



BOARD PUBLIC AGENDA

Tuesday, April 28, 2020, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Report from the Board (In Camera)	
4. Briefing from the Chair of the Board	
5. Briefing from the Director	
6. Delegations	
6.1 Richard Sharpe, re Identity Based Data Collection Initiative	1
7. Matters for Action	
7.1 Confirmation of Board Minutes:	
a. 31 March 2020 Board	3
7.2 Business Arising from Board Minutes	
7.3 Non-Consent Items	
7.4 Report 20-039, New Stittsville Secondary School Attendance Boundary Consultation Plan, (M. Carson ext. 8881)	15
7.5 Report 20-040, Purchase of New Portable Classrooms (M. Carson, ext. 8881)	27

8.	Matters for Discussion	
8.1	Report 20-044, Results from Thoughtexchange: Students, Parents and Community (M. Giroux, ext 8607)	31
8.2	Covid-19 Update	45
8.3	Report from OPSBA Representatives (if required)	
9.	Matters for Information	
10.	New Business -- Information and Inquiries	
11.	Adjournment	

Delegation to the OCDSB Board of Trustees Meeting
April 28, 2020 - 7:30pm

On behalf of the Organizations listed below, I am making this delegation to the board of trustees seeking more information **on outcomes of the Identity Based Data Collection initiative that was part of the OCDSB's School Survey conducted at the end of 2019. As well, I will be presenting on the safety of Black and racialized students within the OCDSB.**

1. Data collection initiative and family/community engagement in addressing the results:

Over the past year, the OCDSB has made great efforts to engage the African, Caribbean and Black (ACB), racialized, indigenous and other diversity and equity seeking groups in the lead up to last year's identify based data collection initiative. We participated in focus groups, design of questions and methodologies and helped promote the school survey within our communities. It has been almost 6 months since the end of the survey and we have not heard of its results. We recognize that the current COVID-19 pandemic may have certainly delayed action on the results, but it is our view that this work should be made a priority. The analysis and strategy development phase is a critical next step and the integrity in that process will have an impact on the trust our communities place in the OCDSB. We applaud the collaborative effort placed in the data collection phase and expect that the same spirit of engagement will flow into the analysis of the results. We fully understand that engagement might look different in this phase (ie virtual) but we are eager to see the needle move forward and are fully ready to support the process. This is all in keeping with the OCDSB's adoption of the UN Decade for People of African Descent and the commitment made in that proclamation to collect data and to engage our Black children and their families.

2. Safety of Black and racialized students within the OCDSB

For parents of children and youth of African descent in the OCDSB schools, their physical, emotional and spiritual well being is paramount. We recognize that since the changes at the top of the leadership of OCDSB's administrative leadership, structural and other changes have been made that have positively impacted our children and fostered improved relations with families. That being said, persistent challenges exist from curriculum that does not reflect our children's lived experiences, to streaming to racial bullying - sometimes even by those in positions to make decisions affecting our children's education. The information gleaned from the school survey again will help address the ongoing, systemic issues our children continue to face in OCDSB schools. We call on the OCDSB to engage us on these issues to ensure that our children's post COVID-19 integration back into classrooms heralds a renewed commitment to serve all our children in a way that ensures they become the best that they can be.

Organizations:

613/819 Black Hub

African Canadian Association of Ottawa

African Diaspora Action Team

Black Agenda Noir

Black Ottawa Business

Justice for Abdirahman Abdi Coalition

Somali Centre for Family Services

South Sudanese Community Association of Canada



BOARD PUBLIC MINUTES

Tuesday, March 31, 2020, 7:30 pm

- Trustees: Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaabouté Gagné (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), 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), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Sandra Lloyd (Manager of Risk and Supply Chain Management), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager, Board Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Susan Baker (Acting Senior Board Coordinator), Charles D'Aoust (Coordinator of Budget Services), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:11 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

Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,

THAT the agenda be approved.

Chair Scott advised that the item 8.7 Notice of Motion, OPSBA Policy Resolution does not require action immediately and suggested the item be removed from the agenda.

Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,

THAT the agenda be approved, as amended.

Carried

3. COVID-19 Update

Director Williams-Taylor advised that the Ministry of Education extended the school closure until 1 May 2020 for staff and 4 May 2020 for students. Schools will be closed to everyone and an online platform will be available for students. In phase 1, an online learning platform will be available to engage students. In phase 2, it will mirror an instructional approach, with assessments built in and the expectation for student contact. The District has provided complimentary materials in addition to those provided by the Ministry of Education.

Director Williams-Taylor shared that some measures have been taken by the District to contact providers like Rogers and Bell. With these partnerships, the District aims to provide hardware, such as tablets, with Wi-Fi, to students that require it. She added that the District has been working with Ottawa Public Health (OPH) to determine how to access schools to acquire the unused hardware and distribute them to students safely.

Director Williams-Taylor noted that Superintendent Towaij and her team have developed materials to support the continuity of learning in phase 2.

Director Williams-Taylor noted the importance of engaging students with special education needs. The District is working on solutions to obtain and distribute the equipment and assistive technology these students require. Learning Support Services (LSS) staff are also considering how to effectively maintain outreach with special needs students while maintaining distance recommendations. The equity of access to Wi-Fi in rural communities has also been a challenge.

Director Williams-Taylor advised that students who access breakfast programs or that have other kinds of food insecurities are a priority. The Ottawa Network for Education (ONFE) has a plan and will be working with local school boards to provide packaged nutrition for students. There are challenges with rolling out the program but they are moving forward with a pick up as an option. OFNE is communicating with the community via social media.

During a discussion of the Director's update, the following information was provided:

- Chromebooks and Wi-Fi hubs should be delivered to students in need by 9 April 2020; and
- Creative solutions are being explored to provide nutrition to families such as gift cards. ONFE encourages individuals to obtain food from local providers of food distribution. As of 31 March 2020, seven family emergency shelters received deliveries and seven other agencies able to operate as food banks received "breakfast replacement kits". The Education Foundation encourages families requiring assistance to contact their local food service agencies directly. The Education Foundation has made a contribution of \$25,000 to fund the breakfast replacement kits.

4. Report from the Board (In Camera)

Trustee Penny reported that the Board met in camera this evening, and has no further report.

5. Briefing from the Chair of the Board

Chair Scott thanked first responders for risking their lives to help the community.

Chair Scott acknowledged that an alleged incident occurred on 27 March 2020 between Trustee Blackburn and a community resident. The details related to the incident are not yet known, but the Board is concerned about the allegations of racism and bias this has generated. She advised that the concerns are taken seriously and the District will follow its policy to review the incident. The Director of Education has spoken with the family and the OCDSB Human Rights and Equity Advisor is reviewing this matter. Once the review has been completed, the District will report any specific actions, initiatives and/or recommendations.

Chair Scott advised that the Elementary Teachers' Federation of Ontario (ETFO) has reached tentative central agreements with the Government of Ontario, the Ontario Public School Boards' Association and the Council of Trustees' Associations. ETFO is suspending strike action pending the results of its central ratification votes. She added that in response to COVID-19 the Ontario Secondary School Teachers' Federation has announced it has suspended all strike sanctions indefinitely. This includes sanctions that were part of a limited withdrawal of administrative services that have been in place since last November.

6. Briefing from the Director

Director Williams-Taylor advised that the alleged incident that took place in the community involving Trustee Blackburn and a member of the community, will be addressed promptly.

Director Williams-Taylor thanked staff, families and students for their support and patience as the District continues to implement the learn at home program during the pandemic.

Director Williams-Taylor reminded everyone to follow physical distancing recommendations and encouraged families to stay home, wash hands and take care of each other.

7. Delegations

7.1 Matt Kedroe, re Trustee Behaviour

Mr. Matt Kedroe was before the Board to address an incident that allegedly took place on 27 March 2020 between his son Styles Lepage and Ottawa Carleton District School Board (OCDSB) Trustee Donna Blackburn. Mr. Kedroe stated that his son's human rights had been violated by Trustee Blackburn, which included her passing judgement on his son and circulating an unauthorized photo of the minor, on social media.

Mr. Kedroe stated that according to the allegations, Trustee Blackburn breached several of the OCDSB Code of Conduct rules as referenced in his submission. He noted that he is determined to have this matter dealt with promptly and is willing to escalate the situation if sufficient action is not taken. Mr. Kedroe shared concerns that if Trustee Blackburn remains in office, she could negatively influence the future of his son and the career of his sibling, a teacher within the District. In his opinion, an appropriate resolution would be if Trustee Blackburn were to resign as Trustee of the Barrhaven Ward.

Chair Scott and the Trustees thanked Mr. Kedroe for coming before the Board to speak to the incident.

In response to queries, the following points were noted:

- According to the Education Act, the OCDSB Board of Trustees have limited authority over elected officials and cannot demand the resignation of a Trustee; and
- The OCDSB is taking this matter seriously and have involved their Human Rights and Equity Advisor to assist in resolving this matter.

7.2 Ashley Russell, re Trustee Behaviour

Ms. Ashley Russell expressed concern over an alleged incident between Trustee Blackburn and an OCDSB student. Based on information she received from a chat group posted on Ottawa Black Educators Network and the news article found online at Basketball News, she expressed the view that Trustee Blackburn overstepped her role as Trustee, and can no longer deliver on the expectation of trustees to offer a safe environment for students.

In response to trustee queries, Ms. Russell noted that she was unaware of the sanctions that could be imposed on a trustee as a result of a Code of

Conduct complaint. An outline of sanctions would be provided to Ms. Russell.

7.3 Cathy Bailey, re Academic Staffing for 2020-2021

Chair Scott advised that Ms. Cathy Bailey was unable to provide her delegation.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a 25 February 2020, Board

**Moved by Trustee Hough, seconded by Trustee Fisher,
THAT the minutes of the Board meeting of 25 February 2020 be confirmed.**

Carried

8.1.b 5 March 2020, Special Board

**Moved by Trustee Hough, seconded by Trustee Fisher,
THAT the minutes of the Special Board meeting of 5 March 2020 be confirmed.**

Carried

8.1.c 16 March 2020, Special Board

**Moved by Trustee Hough, seconded by Trustee Fisher,
THAT the minutes of the Special Board meeting of 16 March be confirmed.**

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 25 February 2020 Board Meeting minutes, the 5 March 2020 Special Board minutes nor the 16 March 2020 Special Board minutes.

