



BOARD PUBLIC AGENDA

Tuesday, May 26, 2020, 9:00 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	Robin Browne, re Code of Conduct Policy and Process		
7.	Matters for Action		
7.1	Confirmation of Board Minutes:		
	a. 28 April 2020, Board		1
	b. 12 May 2020, Special Board		13
7.2	Business Arising from Board Minutes		
7.3	Non-Consent Items		
7.4	Report 20-046, Appointments to the Ontario Public School Boards' Association (OPSBA) for 7 July 2020 to 7 July 2021 (M. Giroux)		15
7.5	Report 20-050, Revised Secondary Teacher Staffing for 2020-2021 (J. McCoy)		19

8.	Matters for Discussion	
8.1	COVID-19 Update	
a.	Summary of Results from Thoughtexchange: Celebrating the Class of 2020 (M. Giroux)	27
b.	2019-2020 School Year End and Summer Learning Opportunities Memo for School Boards	29
c.	Weekly Memoranda to Trustees	37
8.2	Report from OPSBA Representatives (if required)	
9.	Matters for Information	
10.	New Business -- Information and Inquiries	
11.	Adjournment	



BOARD PUBLIC MINUTES

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

- Trustees: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaabouté Gagne (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), Pamela LeMaistre (Manager of Human Resources), Sandra Lloyd (Manager of Risk and Supply Chain Management), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Carolyn Tanner (Human Rights and Equity Advisor), Lisa Gowans (planner), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:21 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT the agenda be approved.

Carried

3. Report from the Board (In Camera)

Trustee Penny reported that the Board met in camera this evening, and reports and recommends as follows:

Moved by Trustee Boothby, seconded by Trustee Penny

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

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

4. Briefing from the Chair of the Board

Chair Scott noted that the Minister of Education announced that schools will remain closed until at least 31 May 2020. Chair Scott thanked OCDSB staff, students and families for their commitment to working through these difficult circumstances and making student learning and well-being a priority.

Chair Scott announced a tentative central agreement was reached between teachers and education workers represented by the Ontario Secondary Schools Teachers' Federation (OSSTF). These agreements are scheduled for final ratification in May. The central agreement with the Elementary Teachers' Federation of Ontario (ETFO) was formally ratified on 28 April 2020. The contributions made by all parties were acknowledged especially considering the COVID-19 pandemic.

Chair Scott noted that during the 31 March 2020 Board meeting, concerns were voiced from the community regarding an alleged incident between Trustee Donna Blackburn and a young person in a community park. Chair Scott advised that a complaint has been received under Policy P.073 Board Member Code of Conduct. The Code of Conduct sets the standard of behavioural expectations for trustees of the OCDSB. It includes a process for complaints; investigations; the decision-making process to determine if there was a breach of the Code; and a list of possible sanctions. Chair Scott added that the complaint is being investigated by an independent third party who will provide a report to the Board. The process is confidential while underway, but once the Board receives a

report, it will be considered and a decision will be rendered at a public meeting of the Board of Trustees.

5. Briefing from the Director

Director Williams-Taylor noted that this year, families celebrating blessed Ramadan have had to deal with the challenges of the COVID-19 pandemic. At a time where families typically come together to celebrate, people need to practice physical distancing. While students are encouraged to continue their school activities during this time, teachers will be flexible and accommodate the needs of those participating in Ramadan.

Director Williams-Taylor shared that the OCDSB recently announced the winners of the Director's Citation Awards. These awards recognize outstanding and significant staff contributions to the District and its students. The full list of winners is located on the OCDSB website. She added that the 2019-2020 school year has been unprecedented, and thanked all staff for their tremendous contributions.

Director Williams-Taylor announced that May 4-8 is Education Week in Ontario. This is an annual celebration of teaching excellence and student achievement. While school is different these days, there remains much to celebrate, particularly the dedication of OCDSB staff and their commitment to student success.

The District is aware that COVID-19 is having an impact on mental health and well-being. Now more than ever it is important to be kind and gentle to ourselves and recognize that everyone is doing the best they can to get through this. May 4-10 is the Canadian Mental Health Association's Mental Health Week. This year the theme is "Don't just get loud, get real," which means to speak up about how you really feel. In times of crisis like this, even though physically apart, remember connections are needed more than ever.

6. Delegations

6.1 Richard Sharpe, re Identity Based Data Collection Initiative

Mr. Sharpe expressed his interest in receiving information on the outcomes of the Identity Based Data Collection initiative that was part of the OCDSB's school survey conducted at the end of 2019. Mr. Sharpe also expressed his concern about the safety of black and racialized students within the OCDSB.

During question period, the following comments were made:

- Director Williams-Taylor confirmed that the study has been interrupted by COVID-19 but noted preliminary results will be provided before July 2020. This delay will not impede efforts to work on the equity, inclusion and structural adjustments planned to be implemented in the fall.

- Executive Officer Giroux noted that analysis has commenced on the data and is expected to be complete by June 2020. Appropriate methods are being explored to share this large data set with the community.
- Mr. Sharpe noted that the primary concerns of his community are associated with suspensions and exclusions with racial overtones and the overall well-being of students. There is interest in seeing if the quantitative data will support these observations.
- Mr. Sharpe noted that the engagement with the black community leading up to the survey was significant enough that there is optimism that the OCDSB has noble intentions to support the community.
- Mr. Sharpe stated that this current home school dynamic has allowed the black community to experience less stress and they want their youths to feel this ease when returning to school.

7. Matters for Action

7.1 Confirmation of Board Minutes:

7.1.a 31 March 2020 Board

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the 31 March 2020 Board minutes be confirmed.
Carried**

7.2 Business Arising from Board Minutes

There was no business arising from the 31 March 2020 Board minutes.

7.3 Non-Consent Items

7.4 Report 20-039, New Stittsville Secondary School Attendance Boundary Consultation Plan, (M. Carson ext. 8881)

Your Committee had before it Report 20-039, to obtain approval to commence an online consultation initiative in regards to the new Stittsville secondary school attendance boundary plan. Chief Financial Officer (CFO) Carson noted that the consultation process commenced in December 2019 to set boundaries for the school. Four working groups were originally outlined in the plan however only three have taken place due to the pandemic. CFO Carson feels it is important to continue with the process and honour the work of those members in the community that have submitted their input to date. Therefore it is proposed that an online version be offered as the fourth in the form of a presentation to replace a public meeting. A modified Thoughtexchange platform will be offered to solicit feedback from the community. The consultation will be carried out in May and June with a final decision scheduled for the end of June 2020.

Trustee Boothby noted that the public meetings were productive and provided a complete representation of stakeholders. She expressed concern over the possible delay of the process as it would necessitate additional consultations to reflect new administration and student counsellors in the fall.

In response to a query, CFO Carson confirmed that information on the new boundaries and the consultation would be sent to the community and include all the feeder schools that are scheduled to attend South Carleton High School. In addition, postings will be made in the community newspapers to spread awareness.

