

BOARD PUBLIC AGENDA

Tuesday, October 27, 2020, 7:00 pm
Zoom Meeting

Pages

1. Call to Order -- Chair of the Board
2. Approval of the Agenda
3. Presentation of the D. Aubrey Moodie Award to Sheel Ayachi
Graduating secondary student from Colonel By Secondary School for achieving the highest average in the 2019-2020 school year.
4. Report from the Board (In Camera)
5. Briefing from the Chair of the Board
6. Briefing from the Director
7. Delegations
 - 7.1. Matt Street, Re: Recommending the Board Fund On-line Readers 1
 - 7.2. Inini McHugh, Re: Indigenous, Equity and Human Rights Roadmap 2020-2023 2
8. COVID-19 Update 5
9. Matters for Action
 - 9.1. Confirmation of Board Minutes:
 - a. Board, 22 September 2020 37
 - 9.2. Business Arising from Board Minutes

| | | |
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| 9.3. | Receipt of Committee of the Whole Report, 13 October 2020 | 58 |
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Recommendations:

- a. Approval of the International Student Return Plan

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| 9.4. | Non-Consent Items | |
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| 9.5. | Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools (MJ.Farrish) | 71 |
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| 10. | Matters for Discussion | |
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- 10.1. Report from OPSBA Representatives (if required)

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| 11. | Matters for Information | |
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| 12. | New Business -- Information and Inquiries | |
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| 13. | Adjournment | |
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Board 27 October 2020

Matt Street

I would like to present a delegation on the recommendation that the board funds on-line readers this year to help with both students learning on-line and at school at the October 27, 2020 public meeting.

My kids have returned to Manor Park Public School and it has come to my attention that the school will not be able to share physical readers to students. With this in mind, last year I know that the Je Lis program worked well for my family and in the past the Raz kids has worked in both English and French.

This year, online readers and using a program administered by teachers will be crucial to getting kids reading and improving their reading levels. Purchases like subscriptions to Raz kids should be made at the board level. The board could negotiate a better price and ensure that every student has access as needed.

27 October 2020

Inini McHugh

We [I] would like to begin by acknowledging that the land on which we gather tonight is the traditional unceded territory of the Algonquin Anishnaabeg People. The territory where my family has lived for over 14 generations. Where it will end with me as I am the only living male relative left on our territory. My Bloodline dies with me. So my legacy is to teach and support the next generations of first peoples, to hold on to their traditions the best way they can. By supporting our young people we support our self in our own life journey. Life is never ending, here on this earth or in the spirit world. In the spirit world is where my son and father are, they give me strength today to write this email to you.

Hello, my name is Chip McHugh, I'm a Bonnechere Algonquin First Nation, all my relations know me as Nopiming Inini (Man of the Forest), I'm Bear Clan. An Ohiskwabawis (a helper to the Elders) and a fire keeper for Miitig Lodge. I have over 30 years of experience working with and advocating for children & youth in Ottawa and the valley. I have worked in educational settings as well as in community non-profit agencies throughout my career. Currently, I am very involved in the Ottawa Education Community. I am a member of the OCDSB Indigenous Educations Advisory Council, as well as the Advisory Counsel on Equity. I am currently employed as the Student Support Services Coordinator for the Silatuniq Inuit Youth Engagement Program for Inuquatigii Centre for Inuit Children, Youth and Families.

Over the years I've realized that Elders and knowledge keeper and helpers are passing down original traditional teachings such as healing/teaching lodge, sweat lodge, 7 grandfather teachings, medicine wheel, sacred medicines, land, history, languages, residential schools and their impacts, and current issues of Indigenous peoples. Many of these teachings will be lost if indigenous people do not have access to Elders, knowledge keepers, indigenous support staff and safe spaces to grow and learn in traditional ways. Our elders and knowledge keepers are aging, and the time to act is now.

The original peoples of this unceded territory, the Algonquin Anishinabe, always lived in balance with Mother Earth. Their connection to the land is a shared universal element of all indigenous cultures. Historically, this connection to the land and to each other has been lost through the formation reserves, residential schools, generational trauma, land expropriation and the forced urbanization of indigenous peoples. The disconnection from the land and cultural identity has caused the people much suffering and many difficulties. Mental health issues, emotional health issues, physical health issues and a loss of spirituality are prevalent throughout the population. Our people will attempt to repair this broken cultural and spiritual connection. Indigenous people believe that life is all about relationships; our relationships with ourselves, each other, Mother Earth, and communities and living life in a good way. The time to act is now. As advocate for my people and to other first people of this land, the relationship with the OCDSB as a partner in our quest to help, heal and educate.

The following are the points I would like to raise at the upcoming board meeting about the Indigenous, Human Rights and Equity Roadmap:

- Being confined to four minutes would not allow me to speak my mind fully and does not align with my own traditional cultural practices and ways of expressing myself, I understand there may need to be a policy change in the future for others like me to discuss items to the board and to Trustees in First Nation lens. I hope that the board will consider revising this requirement (Policy change) in light of the systemic and structural barrier it presents and will give me the time I need to express myself.
- I have seen the real need for First Nation, Metis and Inuit children in the OCDSB. The current and proposed human resources are not sufficient to meet the First Nation, Metis and Inuit needs of students. It is not only about needs, it's about our First Nations, Metis and Inuit rights.
- **I would like the board to hire 3 additional Graduations Coaches – Metis Graduations Coach, Inuk Graduations Coach and Graduations Coach to support others bands and Nations that do not fall under the others Graduations coaches.** Example my son is a **Lakota** Sioux, so he does not fall into First Nations, Metis and Inuit.
- **I would like the board to invest in a Full time Social worker, Full time Itinerant Youth Worker (CYC), a full time Mental Health Counsellor and Full time Psychologist to be a part of the Indigenous team.**
- Given that graduations rates for first people is only about 60 %. I think these support would make an excellent impact on the lives of our young people.
- After talking a hard look inside, I feel using the word Indigenous lumps me in with Metis and Inuit. I'm Algonquin, Proud to be one, Proud to be the last living male from my whole family that live on my territory. It is my responsibility to represent my family line to the best of my ability. As Knowledge keeper for my people it is imperative for me to stand tall, speak when I need to speak and listen more then to talk. My Elder once told me, we have two ears for a reasons. We all have a journey, my journey has brought me to this point, do I speak or do I listen. Our people are quite in nature, I've learned over the years I enjoy the quietness more and more. Being in the bush is my happy place
- **I want that every dollar invested in indigenous peoples and education be spent in a way that directly supports indigenous students and has greatest impact.**
- If you ever want to learn about empathy, listen to Brené Brown is an American professor, lecturer, author.
- **In future, the wish that OCDSB can hire culture employees that can pass knowledge down to increase cultural awareness to all who want it.** That they can deliver services in a culturally appropriate way in accordance with the TRC and United Nations Declaration.
- **Hiring more professional people will support, building relationships is the key, when we are vulnerable with each other it fuels connection to one another.**

Thank you for taken the time to listen to me today


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OCDSB COVID-19 Dashboard

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OCDSB COVID-19 Dashboard

[Ottawa-Carleton District School Board](#) / [Our Schools](#) / [COVID-19 Response](#) / [OCDSB COVID-19 Dashboard](#)

Our COVID-19 Dashboard provides the number of confirmed positive COVID-19 cases in connection to our schools. For all confirmed cases listed here, families and staff at the school will be notified by letter.

Important: A positive case at a school does not mean the individual was exposed to COVID-19 at the school. They may have been exposed somewhere else in the community.

Cases

Where there is an individual case in a school, Ottawa Public Health (OPH) will determine the close contacts and who has to self-isolate.

Outbreaks and Closures

Where there are two or more cases which are connected through the school, OPH may declare an outbreak and decide whether there is a class, cohort or school closure. Class, cohort and school closures would usually be connected to an outbreak rather than an individual case.

- A class closure is where a classroom is ordered closed and everyone in that class cannot attend school (this is different from a case in a class which requires many people to self isolate).
- A cohort closure affects a particular group(s) in the school - this could be a section of the school, a grouping of students etc. and everyone in the defined grouping cannot attend school.
- A school closure affects the entire school and the school is closed to students and staff.

[Learn more about our COVID-19 procedures](#) in the event of a positive confirmed case.



Last Updated: October 23, 2020 - 2:40 PM

***Note:** The total number of staff cases in the table below may differ slightly from the total cases reported in the school charts as one staff member may impact multiple schools.

| OCDSB Totals | | | | |
|--------------------------------------|--------|----|----------|----|
| Total student cases of COVID-19 | Active | 43 | Resolved | 59 |
| Total staff cases of COVID-19 | Active | 12 | Resolved | 4 |
| Total classes closed due to COVID-19 | 2 | | | |
| Total cohorts closed due to COVID-19 | 0 | | | |
| Total schools closed due to COVID-19 | 0 | | | |

Intermediate & Secondary Schools

| School Name | Active student cases of COVID-19 | Active staff cases of COVID-19 | Classes closed due to COVID-19 | Cohorts closed due to COVID-19 | Schools closed due to COVID-19 |
|-------------------------------|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Adult High School | 2 | 0 | 0 | 0 | 0 |
| A.Y. Jackson Secondary School | 1 | 0 | 0 | 0 | 0 |
| Bell High School | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|---|---|---|---|---|
| Brookfield High School | 1 | 0 | 0 | 0 | 0 |
| Cairine Wilson Secondary School | 2 | 0 | 0 | 0 | 0 |
| Canterbury High School | 1 | 0 | 0 | 0 | 0 |
| Colonel By Secondary School | 1 | 0 | 0 | 0 | 0 |
| Earl of March Secondary School | 0 | 0 | 0 | 0 | 0 |
| Glebe Collegiate Institute | 0 | 0 | 0 | 0 | 0 |
| Gloucester High School | 1 | 0 | 0 | 0 | |
| Hillcrest High School | 1 | 0 | 0 | 0 | |
| John McCrae Secondary School | 0 | 0 | 0 | 0 | 0 |
| Lisgar Collegiate Institute | 0 | 0 | 0 | 0 | 0 |
| Longfields-Davidson Heights Secondary School | 2 | 0 | 0 | 0 | |
| Merivale High School | 0 | 0 | 0 | 0 | 0 |
| Nepean High School | 0 | 0 | 0 | 0 | 0 |
| Osgoode Township High School | 0 | 0 | 0 | 0 | 0 |
| Ottawa Technical Secondary School | 0 | 0 | 0 | 0 | 0 |
| Ridgemont High School | 1 | 1 | 0 | 0 | 0 |
| Sir Guy Carleton Secondary School | 0 | 1 | 0 | 0 | 0 |
| Sir Robert Borden High School | 0 | 0 | 0 | 0 | 0 |
| Sir Wilfrid Laurier Secondary School | 0 | 0 | 0 | 0 | 0 |
| South Carleton High School | 1 | 0 | 0 | 0 | 0 |
| West Carleton Secondary School | 0 | 0 | 0 | 0 | 0 |
| Woodroffe High School | 2 | 0 | 0 | 0 | 0 |
| Elizabeth Wyn Wood Alternate High School | 0 | 0 | 0 | 0 | 0 |
| Frederick Banting Secondary | 0 | 0 | 0 | 0 | 0 |
| Norman Johnston Secondary | 0 | 0 | 0 | 0 | 0 |
| Richard Pfaff Secondary Alternate Program | 0 | 0 | 0 | 0 | 0 |
| Urban Aboriginal Alternate Program | 0 | 0 | 0 | 0 | 0 |

Elementary Schools

| School Name | Active student cases of COVID- | Active staff cases of COVID-19 | Classes closed due to COVID-19 | Cohorts closed due to COVID-19 | Schools closed due to COVID-19 |
|-------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
|-------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|

| | 19 | | | | |
|--|----|---|---|---|---|
| A. Lorne Cassidy Elementary School | 0 | 0 | 0 | 0 | 0 |
| Adrienne Clarkson Elementary School | 1 | 1 | 0 | 0 | 0 |
| Agincourt Road Public School | 2 | 0 | 0 | 0 | 0 |
| Alta Vista Public School | 2 | 0 | 0 | 0 | 0 |
| Arch Street Public School | 0 | 0 | 0 | 0 | 0 |
| Avalon Public School | 0 | 0 | 0 | 0 | 0 |
| Barrhaven Public School | 0 | 0 | 0 | 0 | 0 |
| Bayshore Public School | 0 | 1 | 0 | 0 | 0 |
| Bayview Public School | 0 | 0 | 0 | 0 | 0 |
| Bells Corners Public School | 0 | 0 | 0 | 0 | |
| Berrigan Elementary School | 0 | 0 | 0 | 0 | 0 |
| Blossom Park Public School | 1 | 0 | 0 | 0 | 0 |
| Briargreen Public School | 0 | 0 | 0 | 0 | 0 |
| Bridlewood Community Elementary School | 0 | 0 | 0 | 0 | 0 |
| Broadview Avenue Public School | 0 | 0 | 0 | 0 | 0 |
| Cambridge Public School | 1 | 0 | 0 | 0 | 0 |
| Carleton Heights Public School | 1 | 0 | 0 | 0 | 0 |
| Carson Grove Elementary School | 1 | 0 | 0 | 0 | 0 |
| Castlefrank Elementary School | 0 | 0 | 0 | 0 | 0 |
| Castor Valley Elementary School | 0 | 0 | 0 | 0 | 0 |
| Cedarview Middle School | 0 | 0 | 0 | 0 | 0 |
| Centennial Public School | 1 | 0 | 0 | 0 | 0 |
| Chapman Mills Public School | 0 | 0 | 0 | 0 | 0 |
| Charles H. Hulse Public School | 1 | 0 | 0 | 0 | 0 |
| Churchill Alternative School | 0 | 0 | 0 | 0 | 0 |
| Clifford Bowey Public School | 0 | 0 | 0 | 0 | 0 |
| Connaught Public School | 0 | 0 | 0 | 0 | 0 |
| Crystal Bay Centre | 0 | 0 | 0 | 0 | 0 |

