

COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, January 11, 2022, 7:00 p.m.

Zoom Meeting

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (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), Mary Jane Farrish (Superintendent of Instruction), Nancy Brady (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Reg Lavergne, Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Daniel Bradley (Manager, Physical Facilities/Design & Construction), Emily Balla (Mental Health Lead), Amy Hannah (Principal, Learning Support Services), Kate Stoudt (Principal, Learning Support Services), Jennifer Mbang (Human Rights Officer), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central Audio Visual Technical Specialist), Darren Gatley (Board/Committee Coordinator)

Non-Voting Representatives Present: Thomas Holloway (OCASC), Robert James (OCEOC-ALT), Patsy Agard (OCSSAN-ALT), Stephanie Kirkey (OSSTF-District 25), Susan Gardner (ETFO), Pat Dixon (OCEOTA-ALT), Melodie Gondek (OSSTF- ESP), 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 7:13 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.

Carried

3. Delegations

3.1 Adrienne Lesage, re COVID-19

Ms. Lesage, a mother of two and former elementary teacher, noted that children have not had a voice in the COVID-19 safety measures. She indicated that children's hospitals have reported a mental health crisis and that there have been significant incidents of children inflicting self-harm and eating disorders. She added that children are bearing the brunt of COVID-19 mandates and are missing many opportunities for engagement and social interaction. She expressed the opinion that families feel that the COVID-19 mandates and safety measures are unjustified as children are at low risk for severe symptoms. Ms. Lesage reported that if COVID-19 school mandates were not removed, that students would continue to suffer. Ms. Lesage noted that COVID-19 could be present indefinitely and queried how many boosters, masking requirements, or other such measures must be met before students can return to a sense of normalcy. She added that some students have heightened anxiety and fear resulting from COVID-19 measures.

3.2 Kwadwo Kyeremanteng, re Impact of Decision Making and Procedures on the School System

Dr. Kyeremanteng, a father of three and intensive care unit (ICU) physician, noted that COVID-19 policies should accurately reflect the risk to students. He has witnessed how COVID-19 has affected patients and the damage that ineffective policies have had on communities. He noted that risk factors such as age, vaccine status, and blood pressure affect how severe symptoms are in the community and that children have a very low risk of getting COVID-19. He noted that children have a three in one million chance of having severe risk of COVID-19 symptoms or death. He added that some policies have had unintended consequences for families such as creating economic burdens and mental health issues that face the greater community, with school closures forcing some families to make difficult choices. He noted that these unintended consequences disproportionately affect Black, Indigenous and People of Colour (BIPOC) communities, where vaccine hesitancy remains. Dr. Kyeremanteng added that the reality of the COVID-19 variant Omicron is that the community cannot evade the variant altogether and most will likely be infected with Omicron and policies should reflect this. He suggested that the best way for an individual to protect themselves is through vaccination.

3.3 Jamie Janes, re Bullying of Unvaccinated Students

Ms. Janes, a parent of two and active member of the school community, noted that she recently had to remove her child from kindergarten out of fear of school COVID-19 safety measures. She noted that there are potential long term consequences of requiring students to wear masks for the duration of the school day, mental health issues from social isolation, and being taught in a fearful environment. Ms. Janes added that families have not received any risk versus benefit analysis on school COVID-19 policies. She noted that mandates disproportionately and negatively affect BIPOC and low-income communities. She added that a divisive mentality promotes the scapegoating of unvaccinated students for many social situations in and after school. Ms. Janes asked trustees to consider the impact mandates have on students before making any decisions and suggested they have the opportunity to make a positive impact on children by removing mandates.

3.4 Nili Kaplan-Myrth, re Recommendations for a Safe Return to School

Dr. Kaplan-Myrth, a family physician in Ottawa, noted that the delay to return to in-person learning after the winter break was based on risks to students and educators. She noted that classrooms are at high risk of COVID-19 exposure and that most educators or families do not have access to rapid antigen tests, or appropriate isolation opportunities. She added that there is a peak of the COVID-19 Omicron variant wave affecting Ontario and that hospitalizations have increased. She would like to see students back in school but not at the cost of students' health.

In response to a query from Trustee Lyra Evans, Dr. Kaplan-Myrth noted that immunization rates of youth in Ottawa are at 64% of 5-11 year olds but with only 6% of this age group having a second dose.

