



BOARD PUBLIC AGENDA

Tuesday, May 26, 2020, 9:00 pm
Zoom Meeting

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6.1 Delegation - Robin Browne, re Code of Conduct Policy and Process

I am here today to voice community concerns about the Board's process for addressing complaints of alleged violations of the Board's Code of Conduct by Board members.

There are four issues I wish to raise on behalf of the community members supporting my delegation.

1. First, the process appears to have no mechanism for taking into account trustees who have violated the code multiple times and, instead, treats each case like a first offence.
2. Second, Board members sometimes seem to choose to impose the lightest sanction, a censure, for offenses that deserve much more - which, again, leads to no change in behaviour.
3. Third, the maximum sanctions that the Board can impose on members found in violation of the Code are inadequate and clearly are not an effective deterrent. They simply don't cause members to change their behaviour or deter repeat Code of Conduct offences.
4. Fourth, the Board uses the Code of Conduct investigation process to prevent members of the public from speaking to *any* related important issues and this is in direct violation of the Code.

For example, the Board denied my request to present at the April 28 Board meeting. The reason I was given was that a complaint had been filed under the Board's Code of Conduct Policy regarding issues covered in my delegation. The complaint was currently being investigated by an outside consultant who would be filing a report with the Board that the trustees would be called upon to consider to determine what sanctions, if any, should be applied against the trustee. I was told that the Code of Conduct required trustees not to conduct their own investigation of the conduct referenced in the complaint. They were to consider only the facts found in the consultant's report in rendering their decision. We, as a community, were asked to understand why it was therefore inadvisable for the members of the Board to hear our delegations on the same subject matter while the consultant's investigation was proceeding.

We neither understand, nor agree.

There is nothing in the Code that supports such a ban. Rather, the Code prohibits discussing “the complaint, the response to the complaint, and the investigation of the complaint.” only. Since the community and the organizations that I represent did not make the complaint, or know any of its *specifics*, I couldn’t speak about it even if I wanted to.

Furthermore, by denying our request based on the assertion that our delegation touches on the subject of the complaint, and therefore might sway the trustees in their decision, the Board is violating the Code’s confidentiality requirement to not reveal what’s in the complaint.

Additionally, if the Board’s position is, as it appears to be, that trustees could be influenced by hearing delegations on the same subject matter while the consultant’s investigation is proceeding, what is the Board doing to ensure that trustees are not unduly influenced by the trustee under investigation, his or her supporters, or the media?

If the Board isn’t taking action to isolate trustees, similar to how juries are sequestered, then banning members of the public like myself, or the community organizations that stand with me, is like sequestering the trustees only from the public - which is clearly unfair and only serves to benefit trustees under investigation.

We call on the Board to review the issues raised in today’s delegation, revise the process for investigating alleged Code of Conduct violations to increase compliance with the Code. Your support in this regard will help restore public confidence in the process, the Code and the Board itself.

We will also be taking this up with our provincial representatives.



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 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), 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. (Attached as Appendices A and B)

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



NEW STITTSVILLE SECONDARY SCHOOL STUDY TIMELINE – as amended

Activity	Date
Notice of Intention to Commence Study and Approve Study <ul style="list-style-type: none"> ➤ Board Approval of Study Consultation Plan and Timeline 	October 2019
Consultative Stage <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ 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>	
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><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)

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

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)

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

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.



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

COVID UPDATE – May 26, 2020

With the extension of school closures until the end of June, we are continuing with OCDSB LearnAtHome. Teachers continue to support students using a range of practice. It has been incredible to watch our staff work with such care and innovation in support of student learning and well-being. Over the past two weeks, I have had an opportunity to do virtual school visits with superintendents and have met teachers, educational assistants, early child educators, administrators and many other incredible educational support workers. I have been inspired by the work they are doing and the energy and enthusiasm they bring to our students. We have much to be proud of.

Special Education Services and Programs – this district has a strong commitment to supporting students with special education needs. That commitment continues through the learn at home period. I am pleased to advise you that:

- Working in partnership with SickKids and other stakeholders, we have been able to put a plan in place to restart the **Empower Reading Program**. Over the past two months we have been reinforcing and consolidating learning with Empower strategies. We will now be in a position to provide the delivery of Empower lessons online. The expectation is that any student who started Empower during the 2019-2020 school year will be provided with an opportunity to complete the program either now, or in the fall.
- We have also been able to create a new parent web based site with resources to **support students who are non-verbal or minimally-verbal**. Speech-Language Pathologists have created this compilation of robust resources to support parents during the pandemic and beyond. This complements the existing AAC website for all OCDSB staff.
- **Mental Health Supports** continue to be developed for students and staff. Since our last meeting we offered a series of staff workshops about supporting mental health and these were very well attended. Plans are underway to continue this work.