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|---|---|---|---|---|---|
| for Special Education | | | | | |
| Convent Glen Elementary School | 0 | 0 | 0 | 0 | 0 |
| D. Roy Kennedy Public School | 0 | 0 | 0 | 0 | 0 |
| Devonshire Community Public School | 0 | 0 | 0 | 0 | 0 |
| Dunlop Public School | 0 | 1 | 0 | 0 | 0 |
| Dunning-Foubert Elementary School | 0 | 1 | 0 | 0 | 0 |
| Elgin Street Public School | 0 | 0 | 0 | 0 | 0 |
| Elmdale Public School / Century Public School | 0 | 0 | 0 | 0 | 0 |
| Emily Carr Middle School | 0 | 0 | 0 | 0 | 0 |
| Fallingbrook Community Elementary School | 0 | 0 | 0 | 0 | 0 |
| Farley Mowat Public School | 0 | 0 | 0 | 0 | 0 |
| Featherston Drive Public School | 0 | 1 | 0 | 0 | 0 |
| Fielding Drive Public School | 0 | 0 | 0 | 0 | 0 |
| First Avenue Public School | 0 | 0 | 0 | 0 | 0 |
| Fisher Park Public School / Summit Alternative School | 0 | 0 | 0 | 0 | 0 |
| Forest Valley Elementary School | 0 | 0 | 0 | 0 | 0 |
| General Vanier Public School | 0 | 0 | 0 | 0 | 0 |
| Glashan Public School | 1 | 0 | 0 | 0 | 0 |
| Glen Cairn Public School | 1 | 0 | 0 | 0 | 0 |
| Glen Ogilvie Public School | 0 | 0 | 0 | 0 | 0 |
| Goulbourn Middle School | 0 | 0 | 0 | 0 | 0 |
| Greely Elementary School | 0 | 0 | 0 | 0 | 0 |
| Half Moon Bay Public School | 0 | 0 | 0 | 0 | 0 |
| Hawthorne Public School | 2 | 0 | 0 | 0 | 0 |
| Henry Larsen Elementary School | 1 | 0 | 0 | 0 | 0 |
| Henry Munro Middle School | 0 | 0 | 0 | 0 | 0 |
| Heritage Public School | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----------------------------------|---|---|---|---|---|
| Hilson Avenue Public School | 0 | 0 | 0 | 0 | 0 |
| Hopewell Avenue Public School | 1 | 0 | 0 | 0 | 0 |
| Huntley Centennial Public School | 0 | 0 | 0 | 0 | 0 |
| Jack Donohue Public School | 0 | 0 | 0 | 0 | 0 |
| Jockvale Elementary School | 0 | 1 | 0 | 0 | 0 |
| John Young Elementary School | 0 | 0 | 0 | 0 | |
| Kanata Highlands Public School | 0 | 0 | 0 | 0 | 0 |
| Kars on the Rideau Public School | 0 | 0 | 0 | 0 | 0 |
| Katimavik Elementary School | 0 | 0 | 0 | 0 | 0 |
| Knoxdale Public School | 0 | 0 | 0 | 0 | 0 |
| Lady Evelyn Alternative School | 0 | 0 | 0 | 0 | 0 |
| Lakeview Public School | 0 | 0 | 0 | 0 | 0 |
| Le Phare Elementary School | 0 | 0 | 0 | 0 | 0 |
| Manor Park Public School | 0 | 0 | 0 | 0 | 0 |
| Manordale Public School | 0 | 0 | 0 | 0 | 0 |
| Manotick Public School | 0 | 0 | 0 | 0 | 0 |
| Maple Ridge Elementary School | 0 | 0 | 0 | 0 | 0 |
| Mary Honeywell Elementary School | 0 | 0 | 0 | 0 | 0 |
| Meadowlands Public School | 0 | 0 | 0 | 0 | 0 |
| Metcalfe Public School | 0 | 0 | 0 | 0 | 0 |
| Mutchmor Public School | 0 | 0 | 0 | 0 | 0 |
| North Gower Public School | 0 | 0 | 0 | 0 | 0 |
| Orleans Wood Elementary School | 0 | 0 | 0 | 0 | 0 |
| Osgoode Public School | 0 | 0 | 0 | 0 | 0 |
| Pinecrest Public School | 3 | 0 | 0 | 0 | 0 |
| Pleasant Park Public School | 1 | 0 | 0 | 0 | 0 |
| Queen Elizabeth Public School | 0 | 2 | 0 | 0 | 0 |
| Queen Mary Street Public School | 0 | 0 | 0 | 0 | 0 |

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|-------------------------------------|---|---|---|---|---|
| Regina Street Alternative School | 0 | 0 | 0 | 0 | 0 |
| Richmond Public School | 0 | 0 | 0 | 0 | 0 |
| Riverview Alternative School | 0 | 0 | 0 | 0 | 0 |
| Robert Bateman Public School | 1 | 0 | 0 | 0 | 0 |
| Robert E. Wilson Public School | 0 | 0 | 0 | 0 | 0 |
| Robert Hopkins Public School | 0 | 0 | 0 | 0 | 0 |
| Roberta Bondar Public School | 0 | 0 | 0 | 0 | 0 |
| Roch Carrier Elementary School | 0 | 0 | 0 | 0 | 0 |
| Rockcliffe Park Public School | 0 | 0 | 0 | 0 | 0 |
| Roland Michener Public School | 2 | 0 | 2 | 0 | 0 |
| Sawmill Creek Elementary School | 1 | 0 | 0 | 0 | 0 |
| Severn Avenue Public School | 0 | 0 | 0 | 0 | 0 |
| Sir Winston Churchill Public School | 1 | 1 | 0 | 0 | 0 |
| South March Public School | 0 | 0 | 0 | 0 | 0 |
| Stephen Leacock Public School | 0 | 0 | 0 | 0 | 0 |
| Steve MacLean Public School | 1 | 0 | 0 | 0 | 0 |
| Stittsville Public School | 1 | 0 | 0 | 0 | 0 |
| Stonecrest Elementary School | 0 | 0 | 0 | 0 | 0 |
| Summerside Public School | 0 | 0 | 0 | 0 | 0 |
| Terry Fox Elementary School | 0 | 0 | 0 | 0 | 0 |
| Trillium Elementary School | 0 | 0 | 0 | 0 | 0 |
| Vimy Ridge Public School | 0 | 0 | 0 | 0 | 0 |
| Vincent Massey Public School | 0 | 0 | 0 | 0 | 0 |
| Viscount Alexander Public School | 0 | 0 | 0 | 0 | 0 |
| W.E. Gowling Public School | 1 | 1 | 0 | 0 | 0 |
| W. Erskine Johnston Public School | 0 | 0 | 0 | 0 | 0 |
| W.O. Mitchell Elementary School | 0 | 0 | 0 | 0 | 0 |
| Westwind Public | 0 | 0 | 0 | 0 | 0 |

| School | | | | | |
|--------------------------------|---|---|---|---|---|
| Woodroffe Avenue Public School | 0 | 0 | 0 | 0 | 0 |
| York Street Public School | 0 | 0 | 0 | 0 | 0 |





Parent Update: COVID-19 Frequently Asked Questions

Dear OCDSB Families,

We have been hearing your questions about COVID-19 and have assembled a list of questions and answers for you.

The number of cases

At the time of writing, there were 68 active cases and 25 resolved cases. In most schools, we have seen single cases or multiple but unrelated cases. We have generally not seen the spread of the virus in school. This tells us that the safety measures we have put in place - daily self-assessment, physical distancing, hand hygiene, the wearing of masks and PPE as required, and the isolation of high-risk contacts in the event of a positive case, are helping to reduce the spread of COVID-19 in schools.

What is an outbreak?

An outbreak is declared when there are two or more positive cases of COVID-19 which are directly linked through the school. When an outbreak or partial outbreak is declared it can lead to the closure of a class, a cohort or a school. At this time, there have only been two cases where Ottawa Public Health has declared a partial outbreak at OCDSB schools. In both cases, the closure period was five days or less and both cases are now resolved.

Dashboard reporting

The OCDSB [COVID-19 Dashboard](#) provides a list of all confirmed cases of COVID-19 in schools. The Dashboard also lists when a class, cohort or school is ordered closed by Ottawa Public Health. We have recently modified the Dashboard to include both active and resolved cases. The Dashboard is updated daily, but it is not updated until the school community has been notified of a positive case. Depending on the timing of the notice, the Dashboard may be updated on the following day. Due to the differences in reporting requirements, there will almost always be slight

variances between the OCDSB dashboard, the provincial dashboard and the Ottawa Public Health reports.

What happens when someone tests positive?

When an employee or a parent of a student notifies the school that they have tested positive, the principal contacts the public health nurse. The nurse verifies the positive result with Ottawa Public Health and then advises the principal if there is a confirmed positive case. Together they collect and review the contact tracing data and identify any high-risk contacts. Then, OPH prepares letters of notification for the community and for the high-risk contacts. These are sent by the principal. High-risk contacts also receive an automated phone call from OPH on days 1, 7 and 14.

How do you decide who is a high-risk contact?

A high-risk contact means that you were in contact with someone with COVID-19 for longer than 15 minutes and/or closer than 2-metre distance, in the last 2 weeks. Ottawa Public Health identifies high-risk “close contacts” through a detailed review of factors such as the individual’s symptoms, where they have been, who they have interacted with, whether masks and/or PPE were in use. Interactions where people briefly come within 2 metres (6 feet) of each other, such as walking by someone in a hallway or on the sidewalk, are generally not considered “close contacts”.

If there is a positive case in my class will everyone be a high-risk contact?

Not necessarily. Every case and every class is different. The public health nurse will work with the principal to determine what the possible exposure was. The first thing to consider is when the individual was most recently at school and whether they were infectious at that time. Then, they consider who was in attendance/absent during the exposure period, how the classroom was configured, whether students were wearing masks, what kind of learning activities were happening and the distance between individuals in the class. We also consider bus routes and other shared spaces. In some cases, all or most of the class has to self-isolate, in other cases, only a small number have to self-isolate.

How could there be a case in my school but no high-risk contacts?

We have had several confirmed cases in schools with no high-risk contacts. Often this is because the individual who tested positive did not attend school during the period of transmission. That’s why it is important to stay home if you have any symptoms or known exposure.

Why does the self-isolation period vary?

The self-isolation period is always the same - individuals with a confirmed positive test must self-isolate for 10 days and high-risk contacts must self-isolate for 14 days. However, the days are counted from the point of exposure, not the date the case is confirmed positive. That’s why some school letters require high-risk contacts to self-isolate for 14 days and some have shorter time periods. Each case is unique.

I’m worried about the lag time between when a person tests positive and the school community is notified

When there is a positive case affecting a school, the most important step in reducing risk is to ensure the individual who tested positive is NOT at school. The next step is identifying the high-risk contacts. These people need to self-isolate as a precaution - they have not tested positive, but they should self-isolate and monitor for symptoms. So far, very few individuals who have been identified as high-risk contacts in an OCDSB school have tested positive for the virus.

The safety measures we have in place, including cohorting, mask wearing, hand washing and physical distancing, are all designed to work together to reduce the risk of exposure further. Daily screening for COVID-19 symptoms helps to reduce the chance of the virus coming into the school.

Why did I get a letter saying there is a case in my school and the dashboard says 0 cases?

We update the dashboard daily, but not until we have notified the school community. Depending on the time of day, this might mean that some updates to the dashboard happen the next day.

When is a case resolved?

OPH advises when a case is resolved. Generally, this means that the period for self-isolation for the positive case and the close contacts has ended.

My whole class was sent home to self-isolate but my class wasn't closed, why not?

A class closure happens when OPH confirms there has been an outbreak or partial outbreak. This is different than when most, or, in some cases, all students in a class have to self-isolate because they are high-risk contacts. In most cases, we have had some or many in a class self-isolate, but not usually all of the students in the class.

What happens if my child has to self-isolate?

If your child has to self-isolate, they cannot come to school. But, they can still participate in learning. The principal and the teacher will explain how to engage in learning during self-isolation.

Can you ensure that parents are notified of a positive case as soon as you become aware?

We are doing everything we can to ensure that once a positive case has been confirmed by Ottawa Public Health, the school community is notified as quickly as possible. Over the past month, we have been working in partnership with OPH to refine the process and ensure parents get timely information.

We will post these to our website with other frequently asked questions and will continue to provide the most current information possible.

Please remember that daily self-assessments, staying home if you are symptomatic, wearing a mask, and proper hand hygiene are things that we can all do to help stop the spread.

Sincerely,

Camille Williams-Taylor
Director of Education



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



COVID-19 Update Board Meeting October 27, 2020

COVID-19 Case Management

As of 4:30 pm today, the OCDSB has reported:

- Student cases – 48 active; 65 resolved
 - Staff cases – 13 active; 5 resolved
 - No classes, cohort or schools closed at this time
-
- Students and staff can feel confident that the safety measures in place are helping to reduce the spread of COVID-19 in school



COVID-19 Case Management

- Our work with Ottawa Public Health and other school districts continues;
- The case management, contact tracing and community notification has improved;
- Notification of positive cases generally comes from parent to school, is confirmed with OPH, contact tracing is completed and letters sent to community and high risk contacts;



COVID-19 Case Management

- Case management process is stabilizing, but the volume of work associated with case management is very high;
- Currently able to manage school based staffing with occasional teachers and where required, redeployments;
- Working to fill staffing vacancies;



Thoughtexchange Results



Thoughtexchange Surveys

Five surveys were conducted to gather feedback from:

- 1) Students attending school virtually (OCV);
- 2) Students attending school in-person (elementary & secondary);
- 3) Parents/guardians of students attending school virtually (OCV);
- 4) Parents/guardians of students attending school in-person; and
- 5) Staff.