Moved by Trustee Boothby

Seconded by Trustee Hough

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.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

7.5 Report 20-040, Purchase of New Portable Classrooms (M. Carson, ext. 8881)

Your Committee had before it Report 20-040 seeking approval to procure new portable classrooms. CFO Carson stated the increase in enrolments experienced this school year indicates the need for additional portables this fall. The purchase would be funded by reserves and available funds. A request for capital has been requested and a decision is imminent.

The following points were noted during the discussion:

- Trustee Schwartz and Trustee Lyra Evans expressed concern about energy efficiency and were interested in the cost differential between more efficient and standard portables. CFO Carson noted due to the

pandemic, this request was made earlier than anticipated and as a result, information on options was difficult to acquire;

- The proposed portables meet all code requirements, are held to the same standards of permanent school structures and are 13 percent above the minimum portable standard;
- If the portables have additional insulation, such as R60, this increases the amount of mechanical required to ensure proper air exchange; and
- It was clarified that the \$1.5 million budget included construction and installation and that furniture had already been acquired.

Trustees supported the need to acquire additional portables but requested that the concerns brought forward be considered for future purchases.

An amendment moved by Trustee Lyra Evans,

THAT a second part be added to the motion that reads "THAT all future reports brought forward to the Board with a recommendation to purchase modular portable classrooms include multiple options of various energy-efficiencies, the ecological impact of each as well as the associated cost differentials."

Carried

Moved by Trustee Evans

Seconded by Trustee Ellis

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.

THAT all future reports brought forward to the Board with a recommendation to purchase modular portable classrooms include multiple options of various energy-efficiencies, the ecological impact of each as well as the associated cost differentials.

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. Matters for Discussion

8.1 Report 20-044, Results from Thoughtexchange: Students, Parents and Community (M. Giroux, ext 8607)

**Moved by Trustee Evans, seconded by Trustee Schwartz.
 THAT the board move to adopt the rules of committee.
 Carried**

The Committee had before it Report 20-044, providing an overview of the results from the Thoughtexchange, that collected feedback from stakeholders on the OCDSB's continuity of learning initiative. Executive Officer Giroux advised the exchange was open for one week over the second week of the learn at home initiative. The information from the Thoughtexchange assists the OCDSB in refining the learning at home model.

During the presentation the following points were highlighted:

- There were over 7000 participants: 774 by grade 7-8 students, 2304 by 9-12 students, 3168 by parents of K-8 students, 731 by parents of 9-12 students and 41 from the community;
- The top themes rated 4.0 + related to:
 - Family stress and life balance - The transition was difficult having to balance student schedules and work;
 - Hours of work were questioned and clarity was requested to assess whether the assigned amount of work exceeded or fell short of recommendations;
 - Feedback was provided around teacher led learning and how much value teacher led learning provides to the experience;
 - Difficult for youths to be motivated; and
 - Questions about assignments and evaluations and what will happen with their marks if students do not complete the work.
- Based on survey feedback, the OCDSB provided education to teachers during the last two weeks of April;
- The OCDSB is looking at arranging peer to peer discussion based on feedback from grade 12 students interested in exploring options for a year end celebration; and
- Another survey is planned, however the format has not been determined.

The following points were noted during discussion:

- Although the Ministry of Education will not be providing ongoing direction regarding assessments and evaluations, the OCDSB is continuing to discuss these topics with the learning council. The OCDSB's perspective is that secondary students can improve their marks during the closure and should not see their mid-term marks be compromised;
- There is an assessment record program available to the OCDSB and currently it is being researched to ensure it has the capability to indicate the baseline mark prior to the closure and current marks;
- Final exams will not be administered however students will receive ongoing descriptive feedback and evaluations until the end of the year to improve current grades. This feedback will be reflected in student assessments and this information will be communicated;
- Trustee Hough expressed the view that students require a clear outline of what is expected to maintain their grades prior to 13 March. She added that students need clarity around what assignments will be provided and the expectations of the assignments;
- Multicultural liaison officers and social workers are making efforts to contact students who have yet to be reached. Through their contact they have obtained additional information on overall well-being, complex family situations, variations between workload, the ability to access the work, and students missing connections with peers and teachers;
- A media campaign has been running on CHIN radio and other community media outlets, covering four different topics: learning at home, reach out campaign, assessments and evaluations as well as community well-being and supports;
- Due to COVID-19 some families are in different situations than anticipated which are not conventionally true. Some students have home responsibilities or their income contributes to the household income. In some cases, older students are the teacher and or caregiver to their younger siblings;
- A task force has been analyzing the details of the Thoughtexchange feedback particularly in regard to synchronous learning. The team disseminating this information has representation across the District including union partners and their recommendations will be provided at the beginning of May;
- Secondary students highlighted that working from home was doubling or tripling the time to complete a project. Potential solutions are to

increase interactions and synchronous learning, to decrease the workload for students, and perhaps provide annotated slide decks;

- The District has focused communications with secondary staff and students, to ensure that the memorandums from the Ministry are being properly interpreted. The District is determined to further opportunities for students to demonstrate improvements in learning past 13 March. Secondary students that were struggling prior to the closure will be offered a credit rescue approach that incorporates students' interests and skills, to increase motivation and engagement;
- In cases where students feel that concessions are not being made to accommodate them, they are encouraged to approach their teachers directly and if this fails, approach the principal to address the concern at a school level;
- Trustees can review all memorandums sent to students and staff online in the student portal to assist them in answering questions and providing clarity; and
- In response to a comment from Student Trustee Gagne regarding confusion surrounding the District's policies on one on one communication between students and teaching staff, Superintendent Towaij noted she would provide clarification and ensure that the District's policies are properly communicated.

8.2 COVID-19 Update

Director Williams-Taylor noted that due to COVID-19, the District's plan is to focus on learning at home and business continuity. Planned projects may be delayed and the timelines adjusted.

During the presentation, the following information was provided:

- Weekly memos are being sent to trustees to keep them informed of OCDSB's activities and actions;
- The reading intervention program Empower, has continued during the closure, in thanks to the partnership with SickKids;
- Learning opportunities have been offered to teachers by Dr. Small, a recognized international math expert, who volunteered her time to train staff;
- Secondary school commencements and ceremonies will be deferred until the fall but a date has not been set. The District has been in discussions with principals to consider appropriate options to commemorate the conclusion of high school in June, while respecting physical distancing restrictions;

- Registration for summer school, both reach ahead and credit recovery programs, will open 30 April and will be offered in a fully digital platform. Summer learning programs offered to kindergarten to grade 8 students are being reviewed to assess if the instructions can be modified to be held virtually;
- The summer learning program for students with autism spectrum disorder and developmental disabilities, will likely not be offered given the medical and safety needs that must be considered. All summer camps run by the OCDSB will not be held this summer;
- The Ministry of Education has begun discussing reopening schools but no timeline has been established, nor have any protocols or procedures been outlined. Decisions will be based on collaborative discussions with the Ministry of Health and the OCDSB will take direction from the municipal, provincial and federal recommendations. The OCDSB will begin developing a framework at the beginning of May which will be shared with trustees to solicit feedback from the community; and
- The Ministry of Education has not ruled out continuing the school year past June but there are many variables to consider.