Pick Up of Student Belongings – We know that parents and students are very interested in accessing schools in order to pick up student belongings. Work is underway on the development of a comprehensive plan for this which takes into consideration the safety of students, parents and staff. There will be some tailoring of the plans to meet the unique needs of elementary and secondary students. Parents can expect an announcement on this next week with pick up scheduled for later in the month.

Graduation Celebrations – we invited grade 12 students to share their thoughts about how we might celebrate their graduation and recognize physical distancing. We had a tremendous response and lots of great ideas. A summary of their feedback is included in tonight's agenda. Using the student's ideas, as well as input from school staff, we are developing a district wide strategy for celebration of students this spring while reserving the formal ceremonies in the fall. Key criteria in the planning are developing a strategy which ensures student safety, equity of access, and celebrates all students in the district. In the next week, we will be ready to release the details to school staff, students, and parents. Stay tuned.

Also will highlight that the Ottawa Citizen and Ottawa Sun are putting together a special graduation section and are inviting students to share their grad outfits, photos and speeches online, on their social

media channels and in special Citizen print sections on June 18, 19 and 20. To be included in the print editions, the deadline for submission is June 12. We are promoting this information to all of our grade 12 students.

Leaving Ceremonies – at the elementary level, we will be holding “virtual” leaving ceremonies for students transitioning to new schools in September. This primarily involves grade 8 and grade 6 students, but we do have some additional transition points in this district. The goal is to have virtual celebrations which respect the school tradition and context, are equitable, maintain student privacy and are readily available to families to enjoy.

Planning for Re-opening of Schools and Buildings – The Ministry has announced that there will be province wide directives regarding the re-opening of schools in September. While we await provincial direction, we have initiated discussions about what re-opening could like; what safety mechanisms need to be in place; and how we manage access to buildings and services. In addition to the Ministry direction, we are working with Ottawa Public Health and with other school districts to ensure our planning is in alignment with other school districts.

DELF – There were questions about the DELF – Diplome des etudes de langue Francaise. The dates for the international administration of the DELF are established by the CIEP, the governing body for the administration of the DELF. The only dates scheduled for Canada in the spring this year were early April/May and June. All three administrations were cancelled. We are awaiting further information regarding potential future dates for Canadian administration.

As we move forward there continue to be more questions and issues for consideration. We are continuing to work to get answers to these questions. We know that both teachers and parents are looking for updates on report cards. We are awaiting a Ministry memo which will clarify some of the outstanding questions. We will provide updates to the community as soon as we can.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Grade 12 Thought Exchange Results

What we asked:

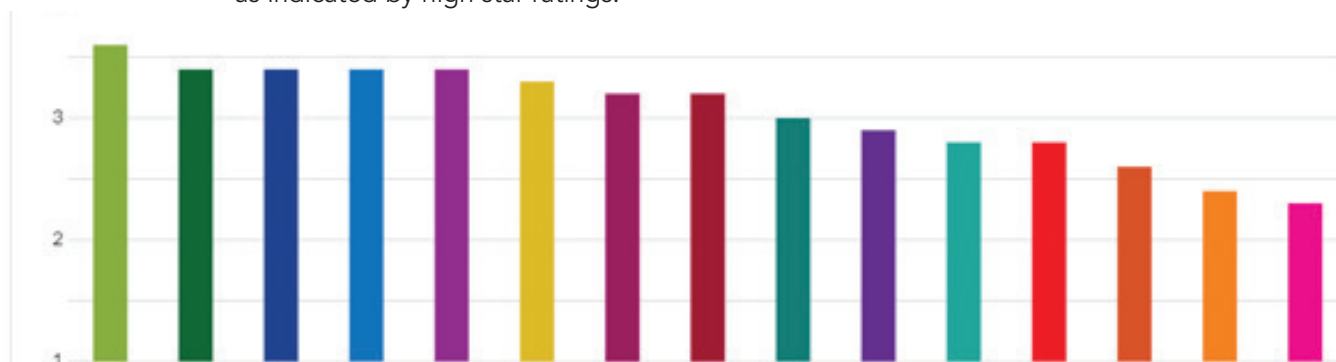
What are some ways we can celebrate the class of 2020 while following physical distancing recommendations?

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.