Each participant group was asked:

- a series of survey questions; and
- an open-ended question about their experience so far this year.



Participation Rates

 21,936 Participants

 25,380 Thoughts Shared

 546,749 Star Ratings Assigned

| Rates by Group | Participants | Thoughts | Ratings |
|-----------------------------|--------------|----------|---------|
| Virtual Students | 1,644 | 1,049 | 29,038 |
| In-Person Students | 5,309 | 3,976 | 105,767 |
| Virtual Parents/Guardians | 3,254 | 4,731 | 91,097 |
| In-Person Parents/Guardians | 8,954 | 10,469 | 211,202 |
| Staff | 2,775 | 5,155 | 109,645 |



Links to Summary Reports

Links to the summary of the closed-ended survey questions, as well as the thoughts shared in response to the open-ended question about how the school year is going so far.

[Link to Summary Report for Staff](#)

[Link to Summary Report for Students \(Virtual\)](#)

[Link to Summary Report for Students \(In-Person\)](#)

[Link to Summary Report for Parents/Guardians \(Virtual\)](#)

[Link to Summary Report for Parents/Guardians \(In-Person\)](#)

Note. Participation numbers will continue to increase as new participants join the exchange to Discover the results; our reported participation rates are based on the Share and Star steps only.



Key Findings

- Overall, the return to school is greatly appreciated by parents;
- General comfort of students and parents with safety practices in place;
- Students are engaged in learning;
- Secondary in person learning model is the change which generated the most feedback;
- Heightened concerns about amount of change and impact on student and staff well-being;
- Staff are happy to be engaged with students, but the volume of work and feelings of pressure are very high in all areas;
- The system needs stability;



Highlights from Employees

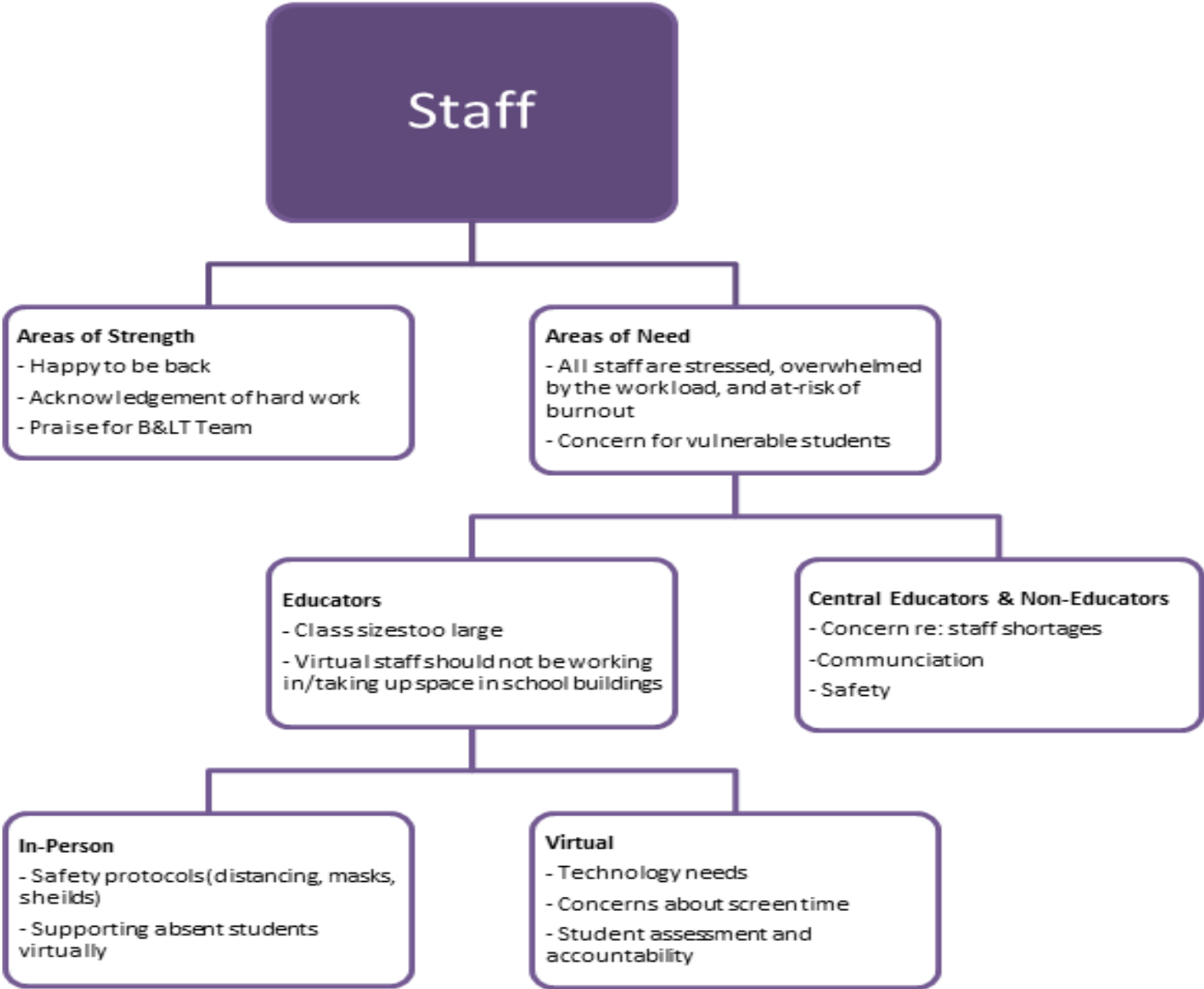
Comfort with health and safety precautions

- 56% of staff respondents feel comfortable or very comfortable with the health and safety precautions in place;

Comfort with Technology

- 77% of staff respondents feel comfortable or very comfortable using technology in their role;





Highlights from Students and Parents

| | Virtual Learning | In-Person Learning |
|---|---|--|
| Comfort using technology and feeling supported by teachers | <ul style="list-style-type: none">• Most OCV students and their parents indicated that it was easy to participate in online lessons;• They are getting the support they need from teachers;• They are finding it easy to use the online learning platforms. | <ul style="list-style-type: none">• Most students are comfortable using the online learning platforms. |

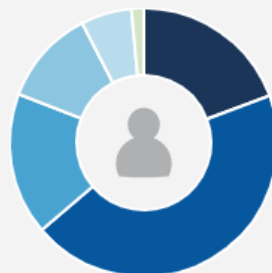


Safety Precautions in School (Student & Parents)

STUDENTS

63% of student respondents feel comfortable with safety precautions

I am comfortable with the health and safety precautions being taken in my school related to COVID-19.

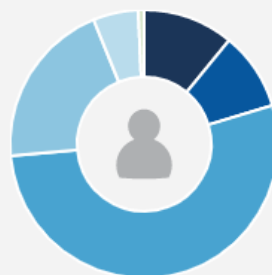


| % | Person Icon | |
|-----|-------------|----------------------------|
| 19% | (835) | Strongly agree |
| 44% | (1919) | Agree |
| 17% | (740) | Neither agree nor disagree |
| 12% | (498) | Disagree |
| 6% | (264) | Strongly disagree |
| 2% | (64) | Prefer not to answer |

PARENTS

73% of parent respondents feel comfortable with safety precautions

How comfortable are you with the health and safety precautions being taken at your child's school related to COVID-19?



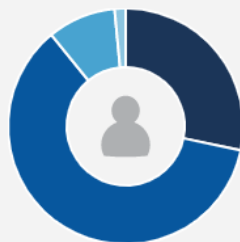
| % | Person Icon | |
|-----|-------------|----------------------|
| 11% | (912) | Very uncomfortable |
| 9% | (785) | Uncomfortable |
| 53% | (4441) | Comfortable |
| 20% | (1687) | Very comfortable |
| 6% | (455) | Not sure |
| 1% | (58) | Prefer not to answer |



Student Engagement (Student Perspective)

IN PERSON
89% of
respondents
are somewhat
or very
engaged

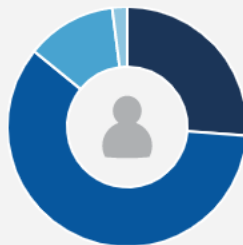
How would you describe your level of engagement in learning so far this year (e.g., interest, motivation, participation)?



| % | Person Icon | |
|-----|-------------|----------------------|
| 28% | (1293) | Very engaged |
| 61% | (2786) | Somewhat engaged |
| 9% | (429) | Not at all engaged |
| 2% | (69) | Prefer not to answer |

VIRTUAL
86% of
respondents
are somewhat
or very
engaged

How would you describe your level of engagement in virtual learning so far this year (e.g., interest, motivation, participation)?



| % | Person Icon | |
|-----|-------------|----------------------|
| 26% | (351) | Very engaged |
| 60% | (802) | Somewhat engaged |
| 12% | (163) | Not at all engaged |
| 2% | (27) | Prefer not to answer |



Student Engagement

- The majority of students and their parents/guardians reported that students are feeling *somewhat engaged or very engaged* in their learning;
- Engagement is slightly greater among elementary students.
- Parent perceptions of student engagement were greater than engagement reported by students.

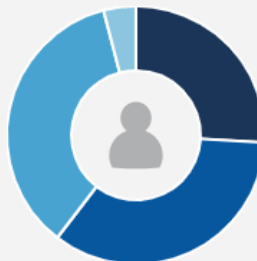


Mental Health and Well-Being

IN PERSON

61% of respondents feel well-being has improved or stayed same

Since returning to school in September, how has being back in school impacted your well-being (e.g., how you feel socially, emotionally, and/or mentally)?

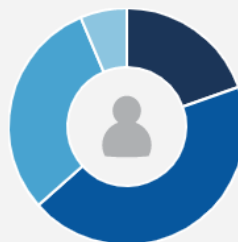


| % | Person Icon | |
|-----|-------------|--|
| 26% | (1154) | My well-being has improved since returning to school. |
| 35% | (1539) | My well-being has stayed the same since returning to school. |
| 35% | (1583) | My well-being has worsened since returning to school. |
| 4% | (180) | Prefer not to answer |

VIRTUAL

64% of respondents feel well-being has improved or stayed same

Since returning to virtual school in September, how has being back in school impacted your well-being (e.g., how you feel socially, emotionally, and/or mentally)?



| % | Person Icon | |
|-----|-------------|--|
| 20% | (255) | My well-being has improved since returning to virtual school. |
| 44% | (571) | My well-being has stayed the same since returning to virtual school. |
| 30% | (393) | My well-being has worsened since returning to virtual school. |
| 6% | (83) | Prefer not to answer |



Mental Health and Well-Being

- Overall students feel their well-being has improved or remained the same since returning to school in person (elementary) and virtually (elementary and secondary);
- Secondary in person students were more likely to indicate that their well-being had declined;
- Nearly $\frac{3}{4}$ of elementary in person parents indicated their child's well-being had improved since returning to school, while secondary parents had mixed feelings.



Use of Technology

| | Virtual Learning | In Person |
|-------------------|--|--|
| Technology | <ul style="list-style-type: none"> • 82% of students in OCV find it easy to use the online learning platform; • 49% of OCV students report stable internet at home; 35% sometimes have problems, and 15% report regular internet difficulties; • Most students use a computer or tablet of their own; | <ul style="list-style-type: none"> • For in person learners, 66% of student respondents and 54% of parent respondents feel comfortable accessing learning resources and materials using the virtual learning environment; |



Highlights from Qualitative Themes

Students Attending Virtually (OCV)

Areas of Strength

- Happy to have opportunity to learn online

Areas of Need

- Strain and need for breaks
- More engagement and support
- Need for social connections
- Challenges learning in virtual environment
- Workload
- Schedules (for secondary students)
- Mental health (for secondary students)

Students Attending In-Person

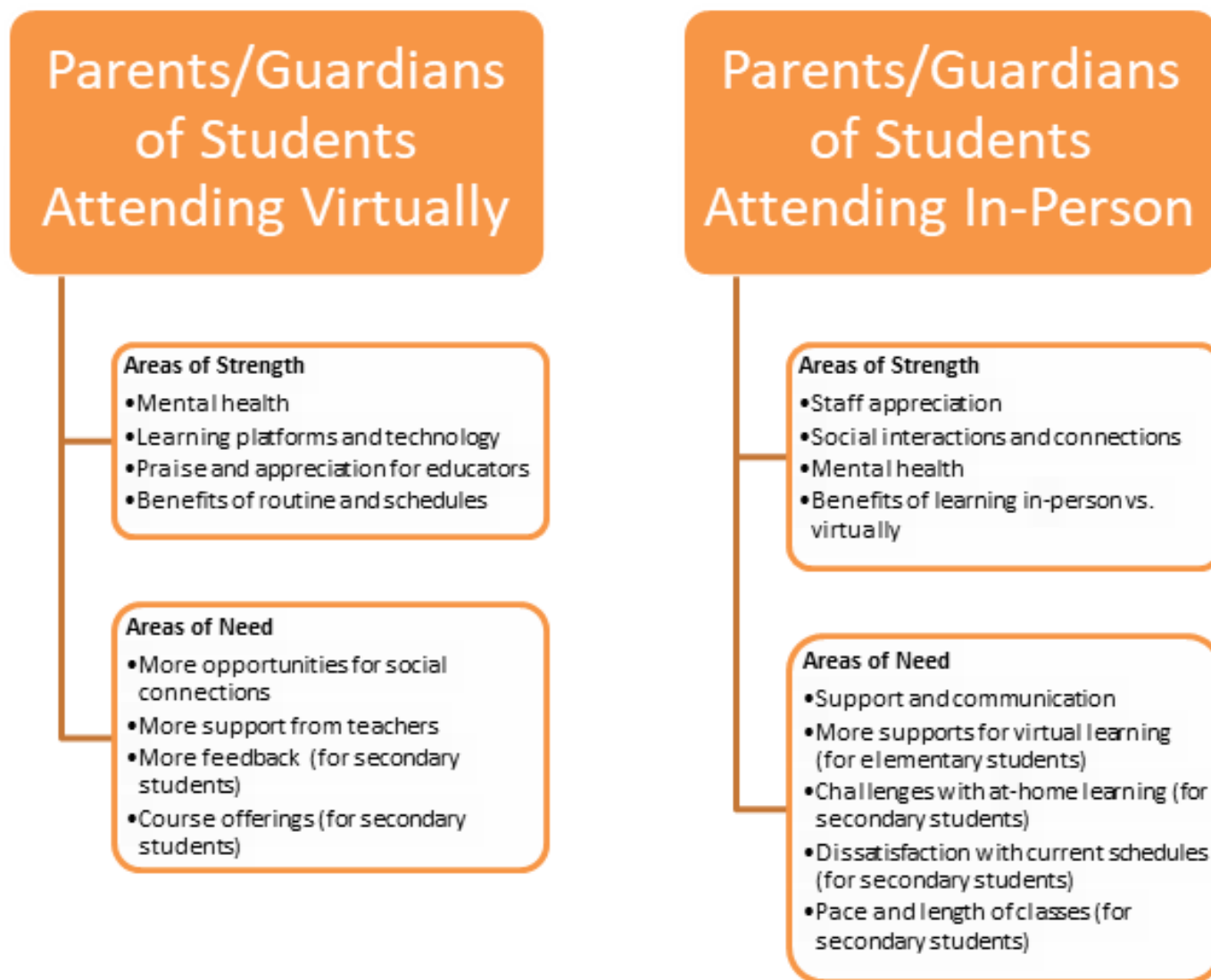
Areas of Strength

- Social interactions and connections
- Satisfaction with safety measures
- Benefits of learning in-person vs. virtually

