvement Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.

5.HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Staff has been collecting feedback in more general terms from students, staff and parents and guardians over the past year related to user experience and the increased use of technology for remote and virtual learning and working. Business and Learning Technology is currently surveying staff about the District's Technology plan and although not directly related to this policy, that feedback will be reviewed for any relevant connections to this policy.

HOW?

6.HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- ☒ Website (schools and/or OCDSB sites)
- ☒ Employee Update
- ☒ Student Update (7-12)
- ☒ Keeping You Connected (parent update)
- ☒ School Council newsletter
- ☒ Employee Focus Groups
- ☒ Student Focus Groups
- ☒ Other - Principal Operations Meeting, Federation meeting, other meetings as required

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Information about this consultation will be shared using established channels for different audiences. The website will be the repository for information and all communications will be linked back to the website.

7.HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- ☒ Web based notice and feedback
- ☒ Focus groups
- ☒ Meetings
- ☒ Other (Parent Involvement Committee)

Please describe:

The consultation plan is designed to recognize three primary user groups - staff, students and the Business and Learning Technology Department, as well as other stakeholders who may have an interest, but are not necessarily regular users of District technology or devices. Recognizing that there is a range of stakeholder interest on this topic, the consultation has been designed to ensure interested stakeholders can provide input.

Staff is developing a consultation page on the district website which will contain information about the current policy consultations. This page will be linked to school websites. This page will include key background information, timelines for consultation and opportunities for providing feedback. This will include discussion and/or survey questions which stakeholders can use to provide feedback.

Information about this consultation will be sent to the stakeholder groups (staff, students, parents, school councils) as explained above. Interested parties will be invited to share feedback electronically in June.

In addition, there will be a focus group discussion with staff in Business and Learning Technologies in June. The purpose of this focus group is to discuss issues that routinely arise in the course of supporting the District's technology infrastructure, devices and clients. This focus group discussion is key to ensuring the business and security aspects of the policy are addressed.

In the fall, there will be focus group discussions with key users, staff and students. These sessions will allow users the opportunity to share their experiences and needs. This phase of the consultation will also include discussions with the federations as well as any follow-up discussions or focus groups which may be identified based on the feedback received in June.

Given the pandemic we will leverage technology to conduct the consultation.



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives;
Timelines for analysis;
Date for Committee/Board deliberation; Evaluation of consultation

Targeted DATE FOR FINAL
DECISION:

| PROJECTED DATE(S) | ACTIVITY/MILESTONE | NOTES** |
|-------------------|---|--|
| May 11 | Committee of the Whole - presentation of Framework | |
| May 25 | Board Approval of Framework | |
| June 1 - 30 | Community for input, Staff for input - information to go to community <ul style="list-style-type: none"> Website text posted, invitation for input (June 1 - June 30) Business and Learning Technologies Staff Consultation (Staff Meeting) | <ul style="list-style-type: none"> - Background Information and questions posted on District Website - System Memo to Invite Staff feedback - Parent Invitation to input through Keeping You Connected and School Council Newsletter - |
| Sept/Oct | Focus Group Consultation | Specific Dates pending |
| | Students Staff Others as required | <ul style="list-style-type: none"> - Focus groups will be held virtually in groups of no more than twenty |

| | | |
|---|--|---|
| | -Focus Groups : Federations, Tech Committee, Digital Lead Learners, Managers (Manager's Council) -Parent Involvement Committee (September Meeting) -Consultation with Labour Relations and Human Resources - Consultation with Safe Schools | <ul style="list-style-type: none"> - Feedback from PIC will be solicited at September meeting - Consultations with Labour Relations, HR and Safe Schools will be meeting format |
| November | Draft Policy to DEC | |
| December | Committee of the Whole - Draft Policy presented for discussion | |
| | | |
| <p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. | | |
| <p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p> | | |
| <p><input checked="" type="checkbox"/> Email circulation</p> <p><input checked="" type="checkbox"/> Website (schools and/or OCDSB sites)</p> <p><input checked="" type="checkbox"/> Letter of Transmittal to committee/Board</p> <p>Please describe:</p> | | |

Final Policy will be presented for discussion and approval to the Committee of the Whole and Board before the end of the calendar year.