In response to questions, the following points were noted:

- 9000 Chromebooks have been distributed to students and requests that are outstanding, will be delivered the first week of April. During the last week of March, 1100 mobile hotspots were distributed and additional requests are anticipated. Assistive technology have also been couriered to all requiring students;
- The Ministry of Education continues its dialogue with post-secondary students, universities and colleges, and there is a commitment to a fair transition for students into post-secondary school and flexibility regarding deadlines;
- The Education Foundation of Ottawa (EFO) has a sub-fund "Bridges Over Barriers" which has raised \$11,000 to support vulnerable families and it will build on the existing structure that the Ottawa Network for Education (ONFE) has created;
- ONFE has provided food kits, breakfast replacement kits, and food pick up to places that have the resources, staff and infrastructure to carry out distribution. In addition, there are 38 locations, including shelters, distributing food packages. The program will expand geographically and look to open locations in Blackburn Hamlet and Heron Park. The next phase is to have principals and social workers register families, with their permission, to receive an individualized

level of service. The goal is to reach the entire city and provide food where required. The Indigenous community has connected the OCDSB with community members so assistance can be offered;

- Trustee Campbell highlighted the interest in having school council funds be released to support families or provide funding to EFO. He requested that consideration be given as to how the school councils can convene in order to release disposable funds into the community. Director Williams-Taylor agreed this would be discussed by senior staff;
- The Zoom platform is to be used for business and corporate reasons and Google Meet or Hangouts are the preferred platforms for learning due to the fact that data is encrypted by Google;
- Trustee Ellis stated considerations should be given to obtaining supplies for reintegration such as the purchase of hand sanitizer; and
- Trustee Schwartz shared that her community was frustrated with the continued school re-opening delays and that a decision to close until September should be considered. She also stated it would be useful to evaluate the technology measures put in place for elementary students to establish best practices for the future.

**Moved by Trustee Schwartz,
THAT the Board move to end the rules of committee.
Carried**

8.3 Report from OPSBA Representatives (if required)

Trustee Boothby shared that the OPSBA annual general meeting will be postponed until the fall.

Trustee Lyra Evans questioned when the election of a representative will be selected.

Chair Scott confirmed a representative will be determined before the AGM.

9. Matters for Information

Chair Scott highlighted that the Ministry of Education has provided two memorandums to trustees to distribute to families.

10. New Business -- Information and Inquiries

No new business to report.

11. Adjournment

The meeting adjourned at 10:23 pm.

Lynn Scott, Chair of the Board



Building Brighter Futures Together at the Ottawa-Carleton District School Board



SPECIAL BOARD PUBLIC MINUTES

Tuesday, May 12, 2020

7:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Prince Duah (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Pamela LeMaistre (Manager of Human Resources), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:40 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 Boothby, seconded by Trustee Lyra Evans,

THAT the agenda be approved.

Carried

3. Report from Special Board (In Camera)

The Board met in camera this evening to discuss a labour relations matter. There are no recommendations.

4. Adjournment

Adjournment at 7:42 pm.

Lynn Scott, Chair of the Board



**BOARD (PUBLIC)
Report 20-046**

26 May 2020

**Appointments to the Ontario Public School Boards' Association
(OPSBA) for 7 July 2020 to 7 July 2021**

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613) 596-8211 ext. 8310

PURPOSE:

1. To confirm the appointments to the Ontario Public School Boards' Association (OPSBA) for the period 7 July 2020 to 7 July 2021:
 - two directors to the Board of Directors;
 - two alternate directors to the Board of Directors;
 - a voting delegate for the Eastern Regional Council Meetings;
 - an alternate voting delegate for the Eastern Regional Council meetings;
 - a voting delegate for the 2020 Annual General Meeting; and
 - an alternate voting delegate for the 2020 Annual General Meeting.

SUPPORTING OUR STRATEGIC PLAN:

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

CONTEXT:

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

The term of office for the OPSBA Board of Directors normally runs July to July in alignment with the OPSBA Annual General Meeting and the school year. As a result of the response to the Covid-19 pandemic, the OPSBA Board of Directors decided to postpone the Annual General meeting until the fall. The actual date and format has yet to be determined. As the terms for the previous appointments end effective 7 July 2020, the Board should now fill all positions for the period 7 July 2020 to 7 July 2021.

KEY CONSIDERATIONS:

4. OCDSB Representation

It is the practice of the Board to appoint representatives for the following positions:

- 2 trustees as directors and 2 alternate directors to serve on the OPSBA Board of Directors; and
- 1 trustee for each position of voting delegate and alternate voting delegate for the OPSBA Annual General Meeting and Eastern Regional Council Meetings.

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

The 7 July 2019 to 7 July 2020 term appointments included:

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

5. Meeting Dates

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

6. Appointment Process

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

The election will be held using the chat function of the Zoom meeting. At the direction of the Chair, half of the attending trustees will vote by sending a private message to one election officer, the other half to the second election officer. Those participating in the meeting by telephone will follow a similar process via text message. The election officers will count the votes and send the result to the Chair in a private message. The Chair will read the results. The same process will be repeated until a winner is declared.

FINANCIAL CONSIDERATIONS:

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

COMMUNICATION/CONSULTATION ISSUES:

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

RECOMMENDATION:

THAT

- A. Trustees _____ and _____ be appointed as the two directors to the OPSBA Board of Directors, the voting and alternate delegates for the Eastern Regional Council meetings, and the voting and alternate delegates for the OPSBA Annual General meeting for the period 7 July 2020 to 7 July 2021; and
- B. Trustees _____ and _____ be appointed as the two alternate directors to the OPSBA Board of Directors for the period 7 July 2020 to 7 July 2021.

Michele Giroux
Executive Officer, Corporate Services

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



Board Meeting Report No. 20-050

26 May 2020

Revised Secondary Teacher Staffing for 2020-2021

**Key Contact: Janice McCoy, Superintendent of Human Resources
613-596-8207**

PURPOSE:

1. To seek approval for changes to secondary teacher staffing levels for the 2020-2021 school year, arising from the central agreement between the Ontario Secondary School Teachers' Federation (OSSTF-Teachers), the Ontario Public School Boards Association (OPSBA) and the Crown.

CONTEXT:

2. On 31 March 2020, the Board of Trustees approved the academic staffing plan for the 2020-2021 school year, including all central and school based elementary teachers, secondary teachers, and administrators, (reference Report No. 20-031-Academic Staffing 2020-2021 dated 24 March 2020). The secondary teacher allocations presented were based on meeting the staffing formulae in the local collective agreement. Appendix A provides information on the secondary staffing that was approved on 31 March 2020.

At the time, staff indicated that it may be necessary to bring the secondary staffing back to the Board for review in the event a central agreement was reached and resulted in changes that impacted staffing. In the interim, secondary principals and vice-principals and Human Resources (HR) staff have been actively engaged in timetabling and staffing for next year.