Areas of Need

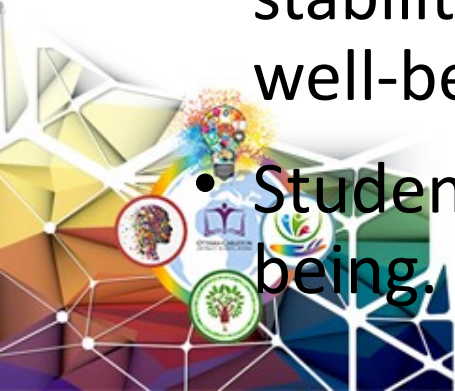
- Mental health
- Workload and stress
- More engagement and support
- Pace and challenges with current schedules (for secondary students)
- Class lengths and breaks (for secondary students)
- Challenges with at-home learning (for secondary students)

Highlights from Qualitative Themes



Summary

- Collecting feedback is extremely useful to enhancing practice;
- Data highlights key areas of need for both operational and communications practices;
- School is a very important foundation to the routine of family life;
- System and families have experienced significant amounts of change and finding ways to bring stability and calm will support student learning and well-being;
- Student well-being grows out of employee well-being.



Next Steps

- Share Results with Stakeholders
- Respond to Key Questions
- Further explore the data, key themes, and trends overall and within specific groups;
- Use data to inform tailored supports, tip-sheets for staff, frequently asked questions, and modifications to practices.
- Hold meetings with various departments and managers to ensure that departments are empowered to use the Discover Dashboards to inform their work.





BOARD PUBLIC MINUTES

**Tuesday, September 22, 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, Christine Boothby, Joy Liu (Student Trustee), Charles Chen (Student Trustee)
- Staff:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Stacey Kay (Manager of Learning Support Services), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Susan Baker (Acting Senior Board Coordinator), Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:53 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 Campbell, seconded by Trustee Fisher,
THAT the agenda be approved.

An amendment moved by Trustee Campbell,

THAT a new action item be added as item 8.9, Supporting School Councils in 2020-2021.

Carried, friendly

Moved by Trustee Campbell, seconded by Trustee Fisher,

THAT the agenda be approved, as amended.

Carried

3. Report from the Board (In Camera)

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

Moved by Trustee Blackburn, seconded by Trustee Penny,

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

Carried

The motion was carried unanimously by those present:

FOR: Trustees Boothby, Blackburn, Ellis, Hough, Campbell, Penny, Lyra Evans, Bell, Fisher, Jennekens, Schwartz, Scott (12)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

4. Briefing from the Chair of the Board

Chair Scott advised that OCDSB students and staff will be participating in Orange Shirt Day on 30 September 2020. Orange Shirt Day is a movement across Canada helping to educate students and communities on the history and legacy of Canadian residential schools. Educators were asked to plan some learning regarding this topic in advance. The National Centre for Truth and Reconciliation will also be hosting a virtual event for students in grades 5 to 12 to hear from survivors and discuss these important issues.

Chair Scott noted that the last Wednesday of each September has been designated as Rowan's Law Day to help raise awareness about concussion safety. Earlier this year, the OCDSB revised its concussion management policy. The District's website contains useful information to learn more about the signs and symptoms and what to do if a concussion is suspected. It is important to remember that any head injury must be taken seriously.

5. Briefing from the Director

Director Williams-Taylor advised that, on 16 September 2020, the local Ottawa-Carleton Elementary Teachers' Federation of Ontario membership ratified the tentative settlement reached with the Ottawa-Carleton District School Board (OCDSB) on 23 July, 2020. Trustees ratified the local collective agreement in August 2020. The new collective agreement will be in force from 1 September 2019 to 31 August 2022. This ratification of the local agreement follows the ratification of the central agreement among the Ontario Public School Boards' Association (OPSBA), the Crown, and the Elementary Teachers' Federation of Ontario (ETFO) in April 2020. In accordance with the *School Boards Collective Bargaining Act*, all terms of the central and local agreement are now in force effective 17 September 2020. Staff will implement the terms and conditions of both the central and local collective agreements, which includes adjusting teachers' current salary grids, wage schedules and allowances. The District looks forward to reaching local agreements with other bargaining units.

Director Williams-Taylor noted that the Jewish community will observe Yom Kippur beginning Sunday evening on 27 September and ending in the evening of Monday 28 September 2020. She extended best wishes to all on this occasion.

6. Delegations

6.1 Becky Arajs, Re. School Council Engagement of OVS Parents

Becky Arajs, speaking as the current chair of the Manor Park school council, expressed concern that school councils have not yet received any direct communications from the District with respect to the role of parents wishing to be members of a virtual school council and and/or their child's previous 'brick and mortar' school council. She noted that school councils are anxious to hold their elections, meet with the school's administration, and encourage all parents to attend meetings. She urged the Board to make a clear decision at this meeting.

In response to a query from Trustee Ellis, Ms Arajs submitted that it is unclear whether virtual school parents would be permitted to be members, hold office or vote if their child was not currently attending the brick and mortar school.

6.2 James Graham, Re. Wearing of Masks

James Graham submitted that children in kindergarten to grade 3 should not be required to wear masks during the entire school day. He noted the Ottawa Public Health (OPH) has indicated there have been no hospitalizations for young children in Ottawa out of a total of 33 cases for children aged zero to nine. Mr. Graham expressed the opinion that young children wearing masks is unnecessary to protect citizens in our community, it will impact the daily lives of school children and their ability to communicate with teachers and socialize with peers, it is being

proposed without evidential support and is blindsiding parents with a change that directly impacts students without cause or concern.

In response to a query from Trustee Ellis, Mr. Graham indicated that he did not believe masks would be of benefit to young children if physical distancing is not possible. He urged the Board to not change the rules at this time when there is no requirement to do so in the provincial guidelines.

7. COVID 19 Update

Director Williams-Taylor noted the rise in the number of cases in the City of Ottawa and across Ontario. The first case in the OCDSB was identified on 20 September 2020 and the District now reports eight positive cases that have been confirmed by Ottawa Public Health (OPH). Working with the OPH school nurse, high risk contacts have been identified and letters were sent to the school community and high risk contacts were advised to self-isolate for 14 days and get tested. Families are encouraged to have alternate plans in place if they are required to self-isolate. Staff is currently working on staffing strategies to avoid closing schools, wherever possible.

Director Williams-Taylor advised that seven new elementary and secondary virtual schools opened last week and are operational. Staff is currently reconciling wait lists to determine how many students can be placed in schools. Approximately 1,600 students are on the waitlist, and the demand is greater than available space.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a Board, 22 June 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Board meeting dated 22 June 2020 be confirmed.

Trustee Bell noted that her question to student trustees with respect to their support for pausing the School Resource Officer (SRO) program while a review, including consultation with students, was conducted was omitted from the minutes.

Chair Scott requested that the last bullet on page 16 be revised to clarify what was meant.

Chair Scott noted that Glen Cairn Public School was misspelled.

Chair Scott noted that Trustee Penny assumed the Chair for discussion of item 10.9 on 22 June and 23 June 2020.

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Board meeting dated 22 June 2020 be confirmed, as amended.

Carried

8.1.b Board, 23 June 2020, Continuation of Board Meeting 22 June 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Continuation Board meeting, dated 23 June 2020, be confirmed.

Trustee Scott noted that Trustee Penny assumed the chair for discussion of item 10.9.

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Continuation Board meeting, dated 23 June 2020, be confirmed, as amended.

Carried

8.1.c Special Board, 29 June 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Special Board meeting dated 29 June 2020 be confirmed.

Trustee Bell noted that she questioned the difference between racial insensitivity and an act of racism on page 214 of 470.

Trustee Bell noted that her comment with respect to "further investigation into SL" should be revised to read "further investigation into the credibility of SL was not pursued".

Trustee Bell requested that her comment with respect to "racial issues" should read "racial insensitivity was not taken into account".

Trustee Scott noted that staff will take these requested revisions under advisement and consider incorporating them into the minutes.

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Special Board meeting dated 29 June 2020 be confirmed, as amended.

Carried

8.1.d Special Board, 9 July 2020

**Moved by Trustee Lyra Evans, seconded by Trustee Hough,
THAT the minutes of the Special Board meeting dated 9 July
2020 be confirmed.**

Carried

8.1.e Special Board, 10 July 2020, Continuation of Special Board
Meeting 9 July 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Continuation Special Board meeting dated
10 July 2020 be confirmed.

In response to a query from Trustee Bell, Trustee Scott confirmed
that Trustee Blackburn was in attendance at the beginning of the
meeting.

**Moved by Trustee Lyra Evans, seconded by Trustee Hough,
THAT the minutes of the Continuation Special Board meeting
dated 10 July 2020 be confirmed.**

Carried

8.1.f Special Board, 16 July 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Special Board meeting dated 16 July
2020 be confirmed.

Carried

8.1.g Special Board, 21 July 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Special Board meeting dated 21 July
2020 be confirmed.

Carried

8.1.h Special Board, 14 August 2020

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the minutes of the Special Board meeting dated 14
August 2020 be confirmed.

Carried

8.1.i Special Board, 25 August 2020

**Moved by Trustee Lyra Evans, seconded by Trustee Hough,
THAT the minutes of the Special Board meeting dated 25
August 2020 be confirmed.**

Carried

8.1.j Special Board, 26 August 2020

**Moved by Trustee Lyra Evans, seconded by Trustee Hough,
THAT the minutes of the Special Board meeting dated 26
August 2020 be confirmed.**

Carried

8.2 Business Arising from Board Minutes

There was no business arising from all Board and Special Board minutes listed in item 8.1 Confirmation of Board Minutes.

8.3 Receipt of Committee of the Whole Minutes:

8.3.a 15 September 2020

**Moved by Trustee Penny, seconded by Trustee Hough,
THAT the report of the Committee of the Whole meeting, dated
15 September 2020, be received.**

Carried

8.3.a.a Approval of Review of Police Involvement in Schools

Student Trustee Liu requested a non-binding vote for student trustees.

Moved by Trustee Campbell, seconded by Trustee Penny,

**A. THAT the Board Review Policy P.043.SCO
Police Involvement in Schools, including**

**(i) the role or roles of the School Resource Officer
(SRO) in OCDSB schools, and**

**(ii) all OCDSB commitments identified as legally
discretionary within the multilateral protocol
governing relations between Ottawa Police
Services and Ottawa-area school districts.**

**B. THAT staff bring forward a report with a plan
for Board approval no later than the end of
October 2020, which includes:**

(i) a plan for the overall review of police involvement in OCDSB schools, with milestones;

(ii) internal and external consultation plans, per Policy [P.110.GOV](#); and

(iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

Carried

The non-binding vote to approve the motion was unanimous.

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott, and Student Trustees Chen and Liu. (14)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

The binding vote to approve the motion was unanimous.

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott (12)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

8.4 Receipt of Committee of the Whole Budget Minutes:

8.4.a 22 June 2020

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the report of the Committee of the Whole Budget
meeting dated 22 June 2020 be received.**

Carried

8.4.b 21 July 2020

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the report of the Committee of the Whole Budget
meeting dated 21 July 2020 be received.**

Carried

8.4.c 11 August 2020

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the report of the Committee of the Whole Budget
meeting dated 11 August 2020 be received.**

Carried

8.4.d 13 August 2020

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the report of the Committee of the Whole Budget
meeting dated 13 August 2020 be received.**

Carried

8.4.e 18 August 2020

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the report of the Committee of the Whole Budget
meeting dated 18 August 2020 be received.**

Carried

8.4.f 26 August 2020

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,
THAT the report of the Committee of the Whole Budget
meeting dated 26 August 2020 be received.**

Carried

The recommendation to approve the 2020-2021 budget was dealt with at the 26 August 2020 Special Board meeting.

8.5 Non-Consent Items

There were no non-consent items.

8.6 Unfinished Business, Special Board, 25 August 2020

8.6.a Notice of Motion, Re: Request to the Province for the Provision of Health and Safety Precautions, Trustee Scott

Trustee Penny assumed the Chair.