8.3 Receipt of Committee of the Whole Report, 3 March 2020

**Moved by Trustee Penny, seconded by Trustee Fisher,
THAT the report from Committee of the Whole dated 3 March 2020 be received.**

Carried

8.3.a Advisory Committee Review

This item was a non-consent item, and when dealt with later in the meeting, the following points were noted:

Moved by Trustee Boothby, seconded by Trustee Campbell,

THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;

THAT an ad hoc Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and

THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.

Executive Officer Giroux noted that deferring until September 2020 would be acceptable as there are many questions to address and this can only be resolved once the situation in Ottawa and the District are normalized.

Moved by Trustee Boothby

Seconded by Trustee Campbell

THAT the following motion be deferred to the Committee of the Meeting of September 2020:

THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;

THAT an ad hoc Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and

THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz, Scott (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.4 Non-Consent Items

8.5 Report 20-031, Academic Staffing 2020-2021

The Board had before it Report 20-031, seeking approval of the 2020-2021 Academic Staffing Plan.

Superintendent McCoy highlighted the following:

- COVID-19 has had a significant impact on the District and it is anticipated enrolment for 2020-2021 will be impacted as referenced in Memo 20-044. In regards to staffing, the District will work with human resources to make necessary adjustments. The District will take a conservative approach to allow for flexibility with changing enrolment;
- The role and involvement of local union representatives in the staffing process was noted. Unions provide input at committee meetings, are engaged in the staffing process and meet throughout the year to monitor staff allocation processes and to make recommendations to senior staff;
- The Ministry of Education has announced the regulated maximum average class size of 23:1 for Grades 9-12. The funded average will be aligned with this figure;
- The OCDSB is committed through collective agreement, to a class size average of below 22:1. This results in a gap of approximately 50-60 teachers;
- In the absence of a central agreement with the Ontario Secondary School Teachers' Federation, the District is committed to having a ratio of 22:1. The District will respond as appropriate to a collective agreement resolution and will adjust staff as required; and
- The recent agreement with the Elementary Teachers' Federation of Ontario (ETFO), the Crown and the Ontario Public School Board's Association (OPSBA), included additional funding for elementary teaching positions. Pending ratification of the agreement, the District will consult with local ETFO representatives to determine how funding can be applied to support students and student learning. An update will be provided to the Board.

Moved by Trustee Fisher, seconded by Trustee Campbell,

THAT the academic staffing levels for 2020-2021, including elementary teachers and secondary teachers, principals and vice-principals, as outlined in the Addendum to Report No. 20-031, and as may need to be

adjusted (upward or downward) due to changes in enrolment to meet mandatory requirements, be approved.

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

- The current secondary school proposal is based on class sizes prior to any collective agreement being achieved or ratified. If an agreement is reached, staffing will be amended in accordance with the regulation. In this case, staff would outline a new plan and provide it to the Board;
- The District cannot anticipate the impact that COVID-19 will have on international student enrolment or immigration. Each year, the District aligns staff levels with enrolment. If there are surplus staff, they will be redeployed as required. A decrease in enrolment would require flexibility to adjust classroom sizes closer to capacity;
- The Family Reception Centre (FRC) has experienced an increase in demand for its services, however additional academic staff are not required. During periods of anticipated influx, additional trained support staff is hired to perform assessments. When there are delays, students' progress is monitored and supported accordingly; and
- Trustee Boothby noted her concern over the further decrease of classes for gifted students and expressed interest to address this at a future date.

Vice-Chair Penny assumed the role of Chair.

Moved by Trustee Fisher

Seconded by Trustee Campbell

THAT the academic staffing levels for 2020-2021, including elementary teachers and secondary teachers, principals and vice-principals, as outlined in the Addendum to Report No. 20-031, and as may need to be adjusted (upward or downward) due to changes in enrolment to meet mandatory requirements, be approved.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8.6 Report 20-026, New Stittsville Secondary School Project Expenditure Budget Approval (M. Carson, ext. 8881)

The Board had before it Report 20-026, seeking approval of the proposed budget and approval to proceed. Chief Financial Officer Carson highlighted that since the new Stittsville secondary school project budget was originally proposed, changes have been made. Features of the final project include less unused floor space, two double gyms, solar orientation and photovoltaic on the rooftops to reduce the energy consumption.

The total building expenditure exceeded the original budget of \$37.0 million with a new final budget of approximately \$43.0 million. The funds will be derived from the following: \$1.75 million from education development changes, \$4.0 million from unencumbered capital reserves and \$37.0 million from the province. If the Board approves the recommendation, as of 1 April 2020, the District will proceed in contacting the Ministry of Education. It is vital to take immediate action to secure contractors and supplies to allow for the possibility of a September 2022 completion date.

Moved by Trustee Scott, seconded by Trustee Boothby,

THAT the project expenditure budget (PEB) for the new Stittsville secondary school in the amount of \$43,030,045 be approved;

THAT funding for the new Stittsville Secondary School project consist of:

- i. \$37,571,821 from Capital Priorities Funding;
- ii. \$1,458,224 from Educational Development Charges Funding; and
- iii. \$4,000,000 from Unencumbered Capital Reserves.

THAT staff be authorized to proceed to tender once Ministry approval is obtained; and

THAT the Chair and Director be given authority to award the contract to the successful low bidder if the project does not exceed the approved budget.

During the ensuing discussion, the following points were noted:

- Capital reserves are obtained from the sale of surplus properties but do not reflect existing surplus properties;
- Trustee Lyra Evans thanked staff for their efforts to incorporate environmental supports and green technologies; and
- It was recognized that budgeting is complex as inflation and labour costs fluctuate from grant proposal to proposed construction implementation.

Chair Scott assumed the Chair.

Moved by Trustee Scott

Seconded by Trustee Boothby

THAT the project expenditure budget (PEB) for the new Stittsville secondary school in the amount of \$43,030,045 be approved;

THAT funding for the new Stittsville Secondary School project consist of:

i. \$37,571,821 from Capital Priorities Funding;

ii. \$1,458,224 from Educational Development Charges Funding; and

iii. \$4,000,000 from Unencumbered Capital Reserves.

THAT staff be authorized to proceed to tender once Ministry approval is obtained; and

THAT the Chair and Director be given authority to award the contract to the successful low bidder if the project does not exceed the approved budget.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9. Matters for Discussion

9.1 Report from OPSBA Representatives (if required)

There was no report from OPSBA representatives.

10. Matters for Information

11. New Business -- Information and Inquiries

Chair Scott noted the tremendous effort involved in conducting a virtual Board meeting and thanked all OCDSB staff.

Trustee Campbell noted that the Special Education Advisory Committee (SEAC) would like an opportunity to discuss special education needs and how to address student concerns.

Director Williams-Taylor noted that the focus of Board meetings at present is business continuity and that the committee and advisory committee schedule will be reviewed and modified accordingly.

12. Adjournment

The meeting adjourned at 10:29 pm.

Lynn Scott, Chair of the Board



BOARD

28 April 2020

Report No. 20-039

New Stittsville Secondary School Attendance Boundary Consultation Plan

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To seek approval to amend the previously-approved consultation plan contained in Report 19-078, New Stittsville Secondary School Study – Approval of Timeline and Consultation Plan, presented to Committee of the Whole (COW) on 17 September 2019. The consultation plan supported the process to determine an attendance boundary, opening grade structure and program offering for the new Stittsville secondary school. Staff are also seeking approval to continue with public consultation, employing an alternate format(s) of delivery.

CONTEXT:

2. On 22 October 2019, the Board approved the timeline and consultation plan for the new Stittsville secondary school study to determine the attendance boundary, program offering and opening grade structure for the new secondary school.

Capital funding for this 1353 pupil place secondary school was approved by the Ministry of Education in March 2018, with a scheduled opening date of September 2022.

In accordance with the approved timeline, a working group was formed, comprised of school council representatives and principals from potentially impacted schools, local community association members, and District staff. Trustees who represent potentially impacted school communities were also invited to attend the meetings. Over the course of three working group meetings held in recent months, material regarding possible options for a secondary school boundary and related program offerings, opening grade structure and possible elementary school redirection options were considered.

In Report 19-078, the approved timeline indicated that four (4) working group meetings, followed by a public consultation meeting, would be held as part of the consultation phase of the study.

At the last working group meeting held on 9 March 2020, it was the consensus of the group that a fourth meeting was not warranted and that the process could move forward to the next phase; the public consultation meeting.

KEY CONSIDERATIONS:

3. Given the current situation as a result of the response to the Covid-19 pandemic, the ability to proceed to a public consultation meeting employing the usual methods of a large group format is not possible. In order to carry on with this process, an alternate means of consultation needs to be considered due the physical distancing limitations/restrictions imposed by all levels of government.

Staff would like to suggest the following alternate public consultation method and notification possibilities:

4. OCDSB Website Online Video Post:
This method could include the posting of a PowerPoint presentation video on the OCDSB website which would present highlights of an initial staff recommendation report. The report would outline the boundary options being put forth for consideration, including all background material considered throughout the working group process.

Notice of this video could be disseminated through various means including schools sending emails to parent/guardian(s), school council emails to families, notice on the OCDSB website and local community newspaper(s).

This method of consultation would provide the public with the opportunity to view the video over a specified time frame, which would include a period for input by email. This process could take place over a timeframe of approximately one month.

As part of the month-long extended consultation process, staff would respond to individual questions and prepare a frequently asked questions (FAQs) area on the web page with responses to common questions received. This information would be available for the public to review online. As is our usual practice, a hard copy record (original version) of all input is compiled in a binder and placed in the Trustees' Lounge. In place of this process, a link to a cache of comments will be developed for trustee review.

This alternate consultation method allows for a presentation which can be observed on more than one occasion as compared to the standard single date public meeting event. While this is not the usual format, staff believe this provides a robust opportunity for public access and feedback.

At the conclusion of the process, staff will consider all input received and will amend and finalize a recommendation to the Board on the boundary, opening grade structure and program offerings for the new Stittsville secondary school.

5. Objectives for Process Completion under Alternate Public Meeting Method:
The request for the delivery of an alternate public consultation meeting format and subsequent Board meeting will allow the process that is currently underway, for the new Stittsville secondary school study, to be completed in a timely fashion and generally in accordance with the approved timeline.

The efforts of the working group to date include:

- careful contemplation of the options by its members;
- maintaining the continuity of study material and members;
- working group discussions; and
- local input/considerations for the impacted school communities for the possible boundary options and other related changes.

It would not be ideal if the consultation extended into the fall of 2020 as a new working group would likely have to be formed. The current working group might not remain intact resulting in a loss of valued input to this important decision-making process. A new process would once again require several months to undertake and complete, with a finish date likely a year from now.

