

COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, June 8, 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), Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Julie Cyr (Manager of Early Learning), Andrew Parent (Principal, Gloucester High School), Rachelle Sintic (Principal, Ridgemont High School), Colin Anderson (Principal, Safe Schools), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)

Non-Voting Representatives Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Kelly Granum (OSSTF), Stephanie Kirkey (OSSTF-Teachers), Susan Gardner (ETFO), Troy Cluff (OSSTF-District 25), David Wildman (OCEOTA), Seema Lamba (ACE), Lili Miller (IEAC), Sonia Nadon-Campbell (SEAC)

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

Vice-Chair Penny called the meeting to order at 7:02 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 Blackburn,

THAT the agenda be approved.

Moved by Trustee Hough,

THAT item 9.2, Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes be deferred to a future meeting.

Carried

Staff noted that item 9.2 was not time sensitive and could be discussed in September 2021.

Moved by Trustee Blackburn,

THAT the agenda be approved, as amended.

Carried

Trustees held a moment of silence for the tragedy that occurred in London, Ontario on 6 June 2021.

3. Delegations (Oral)

Delegations on Agenda Item 3, Report 21-049, Presentation of the Police and Practice Review of Police Involvement in Schools, and Appendix A to Report 21-049, Report from the Human Rights and Equity Advisor (referred to as the HREA's Report):

3.1 Mae Mason, re Police Involvement in OCDSB Schools

Mae Mason, speaking on behalf of some OCDSB alumni, urged that the recommendations in the HREA's Report to end the District's participation in the School Resource Officer (SRO) program, be approved. She expressed the opinion that the SRO program is discriminatory and it will fail students if it is not eliminated. She recommended that policing resources be reallocated to peer support groups.

In response to queries from Trustees Campbell and Fisher, Mae Mason advised that suspending the program pending further discussion on reforming the program would be harmful to students. The SRO program should be terminated immediately to demonstrate that students' voices were heard and policing in schools would no longer affect students' academic experiences.

3.2 Hailey Dash, re Police Involvement in OCDSB Schools

Hailey Dash requested that the SRO program be removed from schools immediately. She suggested that failing to terminate the program would fail students.

3.3 Lily Walsh, re Police Involvement in OCDSB Schools

Speaking on behalf of Lily Walsh, Lilly Mosha advised that SROs have told students that it is their fault if inappropriate images of them are distributed on the internet as “revenge porn” and that they could be charged with distributing child pornography, even if they were unaware that the images were distributed. Lilly Mosha called for the immediate abolishment of the SRO program.

3.4 Ramona Karimi, re Police Involvement in OCDSB Schools

Ramona Karima expressed the view that radicalized youth are being treated as if they were criminals. She called for all four school boards in the Ottawa region to stop SROs from operating in schools.

3.5 Grace Hill, re Police Involvement in OCDSB Schools

Grace Hill submitted that the original intention of the SRO program has been lost. She expressed the opinion that the job description for SROs is unclear and not specific. She called upon trustees to allow all students to attend school without feeling like a criminal.

Trustee Schwartz acknowledged the delegation’s courage to speak and asked for other suggestions to keep students safe. Grace Hill suggested restorative justice and bullying de-escalation programs have been successful and reallocation of funding to support mental health resources.

3.6 Andrea Vasquez-Jimenez, re Police Involvement in OCDSB Schools

Co-chair of the Latino, Afro-Latin-America, Anya Yala Education Network (LAEN) in Toronto, Andrea Vasquez-Jimenez noted that she is advocating for the removal of police from schools and moving towards healthy, equitable police-free schools. She contended that having any police in schools is a human rights violation. She noted that the SRO program was removed from the Toronto District School Board in favour of a more nurturing environment with policing funds reallocated to help those who have been most negatively impacted by the SRO program.

In response to queries from Trustees Fisher and Scott, Ms Vasquez-Jimenez suggested connecting with families and community members to make educational presentations rather than relying on police officers. She added that it is her hope that curriculum would include information on systemic oppression, Indigenous land, and slavery, and that school staff would be reflective of their students and have a record of anti-racism practices.

3.7 Magda Osman, re Police Involvement in OCDSB Schools

Magda Osman contended that the SRO program follows suspension and expulsion patterns in schools and matches it to criminal data in the City. Suspension rates show the patterns of criminalization and police involvement can mark students as criminals. She expressed the opinion that voting to retain the SRO program can be viewed as a racist action.