Notice of motion having been given, Trustee Scott moved as follows with minor changes,

Moved by Trustee Scott, seconded by Trustee Jennekens,

WHEREAS the COVID-19 pandemic has highlighted some gaps in Ontario's statutory and regulatory environment with regard to managing responses to a serious province-wide public health emergency;

WHEREAS the Minister of Education published the *Guide to Reopening Ontario's Schools* on 30 July 2020, and updated it on 13 August 2020;

WHEREAS the *Guide to Reopening Ontario's Schools* provides no authority to school districts to require compliance with its recommendations for such health and safety precautions as the use of face masks by all those individuals for whom there is no medical or developmental exemption;

WHEREAS intentional non-compliance with health and safety precautions may pose unacceptable risks to others, resulting in families withdrawing their children from school because of the perceived risk, or work refusals on the part of staff;

THEREFORE BE IT RESOLVED

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to amend existing legislation and/or regulations thereunder, or to develop new legislation and/or regulations, as soon as possible, to give school districts and/or local public health officials appropriate authority to require compliance and to impose a range of appropriate consequences for intentional non-compliance with health and safety precautions implemented in schools to address a serious province-wide public health emergency.

Trustee Scott noted that although there are many expectations and codes of conduct for staff and students, the Board should not be expected to rely on Section 265 of the *Education Act* to exclude students from school if they pose a danger to physical or mental health in school. She submitted that, if the province expects school boards to follow their rules for COVID-19, then they should provide tools to enable school boards to do so.

Moved by Trustee Lyra Evans, seconded by Trustee Hough

THAT the Board end debate on this motion.

Carried

Moved by Trustee Scott, seconded by Trustee Jennekens,

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to amend existing legislation and/or regulations thereunder, or to develop new legislation and/or regulations, as soon as possible, to give school districts and/or local public health officials appropriate authority to require compliance and to impose a range of appropriate consequences for intentional non-compliance with health and safety precautions implemented in schools to address a serious province-wide public health emergency.

Carried

A recorded vote was held and the motion was carried on the following division:

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

AGAINST: Nil (0)

ABSTENTIONS: Trustee Campbell (1)

8.6.b Notice of Motion, Re: Return to In Person Board Meetings, Trustee Blackburn

Notice of motion having previously been given, Trustee Blackburn moved as follows:

Moved by Trustee Blackburn,

WHEREAS staff of the Ottawa-Carleton District School Board are expected to return to work in person,

THEREFORE BE IT RESOLVED

THAT the Board return to holding in person meetings in the Boardroom at 133 Greenbank Road.

Trustee Blackburn expressed the view that, as leaders, trustees should set an example and return to in person meetings in the Board Room at 133 Greenbank Road. She submitted that the Board Room is large enough to ensure physical distancing, and those who object to coming into the building can continue to participate electronically.

The motion failed for lack of a seconder.

8.7 Notice of Motion to Amend a Previous Motion re. Wearing of Masks, Trustee Blackburn

Notice of motion having previously been given, Trustee Blackburn moved as follows:

Moved by Trustee Blackburn, seconded by Trustee Lyra Evans,

WHEREAS on 25 August 2020, the Board approved a motion to strongly recommend the wearing of masks at school for students in grades K-3 whenever reasonable;

WHEREAS, parents have expressed their concern that the wearing of masks for younger students is not mandatory;

WHEREAS Section 12.14 of the Ottawa-Carleton District School Board By-Laws and Standing Rules allows for a "motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion";

AND WHEREAS, the City of Ottawa has seen a rise in the number of confirmed COVID-19 and has now been declared in a second wave of COVID-19;

THEREFORE BE IT RESOLVED,

THAT the motion approved on 25 August 2020, viz., THAT the Board strongly recommends the wearing of masks at school for students in Grades K-3 whenever reasonable, be amended to replace the words "strongly recommends the" with "requires the mandatory" and deleting the words "whenever reasonable", to read as follows: THAT the Board requires the mandatory wearing of masks at school for students in Grades K-3.

Trustee Blackburn noted that the District currently makes accommodations for those students in grades K-12 who are unable to wear masks. She added that other school districts require the mandatory wearing of masks for all students and they have not encountered any difficulties.

Trustee Lyra Evans noted that the City is experiencing an increase in the number of COVID-19 cases and the Registered Nurses Association of Ontario says that mandatory masks would reduce the spread of the disease. She added that Ottawa Public Health (OPH) requires masks in stores for everyone over the age of two.

An amendment moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT the following be added to the end of the motion: "exempting students with a medical condition which prevents the wearing of masks."

On a point of order, Trustee Fisher queried whether this matter should have been presented for reconsideration. He noted that OPH has not

changed its position regarding mask wearing for students in grades K-12. Chair Scott advised that she consulted staff with respect to this motion, and ruled that this motion is to amend a previous substantive motion based on new information and a change in circumstances and not to undo a previous motion.

During discussion of the amendment, the following points were noted:

- The District's process for granting an exemption does not require a medical certificate to support the exemption;
- Trustee Lyra Evans submitted that a medical certificate should be required for an exemption to avoid any claims of liability or that exemptions are granted indiscriminately;
- Trustee Boothby noted that some children cannot manage masks for a variety of reasons and it would not be prudent to place a burden on medical offices to provide exemptions at this time;
- Staff advised that students who require an exemption may request accommodation on human rights grounds;

A sub-amendment moved by Trustee Jennekens, seconded by Trustee Lyra Evans,

THAT "on the same grounds as students in grades 4-12" replace "with a medical condition which prevents the wearing of masks".

Carried, friendly

A sub-amendment moved by Trustee Campbell, seconded by Trustee Fisher,

THAT "and a reasonable inability to tolerate masks" be added to the amendment.

On a point of order, Chair Scott ruled that the sub-amendment is in order as it broadens the grounds for exemption rather than changing the intent of the amendment.

During discussion of the sub-amendment, the following points were noted:

- Trustee Campbell noted that many parents have said that their young children cannot tolerate the masks because they become soaked with saliva and their children say they cannot breathe. He submitted that the grounds should be expanded beyond medical or human rights grounds;
- Currently, requests for exemption are adjudicated by the school principal; and

- "reasonable inability to tolerate" could be used as a reason for exemption for those who do not believe that wearing a mask prevents infection or for children who don't like wearing masks.
- "inability to tolerate" depends on the interpretation of the adjudicator and could lead to inequities of application;

Trustee Campbell expressed the view that it is appropriate for the school principal to make a decision about a student's inability to tolerate a mask, as it would be their responsibility to suspend a student for non-compliance.

Chair Scott advised that, as of this summer, it is no longer permissible to suspend students in primary grades.

A sub-amendment moved by Trustee Campbell, seconded by Trustee Fisher,

THAT "and a reasonable inability to tolerate masks" be added to the amendment.

Defeated

During discussion on the amendment, as sub-amended, viz: "THAT the following be added to the end of the motion: "exempting students on the same grounds as students in grades 4-12", the following points were noted:

- There is no specific direction from the Ministry of Education or OPH to support the mandatory wearing of masks in grades K-13. If a student decides to exclude a child from attending school, it could be difficult to uphold the exclusion without specific direction to do so; and
- Trustee Lyra Evans expressed the view that if the amendment is carried, it should include stated exemptions for clarity.

An amendment moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT the following be added to the end of the motion: "exempting students on the same grounds as students in grades 4-12."

Carried

During discussion on the main motion, as amended, the following points were noted:

- Trustee Campbell expressed the view that staff work with families of younger children on mask wearing rather than impose the mandatory wearing of masks where enforcement would be difficult to uphold;

- Requests for exemption could give false hope to parents and impose a significant amount work for staff;
- OPH does not recommend the mandatory wearing of masks for children in primary grades;
- Trustee Schwartz noted that OC Transpo requires mask wearing for all users. She asked staff to speak to the Ottawa Student Transportation Authority (OSTA) about making masks mandatory on school buses;
- The Ottawa Student Transportation Authority (OSTA) is responsible for setting the rules for mask wearing on school buses;
- OPH strongly recommends, but does not require, mask wearing on school buses;
- With respect to split grade classes with students in grades three and four, all students in primary grades have clear plastic desk shields, while students in grade four wear masks. Students in these split classes do not mix in class;
- Many families in the community are telling their trustees that they are in favour of mandatory masks;
- Staff would require the wearing of extra personal protective equipment (PPE) and sanitation if they provide assistance to students who are having trouble putting on their mask when entering the school;
- Trustee Boothby expressed concern for parents who experience difficulty navigating the OCDSB system and are unaware of their rights or how to appeal decisions;
- Trustee Hough expressed the view that parents should determine whether or not their young children should wear a mask; and
- Trustee Blackburn urged Board members to support the motion and help to prevent the spread of disease.

Moved by Trustee Blackburn, seconded by Trustee Lyra Evans,

THAT the Board requires the mandatory wearing of masks at school for students in Grades K-3, exempting students on the same grounds as students in grades 4-12.

Defeated

A recorded vote was held and the motion was defeated on the following division:

FOR: Trustees Blackburn, Ellis, Lyra Evans, Jennekens (4)

AGAINST: Trustees Boothby, Hough, Campbell, Penny, Bell, Fisher, Schwartz, Scott (8)

ABSTENTIONS: Nil (0)

8.8 Report 20-076, Appointment of Community Representative to Special Education Advisory Committee (M. Giroux)

The Board had before it Report 20-076 seeking approval to appoint a community representative to the Special Education Advisory Committee (SEAC) for a term effective from 22 September 2020 to 14 November 2022.

Executive Officer Giroux advised that Community Representative Rob Kirwan tendered his resignation effective 19 August 2020. She noted that in 2018, a SEAC selection committee created a waiting list should there be a vacancy before the end of the current term. Ms. Wellings was on the waiting list.

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT Amy Wellings be appointed to the position of community representative to the Special Education Advisory Committee for a term from 22 September 2020 to 14 November 2022.

Carried

A recorded vote was held and the motion was carried on the following division:

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

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Nil (0)

8.9 Supporting School Councils in 2020-2021

Chair Scott advised that the Parent Involvement Committee met on 21 September 2020 to consider a report on the unique issues relating to school councils for the 2020-2021 school year, including meeting format, elections, and engagement between families attending Ottawa-Carleton Virtual (OCV) schools and their home school to inform the drafting of necessary revisions to PR.509.SCO School Council Elections, Constitution and By-Laws. A partial report of the PIC meeting, including a recommendation from PIC to allow OCV parents to continue to be parent members of the school council at their children's home schools, was provided to the Board.

Trustee Hough expressed concern that parents who participate in their child's home school may not have time to serve on the council of their virtual school. She suggested that virtual school parents serving on home school councils be limited to non-executive and non-voting roles.

Trustee Campbell, noting the requirement to respect the *Ontario Regulation* governing Parental Involvement Committees and the Board's policy, submitted that the parents of students currently attending a school should be the ones providing advice to the school principal. He suggested that parents of students currently attending a virtual school be permitted to attend council meetings at their child's home school in a non-voting capacity.

Trustee Scott advised that the Board requires a recommendation to give direction to staff to amend the Board procedure. Executive Officer Giroux advised that the policy requires some housekeeping amendments to reflect the current operating environment.

*** The vote to continue the meeting past 10:30 p.m. received the required two-third's majority to continue. ***

Moved by Trustee Hough, seconded by Trustee Campbell,

- A. Notwithstanding Policy P.014.SCO School Councils, THAT staff be directed to amend Procedure PR.509.SCO School Council Elections, Constitution and By-Laws so that for the 2020-2021 school year OCV parents be allowed to continue to be parent members of the School Council at their children's home schools; and
- B. THAT the particulars of the participation of those parents at the school council be determined by the school council itself.

Moved by Trustee Blackburn, seconded by Trustee Campbell

THAT the Board adopt the rules of committee.

Carried

Trustee Blackburn expressed concern about inconsistency of application if individual school councils are permitted to determine participation of OVC parents at school council meetings of their home school. She queried how OVC parents would be aware of, and be able to vote on, the use of funds raised by the school council in the previous year. Executive Officer Giroux advised that school distribution lists are created based on information in the Trillium school database, and individual schools could append the distribution lists for virtual schools when communicating with parents.

An amendment moved by Trustee Lyra Evans, seconded by Trustee Ellis,

- A. THAT "voting or executive members " replace "parent members"; and

B. THAT Part B be deleted.

Trustee Lyra Evans submitted that leaving the decision regarding OVC parent participation to the home school council may be hampered by the inability to elect their school council members without knowing whether OVC parents would be voting or non-voting members.

Several trustees noted that school experiences would be different for in-school and virtual school councils. They queried whether an in-school council voting to transfer funds raised to a virtual school council would be in contravention of the *Regulation*. Staff advised that this approach takes a broad interpretation of the definition of parent member. It also acknowledges the current circumstances whereby all schools, including virtual schools, must have their own school council. Trustees noted their discomfort at possibly having parents with no students at a school having control of a school council.

Trustee Hough expressed concern about individual school councils determining how virtual parents would participate in their home school councils. She noted that virtual schools could have low parent participation in their school councils if they were permitted to continue as members of their home school councils. She also queried whether funding would be made available for virtual school councils.

Trustee Ellis noted that a number of current schools do not have school councils. He suggested that virtual parents who have been participating in their home school councils may return to their home schools during the year. Trustee Schwartz added that parents with children in more than one school can participate in more than one school council.

Moved by Trustee Schwartz, seconded by Trustee Penny,

THAT the meeting continue past 11:00 p.m. for this item only.

Carried

*** The vote to continue the meeting past 11:00 p.m. for this item received the required unanimous consent. ***

Trustee Penny assumed the Chair.

Trustee Scott noted that the intent of school councils is to provide advice to school administration on ways to improve the educational and school experience, engage parents, and be involved in their children's education. She added that fundraising is not the primary function of school councils. In order to provide advice, Trustee Scott submitted that parents should be familiar with what is going on in the school. Trustee Scott expressed the opinion that parents of students in the Ottawa-

Carleton Virtual School (OCV) be allowed to continue to participate in in-school councils as non-voting members.