On 20 April 2020, OPSBA announced a tentative central agreement with OSSTF teachers, which has since been ratified. The new central agreement includes several provisions that impact on secondary staffing levels, including new staffing language that is based on the Ministry's plan to change the regulated maximum average class size for secondary classes to 23.

Based on the above, staff has developed a revised secondary teacher staffing plan for the Board's consideration.

KEY CONSIDERATIONS:

3. Factors that Inform Academic Staffing

As outlined in Report 20-031-Academic Staffing 2020-2021, several factors inform or influence academic staffing levels. In general, the academic staffing plan should:

- align with the strategic priorities identified by the Board for improving student achievement and well-being;
- meet Ministry, regulatory and collective agreement obligations related to the number and/or the nature of teaching positions established by the District;
- maintain, to the extent possible, existing core services and supports provided by teachers;
- prioritize services and supports for students who may be at risk, students who have traditionally been underserved by typical structures, and students with the highest needs;
- consider the impact of any proposed changes to academic staffing on the overall budget, including on other staff supports that may be required to meet student needs and District priorities; and
- consider, but not be unduly constrained by, potential funding and funding parameters.

These principles continue to inform staff decision-making related to academic staffing and staff's current thinking with respect to potential revisions to secondary staffing.

Staff's thinking has also, of course, been informed by the current COVID-19 crisis and the impact on student learning and well-being this year and the potential for ongoing impacts next year, particularly for those students who are already at risk or underserved.

4. Classroom Allocation and Regulated Class Size Average

As indicated above, the maximum average class size for secondary classes will be revised to 23 beginning 2020-2021 and the language in the newly ratified collective agreement reflects this change.

The impact of moving to a maximum class size average of 23 represents a reduction of approximately 58.0 FTE classroom positions from the 1331.5 FTE already approved by the Board on 31 March 2020. For reasons outlined below, staff is recommending a change to secondary staffing that would reflect an increase in average class size that is within the range of 22.33 to 22.5. This change represents a reduction of approximately 20.0 FTE to 30.0 FTE classroom positions across the District's 25 secondary schools and four alternate programs.

5. Several factors have been considered with respect to the change being recommended to secondary staffing for next year, including the following:

- a) Impact on secondary programming: The first consideration is the potential impact on programming for students. Based on the experiences of other districts this year, any significant increase in the class size average would undoubtedly have a substantial adverse impact on programming and course offerings. Although it is not completely clear at this point what the program

impact will be with the more moderate increase to 23, it should, in theory, be achievable, particularly in larger districts, without any significant impact on programming. The central agreement also includes a provision, which will provide districts with some flexibility on individual class size caps, to accommodate the increased average class size. A more moderate increase in average class size next year will provide staff with an opportunity to assess the impact of the increase on programs and, if necessary, make adjustments for the following year.

- b) Attrition and enrolment: As part of the central agreement, reductions in staffing to accommodate the increase in the average class size will be absorbed through attrition or increased enrolment in order to minimize or avoid potential layoffs. The usual attrition rate for secondary teachers is between 50.0 and 60.0 FTE annually, mostly due to retirements. This year the number of retirements submitted to HR has been lower than usual, at less than 30. Enrolment projections are also more precarious than other years based on the impact of the pandemic, particularly in relation to international students. This is also having an impact on classroom staffing levels, which are directly tied to enrolment. The resulting uncertainty is creating some additional staffing challenges in planning for next year.
- c) Minimizing disruption to staff and students: The need to minimize disruption, perhaps this year more than others, is another important factor that informed the recommendation. Although staffing and timetabling a secondary school are always demanding and complicated tasks, there is no question that they are considerably more complicated and challenging this year as a result of having to do the work virtually, off-site and without easy and direct access to the usual resources and supports, and taking into consideration some of the uncertainty outlined above. Notwithstanding the difficult circumstances, and due in large measure to the incredible efforts of our secondary principals, vice-principals and the secondary staffing division of human resources, the staffing and timetabling process is well underway. In anticipation of possible staffing adjustments, some proactive steps have already been taken in terms of trying to minimize potential disruption and avoid the need to revisit work that has already been done by school administrators. Additional substantive reductions at this point would require making adjustments to individual school staffing allocations that would be difficult to absorb without significant disruption and re-timetabling. Looking ahead to the rest of this year and to next year, there are still many unanswered questions about what teaching and learning will look like when school starts in September, or what additional supports might be required.
- d) Funding: The Ministry has indicated that the funded average for secondary classroom positions will be adjusted to 23 next year, although the Grants for Student Needs (GSNs) have yet to be released. The revised staffing allocation being proposed would reduce the funding shortfall originally forecasted based on the staffing levels approved on 31 March 2020, although there would continue to be a gap. While the funding parameters are not necessarily determinative of spending decisions, they are an important consideration. In this case, on balance, staff supports moving forward with implementing a

moderate change to the average class size to reduce expenditures and decrease the funding gap. In the context of the overall budget, it is staff's view that the revised plan represents an appropriate balance between fiscal responsibility and a need to provide some measure of stability, particularly in the face of so much uncertainty and instability.

In summary, staff is recommending a revised secondary staffing plan that reduces the basic classroom allocation by a minimum of 20 FTE, to reflect an increase in the average class size for next year.

6. Student Support Funding

The central agreement includes additional funding for school boards to support additional positions to support special education, unique student needs or mental health initiatives. The amount of the funding allocated to the Ottawa-Carleton District School Board (OCDSB) in each of the next two years will support the addition of 11.0 FTE teaching positions. It should be noted that the additional 5.0 FTE program enhancement positions approved already were recommended in anticipation of the additional funding being restored next year. On that basis, these positions fall within the additional 11.0 FTE, for a net increase of 6.0 FTE, and that is reflected in the revised secondary staffing plan. As part of the central agreement, the deployment of the 11.0 FTE is a matter for discussion between the local parties. On that basis, preliminary discussions have taken place and some potential deployment options have been identified, including support for specific program needs in small schools, guidance, special education, ESL and student success, all of which are consistent with the parameters outlined for use of these funds.

RESOURCE IMPLICATIONS:

7. The funded average for secondary teachers for 2020-2021 will be adjusted to 23, to align with the change in the regulated maximum average class size. The shortfall between the funded average and the staffing levels approved on 31 March 2020, represented approximately \$6.0 million. The revised staffing plan reduces the shortfall in 2020-2021 by between \$2.0 and \$3.0 million.

COMMUNICATION/CONSULTATION ISSUES:

8. Discussions with the local OSSTF regarding potential changes to the class size average have been on-going and will continue, including through the joint Secondary Staffing Committee. Principal representatives have also been consulted with respect to the proposed allocation of the Student Support Funds.

STRATEGIC LINKS:

9. Decisions related to staffing expenditures and allocations should be guided by the priorities articulated through the 2019-2023 Strategic Plan. The revised academic staffing plan for secondary teachers will increase alignment with available funding and provide greater flexibility for decision-making in other operating areas of the budget to have the greatest impact in achieving the District's strategic priorities. The proposed

revision balances the District's commitment to fiscal responsibility and maintaining services and supports for students.