3.8 Lindsay Dorder, re Police Involvement in OCDSB Schools

As a member of the Asilu Collective, an anti-racist group campaigning to end the SRO Program, Lindsay Dorder noted that she is a former OCDSB student calling for the end of the SRO program in all schools. She expressed the view that racialized students are oppressed outside of school and bringing police into schools should be a last resort. Ms Dorder called upon trustees to listen to their students and end the SRO program.

3.9 Faiz Jan, re Police Involvement in OCDSB Schools

Faiz Jan expressed the view that the SRO program objectives of building relationships with students and keeping schools safe are not working, and that SROs inspire fear instead. She contended that police officers may be biased. Faiz Jan asked the Board to remove police from schools, and that police should make an effort to engage with students out of uniform.

3.10 AmaturRaheem Salam-Alada, re Police Involvement in OCDSB Schools

As an OCDSB student, AmaturRaheem Salam-Alada expressed the opinion that the SRO program in schools is not needed for safety reasons and should be removed. She noted that other schools in Ottawa do not have the same SRO presence as Ridgemont High School and many students say they feel safer without police in their schools. Students are aware that Black, Indigenous and People of Colour (BIPOC) students are treated differently and all students should feel safe in all OCDSB schools.

3.11 Linda Berry, re Police Involvement in OCDSB Schools

Linda Berry, OCDSB student, called for the end of the SRO program and police involvement in schools. She suggested that restorative justice programs work, citing an example of using meditation and other tools to reflect and learn from mistakes peacefully.

In response to a query from Trustee Boothby regarding bias in restorative justice programs, Linda Berry expressed the view that police have biases. Restorative justice programs would not have biases if students are communicating without police involvement.

3.12 Moksha Singh-Sharpe, re Police Involvement in OCDSB Schools

Moksha Singh-Sharpe, OCDSB student, submitted that disciplinary measures undertaken by SROs are ineffective solutions and do not consider the root causes of unacceptable behaviour. He called upon the Board to abolish the SRO program.

3.13 Marian Nur, re Police Involvement in OCDSB Schools

Marian Nur expressed the opinion that the SRO program is harming students. Data has shown that Black and Indigenous students receive a disproportionate amount of punishment, and that police involvement in schools decreases the student learning experience and highlights the school to prison pipeline. She expressed the view that having SROs in schools is traumatizing for students and the Board has not done anything to show they care about oppression.

In response to comments made by Trustees Bell and Blackburn, Marian Nur clarified that the system is oppressive and the Board has not done enough to support traumatized students.

Superintendent Symmonds advised that anyone who feels traumatized may request support from school social workers, mental health professionals, Kids Help or Mental Health Crises phone lines, or the Distress Centre of Ottawa.

4. Delegations (Written)

The following written submissions were received in response to Report 21-049, Presentation of the Police and Practice Review of Police Involvement in Schools:

4.1 Maya Basudde, re Police Involvement in OCDSB Schools

Maya Bassude submitted that Pride was started in response to police violence against the 2SLGBTQ+ community. She questioned how school boards can express their support for gender-oppressed students while upholding the same system of policing that has contributed to their oppression. Ms Bassude recommended that the Board end the SRO program and revise all relevant contractual commitments and policies to limit police involvement at all OCDSB schools to only what is provincially mandated.

4.2 Julia Falco, re Police Involvement in OCDSB Schools

Julia Falco via written submission noted the following issues: systemic racism, school to prison pipeline, harms and long-term impacts of the SRO program to students including mental illness, school performance and extracurricular activities, and reduction of future opportunities. She recommended that the SRO program be terminated and prohibit the future use of comparable programs, narrow the memorandum of understanding between school boards and Ottawa Police Services to limit police in schools except when provincially mandated; remove all police structures from schools, focus on transformative practices, collect intersectional and gender-based data on police interaction, invest in long term plans for student support, dismantle oppressive systems within the school board, and provide training in restorative justice practices.

4.3 Silvia Argentina Arauz Cisneros, re Police Involvement in OCDSB Schools

Silvia Argentina Arauz Cisneros recommended that the SRO program be terminated, provide funding for staff, programs and curriculum to support healing, open opportunities for local Indigenous and Black Elders, Knowledge Keepers and community organizers to bring programs to schools, complete an equity audit of all programs to ensure no other program is causing harm, and publicly apologize to communities who have been impacted by the SRO program.