Trustee Scott resumed the Chair.

Trustee Jennekens supported virtual parents' attendance at in-school councils to provide input and liaison with the virtual school.

A sub-amendment moved by Trustee Campbell, seconded by Trustee Boothby,

THAT "non-voting members or, where insufficient in-school parent candidates have put themselves forward for established school council positions continue to be allowed to be" be inserted prior to "voting or executive members".

Trustee Campbell noted that his sub-amendment is welcoming for virtual parents and allows school councils to proceed with their elections. In response to a query, staff advised that this option would be permissible and allow virtual parents to maintain ties with their home school.

Trustee Penny expressed concern that revising the Board policy would contravene the *Regulation* which defines parent members as parents with children attending a school.

Moved by Trustee Penny, seconded by Trustee Ellis,

THAT the motion be deferred pending receipt of legal advice.

Executive Officer Giroux advised that staff has consulted with legal counsel on the proposed expansion of the definition of parent member and legal counsel had no objections. She noted the need to provide direction to school councils as soon as possible as school council elections must be held within 30 days of the start of the school year.

Moved by Trustee Penny, seconded by Trustee Ellis,

THAT the motion be deferred pending receipt of legal advice.

Defeated

Trustee Hough expressed concern that the amendments and sub-amendments were too prescriptive and moving away from the intent of the original motion to allow virtual parents to have a connection with their home school for the 2020-2021 school year.

Moved the Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT the Board end debate on the sub-amendment.

Carried

On the sub-amendment, Trustee Campbell clarified that if there are not enough in-school parents available for voting or executive positions on their school council, then interested virtual school parents would be eligible for these positions.

A sub-amendment moved by Trustee Campbell, seconded by Trustee Boothby,

THAT "non-voting members or, where insufficient in-school parent candidates have put themselves forward for established school council positions continue to be allowed to be" be inserted prior to "voting or executive members".

Carried

On the amendment, as sub-amended, Trustee Lyra Evans submitted that the amendment clearly addresses any concerns raised on the participation of virtual school parents on the in-school council.

An amendment moved by Trustee Lyra Evans, seconded by Trustee Ellis,

A. THAT "non-voting members or, where insufficient in-school parent candidates have put themselves forward for established school council positions continue to be allowed to be voting or executive members " replace "parent members"; and

B. THAT Part B be deleted.

Carried

Moved by Trustee Ellis,

That debate on the motion be closed.

Carried

Moved by Trustee Ellis,

THAT the Board end the rules of Committee

Carried

Trustee Hough expressed the hope that the motion will meet the needs of school councils as they move forward with their elections.

Moved by Trustee Hough, seconded by Trustee Campbell,

Notwithstanding Policy P.014.SCO School Councils, THAT staff be directed to amend Procedure PR.509.SCO School Council Elections, Constitution and By-Laws so that for the 2020-2021 school year OCV parents be allowed to be non-voting members or, where insufficient in-school parent candidates have put themselves forward for

established school council positions continue to be allowed to be voting or executive members of the School Council at their children's home schools.

Carried

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

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

9. Matters for Discussion

9.1 Memo 20-125, Update of Summer School (S. Smith)

9.2 Report from OPSBA Representatives (if required)

10. Matters for Information

There were no matters for information.

11. New Business -- Information and Inquiries

12. Adjournment

The meeting adjourned at 11:42 p.m.

As directed in the motion to continue the meeting past 11:00 p.m., the following items were not dealt with at the meeting:

Item 9. Matters for Discussion

Item 10: Matters for Information

Item 11: New Business - Information and Inquiries

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, October 13, 2020, 6:30 p.m.
Zoom Meeting**

| | |
|-------------------------------------|--|
| Trustees Present: | Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, and Lynn Scott. |
| Student Trustees: | Joy Liu and Charles Chen |
| Staff: | Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker, Prince Duah, Mary Jane Farrish, Shawn Lehman and Shannon Smith (Superintendents of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Carolyn Tanner (Human Rights and Equity Advisor), Geoff Best, (Director, Ottawa International Student Programs), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager, Communications and Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager, Board Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Jody Alexander, (Vice-Principal, First Nations, Métis, and Inuit Education), Melissa Collins (System Principal of Equity), Michael Guilbault, (Central AV Technical Specialist), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator) |
| Non-Voting Representatives Present: | Stephanie Kirkey, (OSSTF-Teachers); Susan Gardner, (ETFO); Brian Lesage (ETFO-Alternate); Christine Moulaison (OCASC); Robert James, (OCEOC-Alternate); Steven Spidell (OCSSAN); David Wildman (OCEOTA); Jean Trant, (OSSTF-ESP-Alternate) |

1. Call to Order - Vice-Chair of the Board

Vice-Chair Penny called the meeting to order at 7:10 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott noted that October has three areas for reflection as we mark Islamic Heritage Month, Hispanic Heritage Month and Learning Disabilities Awareness Month. She added that these are times to reflect on the school community and what we all need to do to ensure everyone has an opportunity to learn and remember that learning continues throughout the year.

Chair Scott advised that the District is looking for new members for the Advisory Committee on the Arts. Those interested can join the committee for the first zoom meeting of the school year on 19 October 2020.

The OCDSB is looking for parents and interested community members to serve on the Parent Involvement Committee (PIC). Details about PIC and the responsibility of members is on the OCDSB website. Applications will be accepted until 30 October 2020.

4. Briefing from the Director

Director Williams-Taylor reported that families were sent a Back to School Survey to share their experiences regarding the start of the school year. This input was important as the District looks to the months ahead. More than 14,000 students, parents and staff have completed the Thought Exchange survey that closes at the end of day on 16 October 2020.

The District received an overwhelming response from parents and students regarding the Paul Davis webinars that were held in September. An additional session for grades 4 to 6 will be held on 14 October 2020 at 7:30 p.m.

Director Williams-Taylor noted that in October we recognize National Principals' Month, Custodial Workers Recognition Day, and World Teachers' Day. She extended her deepest thanks to principals for their leadership, custodians for their hard work, and the teachers for their devotion to learning.

5. Delegations

5.1 Robin Browne, 613-819 Black Hub, Re. School Resource Program

Robin Browne presented his statement on the School Resource Officer program. He suggested the District remove barriers to equity of access, opportunity, and outcomes, prioritize the dignity and well-being of students in caring and inclusive classrooms, and build authentic engagement with communities.

In response to a query from Trustee Campbell, Mr. Browne confirmed that he would like to see responses of the School Resource Officer (SRO) review disaggregated with focus on the responses from Black students presented separately.

Mr. Browne noted that he will review the consultation plan to ensure it provides a place for marginalized community members to be heard.

In response to a query from Student Trustee Liu, Mr. Brown agreed that counselors should be approached for issues of harassment and bullying rather than police officers. He noted that a model similar to the one used in Eugene, Oregon, called the Cahoots Program, in which a team of two social workers respond to issues rather than police, is recommended.

5.2 Lyse-Pascale Inamuco, 613-819 Black Hub, Re. Indigenous, Equity and Human Rights Roadmap 2020-2023

Lyse-Pascale Inamuco presented her delegation. She raised concern that the roadmap did not address Black students. She was seeking reassurance that the concerns of Black students will be fully addressed under the umbrella of equity and human rights. She suggested that the District create a Black Education Learning Team similar to the Indigenous Education Learning Team and that the District commit to having the Black Education Team work in collaboration with Black communities on all aspects of implementing the roadmap.

In response to a query from Trustee Campbell, Ms. Inamuco clarified that she views black issues as being as important as Indigenous issues, but recognized the differences, and would like this to be reflected on the current roadmap. She noted that black issues need to be addressed separately in order to bring real change.

6. COVID-19 Update

Director Williams-Taylor reported that management of Covid-19 in schools is the District's top priority. She noted that the City of Ottawa has seen an increased number of cases. There has been only one outbreak in a school that caused the closure of a class, which has since reopened. She added that generally there is not an in-school spread of COVID-19. She noted that strategies like wearing masks and Personal Protective Equipment (PPE), hand hygiene, and physical distancing, have been successful.

Associate Director Reynolds reported that changes in the provincial guidelines for COVID-19 screening and self-assessment is reflected in the Ottawa Public Health (OPH) online tool. He explained that the most notable changes are that symptoms are now tiered. This will help parents differentiate from other symptoms (i.e., seasonal allergies) not related to COVID-19 with guidelines to either self-isolate for the full period or to see if the symptoms will resolve themselves after a few days. He also noted that isolation times for the onset of symptoms have changed from 14 days to 10 days, however, household contacts that have not experienced symptoms are still asked to isolate for the full 14 days.

Associate Director Reynolds pointed out that as positive COVID-19 cases are rising, it has become necessary to make adjustments to ensure timely reporting. The District has been working with OPH to streamline processes with the following key changes: streamlining and automating parts of the case management system and contact tracing; modifying the process of sending letters to high risk contacts; following-up with automated calls from OPH to positive cases on days 1, 7, and 14 days of isolation; reducing the period for self isolation of positive cases from 14 days to 10 days; and cases that have been resolved will be reported on the OCDSB dashboard. .

Associate Director Reynolds reported that OPH has filled 45 nursing positions in schools that are, generally assigned based on geography, to 5 or 10 schools. Should a school not have a dedicated nurse, superintendents and principals have a direct number to contact OPH should there be an issue at their respective school. He noted that nurses have been working closely with principals regarding best practices such as contact tracing, facilitating support for mental health resources, school safety checklists, and review of infection control measures.

Superintendent McCoy reported that concerns around the pandemic and the late start to the school year has created delays confirming the fall enrolment numbers. She added that the District is in the process of finalizing staffing and enrollment; although most contract positions have been filled, hiring is ongoing to help fill the more specific assignments (i.e. French as a Second Language) and also casual staff. She noted that communities will be notified if there are significant reorganizational changes that may affect classroom configurations or class sizes. Human Resources staff have been working closely with senior staff, principals and managers to implement strategies for redeploying school and central staff to backfill higher than usual absences.

Director Williams-Taylor noted that the District is incurring costs for PPE in addition to the provincial funding initiative to provide PPE. She added that usage rates of PPE are above expectations and more is being ordered above the provincial supply. The Ministry will be implementing a workgroup to identify reasons why PPE usage has been higher than expected.

During the question period, the following points were noted:

- Roughly 1,400 elementary students and 600 secondary students are currently on a waitlist for the Ottawa-Carleton Virtual School (OCV). To date, 400 elementary students have moved back to in person schools. The District plan to move approximately 1,000 elementary students to OCV elementary depending on the available spaces in grade levels or a particular program;
- OCDSB's student waiting list is notably smaller than other school boards;
- The District is not looking at changing the secondary school model as that may affect the timetables already in place and the current stability;
- There has only been one instance of OPH asking the District to close a classroom;
- The District depends on OPH verification of positive COVID-19 cases;
- OPH nurses are full time positions that focus their time in OCDSB schools;
- Of the 1,000 students on the OCV waiting list, the majority are currently enrolled at in-person schools;
- Staff movement from in person schools to OCV has been minimal as staffing is based on enrollment; and
- Efforts have been made to ensure that occasional teachers fill teacher absences before contract teachers or other staff are used.

7. Matters for Action:

7.1 Report 20-079, Plan for Welcoming International Students (C. Williams-Taylor)

Your committee had before it Report 20-079 seeking support for the OCDSB Attestation to Receive International Students in accordance with federal and provincial requirements as well as approving a Board resolution affirming the District's commitment to upholding the requirements. The report outlines the readiness of the OCDSB and the Ottawa-Carleton Education Network (OCENET) to safely welcome international students into OCDSB schools and local communities.

Executive Director of Ottawa International Student Programs, Geoff Best, provided members with an overview of the plan for welcoming international students.

During the discussion, the following comments were noted:

- COVID-19 has had a large impact on international students with Ottawa losing up to 70% of these students;
- Until Ontario has plans in place across the districts, restrictions for accepting international students will not be relaxed;
- International students will need to be monitored to ensure they are healthy both physically and mentally and to make sure they comply with quarantine rules;
- International students will be provided with an arrival guide to ensure students are prepared before they leave home. The guide will outline procedures of before, during, and after quarantine;
- Host families usually take on about 50% of these international students and guidelines will be provided for these families as well;
- Members expressed concern that the attestation was incomplete and did not feel there was enough information to give their support;
- The Ministry is looking for the Board and District to understand their responsibility for compliance of the provincial requirements for the supervision of students if the District is to continue the international student program. The Ministry will reserve the option to change the plan if new information becomes available;
- The District needs to receive a designation before it is able to accept international students. The designation will be received from the Ministry once the resolution and attestation are approved by the Board;
- The Ministry did not provide the wording of the resolution, however, the Ministry confirmed that the presented wording is appropriate; and
- International students are required to have medical insurance for the duration of their visit to Canada.

Moved by Trustee Boothby,

THAT the Board affirms that the OCDSB international student program will comply with the travel and readiness guidelines for accepting international and domestic students coming from abroad as established by the Ontario Ministry of Education and the Canadian Federal Government for 2020-2021 school year.

Chair Scott agreed that as the Ministry may change the guidelines, the board should comply with whatever guidelines are added or changed.

In response to a query from Trustee Fisher, Director Williams-Taylor noted that trustees will be provided with updates once the District receives a designation and the plan is approved by the Ministry.

Moved by Trustee Boothby,

THAT the Board affirms that the OCDSB international student program will comply with the travel and readiness guidelines for accepting international and domestic students coming from abroad as established by the Ontario Ministry of Education and the Canadian Federal Government for 2020-2021 school year.

Carried

8. Reports from Statutory and Other Committees

8.1 ACE, 27 August 2020

Moved by Trustee Ellis,

THAT the report from the Advisory Committee on Equity (ACE), dated 27 August 2020, be received.