RECOMMENDATION:

THAT the Board approve the revised secondary staffing plan for the 2020-2021 school year, as outlined in Report 20-050, and set out in the attached Appendix A.

Janice McCoy
Superintendent of Human Resources

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

Appendix A - Secondary Staffing Summary 2020-2021

as of May 26, 2020

Secondary Staff Staffing Chart 2020-2021

	Approved March 31, 2020 for 2020-2021	Revised May 26, 2020 for 2020-2021	change
Average Daily Enrolment			
Total Projected ADE (over and under 21)	24,988.57	24,988.57	
Basic staff			
Basic staff allocated for classrooms	1331.50	1311.50	-20.00
September 30 adjustment	14.00	14.00	
Needs Allocation	6.00	6.00	
	1351.50	1331.50	-20.00
Other in school staff			
ESL/ELD	33.17	33.17	
OCENET funded	5.83	5.83	0.00
Tchr Librarians	24.00	24.00	
Guidance	62.67	62.67	0.00
Program Enhancements / SSF	5.00	11.00	6.00
Student Success	30.00	30.00	
Program Overlays	14.33	14.33	0.00
First Place	1.00	1.00	
YSB (Pfaff)	0.50	0.50	
Winning Attitudes	2.00	2.00	
Safe Schools (Suspensions Program)	2.00	2.00	
Native Studies	3.67	3.67	
School Within a College	1.00	1.00	
Merivale IP Implementation	0.83	0.83	
Urban Aboriginal	0.67	0.67	
Arts/IB/Athletes co-ordinators	2.67	2.67	
Adult over 21	30.83	33.17	2.33
	208.17	214.16	6.00
Special Education			
LST	39.83	39.83	
LST (Extension Agreement*)			
System Classes/Programs	96.83	96.83	0.00
Learning Support	6.00	6.00	
	142.67	142.67	
Curriculum Services & Other			
BLT Consultant	1.00	1.00	
Instructional Coaches	16.00	16.00	
Secondary Staffing Resource	0.67	0.67	
	17.67	17.67	
TOTAL STAFF ALLOCATED TO DATE	1720.00	1706.00	-14.00



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Grade 12 Thought Exchange Results

What we asked:

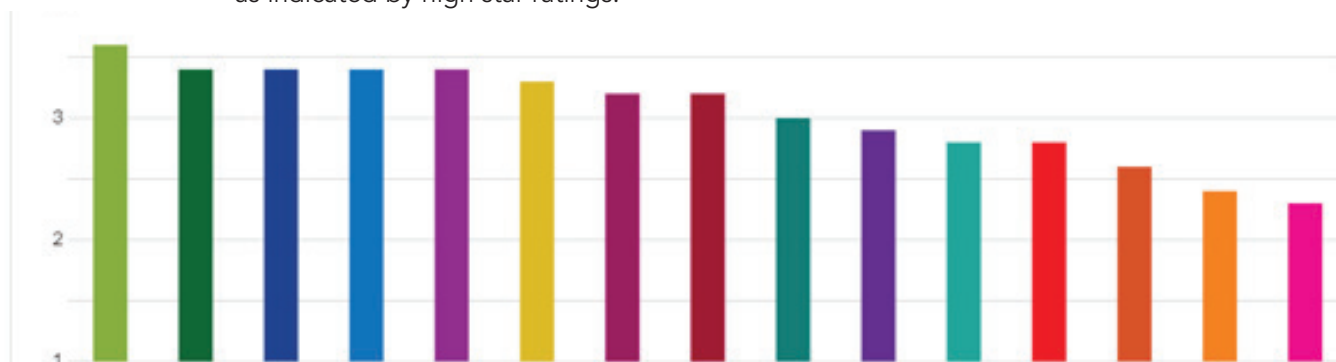
What are some ways we can celebrate the class of 2020 while following physical distancing recommendations?

Top Thoughts, exactly as they were shared:

1. The desire to get caps and gowns this spring;
2. Awards (academic and athletic);
3. Suggestions for the timing of the graduation ceremony and/or prom;
4. The desire for an in-person (not virtual) ceremony;
5. Requests for school merchandise/gift bags;
6. Yearbooks and opportunity to get them signed;
7. Personal messages from teachers;
8. The importance of photos (on school property and/or with props);
9. Mixed feedback on the idea of a drive-in graduation ceremony and/or parade;
10. Suggestions for lawn signs at students' homes and/or at the school;
11. Suggestions to try to still gather in person, while distancing;
12. The importance of prom;
13. Ideas for videos/websites;
14. Some interest in a virtual graduation ceremony;
15. Some interest in engaging in online activities/games.

What we heard:

Common Themes: These themes represent what is most important to the group of participants, as indicated by high star ratings:





Fwd: [External Sender] 2019-20 School Year End & Summer Learning Opportunities Memo for School Boards | Note de service à l'intention des conseils scolaires sur la fin de l'année scolaire 2019-2020 et les occasions d'apprentissage pendant l'été

1 message

Tue, May 19, 2020 at 5:12 PM

----- Forwarded message -----

From: **Ministry of Education (EDU)** <MinistryofEducation@ontario.ca>

Date: Tue, May 19, 2020 at 5:08 PM

Subject: [External Sender] 2019-20 School Year End & Summer Learning Opportunities Memo for School Boards | Note de service à l'intention des conseils scolaires sur la fin de l'année scolaire 2019-2020 et les occasions d'apprentissage pendant l'été

To: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

We are writing to provide you with an update on plans for the remainder of the school year, next steps on developing a re-entry plan for 2020-21 and summer learning.

Minister Lecce has announced that Ontario's publicly funded schools will remain closed until the end of June 2020.

Over the last two months, we have all witnessed the extraordinary steps and flexibility school boards have shown to continue the learning journey for Ontario students. We would like to express our thanks and appreciation to Ontario's teachers, education workers, school board administrators and trustees for their leadership and innovation in ensuring continuity of learning under the current circumstances. We also recognize that parents and students have had to adapt to unprecedented changes to their learning environment.

While schools remain closed until the end of June, guidance provided to date for Learn at Home will continue to apply. School boards should continue to follow the guidance provided on March 31, 2020 regarding the hours per student, per week, and the suggested areas of curriculum focus by grade groupings. Additional guidance was provided on May 5, 2020 in support of synchronous learning, as part of the range of modalities used in the continuum of learning between educators and their students.

In light of the extended closure, we encourage schools and educators to use board approved tools to allow students to have access to their teachers, their classmates and their support network. Additional clarification and direction for assessment and reporting for June will be shared in the coming days.

Please note that the Ministerial Order continues to allow for temporary access to schools under certain circumstances. The order now specifically permits temporary access to schools so that students, parents and staff may retrieve belongings or return materials.

The ministry is also turning its attention to how Ontario will reopen schools for the 2020-21 school year.