4.4 Mar Khorkhordina, re Police Involvement in OCDSB Schools

Mar Khorkhordina called upon the Board to end the SRO program.

4.5 Kymani Montgomery, re Police Involvement in OCDSB Schools

Kymani Montgomery submitted that the Board should not have police in schools.

4.6 Jack Bellemare, re Police Involvement in OCDSB Schools

Jack Bellemare expressed support for the Asilu Collective's call to terminate the SRO program and recommendations on page 28 of their report.

4.7 Xue Xu, re Police Involvement in OCDSB Schools

Xue Xu expressed concern about the SRO program and its contribution towards system oppression of marginalized students. She recommended that the SRO program be terminated and that all relevant contractual commitments and policies be revised to limit police involvement to what is provincially mandated.

4.8 Cleo Alyssa de Ruijter, re Police Involvement in OCDSB Schools

Referring to her recent participation in the Asilu Collective and its report on the negative consequences of policing in schools, Cleo Alyssa de Ruijter submitted that SROs create a barrier to learning and safety for racialized youth. She urged the Board to terminate the SRO program and appropriate funding for mental health resources and other community resources to support students and their safety.

4.9 Liz Clarke, re Police Involvement in OCDSB Schools

Liz Clarke submitted that SROs in schools pose a significant threat to Black, Indigenous and People of Colour (BIPOC) and 2SLGBTQ+ students. She asked the Board to remove the SRO program in schools and provide adequate material and emotional resources for extracurricular and mentorship opportunities. She also urged the Board to establish other prevention programs to keep students safe.

4.10 Cassie Slack, re Police Involvement in OCDSB Schools

Cassie Slack expressed the view that the community and students deserve a space to learn that is free from policing and criminalization. She asked that the Board terminate the SRO program in all schools and follow the recommendations in the Asilu Collective report. She also requested transparency and regular public follow-up on how the Board will be implementing these recommendations over the coming months.

4.11 Pooja Moorti, re Police Involvement in OCDSB Schools

Pooja Moorti called upon the Board to terminate the SRO program and to remove police officers from OCDSB schools. She noted her discomfort when visiting a school where police officers were present and submitted that it must be very difficult and harmful for Black and Indigenous students.

4.12 Susan Suter, re Police Involvement in OCDSB Schools

Susan Suter called for the removal of police from schools and to replace police with qualified psychologists, psychiatrists, and sociologists.

4.13 Eric Rosenquist, re Police Involvement in OCDSB Schools

Eric Rosenquist expressed the opinion that implementation of SROs is a blatant misuse of resource allocation and ignoring the information provided to the Board shows the Board's contempt for the wellbeing of students. He recommended that SROs be removed and obtain funding to improve the material conditions of students, teachers and the community.

4.14 Julia Hamer, re Police Involvement in OCDSB Schools

Julia Hamer submitted that the presence of SROs in Ottawa schools is dangerous and unacceptable. Multiple reports and countless statements have shown this to be true and to continue with the SRO program is harmful and unacceptable. She recommended that the SRO program and ties to the Ottawa Police Service be terminated immediately, in accordance with the reviews done by the Asilu Collective and the District.

4.15 Vanessa Dorimain, re Police Involvement in OCDSB Schools

Vanessa Dorimain asked the Board to remove SROs from OCDSB schools.

4.16 Samantha McAleese, re Police Involvement in OCDSB Schools

Samantha McAleese expressed support for the recommendations in the report by the Asilu Collective and called upon the Board to remove the SROs from schools. She noted the need to foster an environment of trust, care, support, and belonging to move forward without policing in schools. She also called for the implementation of non-punitive and non-disciplinary practices that centre restorative and transformative justice for intervention.

4.17 Ethan Sabourin, re Police Involvement in OCDSB Schools

Ethan Sabourin noted that he attended a small private school where the presence of a police officer was very rare. He added that the Asilu Collective's report highlighted the intimidating and sometimes violent interactions with police that marginalized students experienced. He strongly encouraged the Board to terminate its relationship with the police and the SRO program.