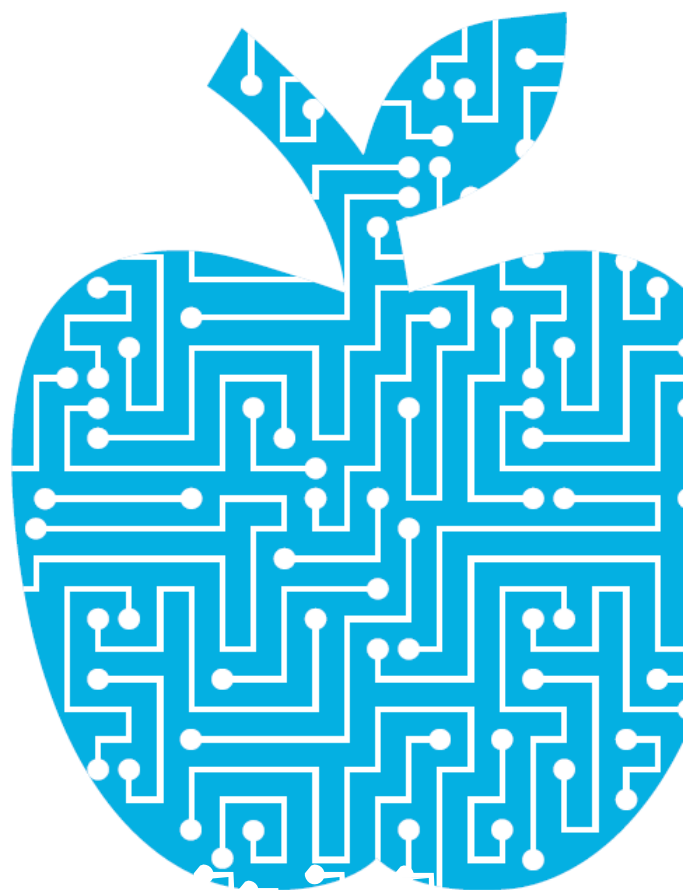
cc Senior Staff
 Manager, Board Services
 Corporate Records

Ontario's Framework for Continued Learning.

A Plan to Keep Students **Safe**.

A Plan to Keep Students **Learning**.

A Pathway to Re-Open Schools **Responsibly**.





Foreword by the Minister of Education

We are in unprecedented times.

This week, I announced the closure of all publicly-funded schools until the end of June. This decision was based on protecting the health and safety of your child, your family, and your community.

For the last few months, you and your children have taken extraordinary steps and shown great flexibility to continue your children's learning journey. Our government has also been working to make sure you and your children have access to the tools, resources, and predictability that we have all sought during these times.

We have heard clearly from parents that they expect dynamic live education for their children. The connection between a student, their peers, and their teacher is more important than ever. Two weeks ago, I wrote to school boards and other education sector partners to express my expectation that teachers utilize live teaching—sometimes called 'synchronous learning'—for entire classes, smaller group settings, or one-on-one interactions.

While this is by no means a normal time in your child's education, it is critically important to allow your child to have access to a school community, support network, and learning experience that is as close to normal as possible. I will continue to advocate for this, as we must strive to do more to serve our children in these extraordinary and tough times.

We have heard from parents that there is a need to provide bridge programming and other gap-closing initiatives during the fast-approaching summer period. We know that the learning loss that takes place every year over the summer can be a challenge to students when school resumes in September. This year, the risk of summer learning loss is more pronounced.

That is why we are providing new opportunities for students to continue learning over the summer. We also have announced Ontario's Summer Learning Plan, which is a robust plan for summer learning opportunities, including new programs and initiatives. I encourage you to discuss these options with your child, to determine if there are opportunities to continue their learning over the summer.

Some of these initiatives include:

- New upgrading courses, which will allow Grade 9-12 students to upgrade a full credit course they passed during the school year in 55 hours, rather than the normal 110 hours;
- Specific learning supports for students with special education needs and mental health needs, including access to EAs, a new two-week program in skills development, learning, and routine establishment, and a summer extension of after-school programming for students with autism;
- Working with our cross-government team, we will be providing virtual opportunities for students to volunteer during the summer, which can be counted toward the community service graduation requirement.

These programs and resources were designed with your child in mind, and I am pleased to confirm that we have more than doubled the funding available during the summer period for this continued programming. As we roll out Ontario's Summer Learning Plan, please be assured that new virtual components will be available and strict protocols will be unveiled for in-class summer learning should emergency measures be lifted. We are also creating an organized and safe framework to allow families to retrieve items in schools, led by local school boards.

Looking ahead to the Fall, when schools reopen, we know that school may not look or feel the same. While we have seen other provinces suggest what their classrooms may look like in September, we know that each part of our country is impacted and responding differently to the COVID-19 outbreak.

Our government is in regular contact with Ontario's Chief Medical Officer of Health, Dr. David Williams, and the education system remains a top priority for the COVID-19 Command Table. I have also spoken with the leadership of the Hospital for Sick Children, who have provided important counsel in how we continue to support students' health and safety at school.

We are working aggressively to make sure Ontario's schools and classrooms represent the safest learning environments possible, we will provide our plan for resumption of class in September in short order, which will include strict safety protocols and public health measures.

As our province moves further along the recovery path, we should be proud of our collective efforts that are now showing signs of hope and optimism. Despite this, we appreciate that students and children may struggle to make sense of this pandemic. We are all doing our best to stay strong and positive during this period, and you may be having difficult and emotional discussions with your children during this time.

You and your children are not alone. At the onset of the school closure period, I encouraged school boards to immediately ensure that their mental health workers and professional staff are available to engage in safe and secure conversations with students who feel the need to talk. Our government has also provided emergency funding of up to \$12 million to immediately expand online and virtual mental health supports, many of which are directly tailored for youth.