OTHER

10.ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

n/a

** Note that the consulting body bears responsibility for the costs of the consultation.*

11.EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process.
(e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)



MEMORANDUM

Memo No. 21-064

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education
Shawn Lehman, Superintendent of Instruction

DATE: 25 May 2021

RE: Amendments to Consultation Plan for Appropriate Use for
Technology Policy Review

The purpose of this memorandum is to propose amendments to the consultation plan for the Appropriate Use for Technology Policy review. Based on the feedback from Committee of the Whole on 11 May 2021, the following revisions have been made to the consultation plan included with the Board agenda (copy attached):

1. **Improve Access for School Councils** - To accommodate the School Council meeting schedules, the timelines have been expanded by one month. This will allow school councils more time to address the consultation at their October or November meeting;
2. **Opportunity for Advisory Committees** - Staff will organize a focus group in the fall that will provide an opportunity for members of advisory committees to provide feedback on the policy;
3. **Ensure Accessibility Lens** - To ensure the needs of students with disabilities are considered in the consultation process, Special Education Advisory Committee (SEAC) will be invited to participate in the consultation process by participating in a focus group for advisory committee members. Learning Support Services will also be asked to consult on the policy;
4. **Add OCASC Input** - Information will be shared with members of Ottawa-Carleton Assembly of School Councils (OCASC) and OCASC will also be invited to participate in a focus group for advisory committee members; and

5. **Add Trustee Focus Group** - To ensure trustees have an opportunity to participate in a general discussion about the policy and to highlight issues or sections of the policy which should be an area for focus during the consultation and policy review process.

All changes to the consultation plan are noted in red in the report.

If you have any questions please contact Shawn Lehman, Superintendent of Instruction at shawn.lehman@ocdsb.ca or Business and Learning Technologies Manager Sandy Owens at sandy.owens@ocdsb.ca.

Cc: Senior Staff
Manager, Business and Learning Technologies
Corporate Records

Attach.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

| | |
|---|--|
| DATE: | 11 May 2021 |
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| CONTACT / PROJECT LEAD (Name, telephone, email): | Shawn Lehman, Superintendent of Instruction, ext 8391 |
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| <i>To seek input on the Appropriate Use of Technology Policy to update the policy and procedure to better reflect the current landscape of technology in the OCDSB and in an effort to better support and promote a culture of caring within the OCDSB.</i> | |

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|---|
| <div data-bbox="961 440 1068 477" data-label="Section-Header"> <p style="text-align: center;">WHY?</p> </div> <div data-bbox="193 511 1029 553" data-label="Section-Header"> <p>2.WHY ARE YOU CONSULTING? (Check all that apply)</p> </div> <div data-bbox="193 560 1768 755" data-label="List-Group"> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p> </div> <div data-bbox="193 826 1822 938" data-label="Text"> <p><i>This consultation will invite participants to provide feedback about the current policy and procedure based on their experience as users. The primary focus will be on staff and students, with other persons or groups invited to share input as well.</i></p> </div> <div data-bbox="254 1084 1789 1198" data-label="Section-Header"> <p>3.HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?</p> </div> |
|---|

The policy reflects the District's commitment to a Culture of Caring: Champion and nurture a safe, caring and respectful workplace. The Appropriate Use of Technology Policy has not been revised in 9 years and in order to better support our staff and students we need to ensure it accurately reflects the current landscape.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

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☒ Other Technology Advisory Committee
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The key users governed by the policy are students and staff.

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In addition to the parent consultation, the consultation includes targeted outreach to the federations, Parent Involvement Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.

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☒ Student Update (7-12)

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☒ School Council newsletter

☒ Employee Focus Groups

☒ Student Focus Groups

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Information about this consultation will be sent to the stakeholder groups (staff, students, parents, school councils) as explained above. Interested parties will be invited to share feedback electronically in June.

In addition, there will be a focus group discussion with staff in Business and Learning Technologies in June. The purpose of this focus group is to discuss issues that routinely arise in the course of supporting the District's technology infrastructure, devices and clients. This focus group discussion is key to ensuring the business and security aspects of the policy are addressed.

Trustees will be invited to participate in a focus group in June. This focus group, dedicated to Trustees, will provide an opportunity for interested Trustees to engage in conversation and provide input into the revised policy.