4.18 Jennifer Keeling, re Police Involvement in OCDSB Schools

Jennifer Keeling registered her support for removing police in schools. She submitted that police do not make students feel safe. They hamper learning and their ability to feel safe, secure and welcome in their education. She contended that SROs disproportionately target and surveil racialized students making them feel unsafe and unwelcome in their own schools. Jennifer Keeling also expressed support for redirecting funding to programs and support in communities for meals, school supplies, and after school activities.

4.19 Rebecca Stanisic, re Police Involvement in OCDSB Schools

Rebecca Stanisic urged Board members to listen to the community members from across the City who are advocating for "no cops in schools" and end the SRO program. She noted that she would like funding to be used for mental health services, books, meals, and more.

4.20 Michele Meszaros, re Police Involvement in OCDSB Schools

Michele Meszaros, parent of an OCDSB student, advocated for the removal of SRO officers for the safety and wellbeing of students. She cited articles from the Human Rights Commission and the Toronto District School Board contending that racialized students were targeted and had higher suspension rates. She drew attention to the Asilu Collective report that stated that SROs were harmful to the OCDSB. She demanded that SROs be removed from OCDSB schools and replaced with restorative justice programs.

4.21 Uyanda Mntambo, re Police Involvement in OCDSB Schools

Uyanda Mntambo, OCDSB student, submitted that policing in schools is violent, causes harm to students, and disproportionately impacts Black and Indigenous students. She called upon the Board to terminate the SRO program and limit police involvement in schools to that which is provincially mandated. She also noted the need to create safe and comfortable environments for all students by redirecting funding to social and mental health services and ensuring staff is reflective of the students they serve.

4.22 Jonathan Davis, re Police Involvement in OCDSB Schools

As a parent of a child in an OCDSB school, Jonathan Davis called for the removal of police from schools.

4.23 Thea Lewis, re Police Involvement in OCDSB Schools

Thea Lewis submitted that schools should be spaces of learning and growth where children need support and safety, and not surveillance and criminalization. She recommended that the board end their relationship with the Ottawa Police Service and give students the supports and programs they need, including peer support, mental health support, extracurricular activities, and arts programming.

5. Briefing from the Chair of the Board

Chair Scott reported that the community was shocked and saddened to hear news of an attack on a Muslim family in London, Ontario. She noted that, as the community reflects on this loss, we must be unequivocal in the condemnation of Islamophobia and hate. She extended her sympathies to all affected on behalf of the OCDSB. She added that the District stands in solidarity and care with the Muslim community.

Chair Scott noted that hatred, discrimination, and racism of all kinds have no place in Canadian society. Everyone deserves the right to live their lives without fear of violence. She noted that in recent days and weeks there have been a number of disturbing reports in the news, including the finding of the 215 Indigenous children buried at the Kamloops residential school, renewed conflict in the Middle East, and the anniversary of the death of George Floyd. She noted that being confronted by these stories may be challenging for children, particularly those who's lived experiences reflect similar traumatizing events. She added that the Parent Update from the OCDSB contains resources to help families find supportive ways to discuss events like these with their children.

6. Briefing from the Director

Director Williams-Taylor reported that she had the honour to announce that two OCDSB students have been awarded Schulich Leader Scholarships. A.Y. Jackson Secondary School student Sabrina Button has been selected to receive a \$100,000 Schulich Leader Scholarship to study at Queen's University for fall 2021. Lisgar Collegiate Institute student Albert Nitu has been selected to receive an \$80,000 Schulich Leader Scholarship to study at McGill University for fall 2021. These prestigious entrance scholarships are awarded to secondary school graduates enrolling in a science, technology, engineering, or mathematics undergraduate program. She congratulated Sabrina and Albert on their accomplishment and wished them the very best in their future pursuits.

7. COVID-19 Update

Director Williams-Taylor reported that 72% of adults in Ontario have received at least one dose of a COVID-19 vaccine. As a result, the province has announced

that Ontario will move into Step One of its [Roadmap to Re-open](#) at 12:01 a.m. on 11 June 2021.

Director Williams-Taylor noted that appointments are now available in Ottawa for individuals 12 and older to book a COVID-19 vaccine using the Ontario website: covid-19.ontario.ca/book-vaccine/. Ontario is now accelerating second doses for all Ontarians. Detailed information for vaccine access, safety and other information is available on the Ottawa Public Health (OPH) Vaccine webpage.