Our government has been consistently clear; the health and well-being of your child guides every decision we make. We will get through this together, and in doing so will always work in the best interest of your child, your family, and your community.

I know that together, we will continue to rise to the challenge.

Minister Stephen Lecce

Planning for the 2020-21 School Year

The Ontario government has announced that schools will remain closed until the end of June.

Over the remaining weeks of the current school year, the Ministry of Education will continue listening to students, parents, school boards, educators and health experts on a plan to safely and effectively return for the next school year.

Our schools are a learning environment for two million students, and a workplace for almost 200,000 teachers and staff. The re-opening of schools in a safe and effective way is essential for the development and mental health of our children, our economy and our well-being as a province.

The current COVID19 emergency is evolving, and public health guidance will be refined between now and September to ensure the utmost safety of those returning to school. Any plan needs to be flexible and responsive to the most current health advice.

The Ministry of Education will continue to welcome input as the re-opening approach is refined. The ministry will formulate guidance for school boards before the end of the school year to allow for adequate time to put appropriate adaptations in place. The ministry is inviting feedback on these elements as well as any additional commentary that may be relevant to this planning process.

As we continue listening and responding to the voices of our students, parents and partners in the education and health sectors, this paper outlines some of the key priorities and considerations the ministry is working on in response to the COVID19 outbreak.

Strengthening Summer learning

Summer learning programs will take place in July and August and will include a diverse and robust range of new and existing credit and non-credit supports for students. With these enhancements to Ontario's Summer Learning Program, this will allow for more than double the number of students to participate in summer programming compared to previous years.

In order to mitigate the impacts of the school closure period and learning loss that may typically occur during the summer, we have focused summer learning opportunities on traditional and non-traditional programming, including summer school, course

upgrading, and targeted programs for vulnerable students, students with special education or mental health needs, and Indigenous students. We encourage students to consider participating in one or more of these summer learning opportunities, if they feel comfortable doing so.

Ontario's Summer Learning Plan includes seven areas of focus:

1. **Expanded core programming** represents 'traditional' summer school courses focused on grades 9 to 12, with additional opportunities for grade 8 students to reach ahead.
2. **Introduction of upgrading courses**, which will allow students to upgrade their mark in a course in half the time it would have taken them previously.
3. **Targeted supports for vulnerable students** to ensure vulnerable students have access to non-credit ministry educational programs and leadership supports.
4. **Focused programming for students with special education or mental health needs**, including dedicated learning supports such as access to EAs and existing after-school programs that could be delivered through summer school
5. **Communicating volunteer opportunities** for students so that students can leverage virtual volunteer opportunities where possible;
6. **Summer programming in Provincial and Demonstration Schools** to focus on continued learning for our students with particular needs and specialized integrated programming, including students with physical disabilities, and, finally,
7. **Key concept mapping for next year's learning** to focus on compulsory, high-demand and pre-requisite secondary courses

School boards should plan for these initiatives to be delivered through remote teaching and learning, although if emergency measures are lifted or eased during the summer, additional guidance will follow for transitioning to in-person delivery. 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 should continue to 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 Restart Plan. These will be critical supports for children and families, and a considerable portion of child care programs across the province are located in schools.

[Learn At Home / Apprendre à la maison](#) offers some of the best resources featuring made-in-Ontario activities and courses to keep the learning going, from home. New resources are added often, and we are working to ensure there are new and exciting resources available through to the end of the school year and beyond.

Enhanced *Learn At Home* Portal

A more user-friendly Learn at Home site was launched today, and an adapted summer learning site will be developed to provide resources to help students refresh their learning in preparation for 2020-21 courses. The site will focus on compulsory, high-demand, and prerequisite secondary courses, such as math, science and English/Français.

Delivering Access to Learning Tools

The Government has taken leadership to leverage all tools, resources, technologies, and services to assist school boards to deliver equitable and effective learning while at home through access to technology and internet connectivity for students who do not have such access, especially in rural and remote parts of Ontario. To help improve access to remote learning, Ontario is partnering with 34 organizations and private businesses along with school boards to address key needs among educators, students and their families during the COVID-19 outbreak.

Ontario has worked to identify high-impact solutions that can significantly assist in improving the Learn At Home experience now and into the future. Access to digital learning resources, supports for special education needs and mental health, as well as internet connectivity and access to devices have all been identified by school boards and other stakeholders as urgent needs during the current school closure period. These organizations and businesses were identified through a call for proposals open on the [Ontario Together](#) website from March 31 to April 21.

Celebrating our students

Students have worked incredibly hard this school year, and we know that the COVID-19 outbreak has forced some schools to cancel or delay important milestones to recognize student achievement, such as prom and graduation ceremonies.

Although we are making great efforts to limit the spread of COVID-19 in Ontario, it may still be some time before schools and boards are able to offer the kinds of ceremonies and traditions in the same way they have in previous years. We firmly believe Ontario students deserve this positive conclusion to their academic journey, even if ceremonies are delayed.