Carried

8.2 SEAC, 9 September 2020

Moved by Trustee Boothby,

THAT the report from the Special Education Advisory Committee (SEAC), dated 9 September 2020, be received.

Carried

8.3 IEAC, 17 September 2020

Moved by Trustee Hough,

THAT the report from the Indigenous Education Advisory Council (IEAC), dated 17 September 2020, be received.

Carried

8.4 PIC, 21 September 2020

Moved by Trustee Hough,

THAT the report from the Parent Involvement Committee (PIC), dated 21 September 2020, be received.

Carried8.5 Audit Committee, 23 September 2020**Moved by Trustee Fisher,****THAT the report from the Audit Committee dated 23 September 2020, be received.****Carried**9. Matters for Discussion:9.1 Report 20-080, Consultation Plan to Review Police Involvement in OCDSB Schools (MJ. Farrish)

Your committee had before it Report 20-080, seeking approval of the proposed consultation plan to review the Policy P.043.SCO, Police Involvement in Schools, that includes an overall review of the OCDSB practices, outcomes and impacts when involving police in schools.

Director Williams-Taylor introduced the report and noted that it is important to recognize the range of perspectives shared in the development of the consultation.

Superintendent Farrish provided an overview of the consultation plan.

During the discussion period, the following comments were noted:

- The last revision of the Police Involvement in Schools Policy was in 2008;
- The last revision of the Protocol to Accompany Safe Schools Policies in the City of Ottawa was in 2016;
- Youth Services will be consulted during the review process;
- Identity profiling of participants (including school councils and committees) will be voluntary. Members recognized that some feedback will be obtained in a confidential manner in order to reduce barriers;
- There will be a findings report presented before the Budget Committee in the spring of 2021 to discuss School Resource Officers (SROs) and make recommendations;
- The Steering Group will provide guidance on how to present the information to outside groups included in the consultation;
- Protocol to Accompany Safe Schools Policies is reviewed by the Regional Safe Schools Committee. Review of OCDSB practices of

engaging police may have an impact on future participation by the the District;

- The steering group will be composed of marginalized groups, current and past students, and interested Advisory Committee for Equity (ACE) members. The steering group will take a human rights centered approach to ensure the voices that need to be heard are represented;
- Feedback from the steering group will provide firsthand accounts of experiences with SRO's. This information will be prioritized by allowing marginalized voices to have the most impact and will also be influenced by student voices;
- Ottawa Police Services (OPS) will be engaged in the consultation process in the form of updates, although OPS and SRO's will have an opportunity to provide input, the focus will be on students, staff, and families;
- Ways to engage and gain feedback in the steering group will be culturally appropriate. This will reduce barriers to increase feedback and participation;
- There will be opportunities to include feedback from ACE;
- Policies such as the mandatory requirements for police presence in schools are formed provincially and are currently under review. The District is working closely with the Human Rights and Equity Advisor to review these policies with a human rights lens
- District policy provides discretionary reasons for police involvement in schools;
- The Chief of the Ottawa Police Service committed to re-examining police practices which creates an opportunity for partnership with OCDSB, by leveraging and lobbying a voice around change;
- The District's engagements in social services are human rights centered. The board has taken an active approach in researching and advocating for change that will garner the kind of attention needed to influence police practices. Municipal offices are also interested in the work the District is doing and will create possible opportunities to work with other committed partners to influence and advance human rights;
- The District will receive input through virtual public meetings for school councils that will be promoted through the chairs of advisory committees, the Ottawa-Carleton Assembly of School Councils (OCASC), and school principals. An email account will also be set up to receive feedback throughout the consultation process;

- Trustees expressed concern that the steering group will be sizable with representatives from several committees and other groups. Trustees want to be sure that the steering group can overcome barriers to meet and to ensure that members will have enough speaking time;
- The steering group will not meet regularly as a whole, but communication will be sent to group members to speak to particular items outlined in the different phases of the consultation plan;
- The intent of the steering group is to provide accountability in terms of the board's leadership and guidance of the consultation plan in order to achieve authentic engagement;
- Trustees pointed out that typically committee membership is publically known and that minutes, and supportive evidence in the form of letters, and testimonials are usually presented to trustees for review. The steering group must be a welcome space for its members to discuss freely in a transparent manner;
- Steering group membership will be made public in consultation with the Human Rights and Equity Advisor. There may also be an opportunity through the steering group's process for certain anonymity in feedback; and
- ACE will have a standing agenda item for updates on the Steering Group;

9.2 Report 20-053, Indigenous, Equity and Human Rights Roadmap 2020-2023 (D. Baker)

Your committee had before it Report 20-053, to provide the foundation for the introduction of the Ottawa-Carleton District School Board's Indigenous, Equity and Human Rights Roadmap 2020-2023, which sets direction in identifying and addressing systemic barriers that impact equitable access, opportunity and outcomes for underserved students and staff. The Roadmap operationalizes many of the priorities identified in the OCDSB 2019-2023 Strategic Plan, and outlines the roles, responsibilities, and accountabilities at all levels of the organization in serving students, parents, staff and community

Superintendent Baker explained that a cyclical policy review will be used to streamline policy and procedures. She noted that when policies and procedures are due for a cyclical review, they will be examined through an equity and human rights lens;

Staff explained that the notation of "pilot" in the report means a continuation and expansion with possibility for review of particular programs. The District will be destreaming Math and English for grades 9 and 10. The District is currently accessing where destreaming already

exists and will then formalize that process to follow and adhere to the Ministry's protocol;

Superintendent Baker agreed that the report needs to articulate the definition of human rights as Indigenous groups are separate from equity seeking groups. She noted that this is why "Indigenous" was included in the title of the document in order to honour the first peoples of the land;

Ms. Alexander clarified that Indigenous groups are not equity seeking groups as they seek sovereignty instead. She noted that the report will include *the Canadian Rights and Freedoms Act*, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Truth and Reconciliation Commission (TRC);

Superintendent Baker noted that there is a regulation in *the Education Act* for a process to establish an Indigenous trustee. She added that a reciprocal education agreement with a reserve for Indigenous families to choose either their reserve school or the public school system would first be required. As the District currently does not have any such agreement, an Indigenous student trustee could be contemplated;

Chair Scott noted that in the past, the cyclical review of policies has not always occurred. She added that this is an opportunity to ensure there is a review of policies to guarantee they are up to date. She urged members to find a way to commit more time on policy review to ensure accountability.

Superintendent Baker explained that there is room in the existing curriculum for diverse perspectives. She added that it is more of a question on how the District can build capacity and accountability for educators to implement that perspective. She hoped that the goals of the roadmap will build support through school improvement planning processes to ensure that change will happen. She added that staff in the Program and Learning (PAL) department are working to create and deepen knowledge and awareness in staff; and although this has helped, the goal is to create systemic change. She pointed out that systemic change is difficult without first having the accountability pieces in place.

***** The 10:30 pm vote received the required two-thirds majority to continue*****

Director Williams-Taylor added that educators are required to teach the curriculum and that the report disrupts the current narrative. She noted that the report does not seek to rewrite Ministry policy, but rather to take the existing curriculum and practice it in a way that engages all students and all perspectives.

Director Williams-Taylor explained that enforcement of the Roadmap would become a Human Resources issue as the District sets expectations, direction, and support in the delivery of materials. Enforcement would come in the form of teacher performance appraisals,

principal performance appraisals, and superintendent performance appraisals. She also noted that transparency to the public can be attributed as accountability. In addition to the appraisal process, there may be other accountability measures that will be used to support staff in order to meet expectations.

Superintendent Baker noted that although Indigenous education and Black excellence are highlighted, intersectionality on the Roadmap includes focus on other marginalized groups.

Human Rights and Equity Advisor Tanner added that the District is trying to implement accountability mechanisms that would disaggregate by identity. She thinks that this would be a tool used to identify any disproportionate disparity between groups so that any issues can be addressed.

Human Rights and Equity Advisor Tanner agreed that there are gaps in accountability. She noted that work is underway to revise the complaints policy, the District's current mechanism for accountability in this area. She added that input will be welcome from students and interested stakeholders

Equity and Diversity Coordinator Lawrence noted that the models in the Roadmap were derived from community partners and experts in the field and is a part of standard practice.

Director Williams-Taylor noted that poverty was mentioned within the roadmap under Student Achievement Through Equity (SATE). She added that work on SATE is being undertaken and will be presented to trustees at a future meeting.

Superintendent Duah shared that the work on SATE has been informed by data from school boards across North America and Europe which seeks to understand whether poverty is a determining factor in student success and education. He added that although poverty cannot be removed from schools, SATE helps identify other socioeconomic barriers that can be overcome to further promote student success.

Trustee Campbell expressed concern that there are no Black student support coordinators.

Superintendent Baker noted that Indigenous and Black rights are at the forefront and that it is important to identify the difference between human rights and Indigenous rights. She noted that although there are qualitative differences, there is some intersection of these rights as well. She noted that the Roadmap focuses on Indigenous education and highlights the importance of UNDRIP and TRC; as well as the Board's commitment to the UN International Decade for People of African Descent. She also noted that commitments made publicly by the Board are embedded in the Roadmap.

Superintendent Baker explained that focusing on Indigenous issues by including “Indigenous” in the title of the Roadmap is to honour the First Peoples with emphasis on the Algonquin band. She agreed that there are equity representatives and other group representatives in schools already but this is an area that needs a qualitative approach to address anti-Black racism and Black excellence.

12. Adjournment

**** The 11:00 p.m. vote did not receive unanimous consent and the meeting was adjourned. ****

Keith Penny, Chair



COMMITTEE OF THE WHOLE REPORT NO. 20-090

27 October 2020

CONSULTATION PLAN TO REVIEW POLICE INVOLVEMENT IN OCDSB SCHOOLS

Key Contact: Mary Jane Farrish, Superintendent of Instruction, ext. 8821

PURPOSE:

1. To seek approval of the proposed consultation plan to review the Policy P.043.SCO Police Involvement in Schools, that includes an overall review of the OCDSB practices, outcomes and impacts when involving police in schools.

STRATEGIC LINKS:

2. This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 and supports the following goals of the cultures of Caring and Social Responsibility:
 - a. Remove barriers to equity of access, opportunity and outcomes;
 - b. Prioritize the dignity and well-being of students in inclusive and caring classrooms; and
 - c. Build authentic engagement with and among our communities.

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

CONTEXT:

3. The OCDSB has a policy regarding police involvement in schools. The policy is linked to the Protocol to Accompany Safe Schools Policies in the City of Ottawa, which is a protocol developed by all four local school districts and the Ottawa Police Service. Responding to community concerns about police involvement in schools, the Board of Trustees passed a motion on September 22, 2020 directing a review of Policy P.043.SCO Police Involvement in Schools, including the role or

roles of the School Resource Officer (SRO). The motion asked staff to report back to the Board with a consultation plan to support the review.

KEY CONSIDERATIONS:

4. Board Motion

A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.

B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

5. Legislative Background

In 2000, the Ministry of Education and Ministry of Community Safety and Correctional Services (MCSCS) established the policy direction that called for school boards and police services to work together to develop police/school board protocols, so that both partners would have a clear understanding of the respective roles, procedures, and decision making authority of both police and school personnel as they relate to school safety.

In keeping with this policy direction, the Provincial Model for a Local Police/School Board Protocol was developed to identify the elements that must be included when developing a police/school board protocol or when revising an existing protocol. It sets out mandatory requirements considering relevant legislation that includes, but is not limited to:

- *Canadian Charter of Rights and Freedoms*
- *Child and Family Services Act (CFSa)*
- *Criminal Code*
- *Ontario Human Rights Code*
- *Education Act*
- *Safe Schools Act*
- *Fire Protection and Prevention Act (FPPA)*
- *Freedom of Information and Protection of Privacy Act (FIPPA)*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Occupational Health and Safety Act (OHSA)*
- *Personal Health Information Protection Act (PHIPA)*
- *Police Services Act (PSA)*
- *Provincial Offences Act (specifically Part VI, “Young Offenders”)*
- *Victims’ Bill of Rights*
- *Youth Criminal Justice Act (YCJA)*

To operationalize this provincial direction, the Protocol to Accompany Safe Schools Policy in the City of Ottawa (the Protocol) was developed to provide

school administrators, teachers, and police officers with a procedure for police involvement in schools which is consistent in all school boards in the City of Ottawa. The OCDSB currently maintains a number of safe schools policies that make reference to police involvement in schools in alignment with the Protocol including P.043.SCO and PR.533.SCO Police Involvement in Schools, P.032.SCO and PR.521.SCO Safe Schools and PR 534 SCO - Investigation, Search And Seizure (Students).

6. Board Motion - Part A - Scope of Policy Review

The review is intended to consider the following in order to identify best practice, lessons learned and make informed recommendations for policy revision and changes to practice. Response will be disaggregated by identity, where possible to look at disparity between groups protected under the Ontario Human Rights Code:

- a. An overview of the Ministry of Education's directive in The Provincial Model for a Local Police/School Board Protocol 2015, including an assessment of the objectives and impacts, including any unintended impacts, as well as identification of mandatory and discretionary police involvement.
- b. An overview of the Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016, including an assessment of the objectives, outcomes, and impacts, including any unintended impacts as well as identification of mandatory and discretionary police involvement.
- c. A review of the OCDSB governance documents and related Acts that stipulate the Board partnership with OPS as well as identification of mandatory and discretionary police involvement.
- d. An assessment of how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts.
- e. Recommendations for the way forward to create schools that are safer for all students and that result in equality of experiences and outcomes for Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who experience mental health challenges, students who are English language learners and students experiencing poverty.

7. Board Motion - Part B (i) Plan for Overall Review of OCDSB Involvement of Police in Schools

The review will be overseen by the Superintendent of Instruction and Safe Schools. OCDSB is committed to undertaking a consultation that is human rights-centred, trauma-informed and minimizes harm. To ensure these principles are embedded, technical oversight to the review will be provided by the arms-length Human Rights and Equity Advisor.