Additionally, should the public consultation meeting be completed within this school year, final consideration by the Board could be reserved to September 2020, if time does not permit in June 2020, due to limits within this school year.

RESOURCE IMPLICATIONS:

6. The cost of conducting the proposed study will be managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

7. The recommended timeline and consultation plan, as modified, are attached as Appendix B and C.

As noted under the key considerations section of this report, alternate methods for conducting the public consultation meeting portion of the study and possibly the recommendation/decision meeting need to be considered.

Providing an online video public consultation meeting, that includes a PowerPoint presentation, along with options considered and supporting material over an extended period of time, and with updates that included frequently asked questions (FAQs), will allow for a fulsome public consultation.

8. This approach would include the following:
- Notice to the public of the video consultation which would include phone messaging from study school principals, school and school council email notice, OCDSB website notice and local community newspaper(s);
 - PowerPoint presentation of information package or recommendation report;
 - Study Reports and working group packages posted for reference;
 - Online email address to receive public input;
 - Updates of FAQs and answers provided on an ongoing basis; and

- Consultation duration of approximately 30 calendar days.

As part of the process, notice of the final report, decision-making process and method would be posted on the OCDSB website.

STRATEGIC LINKS:

9. The opening of a secondary school within the Stittsville and Fernbank area will provide the District with the ability to serve students within their local area.

The addition of a school within its own community reinforces the objectives of the 2019-2023 Strategic Plan by improving equity of access to a choice of high-quality programs in an environment which fosters innovation and creativity. The provision of a new school facility with an established and growth area of the District, provides opportunity for the Strategic Plan's key priority areas to be addressed: creating a culture of innovation, caring and social responsibility.

RECOMMENDATION:

THAT the amendment to the timeline, attached as Appendix B to Report 20-039 and the consultation plan, attached as C to Report 20-039, for the new Stittsville secondary school study for establishing the attendance boundary, program offering, opening grade structure and associated changes, be approved.

Michael Carson
Chief Financial Officer

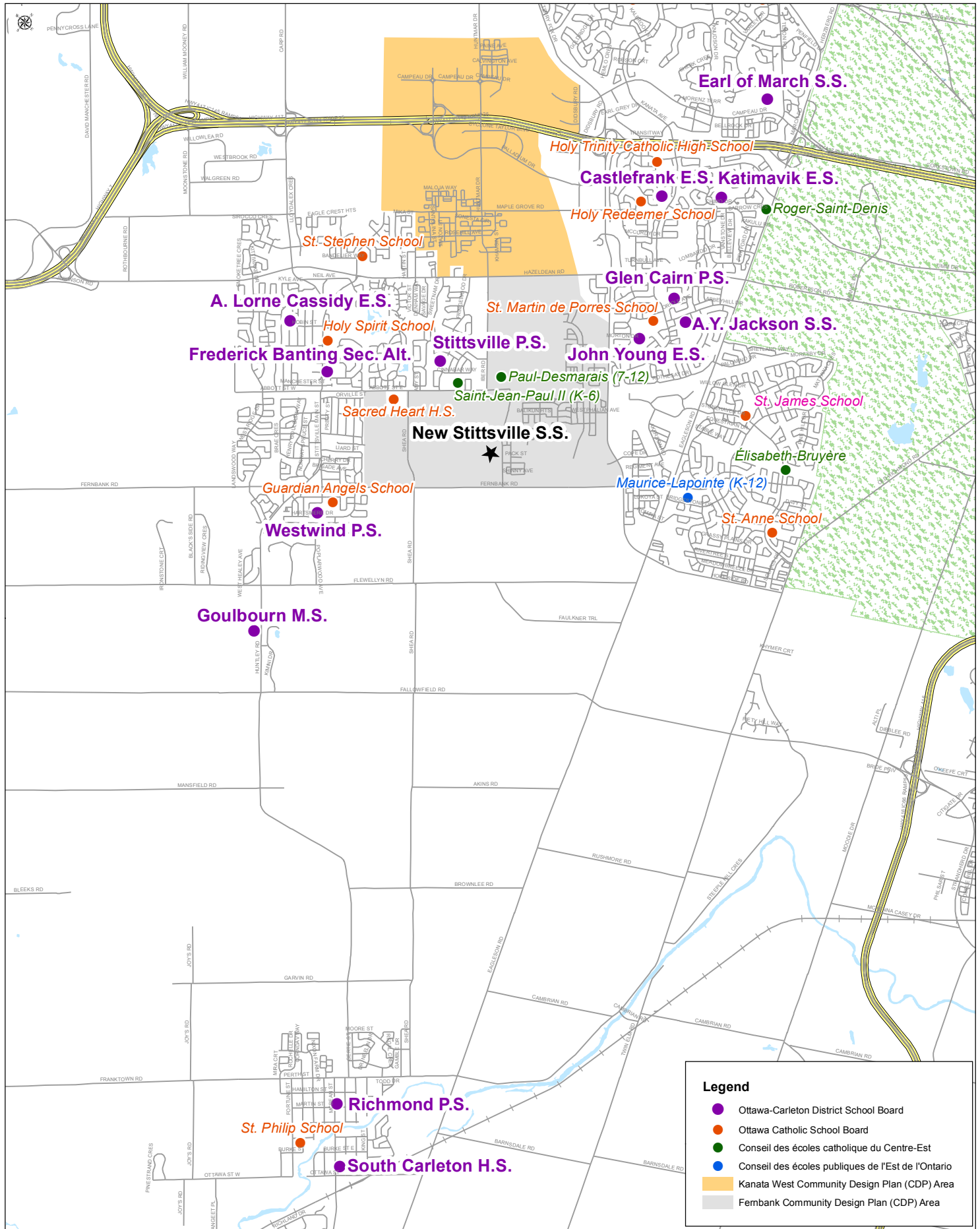
Camille Williams-Taylor
Director of Education and
Secretary of the Board

APPENDICES

Appendix A-Location Map
Appendix B-Amended Timeline
Appendix C-Amended Consultation Plan

General Location Map

New Stittsville Secondary School Study



Replacement (28 April 2020)
Appendix B
to Report 20-039



NEW STITTSVILLE SECONDARY SCHOOL STUDY TIMELINE – as amended

Activity	Date
Notice of Intention to Commence Study and Approve Study ➤ Board Approval of Study Consultation Plan and Timeline	October 2019
Consultative Stage ➤ Formation of Working Group ➤ Working Group Meetings ➤ <i>February Meeting cancelled due to labour action</i> ➤ Public Consultation Meeting - Revised Consultation & Extended Format	November 2019 November 2019 January 2020 February 2020 March 2020 May-June 2020
Recommendation and Decision Making Stage ➤ Regular Committee of the Whole or Special Board – Presentation of Staff Recommendation Report ➤ Regular or Special Board Meeting – Final Decisions	June 2020 June 2020
Communication and Implementation Stage ➤ Communication of Board Approved Decision ➤ Implementation of Board Approved Decision	June 2020 September 2022



CONSULTATION PLAN(REVISED)

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

DATE:	April 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Stittsville Secondary School Study – Approval of Alternate Public Meeting Consultation Format and Amendment to Study Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>Request to proceed to the public consultation meeting, following the series of working group meetings, previously attended by the impacted area school communities, regarding the proposed new Stittsville secondary school boundary and other associated changes. Due to current the Covid 19 Pandemic, and government imposed physical distancing and restrictions to large group gatherings, an alternate means of consultation must be undertaken.</p> <p><i>The scope of the consultation included six elementary and three secondary schools; A. Lorne Cassidy ES, Stittsville PS, Goulbourn MS, South Carleton HS, Glen Cairn PS, AY Jackson SS, Castlefrank ES, Katimavik ES, and Earl of March SS.</i></p> <p><i>The consultation process will serve to implement recommendations regarding the attendance boundary, program, and opening grade structure for the new grade 7 to 12 secondary school. Those changes may result in associated revisions to some area schools not directly impacted by the new school opening.</i></p>	
WHY?	
<p>2. WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input checked="" 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>	
<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> <p><i>The consultation will seek to recommend a plan to implement an opening grade structure, program, and attendance boundary for the new school. To minimize disruption to families and students it will also likely recommend the phasing of some of the recommended changes.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	



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

- ☐ Students
- ☒ Parents/guardians
- ☒ School council(s)
- ☐ Ottawa Carleton Assembly of School Councils
- ☐ Advisory committees (Specify below)
- ☐ Special Education Advisory Committee, etc
- ☐ Other _____

Internal to OCDSB

- ☒ Trustees
- ☒ Superintendents
- ☒ Principals and/or Vice-principals
- ☐ Managers
- ☐ District staff
- ☐ Federations
- ☐ Other _____

External / Other (please identify)

- ☐ Agencies/associations _____
- ☒ Community groups _____
- ☒ General Public _____
- ☐ Other governments _____
- ☐ Other _____

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

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.)

Yes, local Trustees, the Superintendent of Instruction for area schools, and the Chief Financial Officer.

HOW?

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

- | | |
|---|--|
| <p><input checked="" type="checkbox"/> Media advertisement (print and/or radio)</p> <p><input checked="" type="checkbox"/> Letter distribution</p> <p><input checked="" type="checkbox"/> School council(s)</p> <p><input type="checkbox"/> Ottawa Carleton Assembly of School Councils</p> | <p><input checked="" type="checkbox"/> School newsletter</p> <p><input checked="" type="checkbox"/> Website (schools and/or OCDSB sites)</p> <p><input type="checkbox"/> Other _____</p> |
|---|--|

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

Stakeholders will be informed via school email, school parent council email which will include online format, date and duration and opportunity for feedback for the alternate method of consultation.