In the fall, there will be focus group discussions with key users, staff and students. These sessions will allow users the opportunity to share their experiences and needs. This phase of the consultation will also include discussions with the federations as well as any follow-up discussions or focus groups which may be identified based on the feedback

received in June. There will also be a dedicated focus group for interested Advisory Committee Members (PIC, OCASC, SEAC, IEAC, ACE, and others) to provide input.

Given the pandemic we will leverage technology to conduct the consultation.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

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Date for Committee/Board deliberation; Evaluation of consultation

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¹

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> ● Business and Learning Technologies Staff Consultation (Staff Meeting) ● Trustee Focus Group | <ul style="list-style-type: none"> - Parent Invitation to input through Keeping You Connected and School Council Newsletter - |
| Sept/Oct Sept - Nov | Focus Group Consultation | Specific Dates pending |
| | <p>Students Staff Others as required</p> <p>-Focus Groups : Federations, Tech Committee, Digital Lead Learners, Managers (Manager's Council) -Parent Involvement Committee (September Meeting) -Consultation with Labour Relations and Human Resources - Consultation with Safe Schools</p> | <ul style="list-style-type: none"> - Focus groups will be held virtually in groups of no more than twenty - Feedback from PIC will be solicited at September meeting - Consultations with Labour Relations, HR and Safe Schools will be meeting format |
| November December | Draft Policy to DEC | |
| December January | Committee of the Whole - Draft Policy presented for discussion | |
| | | |
| <p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and | | |

- the timelines for communicating the outcome/related decisions reached to those consulted.

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

☒ Email circulation

☒ Website (schools and/or OCDSB sites)

☒ Letter of Transmittal to committee/Board

Please describe:

Final Policy will be presented for discussion and approval to the Committee of the Whole and Board before the end of the calendar year.

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

n/a

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process.
(e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)



**BOARD
Report 21-048**

25 May 2021

**Appointments to the Ontario Public School Boards' Association
(OPSBA) for 7 July 2021 to 7 July 2022**

Key Contact: Michele Giroux, Executive Officer, Corporate Services

PURPOSE:

1. To confirm the appointments to the Ontario Public School Boards' Association (OPSBA) for the period 7 July 2021 to 7 July 2022:
 - two directors to the Board of Directors;
 - two alternate directors to the Board of Directors;
 - a voting delegate for the Eastern Regional Council Meetings;
 - an alternate voting delegate for the Eastern Regional Council meetings;
 - a voting delegate for the 2022 Annual General Meeting; and
 - an alternate voting delegate for the 2022 Annual General Meeting.

SUPPORTING OUR STRATEGIC PLAN:

2. Confirming appointments to OPSBA enables the Board to effectively participate in the association that represents public district school boards and public school authorities across Ontario. Through the appointments we are continuing our work in building a Culture of Social Responsibility and improving governance practice.

CONTEXT:

3. The Ontario Public School Boards' Association (OPSBA) is an advocacy group representing the interests and needs of public district school boards and public school authorities in Ontario. OPSBA advocates on behalf of the best interests and needs of the public school system in Ontario. The Ottawa-Carleton District School Board (OCDSB) is a member of OPSBA and appoints trustees to various positions.

KEY CONSIDERATIONS:

4. OCDSB Representation
It is the practice of the Board to appoint representatives for the following positions:
 - Two (2) trustees as directors and two (2) alternate directors to serve on the OPSBA Board of Directors; and

- One (1) trustee for each position of voting delegate and alternate voting delegate for the OPSBA Annual General Meeting and Eastern Regional Council Meetings.

This practice is in keeping with other boards in the Province and has provided for greater consistency and a better understanding of what transpired at the various meetings and ongoing opportunities to build relationships with other OPSBA members.

The 7 July 2020 to 7 July 2021 term appointments included:

- Trustees Boothby and Penny as directors to the OPSBA Board of Directors;
- Trustees Bell and Campbell as alternate directors to the OPSBA Board of Directors;
- Trustee Boothby as voting delegate and Trustee Penny as alternate voting delegate for the OPSBA Eastern Regional Council meetings; and
- Trustee Boothby as voting delegate and Trustee Penny as alternate voting delegate for the OPSBA Annual General Meeting.