In response to a query from Trustee Campbell, Dr. Kaplan-Myrth noted that Ottawa Public Health's (OPH) suggestion for students to return to in-person learning may be due to OPH trying to balance mental health issues with infection risks of COVID-19. She expressed the view that OPH's decision could be political.

In response to a query from Trustee Jennekens, Dr. Kaplan-Myrth noted that those who recently received their vaccines at the District sponsored Jabapalooza event, require two weeks before those vaccines take effect.

3.5 Jennifer McDonald, re Mitigation Measures in Place to Address Airborne Spread of SARS-COV-2

Dr. McDonald noted that health units confirmed that COVID-19 can be transmitted through airborne particles and that students and staff require better masks and suggested that it would be easier to upgrade masks while ventilation systems are improved at schools.

In response to a query from Trustee Schwartz, Dr. McDonald noted that long term consequences of COVID-19 in children, such as emotional or cognitive symptoms, are not yet understood and there is not enough data to accurately determine long-term risks to children. She noted that it may take 10-15 years before comparative peer data can be analyzed to determine long term effects.

In response to a query from Trustee Bell, Dr. McDonald noted that there is no information to verify if N95 masks are more effective in preventing transmission of COVID-19 in students as studies typically do not test on children. She advised that N95 masks could be promoted as a precaution.

In response to a query from Trustee Jennekens, Dr. McDonald advised that during indoor lunch-breaks, classrooms cannot eliminate all risks; however, classrooms could use a CO2 monitor, open windows for increased ventilation, and maintain social distancing measures. Dr. McDonald added that High Efficiency Particulate Air (HEPA) filters are important to have in each classroom and that the appropriate filtration requirements are met for each particular size of room.

4. Delegations (Written)

4.1 Greg Macdougall, re Plan to Return all Students to In-Person Schooling on January 17

Provided for information.

5. Briefing from the Chair of the Board

Chair Scott reported that the Ottawa Carleton District School Board (OCDSB)'s Director of Education Camille Williams-Taylor and Executive Director of the Education Foundation of Ottawa Clarissa Arthur, have been recognized among the Top 100 Accomplished Black Canadian Women for 2022. Chair Scott noted that they join a list of distinguished Black Canadian Women from across Canada whose accomplishments and leadership will be showcased later in the year in a book intended to provide inspiring role models for the many ways Black girls and women can make their own contributions in Canadian society.

6. Briefing from the Director

Director Williams-Taylor recognized the work that others have done and continue to do that supported her and Clarissa Arthur to be recognized within the Top 100 Accomplished Black Canadian Women for 2022 and noted that it is a continuous journey of learning and working together.

Director Williams-Taylor reported that starting 17 January 2022, the OCDSB mental health team will be offering families an opportunity to listen and engage virtually with the District's mental health professionals. Director Williams-Taylor noted that mental health professionals will be hosting group drop-in sessions for families to ask general questions about promoting and sustaining mental health and there will be general sessions for elementary and secondary school families.

She added that there will also be sessions for Indigenous and Black families of students with Autism Spectrum Disorder and Developmental Disabilities (ASD/DD). Details on registration can be found on the OCDSB website.

Director Williams-Taylor reported that in January and February 2022, schools will be hosting virtual information nights for parents registering their children for kindergarten or secondary school. Details can be found on the OCDSB website. Director Williams-Taylor asked that the school community convey information about the upcoming information nights with friends and colleagues in the community who have preschool aged children or students in grades 7 or 8.

Director Williams-Taylor reported that OCDSB staff members have raised more than \$67,000 through the annual United Way East Ontario campaign. Funds raised will support United Way East Ontario community initiatives to combat poverty, support youth and help people overcome challenges across the region. Director Williams-Taylor thanked all those who contributed to this campaign.

7. COVID-19 Update

Director Williams-Taylor introduced the COVID-19 update and noted that most students are currently in remote learning with the exception of students with complex needs. She added that the presentation is provided with the understanding that school districts are expected to return to in-person learning on 17 January 2022. Director Williams-Taylor noted that an announcement from the provincial government is expected to occur on 12 January 2022 and that the school community would be informed of any changes to the plan to return.