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

- | | |
|---|---|
| <p><input type="checkbox"/> Focus groups</p> <p><input type="checkbox"/> Interviews</p> <p><input checked="" type="checkbox"/> Mail-out or email circulation</p> <p><input type="checkbox"/> Open houses / workshops / cafes</p> <p><input checked="" type="checkbox"/> School council(s)</p> | <p><input type="checkbox"/> Ottawa Carleton Assembly of School Councils</p> <p><input checked="" type="checkbox"/> Public meetings : Online Format only – extended timeframe</p> <p><input type="checkbox"/> Survey / questionnaire</p> <p><input checked="" type="checkbox"/> Web-based notice / Web-based comments</p> <p><input type="checkbox"/> Other _____</p> |
|---|---|

Please describe:



CONSULTATION PLAN

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

Replacement (28 April) Appendix C
to Report 20-039

WHEN?		
<p align="center">8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:</p> <p align="center">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</p>		
TARGETTED DATE FOR FINAL DECISION:		June 2020
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<u>NOTES**</u>
October 2019	Board Approval of Study Consultation Plan and Timeline	
November 2019	Formation of Working Group	
November 2019 to March 2020	Working Group Meetings	
May-June 2020	Public Consultation Meeting – Alternate Online Format	
June 2020	Committee of the Whole Meeting – Presentation, Debate, and Recommendations – Format to be determined based on current government imposed group gathering restrictions.	
June 2020	Regular Board Meeting – Final Study Decisions - Format to be determined based on current government imposed group gathering restrictions.	
<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. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.
Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

**Replacement (28 April) Appendix C
to Report 20-039**

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)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Email circulation | <input checked="" type="checkbox"/> School / principal communications / newsletter |
| <input checked="" type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> Letter of Transmittal to committee/Board | <input type="checkbox"/> Media reports |
| | <input type="checkbox"/> Other |

Please describe:

OTHER

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

Consultation costs will be managed within existing departmental budgets.

** 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.)

As this is an alternate method of Public Meeting Consultation being employed a survey could be issued to participants and study area communities to determine the effectiveness and receipt of comments and ideas for modifications etc.



BOARD
Report No. 20-040

28 April 2020

Purchase of New Portable Classrooms

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To obtain approval to purchase ten new modular portable classrooms in order to provide the District with sufficient flexibility to accommodate student enrolment.

CONTEXT:

2. Report No.19-036, Purchase of New Portable Classrooms, was presented to the Committee of the Whole on 16 April 2019, requesting the approval of 20 new portable classrooms. Board approval was received. These portables were required in order to ensure that the District would have a sufficient number of surplus units available to meet anticipated needs for the 2019-2020 school year. Acquisition of the newly constructed portables was subsequently approved by the Ministry and construction is currently in progress.

At that time, staff indicated they would monitor the portable inventory and would report back to the Board in the future.

KEY CONSIDERATIONS:

3. Enrolment at both the elementary and secondary panels is expected to increase significantly for the 2020-2021 school year (a total of over 1,000 students).

While there is some uncertainty as to the impact of the Covid 19 pandemic on the District's enrolment forecast, there remain areas within the District that are experiencing accommodation pressures, where portables are required. In addition, there are portable requirements to accommodate students in schools that are experiencing facility issues and/or renovations.

The annual portable allocation process for the coming school year will commence in April 2020, with principals submitting their requests. Staff estimates that the District will likely require the use of all available surplus portables in order to meet needs. Please note that this count includes the new

portable classrooms that were approved for purchase in 2019, which will be arriving over the next few months.

The increases in enrolment which the District has been experiencing in recent years are forecasted to continue beyond the upcoming school year and into the foreseeable future. This trend will generate a continuing need for additional temporary classroom accommodation.

Over 70% of the District's portable classrooms are in excess of 25 years old. Although annual maintenance and renewal assists in the continued use of these portables, a number may have to be replaced in the coming years with newly constructed units.

Recent updates to the energy efficiency requirements in the Ontario building code have enhanced the overall performance of newly constructed portable structures by upgrading the building envelope through increased insulation volume and continuity. In addition to the building envelope performance upgrades, mechanical systems for portables are now required to incorporate energy recovery. Portables are run entirely off electricity which reduces their carbon footprint by not consuming any natural gas.

Inquiries to the three coterminous school boards have confirmed that none have surplus portables available for purchase at this time. All of the boards responded that they are in a similar position to the OCDSB, either requiring all available portables or seeking the acquisition of additional new units.

Given the information above, it is prudent for the District to begin moving forward with the acquisition of additional portables for the 2020-2021 school year and beyond.

It has been staff's experience recently that it has taken longer than expected to receive Ministerial approval for capital expenditures. In order to ensure that accommodation needs are met in a timely fashion, staff is recommending the purchase of an additional 10 new portable classroom units at this time.

It should be noted that separate funding for temporary accommodation is provided by the Ministry, based on average costs incurred over the three preceding years. Under the funding model, staff is projecting that the OCDSB will receive approximately \$900,000 for 2020-2021, all of which would be used for portable moves.

Staff has had discussions with the Ministry regarding the need for the purchase of new portables and the funding mechanism. The recommendation is to fund their acquisition from reserves, subject to Ministry approval.

RESOURCE IMPLICATIONS:

4. New modular portable classrooms include air conditioning and are estimated to cost \$155,460 per unit. This estimate excludes HST and any costs to prepare

the site, provide service connections, and receive the portables. Additional administrative and permit fee costs, estimated at a total of \$20,000, can also be expected. The purchase of 10 new portable units is estimated at a total cost of \$1,574,600 (plus HST) to be funded from reserves.

The updated figures reflect the most recent actual cost experience under the administered standing agreement.

COMMUNICATION/CONSULTATION ISSUES:

5. There are no communication or consultation issues associated with the recommendations contained in this report.

STRATEGIC LINKS:

6. The purchase of new portable classrooms will ensure that students are provided with learning opportunities and resources to support well-being. This is consistent with the culture of caring objectives in the 2019-2023 Strategic Plan.

RECOMMENDATION:

THAT the purchase of ten new modular portable classrooms, at a budgeted total cost of \$1,574,600 (excluding HST), be approved and funded from reserves, subject to Ministry approval.

Michael Carson
Chief Financial Officer
(ext. 8881)

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

**BOARD****28 April 2020****Report No. 20-044****Results from Thoughtexchange: Students, Parents and Community**Key Contact: Michele Giroux, Executive Officer, michele.giroux@ocdsb.ca**PURPOSE:**


1. To better understand the experiences of students and parents with learning at home. We asked about challenges, success, questions and/or suggestions. Through a review of the feedback gathered, we can continue to tailor supports for families and make informed decisions as we navigate next steps.


SUPPORTING OUR STRATEGIC PLAN:


2. Through a Thoughtexchange, we elicited student and parent voice to help shape learning at home. By engaging with our stakeholders, and placing strong value the feedback received, we are continuing our work in building a Culture of Caring and a Culture of Social Responsibility. In addition, through thoughtful consideration of the feedback received, we adapt to the situation and modernize practices to continue building a Culture of Innovation during this unique time.

CONTEXT:

3. OCDSB parents, students, and community members were invited to participate in an online conversation through the interactive insight platform *Thoughtexchange™*. The exchange was sent via email to all parents with an email address on file, students in grades 7 to 12, and members of OCDSB Advisory Committees. Notice of the exchange was also posted to the OCDSB website and shared on social media. The exchange ran from Thursday, April 9 to midnight on Thursday, April 16. Participation in Thoughtexchange is a three-step process, where participants are asked to:

 **Share thoughts:** Participants respond to an open-ended question. They can share as many thoughts as they like, but each thought must be concise so that it is focused on a particular idea. All thoughts are shared with other participants, exactly as they are entered.

 **Star points of view:** Participants are asked to review the thoughts of others and rate them based on how much they agree (5 stars) or disagree (1 star). This helps to identify the ideas that are most important to the group.

 **Discover what matters:** Participants have the opportunity to learn about the group's shared values and priorities. They can view all thoughts, sorted by

overall rating, as well as 'hot topics' which capture different ideas that were rated highly by the group.

These three steps happen simultaneously, so participants are encouraged to check back in throughout an exchange to continue the conversation as others make contributions. During an exchange, a moderator frequently reviews thoughts to ensure the conversation remains respectful and does not include information that might identify individuals.

4. For this particular exchange, participants were divided into 5 groups based on whether they were a: (i) student in grade 7-8; (ii) student in grade 9-12; (iii) parent/guardian of a student in grade K-8; (iv) parent/guardian of a student in grade 9-12; or (v) community member/member of an Advisory Committee. Recognizing the unique needs and roles of those individuals, this allowed the conversations to focus on solutions and strategies tailored to that specific group. Those who belonged to multiple groups were invited to participate in each relevant conversation. All participants were asked the same question:

- As we continue with learning at home, what are your challenges, successes, questions, and/or suggestions?

The feedback received is useful for consideration within the separate groups and across all participants as a whole.

KEY CONSIDERATIONS:

5. Through the share and star phases, we had 7021 participants share 8902 thoughts and assign 169,803 star ratings. On Friday, April 17 we were able to communicate key ideas with participants and direct them to the Discover webpages to explore the results. This timely response to the exchange demonstrated recognition of the importance of the feedback received.
6. Through the exchange, we heard a variety of insights. Appendix A provides an overview of key themes that emerged. Among the top rated themes, we heard about the following:

Challenges:

- Balancing Learn At Home with work, family obligations, life stresses, health concerns, etc.;
- Managing the volume of work and the need for more consistency;
- Staying focused and motivated while at home;
- Accessing technology;
- Missing contact from school and finding online learning difficult;
- Managing stress and anxiety during this difficult time;
- Practicing French in an Anglophone home;
- Ensuring equity for those with special needs;

Suggestions:

- More teacher-led learning;
- A more streamlined and unified approach to use of online platforms and resources;
- More consistent and clearer instructions to students and parents;

Questions:

- Need more clarity on assignments, assessment, and evaluation, particularly on how marks will be calculated and what will happen with exams;
- Seeking information about graduation and post-secondary plans;
- How to support hands-on learning such as science labs, art, shop class, etc.

Successes:

- Praise and appreciation for teachers and principals.

7. Further exploration of *All Thoughts*, *Top Thoughts*, and *Hot Topics* is accessible to the public through Discover webpages:
- [Students in Grades 7-8](#)
 - [Students in Grades 9-12](#)
 - [Parents/Guardians of Students in Kindergarten-Grade 8](#)
 - [Parents/Guardians of Students in Grades 9-12](#)
 - [Community/Members of Advisory Committee Meetings](#)

RESOURCE IMPLICATIONS:

8. The use of Thoughtexchange™ as a platform was available under an existing contract with the OCDSB and so there was no additional financial cost at this time. The most significant resource for conducting this exchange was staff time, which is accounted for under existing portfolios.

The feedback received highlights necessary investments for supporting OCDSB families during the closure and transitioning back to school (whenever that may be). The insights gathered can be used to guide allocation and distribution of resources.

COMMUNICATION/CONSULTATION ISSUES:

9. This report provides an important summary of various experiences with learning at home. These results are being used to inform next steps. The results found in Appendix A have also been shared with the community and posted to the OCDSB website.