Director Williams-Taylor noted that the District continues to work with OPH and the Children's Hospital of Eastern Ontario (CHEO) to pilot take home testing kits to support testing clinics. These activities are important strategies in managing the spread of COVID-19 and to develop practices which will support sustainable school openings for September 2021.

Director Williams-Taylor noted that the province announced that, notwithstanding that schools would not re-open for in-person learning this year, schools could host graduation celebrations in-person for students in all grades. The OCDSB has been actively planning virtual commencement ceremonies for graduates and elementary students at key transition points. She noted that planning for virtual ceremonies will continue, with consideration being given to in-person opportunities for students, particularly those in grades 8 and 12, to safely attend school to pick up graduation materials, drop off supplies, and take commemorative photos. Schools will communicate details to families directly.

Director Williams-Taylor noted that staff continue to work on planning for September 2021, and recent Ministry discussions have highlighted the need to plan for several possible secondary school delivery models. Currently, staff are hopeful that the District will be able to proceed with the two course model with daily in-person instruction moving towards a four course semestered model as soon as possible. While planning is actively underway, it is anticipated that the Ministry will provide further guidance during the summer. Staff will continue to provide updates as information becomes available.

Director Williams-Taylor noted that throughout the pandemic, the District has undertaken several consultations with families, students, and staff. The third and final survey will be launched on 10 June 2021 and will be open until 18 June 2021. She noted that feedback has been useful in planning and she encouraged everyone to participate.

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

- Planning for summer programs and instruction began in April 2021 and virtual learning platforms will be maintained through the summer with the exception of one special education program that can only operate in-person. Staff are still pursuing an in-person option;
- Summer camps operate primarily outdoors which allows for in-person options, where this is not the case in schools. Staff felt that it would not be

prudent to promise in-person summer programs and have to revoke the decision at the last minute;

- Summer programs are considered to be within the 2020-2021 school year;
- There are multiple facility projects underway over the summer to ensure the safe reopening of schools for September 2021;
- Community Use of Schools has reached out to community user groups to indicate what their plans may entail. Staff are in the process of confirming which sites would be available to facilitate access and to support these groups where possible;
- Staff are working with secondary schools to consider limited in-person opportunities for graduation; however, these options would require heavy staff volunteer support during a demanding time for teaching staff. Any event that school councils facilitate must adhere to OCDSB policies and procedures, especially regarding COVID-19 protocols and staff would need to further contemplate this option before giving approval. Staff noted that there will be an element of in-person opportunities and schools may communicate what this will look like soon;
- The Communications department has been working with schools to provide technology for the collection of selfies and other photographs from students for virtual commencements. Principals are encouraged to capture photographs at any in-person commencement opportunities once details are provided;
- Staff have been working closely with professional photographers, although many have not resumed work at this point. Schools do not have photographers on staff and the District is working to discover alternate ways to provide photos for the virtual ceremony;
- Each secondary school site is having congratulatory signage installed to provide graduation photo opportunities for families and the signage will remain in place until the first week of July 2021. Staff are working on recognition items and will provide a memorabilia box to aid in family's graduation celebrations. Each school has a custom graduation section on their website that families are encouraged to view;
- COVID-19 restrictions currently limit outdoor gatherings to 10 people, and although there are many volunteers willing to create graduation opportunities, there are staff concerns with the possibility of sharing personal student information. Volunteer solutions may not go beyond what staff can provide; and
- Many parent councils may offer to collaborate and help staff with planning graduation ceremonies, as permissible.

8. Report from Statutory and Other Committees

8.1 Advisory Committee on Equity, 29 April 2021

Moved by Trustee Blackburn,

THAT the report from the Advisory Committee on Equity (ACE), dated 29 April 2021, be received

Carried

8.2 Special Education Advisory Committee, 5 May 2021

Moved by Trustee Boothby,

THAT the report from the Special Education Advisory Committee (SEAC), dated 5 May 2021, be received.

Carried

8.3 Parent Involvement Committee, 12 May 2021

Moved by Trustee Hough,

THAT the report from the Parent Involvement Committee (PIC), dated 12 May 2021, be received.

Carried

8.4 Audit Committee, 19 May 2021

Moved by Trustee Fisher,

THAT the report from the Audit Committee, dated 19 May 2021, be received.