A plan for re-opening schools needs to consider how we welcome back all students, including supports for students with special education needs and supports for mental health and well-being, as well as taking into consideration learning gaps and learning refreshers. We will need to consider how our schools adapt programming, physical space and transportation, as well as robust cleaning, safety, and operating protocols. We are being mindful of the lessons learned from this period and how we can ensure our school system can more fluently and rapidly move between in-person and remote learning as needed in the future.

In the coming weeks, the ministry will be seeking advice from students, parents, all education partners and health experts, to establish guidance on re-opening schools.

The ministry is establishing a process for formalized input and will also work with a number of advisory tables that have been established during the school closure period to invite input and advice.

Summer Programming Opportunities

In order to mitigate the impacts of the school closure period and learning loss that may typically occur during the summer, school boards will be supported as summer learning opportunities are expanded, including, summer school, course upgrading, and targeted programs for vulnerable students, students with special education needs, and Indigenous students.

School boards are asked to continue to plan for remote teaching and learning, as the COVID-19 outbreak continues. Should emergency measures be lifted or eased during the summer, additional guidance will follow. We recognize that summer programming may look different across the province as school boards develop innovative, creative, and flexible programming to meet the needs of students.

School boards are encouraged to continue to offer the International and Indigenous Languages Elementary (IILE) program for students in Kindergarten to Grade 8 and the Adult Indigenous Languages non-credit program, as part of their regular summer learning offerings.

We will also be asking school boards to continue to work with us and be ready to provide our child care partners with access to schools over the summer as the reopening plan for child care and camp programs are considered in the context of the government's plan to reopen the province. These will be critical supports for children and families.

Expanded Enrolment in Summer – Credit Programs

Summer School - To accommodate student demand for summer credit courses, school boards should plan to expand existing summer school credit programming through remote teacher-led learning, online learning, and through correspondence/self-study. Credit recovery courses for secondary students and Reach Ahead opportunities for elementary students should also continue to be offered. We know that school boards will be seeking qualified applicants for summer school positions. Boards have existing hiring processes for summer programming, and we encourage boards to, where possible, robustly leverage occasional teachers in these expanded summer offerings.

Independent Learning Courses - School boards can continue to enroll interested students in TVO's Independent Learning Centre (ILC). Students and families seeking to take ILC courses during the

summer should be encouraged to connect with their guidance department and/or school principal to discuss next steps.

Opportunity for Learning Consolidation and Upgrading

New Upgrading Courses - For summer 2020, school boards will be able to offer students in Grades 9 to 12 the opportunity to review and strengthen key learning in a course they passed during the school closure period in the 2019-20 school year. Upgrading courses can be offered in a 55-hour learning format and may include remote teacher-led learning while emergency measures continue, or online courses (including correspondence/self-study).

This opportunity will allow students to improve their marks and consolidate their learning. The summer school teacher will review key concepts and overall expectations in a flexible, accelerated manner that allows students to demonstrate knowledge and skills. If a student upgrades a course, both marks will be entered on the student's Ontario Student Transcript (OST). The ministry is working closely with the postsecondary sector to encourage fair consideration of students retaking or upgrading a course as a result of school closures.

Targeted Programs for Vulnerable Students

School boards are also encouraged to expand their numeracy and literacy summer supports programs in 2020 through remote learning and in partnerships with delivery agents, such as the **CODE Summer Learning Program, Frontier College**, and through remote delivery of school board non-credit Literacy and Math programs (**Learning Outside the School Day**). In planning these programs, it will be critical to explore the use of diverse teaching and learning tools and modalities that engage students and include the use of synchronous, interactive, inclusive and accessible technologies, where face-to-face is not possible. Please note that the Frontier College program is only offered in English, but French-language students are welcome to participate.

For school boards that run the **Focus on Youth** program, we are pleased that you continue to make efforts to adapt and plan your program in innovative ways to meet the needs of your vulnerable target student population. Similarly, for school boards that run the **Graduation Coach Program for Black Students**, graduation coaches will continue to establish programs and offer culturally-responsive supports to Black students over the summer with the aim to help improve student well-being and academic achievement.

Targeted Programs for Indigenous Students

Programs will continue that ensure Indigenous students are supported through the summer months with culturally responsive programming that enable continuity of learning. For example, The Ontario Federation of Friendship Centres will continue to support urban Indigenous students through its Alternative Secondary School Program (ASSP) in the 11 sites that the ASSP operates throughout the province. In addition, students currently participating in the Indigenous Graduation Coach Program will continue to be supported through the summer to ensure that students have what they need to successfully transition into the next school year.

Supporting Students with Special Education Needs and Mental Health Needs

Supports for Students with Special Education Needs - To support students with special education needs in summer program offerings, the ministry will be providing additional one-time Priorities and Partnership Fund (PPF) funding to school boards. This funding will be in addition to funds already provided through the Continuing Education and Other Programs Grant of the Grants for Student Needs (GSN), to school boards providing summer school programs in 2020. Boards will be able to use their allocation for additional staffing resources (e.g. special education resource teachers, educational assistants), to support students with special education needs in both expanded and new summer program offerings.

School boards will have the flexibility to determine where these resources are best allocated, and funding may be used to support students with special education needs in both credit and non-credit granting summer programs.

New Summer Transition Program – In addition to the summer programming outlined above, school boards will also be provided with a one-time allocation to provide summer transition programs for students with special education needs and/or students with mental health needs.

School boards may use this funding to support students with high special education needs and mental health needs to re-establish familiarity with the school environment once emergency measures as lifted, and the re-establishment of routines as well as gap closing in skills development and learning.

Mental Health Supports – Funding will also allow for the ongoing provision of mental health support to students over the summer months who are struggling with mental health concerns. Providing a connection to school-based mental health professionals will also help to facilitate a smooth transition back to school for students for whom a return to school would be challenging. In addition, School Mental Health Ontario will provide training to mental health professionals, educators and system leaders to equip them with the information and resources they need to support the mental health of students with the return to school.

School boards have flexibility to develop and design programs and supports based on local need, staffing costs and other local factors. We continue to encourage school boards to unlock all available mental health supports during this unprecedented time.

After-School Skills Development Programs (ASSDPs) - These programs provide students with autism spectrum disorder (ASD) with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. This summer, to support students with ASD in their transition to school in September 2020, schools may use their 2019-20 allocations to operate

their ASSDPs during the summer in remote or face-to-face formats based on public health guidance.

Additional Guidance on Cooperative Education

Cooperative Education - In summer 2020, should school closures continue past June 30, 2020, cooperative education courses must only be offered with virtual placements, in alignment with *Cooperative Education, Grades 11 and 12 (2018)*. If a virtual placement is not feasible, cooperative education courses cannot be offered. School boards and schools must ensure that there is a process in place and resources available to support teachers in finding and assessing cooperative education opportunities that offer educationally rich and safe learning experiences for all students.

Volunteering in the Summer

-

Students who wish to support the COVID-19 efforts in their community may wish to volunteer.