DISCUSSION QUESTIONS:

- How can we respond to the key themes that emerged?
- What are the actionable items that we can address immediately vs. short-term vs. long-term?
- How do we demonstrate to participants that they were heard?

- How will we use this information to inform ongoing discussions?
- How can we continue to monitor student and parent/guardian experiences?

Michele Giroux
Executive Officer

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

Thoughtexchange™ Results


We asked students, parents/guardians, and community members:


As we continue with learning at home, what are your challenges, successes, questions, and/or suggestions?

How it works:

Participation in Thoughtexchange is a three-step process, where participants were asked to:

 **Share thoughts:** Participants responded to with their experiences. All thoughts were shared with other participants, exactly as they were entered.

 **Star points of view:** Participants were asked to review the thoughts of others and rate them based on how much they agree (5 stars) or disagree (1 star). This helped to identify the ideas that are most important to the group.

 **Discover what matters:** Participants have the opportunity to learn about the group's shared values and priorities. Even those who didn't participate in the previous steps can view the thoughts, sorted by overall rating, as well as 'hot topics' which capture different ideas that were rated highly by the group.

Participation Rate during Share and Star:



7012 Participants



8902 Thoughts Shared



169,803 Star Ratings Assigned

	Students 7-8	Students 9-12	Parents K-8	Parents 9-12	Community
Participants	774	2304	3162	731	41
Thoughts Shared	635	1923	5061	1260	23
Ratings Assigned	11,416	41,354	92,770	24,211	52

The Discover phase is ongoing, where feedback can be explored using the links below:

- [Students in Grades 7-8](#)
- [Students in Grades 9-12](#)
- [Parents/Guardians of Students in Kindergarten-Grade 8](#)
- [Parents/Guardians of Students in Grades 9-12](#)
- [Community/Members of Advisory Committee Meetings](#)

[illegible]

Number	Total number of thoughts
1	125
2	115
3	105
4	65
5	63
6	58
7	58
8	55
9	30
10	10
11	10
12	8
13	8
14	5
15	3

- | | |
|--------------------------------------|--------------------------------|
| 1 – Family Stress/Life Balance | 9 – Stress/Anxiety |
| 2 – Hours/Volume of Work/Consistency | 10 – Equity |
| 3 – Need Teacher-Led Learning | 11 – Graduation/Post-Secondary |
| 4 – Hard to Focus/Be Motivated | 12 – Access to Technology |
| 5 – Online Platforms/Resources | 13 – French Immersion |
| 6 – Assignments/Evaluation | 14 – Positive/Successes |
| 7 – Need Contact/Online is Difficult | 15 – Hands-On |
| 8 – Need Instructions/Communication | |

Thoughtexchange™ Results

Family Stress/Life Balance

- Parents/guardians are finding it challenging to support their children while working from home or working essential jobs;
- Students are finding it challenging doing school work in a pandemic with part-time jobs and other responsibilities (i.e., helping with siblings);
- Both groups are busy caring for sick loved ones.

Hours/Volume of Work/Consistency

- Reports that the workload is too heavy, beyond the recommended hours;
- Teachers are inconsistent in their approach, classes/meetings scheduled at conflicting times;
- Desire for work to be staggered with longer deadlines; multiple suggestions for work to be communicated on Fridays with the weekend to prepare and then one week to complete.

Need Teacher-Led Learning

- Want video lessons with face-to-face teaching; if live, include the option to record for students who need flexibility;
- Requesting more interaction from teachers and/or virtual classroom;
- Reports of too much 'busy work' being assigned without enough teaching;
- Parents/guardians don't feel equipped to take on the role of the teacher.

Hard to Focus/Be Motivated

- Students find it very difficult to stay focused, motivated, and productive while at home;
- Lack of routine and distractions at home are challenging;
- Hard to be productive with the delay in responses to questions;
- Seeking meaningful and engaging work.

Online Platforms/Resources

- Multiple platforms/tools/accounts/passwords are creating significant frustration; requests for consistency and a single host platform;
- Frustration with the limited parent access to google classroom (parents want the student view);
- All online meetings should be recorded so students can watch again/at a different time;
- Too many online resources to navigate and determine what is useful.

Assignments/Evaluation

- Looking for further clarity, with examples, on how marks will be calculated (and more reassurance that marks will not go down);
- Questions about what will happen with final exams/summatives; concern that exams would be unfair; requests to cancel exams;
- Requests for marks to be pass/fail was met with mixed ratings;
- Group work is particularly challenging.

Need Contact/Online is Difficult

- Students miss being at school, seeing classmates and teachers; want to feel connected to school community;
- Concerns about too much screen time;
- Online learning is difficult; students are not truly learning by reading texts/slides; miss opportunities for clarification;
- It's motivating when teachers comment on work and give feedback.

Thoughtexchange™ Results

Need Clear Instructions/Communication

- Students and parents are seeking clarity on what students are supposed to be doing;
- Parents want to be copied in on communication to students so that they are in the loop, even for high school students;
- Communication needs to be streamlined, more consistent between teachers, in one place, and with concise, easy-to-follow instructions.

Stress/Anxiety

- Challenging for those with pre-existing mental health issues;
- Impact on everyone's mental health;
- Feeling stressed, lost, paranoid, frustrated, anxious, depressed, etc.

Equity

- Need help for students with Individual Education Plans;
- Concern for those in unsafe environments;
- Concern that the system rewards parents' abilities to teach and be organized, or a child's ability to access devices;
- Concern for English Language Learners.

Graduation/Post-Secondary

- Grade 12s are happy with the decision that marks will not decrease, but are feeling anxious and uncertain about the future (acceptances, scholarships, summer work).
- Seeking support from guidance counselors;
- Concerns about lacking knowledge that is needed for university courses (or next grade);
- Looking for more communication specific to grade 12s.

Access to Technology

- Allow flexibility in submitting work (e.g., photos of handwritten work);
- Some do not have wifi access, have unreliable wifi connection, or limited bandwidth for multiple people;
- Not all families have access to a computer, or must share a computer among multiple family members;
- Some are completing work on phones/mobile devices;
- Paper packages with worksheets would be great, but many lacking access to a printer.

French Immersion

- Not all homes have French speakers, so it is difficult to support students in French;
- Students need more time speaking French with teachers and classmates;
- Video chats are needed for practice.

Positive/Successes

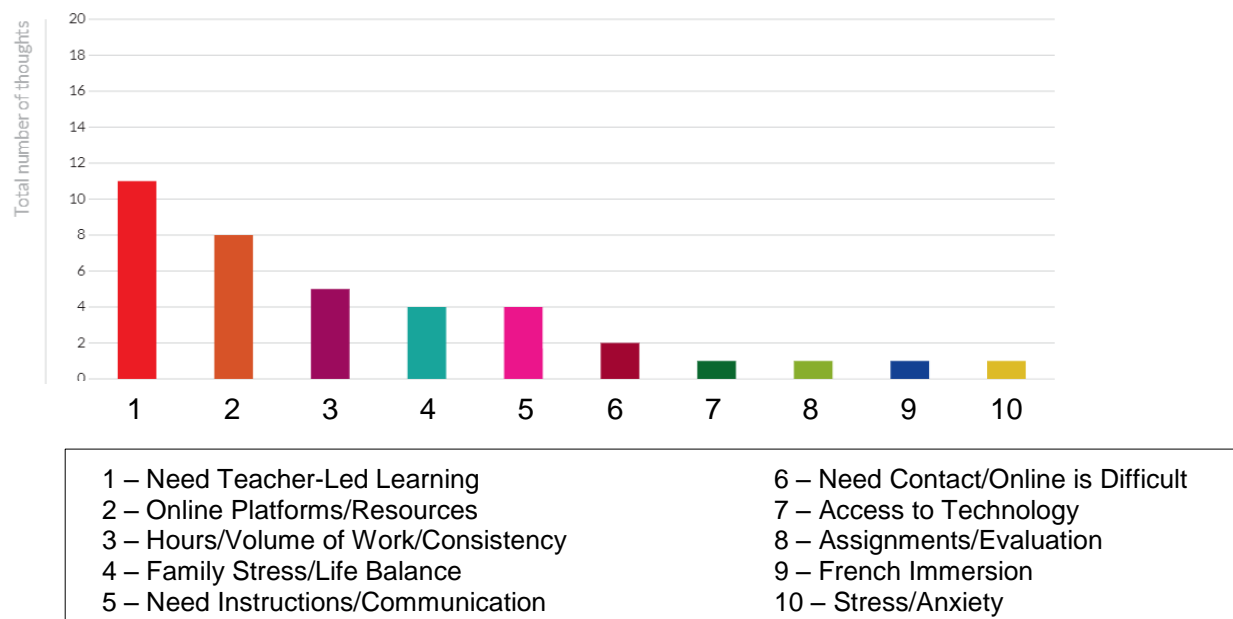
- Praise for specific teachers/principals;
- Appreciation for videos and check-ins;
- Parents appreciate the effort being put in.

Hands-On

- Students miss hands-on learning, such as science labs but have questions about materials for courses such as science, art, shop, etc.
- Opportunity to learn skills at home: fix the sink, cook, clean, change tires, etc.;
- Opportunity to learn coping skills, practice social and human values

Students - Grades 7 and 8

Common Themes, among thoughts rated 4.0+:



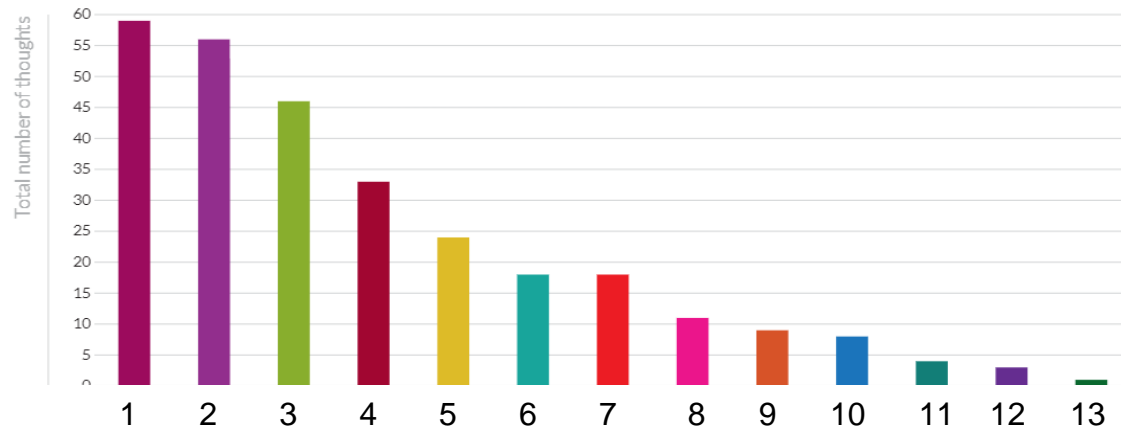
Top Thoughts, exactly as they were shared:

- 1) "Given teachers are still full time there is no reason the technology is not being better utilized for face to face teaching Get an understanding of children's needs. Identifying early when concepts are not understood."
- 2) "There should be the same schedule each week To keep the routine."
- 3) "Need supports for math and science Parents don't have skill set to help and leads to frustration."
- 4) "Education process highly depends on the individual teacher enthusiasm. There are no uniformed materials available covering each course."
- 5) "I was just wondering if there was any way parents can be aware if the assignments given were received by the teachers. I was also wondering if novels or daily journals can be assigned. I am glad to do it myself, it just makes it more official if done by a teacher."
- 6) "It's hard for people to do online classes who does not have a computer at home. The kids should be provided with the computer."
- 7) "It's very difficult doing maths with my son things I don't remember back in the days , needs to understand the equations and needs someone to explain how do math problem,it's really important he keeps asking for help and I feel helpless."
- 8) "Either instruct teachers to sit in front of a camera in a "Zoom" meeting for 6 hours a day or end the school year. We are not equipped to teach our kids from home. We do not have the background, materials or time to do so. We rely on educators for that role."
- 9) "more teacher-led lessons via Google Meet not enough teacher-led lessons via Google Meet, kids not clear on what to do."
- 10) "It would be good to have a set time to hear/get tasks from teachers So parents can sit down with kids at the beginning of the day or week to set goals and timelines for the week and make sure kids stay on track."

Note: Several thoughts in this exchange were evidently shared by parents, but unless removal was requested by a student, the thoughts were retained.

Students - Grades 9 to 12

Common Themes, among thoughts rated 4.0+:



1 – Hours/Volume of Work/Consistency
 2 – Hard to Focus/Be Motivated
 3 – Assignments/Evaluation
 4 – Need Contact/Online is Difficult
 5 – Stress/Anxiety
 6 – Family Stress/Life Balance
 7 – Need Teacher-Led Learning

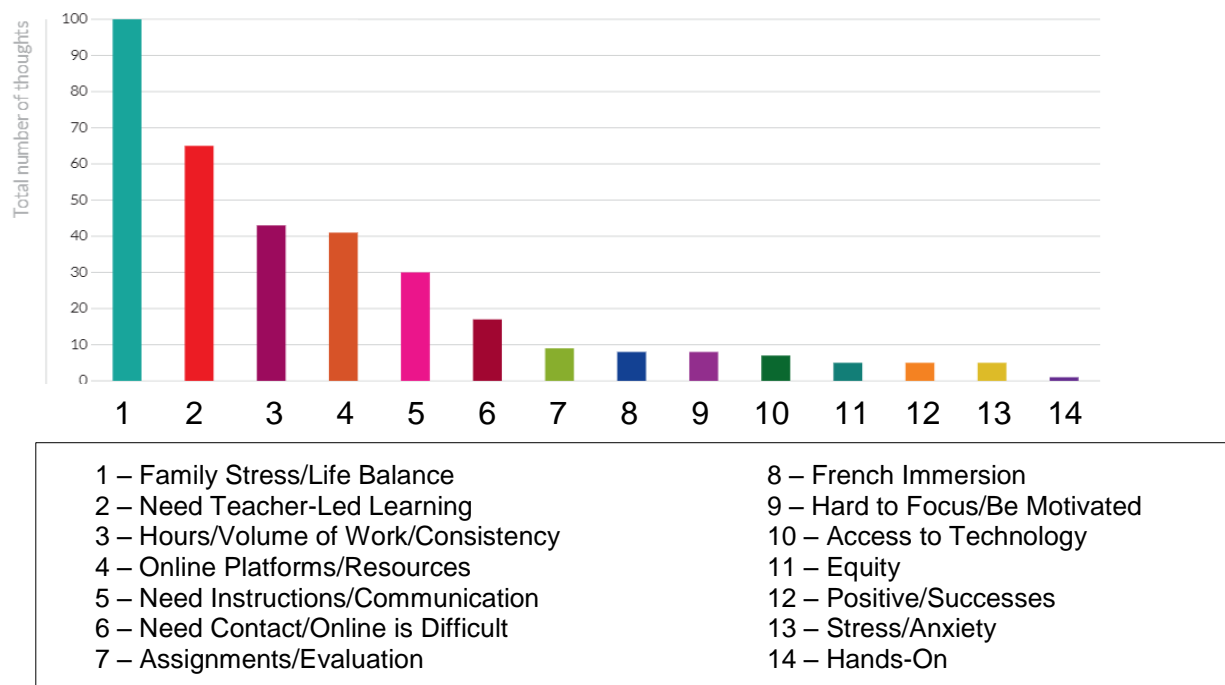
8 – Need Instructions/Communication
 9 – Online Platforms/Resources
 10 – Graduation/Post-Secondary
 11 – Equity
 12 – Access to Technology

Top Thoughts, exactly as they were shared:

- 1) "I feel that students who are essential workers are not being considered/properly supported in regards to schoolwork and assignment due dates. Not always having time to complete all of my assignments on time makes me worry about my grades and whether I will be able to graduate."
- 2) "I find it very hard to stay focussed and motivated when I'm at home This makes it very hard to complete work that is of good quality."
- 3) "It is very difficult to find motivation to learn and get work done while not in a classroom environment This is making it difficult to learn new material, it is a constant struggle to keep up."
- 4) "Online school is more stressful. It's harder to navigate through due dates and homework/assignments. It's challenging to be motivated to work and learn when everyday feels like a weekend."
- 5) "I'm actually missing being in a building Sitting right in front of your teachers and friends feels so much more natural than what's going on now."
- 6) "One challenge I have is the homework assigned when there's a new unit. students don't Know what to do because they're teaching themselves the course. It's important because when there's a test, the students won't know what to do because the curriculum is everywhere right now and it's confusing."
- 7) "Please get teachers to push deadlines later in the day. It's important because some of us are still working and others tend to sleep in for morning deadlines."
- 8) "the main challenge im having at the moment is staying motivated and organized. some of my teachers are assigning more than 3 hours per week and the workload is more than i can mentally deal with right now. because were not in class i have no sense of routine anymore. i feel zero motivation or focus."
- 9) "Not letting Senior's grades drop was a good decision made by the board. These are stressful times. Students should not loose their acceptances or scholarships because of the unfortunate circumstances."
- 10) "Please explain in simple English how our final marks will be calculated There is a lot of speculation and confusion among the student body on how they will be calculated. The email sent explains it but not simple enough."

Parents/Guardians – Kindergarten to Grade 8

Common Themes, among thoughts rated 4.0+:

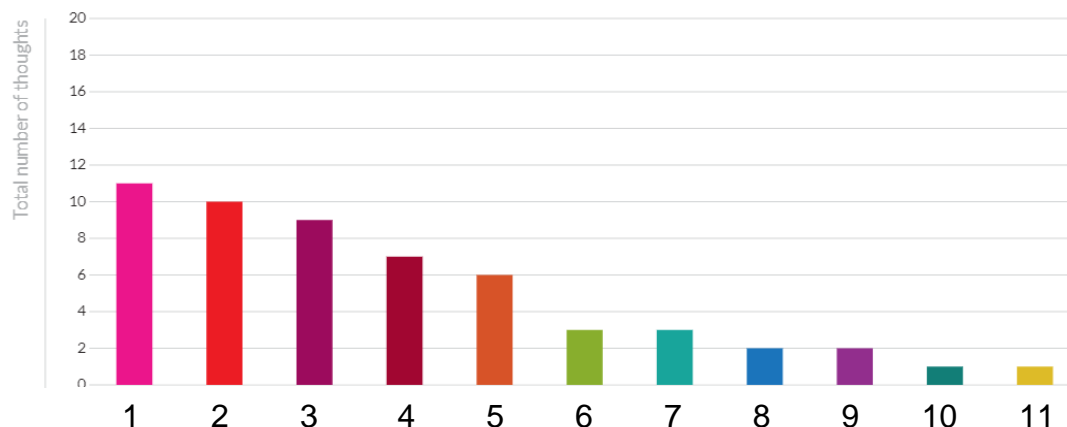


Top Thoughts, exactly as they were shared:

- 1) "I find it challenging to be of much support to my kids during the school / work day because I'm also working full time, from home. I feel that there are many other parents who are in the same situation. Our full work day continues even though are children are at home."
- 2) "I would appreciate more interactions with the teachers. I enjoy receiving work and guidance from teachers, but I think my child would benefit from a virtual class room experience."
- 3) "Our main challenge is the struggle to work from home for our regular jobs while coordinating school lessons and associated technology for our kids For the younger grades, they are completely reliant on myself or my husband to logon to a computer, navigate google classroom and manage their work."
- 4) "It would be helpful if teachers could coordinate so that all work is in one place with at most one password Saves time and frustration."
- 5) "My partner and I both work full time from home. We do not have the time to navigate through hundreds of links to find learning content. School boards and teachers need to make this easier on parents, we are not teachers, we do not know what is critical and relevant. We need more help."
- 6) "Not every parent can dedicate time for their child's learning daily. It's important to be flexible on deadlines and demands."
- 7) "its great when the teachers comment on the kids work, they find it super motivating and want to send messages back Connection and motivation are important (and motivating can be extra hard at home)."
- 8) "5 hrs of teacher led instruction should be teacher led (make use of video technology) not just a list of suggestions for parent led teaching It is important because video continues the connection between my child and their teachers and peers. It also fosters the skills of communication."
- 9) "Allow flexibility in submitting work. Allow photos of handwritten work, or typed work at the student's option Some families only have a phone accessible for uploading work."
- 10) "I like the work that is assigned over a week, not a day It permits us to manage our own schedules and gets us mentally prepared for the week."

