

COMMITTEE OF THE WHOLE PUBLIC REPORT

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

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Karyn Carty Ostafichuk (Manager of Planning), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician), Brian Lesage (ETFO Alternate)

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

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

Vice-Chair Penny called the meeting to order at 7:01 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Jennekens,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Winson Li, re Cambridge Street Community Public School

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

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

3.2 Carol Sissons, re Cambridge Street Community Public School

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

3.3 Murat Erlik, re Cambridge Street Community Public School

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

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

3.4 Shauna Malcolm, re Cambridge Street Community Public School

The delegation failed to appear.

3.5 Marty Carr, re Cambridge Street Community Public School

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

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

3.6 Christopher Paine, re Cambridge Street Community Public School

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

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

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

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

3.7 Patrick Corriveau, re Cambridge Street Community Public School

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

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

4. Briefing from the Chair of the Board

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

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

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

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

5. Briefing from the Director

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

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

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

6. COVID-19 Update

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

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

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

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

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

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

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

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

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

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

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

7. Matters for Action:

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

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

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

Moved by Trustee Blackburn,

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

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

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

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

Moved by Trustee Blackburn

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

Carried

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

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

Moved by Trustee Bell,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOGNIZING the long-term sustained viability of neighbouring schools.

THEREFORE BE IT RESOLVED,

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

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

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

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

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

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

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

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

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

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

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

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

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

Moved by Trustee Bell

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

Defeated

8. Report from Statutory and Other Committees

8.1 Parent Involvement Committee (PIC), 31 March 2021

Moved by Trustee Hough,

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

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

Moved by Trustee Hough,

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

Carried

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

Moved by Trustee Campbell,

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

Carried

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

Moved by Trustee Hough,

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

Carried

9. Information Items:

9.1 Report from OPSBA (if required)

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

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

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

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

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

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

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

11. Adjournment

The meeting adjourned at 10:47 p.m.

Keith Penny, Chair