Despite this uncertainty, the Ministry is encouraging school boards to reschedule these events based on input from local medical officers of health. In some cases, this might mean facilitating graduation ceremonies and proms during the summer or fall when it is safe to do so.

Financial Relief for Parents

Ontario is helping parents pay for the extra costs associated with school and child care closures during the COVID-19 outbreak through the Support for Families initiative, a one-time payment of \$200 per child up to 12 years of age, and \$250 for those with special needs, including children enrolled in private schools. To date, the province has supported over 1.2 million children and youth in Ontario. Monies have largely been processed, while outstanding requests are being processed in short order.

Transitioning back to school

Beyond the 2020 summer learning period, we are preparing for what school will look like for students come September.

Teachers and education workers typically plan for a refresher period for students every September. This year, those plans may need to be more comprehensive and more reflective of the uneven learning experience that students may be bringing into their next school year. The Ministry of Education is exploring a formalized process for this to take place, to ensure all students are able to have an opportunity to start the year on the best footing possible.

In addition to Ontario's Summer Learning Plan, school boards will also be provided with funding to support students with special education needs and mental health needs to re-establish familiarity with the school environment once emergency measures are lifted, and the re-establishment of routines as well as gap closing in skills development and learning.

The COVID-19 pandemic has impacted the lives of students by displacing regular routines, and removing extracurricular opportunities 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.

In a year with a number of re-entry priorities, the Ministry of Education will also be analyzing what adjustments should be considered for the school calendar.

New health and safety protocols will be developed with the advice of public health and the Ministry of Labour, which issues guidelines for workplaces in Ontario. These protocols will need to include guidance on cleaning protocols, the use of personal protective equipment and the participation in school by employees who may be older or have health profiles that may put them at higher risk.

The Ministry of Education will continue to seek guidance on infection prevention and control measures, screening, testing and adapted classroom environments from experts such as the Hospital for Sick Children, Ontario Health and the Ontario Ministry of Health.

Fluency between face-to-face and online delivery

Depending on public health circumstances, some schools may need to remain closed, or may need to plan to open and close during the school year to keep students safe. School boards and educators will be expected to move fluently between in person and online delivery, and the ministry will be communicating further on this. The ministry, parents, and students will continue to expect that teachers utilize synchronous learning approaches in this learning.

Access to technology will continue to be a priority. The Ministry of Education will continue to work with school boards to extend the availability of devices and connectivity throughout the province, and to identify options for students and staff where internet availability is limited. While over 200,000 devices have been distributed to students across the province to date, we will continue to support boards in meeting the technological needs of students.

When students return to school, it may not look and feel the same at first. Health advice is evolving but the Ministry of Education will be guided by health expertise, with the foremost commitment to protecting the health, safety, and well-being of students. The look of classrooms and the rhythm of the school day may need to be adapted to keep students safe, while maximizing learning opportunities.

As we know, Ontario's curriculum offers students a wide range of learning experiences, in classrooms, labs, gyms, technical classrooms, arts environments and experiential settings. Maintaining access to this range of learning experiences, while adapting them to reflect guidance that keeps students safe, will require creativity, planning and adaptation. Jurisdictions around the world look to Ontario's curricula, and we are committed to making sure students can continue pursuing their academic passions as well as the fundamentals for a 21st century economy.

Ontario's teachers provide feedback, assessment and report cards for their students based on Ontario's Growing Success policy document on student assessment. Adaptations have been already introduced to assessment practices during the current school closure period, reflecting advice from educators. There may be a continued need for adapted assessment and report card policies in the coming school year.

Many students and families rely on school buses to get to school safely every day. Next year, safe school bus transportation will include practices informed by public health advice, and may include fewer students on buses, and different bus schedules.

Supporting student well-being

Structured group environments, physical education and connection with peers are a critical aspect of mental health for children. While keeping students and teachers safe, efforts will be made to preserve these critical components of school.

Schools are an important connection to mental health supports for students. A re-entry plan will include opportunities for all those who support students with mental health challenges to do professional development over the summer, and for school boards to offer students more access to mental health supports when they return. When the decision was first made to close schools, the government encouraged school boards to immediately ensure that all available mental health workers, professional staff, and other support staff remained fully available to students, with adapted communication protocols and mechanisms where necessary.

Our government has provided emergency funding of up to \$12 million to immediately expand online and virtual mental health supports, many of which are directly tailored for youth. In addition, there are many organizations that provide critical support for children who face mental health concerns or distress. A great example is Kids Help Phone, which offers 24/7 counselling and referral services across the province. To use this free resource, children can call 1-800-668-6868, or text CONNECT to 686868. In addition,

School Mental Health Ontario has a number of great resources for students, parents and families on their website at www.smho-smso.ca. And child and youth mental health agencies across the province continue to provide services.