Carried

8.5 Indigenous Education Advisory Council, 20 May 2021

Moved by Trustee Hough,

THAT the report from the Indigenous Education Advisory Council (IEAC), dated 20 May 2021, be received.

Carried

Following a break at 8:42 pm the meeting was called to order at 8:50 p.m.

9. Matters for Discussion:

9.1 Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools (M.J. Farrish)

Your committee had before it Report 21-049 to present the report from the Human Rights and Equity Advisor (HREA), attached as Appendix A (hereinafter referred to as the HREA's Report) examining practices at the

OCDSB when involving police and the resultant impacts on stakeholders. Staff will reflect on the observations in the HREA's report to inform our response through revisions to OCDSB policies and practices.

Director Williams-Taylor introduced the report and noted that the letter of transmittal reflects staff perspective. She reminded members that there is a legal responsibility for police involvement; however, she noted that the report calls for staff to manage the relationship between Ottawa Police Services (OPS) and the District in a judicious manner to mitigate harm and to put the care of students in the context of legal responsibilities.

Superintendent Farrish presented Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools. She noted that the OCDSB asked Indigenous and other marginalized groups of students, families, staff and communities to come forward and share their experiences with the education system and the police. In addition to Indigenous participants, all students, community members and staff who participated in the review took risks to share their experiences, and in some instances, had to relive painful moments as part of this consultation process. The feedback shared by participants during the review process reflects their lived experiences, and as such, their perspectives and documented impacts represent a continuum of outcomes. Superintendent Farrish recognized that intersections in identity influence how a person experiences the world and recognized that identity groups are not a monolith with just one perspective or position.

Superintendent Farrish noted that the review and subsequent report followed a human rights-based approach which allows voices from marginalized groups and those most negatively impacted by discipline in OCDSB schools to be centred. She added that the approach through the review and the subsequent report, ensures that all students' experiences, safety, and well-being were prioritized and acted upon, not just the experiences of the majority.

Superintendent Farrish noted that changes need to occur to limit police engagement in schools, such as creating monitoring and accountability mechanisms for when police do need to be involved, re-centre engagement, and to promote the success of all students in the school setting. She noted that the HREA's report issues guidance and recommended considerations for decisions and direction with respect to future OCDSB practices when involving OPS. The draft revised policy will be presented to the board of trustees for approval in the fall of 2021.

Superintendent Farrish noted the following highlights from the report:

- The 2021 staff recommended budget will not include a continuation of the investment in the memorandum of understanding (MOU) with OPS, in any amount;

- Current OCDSB practices and operations within the District's partnership with OPS will be suspended while staff calibrate the relationship through the policy revision process;
- Policy revisions will consider the range and profundity of the impacts and perspectives from the voices collected through consultation activities documented in HREA's report;
- The report reflects the on-going partnership with Ottawa Police Service to achieve productive intersections in service of youth and families through shared legislative obligations; and
- The District shares stakeholders with the OPS and are committed to shaping partnership activities to improve service for students who experience disproportionately negative outcomes through District practices.

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

- Human right and Equity Advisor Tanner noted that OPH provided the training undertaken by School Resource Officers (SRO) (listed on appendix 12 of the HREA report). She noted that officers receive three types of training before they start service and continue training as it becomes available during their service as an SRO. She added that SRO youth training involves diversion training and application of the *Youth Criminal Justice Act*. HREA Tanner noted that she could not comment on any discrepancy of training that SROs received as indicated by Chief Sloly and what was provided to her;

Moved by Trustee Lyra Evans,

THAT the OCDSB end its participation in the School Resource Officer Program.

Chair Penny ruled that the motion is out of order as item 9.1, Presentation of the Policy and Practice Review of Police Involvement in Schools, was determined to be a discussion item and that the HREA report was coming from an independent body that first needs to be vetted by staff. He added that the Board has not had a substantive discussion or contemplation on the item and should follow procedure.

Trustee Lyra Evans appealed Chair Penny's ruling and noted that delegations from the community emphasized the importance to take immediate action in ending OCDSB's participation in the SRO program. She expressed the view that harm will continue until the program is ended.

Chair Penny called the vote for the Chair's ruling to be upheld.