Parents/Guardians - Grades 9 to 12

Common Themes, among thoughts rated 4.0+:



1 – Need Instructions/Communication
 2 – Need Teacher-Led Learning
 3 – Hours/Volume of Work/Consistency
 4 – Need Contact/Online is Difficult
 5 – Online Platforms/Resources
 6 – Assignments/Evaluation

7 – Family Stress/Life Balance
 8 – Graduation/Post-Secondary
 9 – Hard to Focus/Be Motivated
 10 – Equity
 11 – Stress/Anxiety

Top Thoughts, exactly as they were shared:

- 1) "All video class mtgs should be recorded so students can watch later if home computer is being used, or re-watch if they did not understand what was being taught can review the material."
- 2) "Not all teachers are as accessible as others. Consistency of communication is important."
- 3) "Having an on line appointment or class is good for the students in structuring their day. It's good to see the teacher for the class period. Seeing the teacher helps to encourage the student - the more direct contact online, the better."
- 4) "It would be nice if everyone used the same platform, which includes e-mail notifications for when a teacher posts new information."
- 5) "Teachers need to post videos or links on where to learn the subject matter. Posting only homework isn't helpful. These students need instruction on how to deal with the subjects in the homework."
- 6) "Weekly check ins with students and teachers are helpful This is a time that gives students and teachers to touch base and go over what is happening. It calms the feelings of "What am I supposed to do?"
- 7) "I thought with this e-learning there would be some teaching via google meet with the teacher. I am finding my daughter is just getting pages and pages of information and then a list of questions to answer. There is no learning and no help. Teachers should be using google meet to teach."
- 8) "Even though they are in high school, make sure parents are receiving all messaging. What homework do you have? Nothing. If parents received all messaging going to students, it would make it easier to communicate, get work done."
- 9) "Learning online poses a challenge for those who may need verbal interactions and feedback For students that are audio learners, without the additional support of video (or in person) teaching, it is made doubly difficult."
- 10) "My son is taking grade 12 chem, bio and calculus. Notes are provided online by the teachers but a lot of the material is simply not being taught. Gr 12s need the knowledge for university courses next year."

Community - Members of Advisory Committees

Top Thoughts, exactly as they were shared:

Note: No thoughts in the Community Member exchange received a star rating of 4.0+

Other thoughts were shared within the exchange, but did not receive enough star ratings to rank.

- 1) "May I suggest we do not give marks to Primary students."
- 2) "I worry about bandwidth and equitable access to technology. We have high expectations for immediate connectivity. Some families by finances, circumstance or geography do not have modern highly compatible tech."
- 3) "Special Education students need their specialized teaching Parents can only do so much for their special education students. They are not educators."
- 4) "Schooling at home is different then homeschooling These are exceptional times, people weren't expecting to do this /want to do this , parent or child! I think schooling at home should be voluntary!"
- 5) "I worry about boredom, sluggish routines and loss of momentum There is a rhythm of school that keeps students and staff engaged. Without bells or structure, most people lose track of time, and life slows down."

What's Next?

We are currently using this feedback in the following ways:

- To inform decision-making about next steps for supporting students and families;
- Working with principals to bring clarity to our practices;
- Doing some research to better understand some of the issues raised;
- Updating our FAQs to ensure parents and students have the answers they are looking for; and
- Sharing the key themes and trends as we work with our education partners so that we all benefit from this collective insight.



WEEKLY MEMORANDUM

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michèle Giroux, Executive Officer, Corporate Services

DATE: 8 April 2020

RE: **Weekly Memorandum to Trustees #1 (April 6-9)**

In an effort to keep trustees apprised of matters during the closure period, a weekly memorandum will be prepared and distributed to trustees following the Director's Executive Council meetings. Staff anticipates that the memorandum will help address queries and ensure an understanding of the issues.

Update on Emergency Operations

- **Launch of OCDSB Learn At Home** - This began on Monday, April 6, and is going well. There are several operational and technical issues that staff continue to manage as we work through the implementation. Using the online discussion tool, Thoughtexchange, we will be looking for feedback from parents, students and community members (including advisory committees) about their challenges, successes, questions and/or suggestions regarding learning at home. This will help to inform our work going forward. The Thoughtexchange will be released on 9 April 2020.
- **Assessment and Evaluation** - The Ministry released new details about assessment and evaluation. The District will use these in its instructions to teachers. For elementary students, teachers will use formative assessment approaches to gather evidence of how students are progressing in their learning. It is expected that teachers will provide feedback to their students on their progress. Secondary students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers for purposes of formative and summative evaluation. Communications to both students and parents providing further details with regards to assessment, evaluation and reporting are being sent on April 8 (Grade 12), and K-grade 11 on April 9.
- **Access to Buildings** - Plans are underway to allow for limited access to buildings to retrieve essential items only. The size and diverse needs of the system, combined with ensuring the health and safety of staff, are creating some limitations on capacity. Staff continues to work through these.

- **Distribution of Technology** - Based on assessments and discussions with families, it is estimated that 4700 mobile devices are required for students to access online learning. We are working with two different providers, Rogers and Bell, to provide students with the best Wi-Fi coverage available. The 700 Rogers hotspots should be distributed to families within the next ten days. The Bell hotspots will not arrive until the end of April and will be delivered to students as soon as they are received and configured. These resources are in high demand, and inventory is limited. Other options are also being assessed.
- **Supports for Families whose language is other than English** - Program and Learning is working on the creation of a set of central lessons that could be made available in paper copy to those in need.
- **Special Education Supports** - Teachers may be able to support some students with special needs; however, others will require more individualized strategies. Unfortunately, physical distancing recommendations in place means we cannot provide in-person support, which is vital for some students. Central Learning Support Consultants are communicating with teachers to determine how we can best help them to deliver the educational program during this challenging time. We are also in the process of reviewing who has home access to assistive technology (e.g., tablets or Chromebooks) and who may need equipment provided to access their education program. This planning will need to take into account recommendations of health authorities and safety considerations for families in considering how we can equip students with these resources.
- **Support for Families in Need** - Information about community-based support has been shared, including those from the City, ONFE, Education Foundation, and others. We are currently working on a consolidation of information to put all of this information into one area.
- **Staffing** - Casual employees were notified that they would not be paid after April 6 and advised to seek eligibility for the federal relief program. Casual employees in the following groups: occasional teachers (OTs), educational assistants (EAs), custodians, administrative and support, early childhood educators (ECEs), early learning assistants (ELAs), and lunchtime monitors (LTMs) are impacted. This decision was based on direction from the Ministry regarding the payment of casual workers.

Upcoming Board Decisions

- **Stittsville Boundary Review** - An amendment to the consultation plan will be required to allow for the completion of the boundary-setting process. Staff is confident with alternative ways to conduct the consultation that will allow for broad community input and participation.



- **Purchase of Additional Portables** - Additional portables will be required for the 2020-2021 school year in order to provide the District with sufficient flexibility to accommodate student needs throughout the system.

cc Senior Staff
 Manager, Board Services
 Corporate Records



WEEKLY MEMORANDUM

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michèle Giroux, Executive Officer, Corporate Services

DATE: 16 April 2020

RE: **Weekly Memorandum to Trustees #2 (April 14-17)**

Update on Emergency Operations

- Launch of OCDSB Learn at Home** - Last week, the District moved to Phase 2 of Learn at Home and a follow-up Thoughtexchange launched on 9 April 2020. The Thoughtexchange encourages students, parents, and the community to share their experiences with learning at home, the challenges they have encountered and their ideas for improvements. As of 14 April, there were over 2,700 participants including 400 grade 7/8 students, 1800 grade 9/12 students, 400 elementary parents, 128 secondary parents, and 18 community members. The Thoughtexchange closes at midnight on 16 April and staff will communicate the results with the community and intend to use the results to inform and improve the Learn at Home experience.
- Facilities and Security** - Controlled access was provided last week for staff at the Administration Building who required materials to support their work. Controlled access to schools by teachers to retrieve essential technology or learning materials began last week. Regular checks of all District buildings continue to be carried out. Since the closure began, the District has experienced one break-in and some vandalism, but less than usual for this time of year. Buildings were accessed during the checks and as a result, the District was able to donate 600 N95 masks to the City's donation centre. Construction at Elmdale Public School has halted in compliance with the provincial declaration of Emergency. At present, construction has been restricted to critical provincial infrastructure and residential units where building permits have been issued. Staff continues to be in regular contact with Ottawa Public Health (OPH) and the City's emergency command centre. Rents have been waived for April, to allow tenants to develop continuity plans. This applies to the RIDEAU HUB, third-party child care centres and other tenants renting in spaces like 440 Albert Street. This decision will be reviewed monthly as provincial updates are provided.
- Finance** - Ministry staff has indicated that they are targeting early May for the release of Grants for Student Needs (GSNs). While no details were shared, it was indicated that this should be a "no surprises" announcement.

Staff continue to work on the development of the 2020-2021 budget. More details regarding the impact of events since March on the current year's financial forecast, as well as potential impacts on the 2020-2021 budget will be shared prior to the 28 April 2020 Board meeting.

- **Distribution of Technology:** As of this week, 7,000 Chromebooks have been distributed to students and their families to assist with online learning. Students and families have been provided with instructions to set up their Chromebook and connect to the wireless router.

For families that do not have wireless access, 1,400 mobile hot spots on the Rogers network will be delivered this week and next. This will assist families in being able to access Wi-Fi and engage in online learning. In some situations, we will be providing both a device and a hotspot to families, while in other situations, the family may only require a hot spot or a Chromebook. An additional 300 Bell mobile hot spots are expected to arrive in the next two weeks. These hot spots will be provided to families where Bell has better coverage.

- **Support for Families in Need** - Principals and Social Workers are collaborating to submit applications to the Education Foundation of Ottawa (EFO) to obtain funding to support their students through the Bridges Over Barriers and Students In Crisis funds. The community may make donations to both funds through the EFO website. In addition to the \$25,000 EFO contributed to the Ottawa Network for Education (ONFE) School Breakfast Replacement Kit program, EFO has also committed \$20,000 (from their Students In Crisis fund) to support the requests received from social workers. Hard copy or virtual gift cards are provided to parents/guardians and/or students living on their own to purchase food, household essentials, educational materials to support learning, clothing, and personal hygiene items. Request amounts range anywhere between \$50 and \$250.

A total of 1,568 ONFE School Breakfast Replacement Kits (28,224 meals) were delivered last week to communities by partnering with groups and agencies that are already equipped to reach thousands of vulnerable families. Each kit includes food items amounting to 18 meals or breakfast for three weeks. All children and youth living in one of the City's many emergency family-shelters were included in the delivery. By the end of April, 3792 breakfast replacement kits will be distributed which equates to 68,000 meals. These are distributed through 38 sites including 15 shelters and community housing.

In all cases where schools know of a need that cannot be met, they are working with families to engage in crisis support services through the City of Ottawa's support phone line at 211.