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.

Schools need to welcome back students with special needs and prepare for adapted classrooms that may require personal protective equipment for staff and students where physical distancing may not be practical. This summer, the ministry is providing additional funding to support students with special education needs in both expanded and new summer program offerings.

Share your feedback

You can provide a written submission with your input, ideas or data by sending an email to EDU.consultation@ontario.ca. Make sure to:

- include your name and the name of your organization
- use “Ontario’s Plan to Reopen Schools” in the subject line
- attach your submission as a PDF or Word document

OPSBA BOARD OF DIRECTORS MEETING

23 May 2020

PUBLICMinister Lecce

- Talked about and acknowledged the province wide work to support digital access, technology devices, connectivity and mental health supports
- Decision to close for the remainder of the school year was one of safety based on advice from the Chief Medical Officer of Health and the COVID Table. Concerns around community spread
- All students will finish this year remotely
- 40 hours of community volunteerism graduation requirement has been waived for this year
- There will be grades 9 -12 summer learning opportunities
- Ministry currently working on curriculum and Capital announcements
- Expect to have a plan for September reopening by the end of June

Q & As

Q - How is the September reopening plan being formulated?

A -

- Minister and Deputy Minister will get perspective from all boards.
- Feedback from the 14 provincial tables of consultation.
- Benchmarking of how the plan can be operationalized.

Q - What other jurisdictions are being looked at for return experience?

A -

- Ministry regularly monitoring with UNESCO discussions.
- Looking at France - but Ontario's will be home grown.
- Looking at issues around additional spacing, sanitation, where students can go and not, alone or not. At this point everything is on the table

Q - Ideas around Equity of Learning

A -

- Internet access and income levels are a challenge
- Ministry provided \$75M this school year for tech.
 - Boards should be using their funds for tech
- Summer learning plan will place emphasis on the more vulnerable children. Additional dollars have been set aside for these children

Additional thoughts

- Regarding the question around teachers teaching remotely from their classrooms - the instinct is to say yes let them use this space. Minister and Deputy are looking at a framework for this
- Minister drew our attention to the Ontario Together website - there is a specific section "Support for Students and Parents"
- More PD has been provided to teachers to adapt to on-line teaching
- 25,000 teachers signed up for this PD
- More will be provided over the summer around things such as asynchronous learning
- Minister Lecce has committed to weekly calls with board chairs

Nanos Poll

- OPSBA commissioning poll to focus on:
 - Challenges during the shutdown
 - Concerns around September potential opening
 - Want results ready to inform provincial plan for September
- Previous Nanos poll for OPSBA had low sample size for northern regions/remote boards. Nanos has been asked to increase the sample size for these areas, to make the results more relevant to all boards/regions

Finance

- GSN announcements expected within the next couple of weeks.
- Expected to be basically status quo, plus funding for CBA changes. There has been no indication of enhancements in the GSN to support the exceptional COVID costs boards have encountered or are anticipating, but there may be amendments after the initial release, as the picture of what to expect in September becomes more clear.
- Expectation the budget deadline to be extended
- Transportation dollars are still flowing to pay a percentage of the transportation contracts to keep drivers from being laid off, in anticipation of need for September
 - It was noted, many bus drivers are in the 60 years+ higher risk category
- OPSBA has talked to the Ministry - citing the potential funding needed for changes in September. Would like to see these funds in the GSNs.
- Unknown at this time what classrooms will look like
 - If social distancing is to be respected when resumed, bus capacity goes from an average 72 to 12
- Boards continue to provide updates to the Ministry on their PPE inventory
- TDSB is looking at a specific budget line for COVID

- Capital construction has resumed. No information yet on the funding of additional costs due to delays
- Some Capital priority announcements are being quietly made and are embargoed, so we are not hearing about the specifics
- WSIB premiums are going up significantly. Mental stress and trauma and concussions are significant contributors. Some boards are buying additional excess loss insurance coverage on the open market, but deductibles are in the \$1M range. School Boards Cooperative Inc (SBCI) has put a program in place to provide bridge insurance with deductibles as low as \$300K. However these premiums are expected to increase by 40% next year

Program Policy

- OPSBA has asked the Ministry to hold off rolling out the new math curriculum until 2021
- The Coalition for Children and Youth Mental Health has a member representing McMaster and the Offord Centre, which has been involved in various international efforts dedicated to monitoring the impacts of the COVID-19 pandemic response on mental health and well-being of children, young people and their families. Through these efforts the Offord Centre has mobilized a Canadian team and are working hard to establish a robust methodology that will allow them to monitor the impacts within our provincial and national contexts. They are particularly concerned about the potential for long-term adverse impacts, and the high likelihood that this pandemic will further exacerbate existing inequalities in our communities. The Coalition will be assisting with this study in Ontario through dissemination of online surveys through our member organizations. The intention of the researchers is to provide rapid analyses of data and dissemination of evidence to key policy partners and decision makers through collaboration with the McMaster Health Forum's COVID-19 Evidence Network to support decision making

Legislative Update

- House meeting on Tuesday and Wednesday for the next 2 weeks, then recessing for the summer
- Bill 190 COVID 19 Response- an amendment allows for virtual meetings - lifting the requirement to physically meet 3X annually (requirement was 3 meetings in 12 months, starting 1 December)
- Reg 7/07 Student Trustees an amendment allows elections of student trustees to be extended from 30 April to 30 September
- Reg 271/19 Proficiency in Mathematics - Amendments allow the Ontario College of Teachers to certify applicants who have not yet completed the Math Proficiency Test (MPT), with the condition that the applicant successfully completes the MPT by August 31, 2021.