Carried

- Trustee Lyra Evans expressed the view that the OCDSB has wronged the community and that it would be incumbent of the District to issue a formal apology, in accordance with the *Apologies Act*, to all existing and past students who were negatively affected by the SRO program. She suggested that a fund could be created to support those negatively affected by police officers;
- Part of the recommendations from the report are to harmonize all documents, including the local protocol. Policy revision will consider the range and profundity of the impacts and perspectives from the voices collected through consultation activities in the HREA's report to determine how this would fit within other District policies;
- Until there is a revised policy, staff will not have direction to make adjustments or recommendations to the local protocol;
- Consultations with Mandarin-speaking groups were part of the development of the human rights policy and these discussions were not included in the Policy and Practice Review of Police Involvement discussions. The Arabic speaking discussions only had nine individuals in attendance; however, their perspectives were reflected throughout the report;
- Director Williams-Taylor noted that there are decisions in addressing institutional issues that were outlined in the report; however, some of these issues are currently being addressed. A number of administration and other staff have recognized the impact on students through their decisions and that they need to do better through collaboration with community and community partners. Accountability measures need to be part of the steps taken and reflected in policy. She noted that the report has unveiled the impact on students, unintended or otherwise, that these practices have had. She added that there is a list of training that staff has undertaken; however, accountability and implementation becomes the next step forward;
- Superintendents are working with school leaders to promote positive school cultures and bias-free progressive discipline which aligns with the milestones of the Indigenous, Equity and Human Rights Roadmap. Staff training explicitly follows the areas outlined in the Indigenous, Equity and Human Rights Roadmap, such as accountability, building awareness and staff capacity, and representation in who is hired to reflect the identity and experiences of students. The impact of curriculum is being examined to change how learning cultures, climates, and outcomes occur. Authentic engagement and connectedness is a subset of community and will inform the work that needs to be done through the expertise of communities, families, and students. Ministry priority days require training on anti-racism to address bias in decision making. Annual suspension reports and

achievement reports disaggregated by identity data will be provided by school principals. These reports provide opportunities to address practices, build capacity, and initiatives for progress;

- Since staff were aware that the SRO program was going to be reviewed, staff looked to see what alternatives and best practices could be used through the lens of student needs and well-being. Staff have examined changing the safe schools portfolio and investigated restorative practices. Some community partners are exercising alternate interventions for dysregulated behaviours that are more effective in supporting students. Staff are continuing to learn and have training provided to them, which could be expanded to include partners as well. Staff continue to learn, and recognize that communities are not monoliths and that one approach may not suit all, as a solution for one community may be different for another;
- Analysis of the priority SRO program at Gloucester and Ridgemont Secondary schools was done separately to inform budget discussions;
- The overall recommendation of the report is to end OCDSB's participation in the SRO program;
- Requests from families or students for OPS interaction and services does not need to be facilitated by an SRO and can be achieved by a patrol officer;
- Suspending the SRO program would limit all OPS actions to only the mandatory requirements. This would be part of the policy revision to clarify any discrepancy on mandatory notification;
- Gloucester and Ridgemont secondary schools have priority school status and depend on the funding that the SRO program provides. This funding upholds the pillars of the urban priority program which provides services to students and the community. Staff would advocate for the funding to remain for this program if the SRO's are removed. Although other smaller priority schools do not have this funding, it has a significant impact on Gloucester and Ridgemont in that it provides a diversion counselor, a full-time social worker, additional aid from school psychologists, and other resources that are imperative for families and students at these schools;
- In regards to accountability in data collection for calls to service, a mechanism needs to be established to record, monitor, and review when calls are made to police. This mechanism will also be considered when reviewing the safe schools policy and police involvement in schools policy regarding change of practice;
- In response to the HREA report, staff have committed to suspending engagement with OPS, which includes the SRO program;

- The human rights policy, safe schools policy, police involvement in school policy revision, and affiliated procedures and policies will provide the foundational documents to anchor the accountability mechanism as staff work on professional development; and
- The District is working to replace a system that has been harmful, with a different system that has an engagement focused approach that centres the identities of students and families.

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

Moved by Trustee Ellis,

THAT a continuation of the Committee of the Whole meeting of 8 June 2021 be scheduled for 14 June 2021 to continue the discussion on Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools.

Carried

10. Adjournment

The meeting adjourned at 10:45 p.m.

Keith Penny, Chair