Principals are also working with Inuuqatigiit Centre for Inuit Children, Youth and Families in their submission of a group application on behalf of Inuit students and families for the Child First Initiative for food supports.

- **Staffing** -Human Resources and Labour Relations staff are working with the unions and principals on the academic staffing timelines based on current circumstances and the demands on school administrators.

[REDACTED]

A central agreement with the Elementary Teachers' Federation of Ontario (ETFO) has been reached but has yet to be ratified. A tentative date has been set for a virtual local bargaining meeting with Ottawa-Carleton Elementary

Teachers' Federation (OCETF). If it is successful, staff will explore scheduling dates for future meetings with other bargaining groups.

- **Annual District Recognition Events** - The annual retirement reception held in June will be canceled for this year. The 2019/2020 retirees will be sent a letter, acknowledging and thanking them for their service and letting them know they will be invited to the June 2021 celebration, where a double cohort of retirees will be honoured.

Both the employee and student recognition awards ceremonies will be canceled. The award winners will receive a letter acknowledging their contributions. Photographs of the award winners will be taken when the closure is lifted, and staff will consider alternate ways to celebrate their successes and recognize their accomplishments.

A total of 15 nominations were received for the Community Recognition Awards. The Agenda Planning Committee will discuss the selection process and alternative methods for recognition at the 22 April 2020 meeting.

- **Extended Day Program (EDP) and Infant-Toddler Program (ITP)** - ITP refunds for the closure dates in March were sent to parents on 8 April 2020. Families have not been charged for the month of April. EDP refunds should be sent by 17 April 2020. Calculating refunds for EDP closure and strike days has taken longer as the financial aspect of the new Digibot e-registration platform is not yet live.
- **Operations-** The Ministry has informed school boards that the timelines for the approval of the school year calendar for 2020-2021 will be adjusted this year in light of current realities; an amendment to Regulation 304 to allow for the timeline adjustment is being sought. Two collaboration tables are being established to engage school administrators and federation/union representatives along with senior staff in the development of operational and continuity of learning plans during the closure period.

cc Senior Staff
 Manager, Board Services
 Corporate Records



WEEKLY MEMORANDUM

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michèle Giroux, Executive Officer, Corporate Services

DATE: 22 April 2020

RE: **Weekly Memorandum to Trustees #3 (April 20-24)**

Update on Emergency Operations

- Coaching Sessions** - Since 6 April 2020, almost 2500 educators have taken part in the PAL (Program & Learning) Instructional Coach support sessions. The initial focus of the sessions was on supporting the learning platforms, in partnership with Business & Learning Technology (B<), and resources compiled in our Continuity of Learning Teacher Resource and the OCDSB Online Learning Supports for Students. Coaches provided sessions in all curricular areas across all grades. During the first two days alone, 350 educators took part in sessions supporting K-12.

During Week 2, PAL coaches worked cross-departmentally to offer sessions related not only to learning applications but also to online learning model delivery (e.g., over a two day period, over 250 kindergarten educators attended sessions presented by PAL and Early Learning on collaborative planning). Given the interactive nature of these sessions, PAL has encouraged feedback from educators across the system.

Based on this feedback, sessions have continued to evolve into Week 3. Secondary coaches are running assessment and evaluation sessions tied to course areas such that teachers across the District can work together to plan for student learning and assessment. Elementary coaches are focussing on formative assessment.

Of note, Dr. Marian Small, renowned math educational researcher contacted the District after hearing positive feedback from the math educator community regarding the math coach sessions run by the District. She offered to partner with our coaches to deliver sessions at no cost. PAL Numeracy Coaches and ESL Coaches partnered together with Dr. Small and over 425 educators participated in these sessions over two days. Dr. Small has committed to continuing to partner with our numeracy coaches in providing further sessions. Sample

feedback can be found below from one teacher:

“I feel like the support I have received has been really helpful in this strange and unusual new normal for all. I have been able to attend some stuff live and the recorded sessions are also really helpful. I was feeling really overwhelmed at the beginning of this phase two of work at home but am really getting the hang of it now.”

The combined total of coach sessions across departments since the school closures have involved almost 5000 educators. Sessions will continue to be tailored to the needs of teachers throughout the school closures in support of student learning.

- **International Baccalaureate (IB)/ Advanced Placement (AP)** - The International Baccalaureate (IB) program is presently offered at Colonel By Secondary School and Merivale High School. As the program has just begun at Merivale HS, all of their students are in the pre-IB program and thus do not participate in the final IB exams. The IB organization (IBO) has cancelled all IB exams globally. Colonel By SS students have been contacted by the school principal and the IB coordinator to advise them of these cancellations. Teachers will consider other IB-specific assignments completed up to March 13 to inform the course mark, and, as with our guidelines, other submitted evidence of improved learning after the closure. IB diplomas will be granted, and the IB organization sees no impact for students on advanced placement to universities. Advanced Placement (AP) grade 12 exams will be delivered online. The AP organization has shared that they will be open book/open note format and will take place online at the same time, worldwide, from May 11-22. The exams will also be shortened, to approximately 45 minutes in duration.
- **DEL F (Diplôme d'études en langue française)** - The Grade 12 French as a Second Language Proficiency test (DEL F) takes place twice a year in the OCDSB (November and April). The April assessment was cancelled by the District and later cancelled at the international level due to COVID-19. The dates to run DEL F sessions are established by an international governing body, France Education International. The spring date administration sessions in Canada are April, May and June. The May dates have been cancelled in Canada by the governing body and they anticipate cancelling the June dates as well. France Education International is not considering moving the assessment to a virtual platform due to the nature of the assessments. A request for the addition of an August DEL F administration in Canada has been submitted. We will provide an update should the request be considered by France Education International.
- **Reach Out Campaign** - Schools continue to reach out to families with whom no contact has been made (or families where initial contact was made and has since dropped off). As part of our ongoing effort to make contact, we have prepared a standard letter which will be mailed to families with whom we have had no contact and a social media awareness campaign titled [Hello #OCDSB Families We Are Trying To Reach You](#). We have also asked our community partner agencies to support our efforts to reach out to families. In addition, we are working with Ottawa Public Health (OPH) and the Children's Aid Society to develop additional resources and support for families in need.
- **Thoughtexchange** - Last week the District completed a Thoughtexchange engagement with students, parents and community members. Over 7000 people

participated in the discussion. The [results](#) can be viewed on the District website. This week, staff is going deeper into the data analysis to use this information to inform decision making. Additional analysis will be shared with the community this week and a report will be included on the 28 April 2020 Board meeting agenda.

- **Zoom Security** - There have been many media reports about privacy and security concerns regarding Zoom. The OCDSB uses Zoom for business meetings and has an enterprise license. In the classroom environment, the District uses Google Meet, where access to meetings is authenticated through the student's OCDSB email address. In both environments, the District is a licensed user and has optimized the security and privacy settings to protect information and access. [REDACTED]
- **Ministry Technology Initiative** - Last week the Ministry of Education announced a partnership between Apple, Rogers and the Province to bring technology and Wi-Fi to students and their families. School boards were offered the opportunity to purchase iPads from Apple at a slightly discounted price that also included free Wi-Fi access from Rogers through 30 June 2020. Prior to this announcement, B< staff was in the process of distributing 7,000 Chromebooks to students and families to ensure they were able to continue their learning. The District also purchased 1700 mobile hotspots from Rogers and Kajeet (Bell devices) that will be distributed to families later this week and next. This will enable students to have access to online learning during this time. The District purchased Samsung tablets that are being used as hotspots. If needed, they can be used as tablets in the future. We were also able to use our existing agreement with Rogers to obtain data at a very reasonable rate. B< is preparing a more detailed memo for Trustees on the enhanced digital rollout.
- **Special Education Supports** - Further direction is expected shortly from the Ministry of Education regarding support for students with special education needs, including Individual Education Plans (IEPs) and Identification, Placement and Review Committees (IPRCs). Learning Support Consultants (LSCs) have continued to support classroom educators in both the regular class and specialized program classes as they support learners during this phase of Learning at Home. Students who require assistive technology and brailers to access their educational program have been provided with that equipment. Some physical equipment (e.g., walkers, wheelchairs) has also been distributed taking into consideration that some equipment is highly specialized and proper training is needed for use at home. Learning Support Services (LSS) is currently working with individual schools to determine other physical equipment that will support students learning at home. In partnership with SickKids, LSS is providing an opportunity for students in the Empower program to practice the Empower reading skills they have already learned. Online student worksheets from SickKids are designed to provide consolidation, reinforcement, and enhancement of Empower Reading skills as well as support students' fluency and comprehension. Students receiving direct home instruction services from visiting teachers prior to school closures are now continuing their learning online. Our professional support services personnel (PSSP) have been connecting with individual students and their families while work is progressing on a provincial

level to determine an appropriate platform for telepractice. PSSP continues to consult with school-based staff through multi-disciplinary meetings to support student learning and mental health. Social Workers have been promoting “Bridges over Barriers”, outlining the application process to administrators, contacting families, assessing needs and providing immediate financial support (grocery gift cards) to families. Over \$11,000 has been spent in direct support to families.

- **PA Day 24 April 2020** - This Friday, 24 April 2020 is the annual PA day on which our federations and associations normally organize and deliver relevant professional activities and learning for their members. Although the face to face programs have had to be cancelled, staff will be spending the day engaged in independent and/or collaborative professional learning, online training, and as an opportunity to reflect, refine and refresh. We know that many of our staff have been actively engaging in professional learning these last few weeks. There has been high participation in the coach-led sessions being offered by Program and Learning and Business & Learning Technology. These sessions will also be available to staff on Friday, both live and through the staff portal.

Other operational business

- **Principal/Vice-Principal Appointments** - Trustees can expect a call from Superintendents of Instruction this week to confirm Principal appointments for next year. The details are confidential until Thursday, 23 April 2020. The number of changes were limited to ensure continuity at this time.
- **Ontario Secondary School Teachers’ Federation (OSSTF) Settlement** - On Monday, 20 April 2020, Ontario Public School Boards’ Association (OPSBA) advised that tentative central settlements have been reached with OSSTF (Teachers) and OSSTF (Education Workers). The details will remain confidential until they are ratified, which won’t occur until May. The conclusion of these settlements means that all central agreements are now in place. The focus will now shift to local discussions and local agreements. Further information will be provided with regard to the OSSTF central settlements and local bargaining updates through upcoming in camera meetings of the Board.

cc Senior Staff
 Manager, Board Services
 Corporate Records