- Reg176/10 Teachers' Qualifications - Amendments allow teacher candidates in their final semester of an Ontario initial teacher education program to be eligible for certification by the OCT, despite not having completed the entire practicum component. The applicants are required to have completed all other graduation components of the program.

COVID

With the state of emergency declaration on March 17 and the initial closure of schools on March 19, OPSBA has been regularly connecting with its internal and external stakeholders. Decisions on the school closures made by the government, and the Ministry of Education, have been based on the advice and guidance of Dr. David Williams, Ontario's Chief Medical Officer of Health.

The province has been proceeding with a cautious approach to reopening and is learning from other jurisdictions where schools have already reopened.

The Deputy Minister (DM) of Education connects weekly with the executive directors of the school board/trustee associations, and more frequently as issues arise. There are also weekly teleconferences between the DM and all directors of education. These are regular opportunities for school boards to share and exchange on the ground experiences, raise concerns, seek clarification, and highlight challenges. The Minister of Education has also had a number of conference calls with school board chairs. OPSBA President Cathy Abraham has been in touch with Minister Lecce, and staff are in regular contact with his political staff as well as ministry staff.

In our conversations with government, we have emphasized the need for OPSBA, school boards, and trustees to be included in discussions around the re-opening of schools, and other aspects of the pandemic response. Issues that we have discussed include, but are not limited to, ensuring equity in our approach to distance learning, mental health supports for students, and funding for school boards' response to the pandemic.

In addition, there are currently several provincial working tables that include stakeholders from across the sector. These tables are discussing a number of issues related to the return to school plan that include:

- When, where and which schools to reopen?
- How to reopen schools?
- Continued supports (including mental health) for students, parents and staff
- Appropriate volume and proximity of students and staff, classroom set up
- Catch-up, review and remedial opportunities including expansion of summer offerings
- Continued professional development for staff on distance learning
- Supply inventory of safety equipment
- Use of personal protective equipment
- Cleaning & disinfecting schools
- Transportation
- School cafeterias / breakfast and other food programs
- Use of outdoor space for instruction
- Childcare and afterschool programs
- Increased and unexpected costs including technology/connectivity given to students and families
- Assessment, report cards, EQAO testing
- Access to schools for retrieval of personal belongings
- Remote learning challenges, including access to technology, synchronous learning, etc.

OPSBA also continues to connect with the Canadian School Boards Association (CSBA) and the other provincial associations. Staff recently participated in a webinar hosted by UNICEF entitled, Opening the Doors to Children and Youth: Using the new Global Framework for Reopening Schools in Child and Youth Serving Spaces.

The Framework can be accessed here: <https://www.unicef.org/media/68366/file/Framework-for-reopening-schools-2020.pdf>

Redeployment of School Board Staff

- To-date approx. 266 volunteers have signed up, but no matches/placements yet
- Concern was raised around the potential effects on WSIB, mainly additional costs due to
 - Experience
 - Bringing currently un-insured under the umbrella, such as lunch time monitors
- All 4 trustee associations participated in the discussions and had the program was vetted by OPSBA legal
- OPSBA gets updates on the numbers daily
- Each Board gets their own list/numbers. Individual Boards have to agree to "availability" of the volunteer, i.e. if the province is looking for Social Workers, if Board says theirs are all fully engaged supporting students and staff, then there is no "availability"

OPSBA AGM Update

- Legal counsel has advised AGM must be held prior to 6 October 2020. Looking at holding the AGM virtually, in the afternoon, following the late September BOD meeting. Details TBD.
- York RDSB has submitted a resolution around Anti-Racism advocacy and action plan. It is being modified and will be re-released

Here is a summary of the current OPSBA Priorities and some recent feedback. If you have additional feedback you would like raised, please email Trustee Penny or Boothby.

Re: Feedback on OPSBA Strategic Priorities for 2020-21

Background

The Ontario Public School Boards' Association (OPSBA) multi-year strategic priorities guide the Association's areas of focus. They drive how OPSBA directs resources, manages issues and plans activities. This positions the organization to be adaptable to meet any changes in the education landscape. These are the priorities to which the Association directs its expertise, time and resources to support improved student achievement and well-being and increasing confidence in public education.