5. Meeting Dates

OPSBA Board of Directors meetings are normally scheduled for December, January, February, May, and July (AGM). Eastern Regional Council meetings are normally scheduled for January and April.

6. Appointment Process

In accordance with the Board's By-laws and Standing Rules, in order to make these appointments, the Chair will call for volunteers or nominations (if required) for the various positions. If there is more than one candidate for each position, an election will be held.

The election will be conducted with a google form ballot. A link to the ballot will be placed in the Zoom chat. The election officers will tally the votes and send the result to the Chair in a private chat. The Chair will read the results. The same process will be repeated until a winner is declared.

FINANCIAL CONSIDERATIONS:

7. Costs incurred by the trustees appointed to represent the Board will be charged to the existing central budget for Board business in accordance with Section 2.5 of Policy P.005.GOV Board Member Expenses and Support Services or reimbursed by OPSBA.

COMMUNICATION/CONSULTATION ISSUES:

8. There is no consultation required for this report because it relates to the appointment of trustees.

RECOMMENDATION:

THAT

- A. Trustees _____ and _____ be appointed as the two directors to the OPSBA Board of Directors, the voting and alternate delegates for the Eastern Regional Council meetings, and the voting and alternate delegates for the OPSBA Annual General meeting for the period 7 July 2021 to 7 July 2022; and
- B. Trustees _____ and _____ be appointed as the two alternate directors to the OPSBA Board of Directors for the period 7 July 2021 to 7 July 2022.

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board

**BOARD****25 MAY 2021****Report No. 21-037****Provisions for Calling Extraordinary Meetings of the Board****Key Contact: Michele Giroux, Executive Officer, Corporate Services****PURPOSE:**

1. To recommend adopting a resolution authorizing the calling of extraordinary meetings of the Board to deal with COVID-19 and Labour Relations matters for the period of 25 May 2021 to 01 December 2021, if required.

CONTEXT:

2. In accordance with Section 8.6 of the Board's By-laws and Standing Rules, attached as Appendix A, the Board may adopt a resolution authorizing extraordinary meetings to be called by the Chair without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission, or electronic mail to all Board members. The enabling resolution must state the nature of the business to be transacted at such extraordinary meetings.

KEY CONSIDERATIONS:

3. As the District continues to operate within the current COVID-19 reality and contemplates planning for the return to school in September 2021, it is anticipated that key decisions may require Board approval to be responsive to Ministry timelines. In addition, there are outstanding Labour Relations matters which may require timely resolution.

The preferred practice for unplanned business is to call for a special meeting (48 hours' notice) in accordance with the provisions in the Board By-laws and Standing Rules. The Board also has the ability under section 8.6 of the by-laws to call an extraordinary meeting (6 hours' notice). However, the by-laws require an enabling motion to be in place to call an extraordinary meeting. Historically speaking, this is a precaution, and wherever possible, urgent meetings are planned with at least 48 hours' notice. Staff is recommending that the Board protect its right to call extraordinary meetings under the provisions of Section 8.6 of the By-laws for the period of 25 May 2021 to 01 December 2021, if required.

RESOURCE IMPLICATIONS:

4. There are no financial implications associated with the invoking of the provision of the extraordinary meeting.

COMMUNICATION/CONSULTATION ISSUES:

5. There is no consultation required.

STRATEGIC LINKS:

6. Improved governance practices is one of the desired outcomes of the culture of social responsibility. In its responsibility for implementing responsive governance structures and practices, the Board is responsible for adhering to its own By-laws and Standing Rules.

RECOMMENDATION:

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19 and Labour Relations matters, for the period from 25 May 2021 to 01 December 2021.

Michael Carson
Chief Financial Officer

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Appendix A Board By Laws and Standing Rules (Excerpt re Extraordinary Meetings)



Appendix A

Report 21-037

EXCERPT FROM:

OCDSB By-Laws and Standing Rules November 2018

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.