The design of this plan sets out a path for a review of OCDSB policy and practices for police involvement in schools and will represent a departure from the typical consultation process as it will extend beyond a policy revision. The intention of this review of OCDSB practices is to provide a report of findings intended to educate stakeholders and inform recommendations to improve and enhance safe school practices, experiences and cultures in our schools.

Although this consultation plan is separate and distinct from the current review of

the Safe Schools and School District Code of Conduct policies, we recognize the intersections that exist, and that both consultation processes will present findings that will inform our OCDSB safe schools strategic actions to improve conditions and outcomes for students and staff in schools.

The initial stages of the review includes both a literature and practice review. By beginning with a focus on the foundational documents and policies, relevant academic research and studies, as well as existing documentation of youth voices and experiences we will be able to provide pertinent, accurate, current as well as historic, information with respect to this policy and the ways that it is manifested in OCDSB programs, practices, outcomes and impacts. We understand that defining pieces of the OCDSB policy and the local Protocol, such as provincial requirements for mandatory notification of police, is a part of the review as there are different levels of knowledge, understanding and interpretation amongst school-based staff as well as community. This review will examine the ways in which the OCDSB practices both the mandatory requirements to involve police and also the discretionary engagement with, or notification of, police.

Essential elements of the literature review will be provided to internal and external stakeholders who are participating in phase 1 of the consultation process, to help them make informed inputs into the consultation process. This process is described more fully in the Consultation Plan attached. After phase 1 of the consultation process is complete, the findings of the review will be summarized in a public report that includes human rights-based recommendations for changes to policy and practice involving police in schools. The report of the findings and recommendation following phase 1 of the consultation will be presented to the steering group (outlined in section 9), Ottawa Police Service, Advisory Committees, board of trustees during a COW meeting in April 2021 and posted on the OCDSB website. This report will be shared widely with stakeholders through a media release. The revised policy will be presented to the board of trustees in September 2021. The proposed revised draft policy on police involvement in OCDSB schools will be consulted with internal and external stakeholders during Phase 2 of the consultation. This is more fully described in the Consultation Plan attached.

8. Board Motion - Part B (ii) internal and external consultation plans, per Policy P.110.GOV;

The modes of consultation, during phase 1 of the plan, will aim to create safer spaces, both public and private, that allow people who have been most impacted by the use of police in schools to come forward and share their perceptions and experiences. The identification of individuals and groups will be informed through the literature review findings and through the steering group guidance. The OCDSB will provide interpretation and translation services where needed. Facilitation of these sessions will be conducted by third parties who are experienced facilitators, and who understand human rights and equity issues including the principle of 'do no harm', and are trusted by the groups they will be facilitating. The OCDSB will engage with service providers who can provide psycho-social support to participants in order to reduce trauma.

The participant engagement part of the consultation will provide opportunities for voices from schools (students and staff), community, Advisory Committees, central equity and Indigenous networks (students and staff) and will include group and individual sessions as well as anonymized survey feedback. Consultation methods, tools and approach will be piloted at 2 schools, using group and one-on-one meetings, as well as a targeted survey tool, OCDSB will initiate direct contact with a diverse range of students and staff. Findings from the pilot sessions will inform the broader engagement activities. Students and staff in schools with priority school resource officer support will be consulted as well as the school resource officers assigned to those schools as part of the pilot phase.

Moving from the pilot phase into the broader engagement phases we hope to learn and better understand the impacts of current OCDSB policies and practices involving police in schools. Students and staff of all identities will be invited to participate. Through trusted student and staff networks including equity focal points within schools, Indigenous and Black Graduation Coaches, Coordinators of student support for First Nation, Métis and Inuit students, Multicultural Liaison Officers, Youth Outreach workers (Boys and Girls Club), Diversion Counsellors, the Student Senate and equity seeking and Indigenous staff affiliate groups, we will encourage the participation of Indigenous, Black, racialized and people who are minoritized and marginalized. The consultation will also leverage student networks such as the Rainbow Youth Network, the Black Youth Network, Original Voices as well as any other groups affiliated with racialized and minoritized students to seek their input.

In addition to students, parents, guardians, caregivers and community groups, the consultation will also engage principals, vice principals, and staff to better understand how police are used within their schools and their perceptions and experiences of how police involvement in schools impacts on them, their practices and their work with students. We will also engage with the police, including school resource officers to learn and consider their perceptions and experiences of police involvement in schools.

The anonymity of the respondents will be preserved in the report to maximize safety and encourage participation. Barriers to participation will be anticipated and addressed. Barriers connected to full participation in virtual forums are acknowledged and will create accessibility limitations for this review's engagement. We will try to overcome them by supporting costs of telephone or internet engagement if required, and supporting interpretation through the use of MLOs.

9. Board Motion - Part B (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

To support engagement with a broad range of impacted stakeholders, a representative steering group will be appointed by the staff leads of the review. This group will guide and support the staff leading the review.

This steering group will include approximately 20 members made up of student, parent/guardian/caregiver, staff and community representatives; and ACE, IEAC, and SEAC (non-staff and non-Trustee members) representatives, and will include local experts.

To ensure that student voice is centered, efforts will be made to ensure that at least 50% of the steering group's members are students. Members of the steering group will be inclusive of First Nations, Métis, Inuit, Black, Muslim, 2SLGBTQ+, newcomers and people receiving mental health support or in special education programming.

The steering group will support the identification of sources of scholarship and study for the literature review, identification of people and groups to be consulted, review of the consultation tools. The steering group will also be consulted on, interpretation of the results of the consultation, development of the consultation's recommendations, and the revised policy draft.

Engagement with the steering group will include virtual meetings and email communication for updates and input throughout the consultation process. Updates to ACE, IEAC and SEAC will be made through their member representatives. The steering group is an informal mechanism. Quorum is not required for meetings or engagement to proceed.

RESOURCE IMPLICATIONS:

10. Facilitation of the participant forums will be conducted by third party facilitators with expertise in youth facilities and experience in and knowledge of equity and human rights work. Estimated budget for this service is \$15,000 and will come out of existing department budgets.

COMMUNICATION/CONSULTATION ISSUES:

11. Pre-consultation for the design of this consultation included discussions with Student Trustees, Liu and Chen, and current and past students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, Indigenous Education Advisory Committee, human rights and equity advisors from other schools boards, and representatives of the Equity Secretariat at the Ministry of Education. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools assessment guidelines were reviewed.

The District is currently undertaking phase 2 of the consultation on P.032. Safe Schools and P.125.SCO School District Code of Conduct. The revised Safe Schools policy amalgamates a number of other policies related to the District response to misconduct by students. Staff will take under advisement any feedback from the consultation on police involvement in schools that may affect the revised Safe School policy and make necessary modifications at a later date.

In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports.

RECOMMENDATIONS:

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-090, be approved.

Mary Jane Farrish
Superintendent of Instruction
(ext. 882)

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

APPENDICES

Appendix A - Police Involvement in Schools Consultation Plan



Consultation Plan

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

| | |
|--|--|
| DATE: | October 27, 2020 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | Police Involvement in Schools - Policy and Practice Review |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Superintendent of Instruction and Safe Schools, Mary Jane Farrish |
| WHAT? | |
| 1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information) | |
| <p>To update Board Policy P.043.SCO Police Involvement in Schools in response to the following Board Motion:</p> <p>A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.</p> <p>B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.</p> | |
| WHY? | |
| 2. WHY ARE YOU CONSULTING? (Check all that apply) | |
| <input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? | |
| <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? | |
| <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? | |
| <input type="checkbox"/> Other? (Please explain) | |

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)?

This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 include goals in the cultures of Caring and Social Responsibility:

- a. Remove barriers to equity of access, opportunity and outcomes
- b. Prioritize the dignity and well-being of students in inclusive and caring classrooms
- c. Build authentic engagement with and among our communities

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

WHO?

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

| <u>OCDSB Community</u> | <u>Internal to OCDSB</u> | <u>External / Other (please identify)</u> |
|--|--|--|
| <input type="checkbox"/> Students | <input type="checkbox"/> Trustees | <input type="checkbox"/> Agencies/associations |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> Superintendents | <input type="checkbox"/> Community groups |
| <input type="checkbox"/> School council(s) | <input type="checkbox"/> Principals and/or Vice-principals | <input type="checkbox"/> General Public |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils governments | | <input type="checkbox"/> Managers <input type="checkbox"/> Other |
| <input type="checkbox"/> Advisory committees (Specify below) | <input type="checkbox"/> District staff | <input type="checkbox"/> Other |
| <input type="checkbox"/> Special Education Advisory Committee, etc | | <input type="checkbox"/> Federations |
| <input type="checkbox"/> Other <input type="checkbox"/> Other: Ottawa Police Service | | |

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

Students and parents from the following groups will lead this policy review: Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who have mental health needs, English language learners and students experiencing poverty.

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

Pre-consultation for the design of this consultation included discussions with Student Trustees, Liu and Chen, present and past students including students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, Indigenous Education Advisory Committee, human rights and equity advisors from other school boards, and representatives of the Equity Secretariat at the Ministry of Education. In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools: trauma informed assessment guideline, was also reviewed.

HOW?

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

☐ Media advertisement (print and/or radio)

☐ Letter distribution

☐ School council(s)

☐ Ottawa Carleton Assembly of School Councils

☐ School newsletter

☐ Website (schools and/or OCDSB sites)

☐ Other

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

Information about the consultation will be posted to the District website, linked to school websites, included in the school council newsletter, and communicated to principals for the information of school councils. Using the IEAC, ACE, SEAC, PIC, and OCASC networks, as well as existing community partner networks, information will be provided directly to our community partners from the First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English language learners and communities representing students with special education profiles. To mobilize participation of students, and in particular students who identify as First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English

language learners and communities representing students with special education profiles, information will be sent out through existing networks and clubs as well as the Student Senate.

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

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

Please describe:

Thoughtexchange for staff and general public, facilitated group discussions, email account, website.

WHEN?

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

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

TARGETED DATE FOR FINAL DECISION:

September 14, 2021

**PROJECTED
DATE(S)**

ACTIVITY/MILESTONE

NOTES**

PHASE I

**November-
December
2020**

- Appoint Steering Group
- Share the findings of the Literature Review with the Steering Group to:
 - guide the design of the survey/interview/discussion questions
 - provide insight into groups to be reached out for the consultation

- Steering Group will be representative of the diverse student population and include representatives from groups protected by the Ontario *Human Rights Code*
- Staff will also engage with OPS and organizations who have experience in providing youth services and access to

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.

| | | |
|----------------------------|---|--|
| | | appropriate evidence/testimonials from students in OCDSB schools |
| January 2021 | <ul style="list-style-type: none"> Finalize questions to be used for facilitated group discussions and survey Reach out to the groups identified by the Steering Group to schedule meetings Pilot with 2 schools (one priority SRO school and one non-priority SRO school) to test the survey tool and the facilitated group discussions | <ul style="list-style-type: none"> Questions should assess how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts Questions should seek recommendations for the way forward to create schools that are safer for all students |
| February-March 2021 | <ul style="list-style-type: none"> One-on-one key informant interviews and/or survey with students, staff, administrators and police Facilitated group discussions with equity seeking groups; students, staff, and community groups Virtual public consultation meetings ThoughtExchange with parents/guardians, students and staff to solicit their feedback on the School Resource Officer support | <ul style="list-style-type: none"> Input from the steering group will be sought to modify or adjust the process, as appropriate A safe space will be provided to participants to express the impacts of the current Policy on their lives |
| PHASE II | | |
| March - April 2021 | <ul style="list-style-type: none"> Analysis of stakeholders input Findings report to be submitted to COW (April 13) Report to Board on April 27 Draft revised Policy | <ul style="list-style-type: none"> Steering Group will help interpret results of the consultation, be consulted on the findings and recommendations and provide input into the draft policy Engage with OPS |
| April – May 2021 | <ul style="list-style-type: none"> Share the revised draft policy with the Steering Group and participants of Phase 1 of the consultations Share the revised draft policy with the advisory committees to Board <ul style="list-style-type: none"> ACE by email prior to joining their meeting (April 29) SEAC by email prior to joining their meeting (May 5) | <ul style="list-style-type: none"> Revised policy will be shared through multiple mediums - electronic (email), virtual opportunities, through school and central networks in addition to the Advisory Meetings |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ○ PIC by email prior to joining their meeting (May 12) ○ IEAC by email prior to joining their meeting (May 13) ○ OCASC by email prior to joining their meeting | |
| June – August 2021 | <ul style="list-style-type: none"> ● Finalize revisions to OCDSB Police Involvement in Schools policy based on stakeholders' feedback | |
| September 14, 2021 | <ul style="list-style-type: none"> ● Presentation of final policy to COW | |
| <p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. | | |
| <p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p> | | |
| <p> <input type="checkbox"/> Email circulation <input type="checkbox"/> School / principal communications / newsletter <input type="checkbox"/> Letter distribution <input 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 </p> <p>Please describe:</p> <p>The Ottawa Police Service will initially be engaged during the development of the preliminary findings and recommendations in Phase 1. The findings and recommendations of the draft report will be shared with the Police prior to presentation to COW in April 2021. The finalized report will be posted on the OCDSB website, and shared widely with stakeholders through a targeted media outreach strategy.</p> <p>Revised policy will be communicated out as per activities listed in section 8. The approved policy will be shared with key groups consulted during Phase 1 and Phase 2 electronically and an opportunity to participate in a virtual meeting.</p> | | |
| OTHER | | |
| <p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, interpretation, translation, materials):</p> | | |

Facilitation costs = \$15,000

Advertising and other communication costs will be covered within the existing 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.)

Engage with a select number of the participants, as well as with the Steering Group members, to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.

Appendix A to Report 20-090