School boards can encourage students to find specific volunteer initiatives that support their communities' response to the COVID-19 outbreak, and these may include remote volunteer opportunities during emergency measures, such as letter-writing campaigns to seniors. School boards are encouraged to consider how these activities can meet their policies to be eligible to count towards a student's 40-hour community involvement requirement. Students should be encouraged to check their school board's website for a list of eligible and ineligible activities, as well as resources to help them record hours and find volunteer activities, including browsing **SPARK Ontario** and asking their principal or guidance counsellor for more information.

Students under 18 years old should consult with their parents to plan and select their community involvement activities.

Learning Refresher of High School Course Content

The ministry is working to adapt the Learn at Home website to outline the key learning that takes place in high-demand and pre-requisite secondary courses (e.g., Math, Science, English/Français, etc.). This key concept mapping will be accompanied with free, online resources to help students independently refresh their learning in preparation for the 2020-21 school year.

The COVID-19 outbreak has impacted the lives of students by displacing regular routines, and removing protective factors such as sports, clubs and other social activities. In response, the Learn at Home website will also include free well-being resources for students and families to access throughout the summer months.

We encourage you to share these resources with students and families in your school board.

Summer Enrolment and Funding Instructions

The GSN is the primary funding source to support school boards in offering summer programming. Additional technical information regarding student enrolment will be forthcoming.

More information will also be available regarding PPF funding for targeted programming for vulnerable and Indigenous students, and one-time funding through PPF for programming to support students with special education needs and mental health needs.

We look forward to working with you to continue and expand summer learning programs so that every student, should they wish to participate, has the opportunity to do so. Thank you once again for your collaboration and commitment as we work together to continue to support Ontario's students.

Sincerely,

Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Ministry

c: President, Association des conseils scolaires des écoles publiques de l'ontario (ACÉPO)

Executive Director, Association des conseils scolaires des écoles publiques de l'ontario (ACÉPO)

President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

President, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)

President, Ontario Public School Boards' Association (OPSBA)

Executive Director, Ontario Public School Boards' Association (OPSBA)

Executive Director, Council of Ontario Directors of Education (CODE)

President, Association des enseignantes et des enseignants franco-ontariens (AEFO)

General Secretary, Association des enseignantes et des enseignants franco-ontariens (AEFO)

President, Ontario English Catholic Teachers' Association (OECTA)

General Secretary, Ontario English Catholic Teachers' Association (OECTA)

President, Elementary Teachers' Federation of Ontario (ETFO)

General Secretary, Elementary Teachers' Federation of Ontario (ETFO)

President, Ontario Secondary School Teachers' Federation (OSSTF)

General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)

Chair, Ontario Council of Educational Workers (OCEW)

Chair, Education Workers' Alliance of Ontario (EWAO)

Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)



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: 7 May 2020

RE: **Weekly Memorandum to Trustees #5 (May 4-May 8)**

Update on Emergency Operations

- **Food Security** - As of 1 May 2020, 5,222 students received breakfast replacement kits consisting of 18 meals per kit. As of 4 May, each kit will contain 24 meals per kit and be distributed through 45 community agency sites inclusive of all of the 15 City of Ottawa emergency and non-emergency shelters and Minwaashin Lodge.

The Ontario Network for Education (ONFE) is working on an alternative model through mail-outs of grocery e-cards to reach families who continue to have barriers to receiving kits and a specific approach to support the Blackburn Hamlet area, where the Eastern Ottawa Resource Centre has generously taken the lead in distribution. ONFE is exploring an extension of the kit distribution into the months of July and August.

- **Community Recognition Awards** - The Community Member Recognition Awards Selection Committee met on 5 May 2020. The Committee received nominations and made decisions in all categories but two - the Community Award and the Excellence in Equity Community Award categories. The Committee decided to reopen nominations in those two categories and will send an invitation to community partners including advisory committee members to submit nominations by Wednesday, 20 May. Trustees are also able to submit nominations. While there will not be a volunteer appreciation reception and community recognition awards ceremony this year, a congratulatory letter and

floral arrangement will be delivered to each award recipient. Communications staff are investigating alternative methods to publicly recognize the valuable contributions of these community-minded individuals.

- **Summer shutdown and summer hours** - The District has a two-week shutdown period every summer. This common vacation period encourages employees to take vacation and reduces costs related to vacation payouts. The shutdown also allows for maintenance and upgrading of critical systems, particularly in the Business and Learning Technology and Facilities departments. The summer shutdown will proceed this year on the last week in July and the first week in August. The decision with respect to summer hours has been delayed until more information about the return to workplaces in Ontario is known.
- **Special Board Meeting Tuesday, May 12th** - A Special Board in camera meeting will be held to discuss the impact of the Ontario Secondary School Teachers' Federation (OSSTF) central agreement on academic staffing. The details of the central agreement are confidential until ratified and therefore the meeting will be held in camera. The meeting has been scheduled for Tuesday, May 12th.
- **Special Education Advisory Committee (SEAC), May 13th** - There will be a SEAC meeting on 13 May 2020 SEAC via Zoom. The meeting agenda will include several updates from Learning Support Services (LSS) on supports for Special Education students during COVID-19, distribution of SEA equipment, and Mental Health supports. There will also be a roundtable discussion for members to share ideas and input on the planning for a return to school. The meeting will be recorded in Zoom and posted to the website the following day.
- **Celebrating Grade 12 Graduates** - Grade 12 Commencement ceremonies will be deferred until the fall. Grade 12 students will be invited to share ideas about ways to celebrate the end of the year while respecting social distancing.
- **Virtual School Visits** - The Director held her first virtual school visit with Churchill Alternative School principal and staff on 4 May 2020. Two more virtual school visits are planned for this week. During these meetings, the staff has an opportunity to share their learning, vision and concerns.
- **#ThankyoufromOCDSB** - Over 200 entries have already been received in response to our appreciation campaign for frontline workers. You can use the following link to see the many submissions ocdsb.ca/ThankYouFromOCDSB and the link has been added to our COVID-19 page. We have partnerships with the Queensway Carleton Hospital and Bruyere, who plan to share these with their staff and residents.

We will be promoting these on social media and will tag the tweets with the appropriate frontline organizations. Trustees are welcome to support this initiative on social media.

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: 7 May 2020

RE: **Weekly Memorandum to Trustees #6 (May 11-May 15)**

Update on Emergency Operations

Ministry Memo Synchronous Learning - On Friday, May 8th the Ministry issued a memorandum related to the continuity of learning. The memo provides direct guidance regarding the provision of synchronous instruction. This has been a source of some concern for some districts and federations. We are fortunate at the OCDSB that our LearnAtHome plan is actively underway. There are already many examples of synchronous and asynchronous practices being used by educators to connect with students, provide feedback and advance learning. The phased approach taken to planning in two week intervals has allowed our educators to continually refine their focus and practice based on feedback from parents and students and system direction.

Redeployment of Education Workers - An announcement was made on Saturday, May 9th that the Ministry, OPSBA and the federations have agreed upon terms which provide for the voluntary redeployment of education workers to congregate care settings, including, for example, long term care facilities, group homes and health care settings. This is a completely voluntary undertaking and additional guidelines are forthcoming. Staff will be speaking with local federations on this matter.