As a non-partisan association, OPSBA has positive and mutually respectful working relationships with members of provincial parliament and staff from all parties and other education partners in the province. These

relationships help us to represent the voice of our public school boards regarding the diverse range of issues that affect students and communities.

Process for determining OPSBA Strategic Priorities for 2020-21

Although the Association's strategic priorities are multi-year in scope, they are reviewed annually to ensure they remain current and responsive to the environment within which our education system operates. In keeping with this process, these priorities were considered at regional meetings and the Indigenous Trustees' Council meeting at the Public Education Symposium on January 25, 2020. Additionally, an online survey was shared with all Board of Directors members on March 4, 2020.

The impacts of the COVID-19 pandemic have been felt across all sectors, few more so than public education. As the March regional meetings were cancelled, the OPSBA priority-setting process has had to be adjusted, with the Board of Directors having an additional opportunity for input at the May virtual meeting.

Mission Statement

The mission of OPSBA is to promote and enhance public education by: helping Member Boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.

To maintain excellence, the public school system must be accountable to the community it serves and must build effective partnerships throughout the community.

Local, elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.

The Multi-Year Strategic Priorities

Advocating for the Whole Child and Student Well-Being

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.

Advancing Reconciliation: First Nation, Métis and Inuit Education

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Supporting Trustees as Leaders in Public Education

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Strengthening Positive Labour Relations

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Advocating for Sustainable and Equitable Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Note: OPSBA is moving ahead with Project Compass Phase 2, which involves reviewing the priority setting process (including engagement and reflecting mandate). This will not affect this year's process.

Feedback from Regional Meetings

Staff have reviewed feedback from trustees at the January regional meetings and through the online survey and a summary is outlined below. This input will help to inform annual strategic planning as well as affirming the multi-year priorities at the Annual General Meeting.

General Comments

- OPSBA needs to revisit priorities and include one major one on specifically online learning and the need to advocate for equitable access across the province.
- Support for continued government relations advocacy – including inviting relevant ministers (beyond the Minister of Education) and Opposition Critics to future events, and working with organizations (such as Employment Ontario) in strategies to help address issues such as adult education, English as a Second Language, literacy and youth employment. Other services need to be identified to help support a continuum of pathways for learners.
- There was mention of student polling and whether OPSBA could do this.

Advocating for the Whole Child and Student Well-Being

- There was a suggestion to focus on poverty, which is an ongoing concern, especially in rural and remote areas. These regions have little to no access to services and supports other than being directed to the closest “urban” centre. Although partnerships are helping to some extent (e.g. United Way), this does not replace a recognized and dedicated funding source or a coordinated poverty strategic plan for this issue in the province.
- We need support for technological/technical education from any partner we can.

Advancing Reconciliation: First Nation, Métis and Inuit Education

- No suggestions were shared. The Indigenous Trustees' Council continues to support the strategic priority as written.

Supporting Trustees as Leaders in Public Education

- Trustees should be provided with more key messaging, with a consistent voice and narrative, without using the government's language.

- New trustees should be supported at the OPSBA level, with a “trustee training day” and a training checklist for boards.

Strengthening Positive Labour Relations

- No suggestions were shared.

Advocating for Sustainable and Equitable Education Funding

- OPSBA and school boards should be advocating for this at all times.

Additional feedback received supported the five current priorities and the continuation of funding to support government relations and advocacy such as OPSBA Advocacy Days at Queen’s Park.

Advocating for the Whole Child and Student Well-Being

- Teacher Training: Faculties of Education need to strengthen requirements to include distance learning skills (OPSBA needs to ask Deans of Faculties to partner and develop training on this).
- Might be a need to look at strategies, as part of this priority, dealing with and advocating for broader supports for children who have not entered the system as of yet, and the corresponding relationship with incidents in the classroom. Partnering with our bargaining units might be a good idea; the issue here is we are not really looking at the whole child unless we consider preschool supports, and advocating for supports long before Grade 3, and to end long wait times.
- Very important to work with our community partners including the political partners. OPSBA should partner with anyone who advocates for similar goals and co-sponsoring research should be critical

Advancing Reconciliation: First Nation, Métis and Inuit Education

- Need to continue to advocate to government to follow through with TRC recommendations.

Supporting Trustees as Leaders in Public Education

- Need better, more ongoing engagement between trustees and OPSBA on a more personal basis; PES is not enough, and especially now with an increase in online meetings and such, we need to connect with trustees directly, not just through the Board of Directors or Chairs.
- There has to be a focus on the role, behaviours and leadership and everything we do, Friday of Board of Directors meetings, PES, etc., should be focused on changing the dialogue and behaviors, with good training.

Strengthening Positive Labour Relations

- No suggestions were shared.

Advocating for Sustainable and Equitable Education Funding

- Need to advocate for high speed internet for the entire province to support online learning.
- Need to invest in more technology for students who do not have access to devices.
- Expanding services to meet the changing needs of students and society.