Revised: 11 May 2021

Board Work Plan 2020-2021

| Actions | Milestones | Time Frame | |
|--|--|---|-----------------|
| | | Start Date | Status |
| Culture of Innovation We will build a learning community where innovation and inquiry drive learning | | | |
| Professional Learning | Anti-Racism Training | 16 February 2021 | complete |
| | Board Retreat 2021 1. Applying an Equity Lens to Policy and Governance 2. Human Rights and Equity | (TBD) | |
| | Strategic Enterprise Risk Management (SERM) | 4 May 2021 | complete |
| | Governance - The Role of the Trustee | March 2021 | complete |
| Culture of Caring We will advance equity and a sense of belonging to promote a safe and caring community | | | |
| Police Involvement in Schools Policy and Program Review | <ul style="list-style-type: none">● Consultation with stakeholders● Regular status updates and monitoring progress● Review draft policy● Board approval of revised policy | September 2020 June-September 2021 October 2021 | |
| Human Rights Policy | <ul style="list-style-type: none">● Consultation with stakeholders | December 2020 | |

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| | | | |
|---|--|---|-----------------|
| | <ul style="list-style-type: none"> Review draft policy Board approval of new policy | September 2021 | |
| Cyclical Policy Review Process | <ul style="list-style-type: none"> Create a list of policies and a schedule for review 2021-2022 | June 2021 | |
| Culture of Social Responsibility We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship | | | |
| Indigenous, Human Rights and Equity Roadmap | <ul style="list-style-type: none"> Discussion at Committee of the Whole Approval of additional resources for Indigenous students | October 2020 | |
| Applying Identity Based Data <ul style="list-style-type: none"> Student Suspensions and Expulsions Credit Accumulation Achievement and Streaming | <ul style="list-style-type: none"> Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data. | November 2020 February 2021 June 2021 | |
| Learning Support Services Operational Review | <ul style="list-style-type: none"> Resume focus group sessions with stakeholders Discussions at SEAC and Committee of the Whole Board approval and next steps | April 2021 | |
| Safe Schools Policy Review | <ul style="list-style-type: none"> Consultation with community Board approval of revised policy | November 2020 October 2021 | |
| Advisory Committee Review | <ul style="list-style-type: none"> Consultation with Advisory Committee Chairs and stakeholders Review and update policies as required | September 2021 November 2021 | |
| Fiduciary We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective stewardship of the board's resources | | | |
| Approval of Audited Financial Statements | <ul style="list-style-type: none"> Audit Committee approval Board approval | November 2020 | complete |

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| | | | |
|---|--|---|------------------|
| 2019-2023 Strategic Plan Update | Regular status updates and monitoring of strategic plan | November 2020 | |
| Board Work Plan | <ul style="list-style-type: none"> • Prepare draft plan • Board approval • Regular status updates and monitoring | November 2020 Monthly Monitoring | |
| Director's Performance Evaluation/Planning | <ul style="list-style-type: none"> • Ad Hoc Committee meeting (April 2021) to review job description and determine process • Ad Hoc Committee meeting (June 2021) to review comprehensive Director evaluation questionnaire • Conduct Comprehensive Director Evaluation • Board Approval | April 2021 June 2021 June-September 2021 November 2021 | underway |
| Approval of 2021-2022 Budget | <ul style="list-style-type: none"> • Set budget meeting schedule • Board approval | February 2021 May 2021 June 2021 | on track |
| Academic Staffing Approval | Committee of the Whole and Board discussions Board approval | March 2021 | complete |
| Electoral Zone Boundary Review | <ul style="list-style-type: none"> • Initiate review and research options • Community consultation • Board approval | January 2021 November 2021 February 2022 | underway |
| Monitor the 2020-2021 Budget with consideration of COVID-19 impacts | Regular status updates and monitoring | Ongoing | |
| Appoint an Integrity Commissioner | <ul style="list-style-type: none"> • Amend and re-issue Request for Proposal (RFP) • Evaluate and select proponents | April 2021 | complete |
| Board Comprehensive Evaluation | <ul style="list-style-type: none"> • Ad Hoc Committee meeting to determine process • Prepare and distribute survey | April 2021 September 2021 | postponed |

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| | | | |
|---------------------|---|----------|----------------|
| | <ul style="list-style-type: none">Evaluate results and use to inform 2021-2022 Plan | | |
| Succession Planning | Regular in-camera updates | May 2021 | ongoing |