Red Cross Wellness Checks - The four area school boards have been working with the Human Needs Task Force and Ottawa Public Health to support families in need. The Red Cross has been engaged to initiate home visits to families with whom there has been no contact (either by a school district or other community service agencies). A common letter and resource information has been prepared and Red Cross representatives will begin going door to door in the hopes of making contact and ensuring all families are properly supporting and accessing community services and student learning.

Early Learning Assistants - Memo 20-067, Temporary Lay-off of Early Learning Assistants, was distributed to trustees early in the week. Plans are underway to provide written notice of the

temporary lay-off to the affected employees prior to May 15, 2020. The notice will include information on government programs that might be available to them, such as the Canada Emergency Response Benefit and Employment Insurance. It is the intention of Human Resources and the Early Learning Team to recall Early Learning Assistants to active employment as soon as the OCDSB resumes its Extended Day Program.

Commencements and Graduations - A consultation has been launched with Grade 12 students to collect their ideas on ways to celebrate the end of their K-12 journey, while respecting social distancing. We have had a tremendous response so far. Principals will also collect feedback from staff and parents. Every effort is being made to ensure that students are celebrated respectfully, with inclusivity and consistency in practice across the district. Commencement ceremonies will be rescheduled to the fall of 2020.

Planning for Resumption of Operations - There is a provincial working group established to begin discussions about strategies for the return to school and work. Direction about school openings will be provided at the provincial level and there is an expectation that there will be standards and protocols for districts to follow. Locally, the Emergency Operations Committee has begun to identify key considerations for the resumption of operations, starting with the OCDSB Administration Building. At a very preliminary level, planning is underway for the development of a phased re-entry plan which is focused on the safety of employees and building visitors, effective operations, and the agility to move between phases quickly and seamlessly if required.

School Council Meetings - Principals have been asked to work with their school council chairs to consider what business decisions, if any, the council might have outstanding before the year end. Councils with business decisions to be made, may plan to hold electronic meetings. Meeting agendas must be posted, quorum must be achieved, minutes must be recorded and posted. All meetings should include a financial update from the Treasurer. If there is no need for a meeting, school council chairs and treasurers will work with principals to communicate this information by way of newsletter.

Business Continuity Items

High Performance Athletics Program - Work continues on the Board motion regarding the location and ongoing need for the High Performance Athletics Program currently located at John McCrae High School. While some planned work was interrupted due to the COVID-19 closures, staff will bring forward a report and recommendation in the fall of 2020.

Equity and Indigenous Education Frameworks - Staff has been continuing work on both the district Equity Framework and the Indigenous Education Framework. These documents will provide a comprehensive plan of action for key initiatives that will be undertaken by the district over the next three years to address issues of equity, human rights, poverty, reconciliation and closing achievement gaps.

Integrity Commissioner RFP - The Ad Hoc Committee on the Integrity Commissioner Selection process has met and reviewed the submissions and is proceeding through the next stage of the process. Once complete, a recommendation will be brought forward to the Board of Trustees. It is expected that this will be before the end of June.

Succession Planning and Leadership Development RFP - Although the timelines for submission of proposals were delayed due to the COVID-19 closures, the first phase of the RFP evaluation is underway with representation from senior staff, Human Resources, Leadership and Staff Development and principals. It is scheduled to be completed by the end of May. The successful proponent will support the district's succession planning, talent management and leadership development framework and implementation planning.

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: 21 May 2020

RE: **Weekly Memorandum to Trustees #7 (May 19-May 22)**

UPDATE ON EMERGENCY OPERATIONS

Extension of School Closures - The Minister of Education announced the extension of school closures until June 30, 2020. Staff and students will continue with OCDSB Learn At Home until the end of the year. The Ministry announcement indicated that provincial guidance regarding school opening in September will be available before the end of June.

The Voluntary Redeployment of Staff - The Ministry of Education, in collaboration with the provincial trustee associations and the provincial unions representing workers in the education sector, has developed a voluntary redeployment framework to help address critical staffing shortages in other sectors, such as hospitals, long-term care homes, retirement homes and other residential congregate care settings. Under the framework, school board employees have the opportunity to volunteer through an online provincial portal that has been established for this purpose. The agreements with our local unions to confirm local implementation have been finalized and staff has been notified of the opportunity.

Growing Learners - Food and Farming Initiative - Innovation and Adolescent Learning (IAL) and the Education Foundation of Ottawa have formed a partnership with Just Foods, and Ottawa Good Good Food Box to create the OCDSB Learn at Home “Growing Learners” Initiative. Through Growing Learners, 1000 students, primarily from elementary RAISE schools, will receive two deliveries, approximately three weeks apart,

which includes a week's worth of fresh fruits and vegetables for their family (from Ottawa Good Food Box) as well as seeds, containers, and growing materials to start their own garden, indoor or outdoor (from Just Foods). Students will also receive a growing guide, available in five different languages, to support their learning. Teachers will be provided with resources to support the learning at home, including videos, recipes, and support for assessment and evaluation of the work. The program is being funded by Innovation and Adolescent Learning (as an Experiential Learning project and as an Innovation project), the Education Foundation (in helping to address food insecurity) and with RAISE funds.

Providing School Supplies - The Education Foundation of Ottawa will be delivering school supplies by courier to support almost 700 students who have limited access to learning materials. The courier will be delivering them to families throughout the East, South, West, and Central areas of the city. Supplies were divided by primary/junior and intermediate/secondary and include pencils, erasers, sharpeners, crayons, pencil crayons, rulers, scissors, glue sticks, lined notebooks, graph paper notebooks, pens, and a community resource magnet from 2-1-1. Sincere gratitude is expressed to Clarissa Arthur and the Education Foundation of Ottawa for the continued support of OCDSB children and youth.

Recovery of Personal Items from School - Work is underway to put a plan in place that allows for the recovery of personal items at school. With over 70,000 students with items in desks, lockers and cubbies, this is a large undertaking. Staff are working with Ottawa Public Health to ensure that we can find a way to safely and securely manage this process.

BUSINESS CONTINUITY ITEMS

Upcoming Meetings - The May 26th meeting schedule will be as follows:

- 6 p.m. - Board, In camera
- 7 p.m. - Committee of the Whole, Budget
- 9 p.m. - Board, Public (immediately following Committee of the Whole, Budget)

An in-camera and public Zoom meeting invitation will be provided to trustees. Non-voting representatives of the Committee of the Whole, Budget will be provided with Zoom meeting instructions and an invitation to the meeting and may participate in the discussion. The public meeting will be live-streamed.

Delegation Requests - The calendar page of the District website announcing the Board meeting now includes a summary of topics related to the meeting and detailed information regarding how community members may appear as a delegation.

Update Regarding School Council Meetings - A message will be sent to school council chairs providing information on the following: process for holding meetings; financial reporting; refunds, cancellations and postponements; planning for end of year celebrations; planning for next year; school council transitions/elections and recovering items from the school.

cc Senior Staff
 Manager, Board Services
 Corporate Records