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

- 11,000 Chromebooks have been sent to students and staff anticipate a total of 20,000 to be sent;
- Over 650 of 1000 mobile hotspots have been deployed, enabling students to continue remote learning;
- Staff expressed their appreciation to the educators committed to attend in-person learning for students with complex needs;
- The Ministry provided a research guide to remote learning for students with special education needs. This guide provides best practices to support students in remote learning;
- Staff noted that the Province has shifted its approach from containment to mitigation of COVID-19 in schools. This includes changes in testing strategy such as polymerase chain reaction (PCR) testing now being reserved for healthcare workers and others in high risk settings;
- Individuals are to assume COVID-19 positivity based on symptoms and to self-isolate accordingly;

- There is currently no consistency in data sources for confirmation of positive COVID-19 cases, thus the Ministry of Education (the Ministry) has changed the reporting requirement for school districts by removing the daily dashboard reporting requirement;
- Ottawa Public Health (OPH) is working closely with the four coterminous school boards regarding how COVID-19 reporting requirements will look like in the future;
- Screening tools for students and staff have been updated by the Ministry and OPH and will be added to OCDSB website;
- OPH symptoms page has been updated to reflect requirements based on vaccination status and immune health. Anyone showing symptoms will need to self-isolate regardless of vaccination status;
- The previous practice of dismissing entire cohorts and classes to self-isolate will no longer occur and individuals showing symptoms are now required to self-isolate as needed;
- Ottawa has higher rates of vaccination coverage compared to the rest of the province;
- The District continues to support the promotion of vaccine clinics from OPH;
- The booster dose of COVID-19 vaccination does not change the definition of fully vaccinated;
- The Ministry has advised that school boards are expected to report aggregated and depersonalized statistical data regarding third booster dose coverage for staff, covered under the vaccine disclosure policy;
- Medical masks continue to be part of the personal protective equipment (PPE) provided to staff. The Ministry has made non-fit tested N95 respirators available to employees who choose to wear them;
- The Ministry will now provide optional 3-ply cloth masks for students;
- The Ministry will provide 81 new standalone High Efficiency Particulate Air (HEPA) filters in addition to the over 2,300 HEPA filters in use across the District. The Districts' work in prioritizing ventilation and air quality systems has had all heating, ventilation, and air conditioning (HVAC) systems reprogrammed to comply with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) standard and OPH recommendations to increase air and ventilation quality;
- The OCDSB website has ventilation information available for the public;
- The District recognized that school closures have had a negative impact on vulnerable families within the school community and provides mental health resources and supports to families and students and have provided

information in other languages. The District also works with the Ottawa Network for Education (ONFE) to address food security and nutrition programs;

- Trustee Bell requested that a cost estimate for the Board to supply students with the most effective masks be provided to ensure that students have the most appropriate COVID-19 mitigation measures;
- The Ministry is working to procure rapid antigen tests for the education sector; however, the education sector is currently a lower priority over other public sectors and delays in receiving sustained supply of tests can be procured. The Ministry does want to continue PCR testing for students and staff but available testing was prioritized to healthcare groups at this time;
- It would be challenging to have school staff collect data for students and staff who have self-isolated and it would not be appropriate for staff to collect detailed personal health information;
- It was clearly communicated that the family decision for students to attend schools in-person or through the Ottawa-Carleton Virtual (OCV) campus would remain in effect for the entire 2021-2022 school year; however, exceptions may be considered on a case-by-case basis;
- Students self-isolating at home could learn asynchronously through remote learning;
- Students are expected to have their lunch breaks within their cohort and staff have not discussed a change in process for snack or lunch breaks;
- Staff have not required additional safety measures for students on buses as it is the purview of the Ottawa Student Transportation Authority (OSTA);
- Class closures could result from potential staffing shortages;
- There are no expectations that schools will be required to report on class closures;
- Dr. Etches is in favour of students returning to in-person learning;
- The District is prepared for secondary schools to return to a four course per day semester model beginning in February 2022. This will be dependent on new information from Ministry requirements and the District will be able to remain in a two class per day structure if required;
- Trustees expressed concern with the removal of COVID-19 reporting requirements as it provided families insight to determine if they were comfortable in sending their children to school. Trustees hoped that staff would convey this in discussions with OPH;
- Families could speak with on-site supervisors at daycare facilities to expedite the return of prepaid funds;

- Director Williams-Taylor advised that the Education Foundation is actively working with social work cohorts to support families and that principals could also be another support for families to reach out to;
- The Ontario Teachers Federation agreed to allow retired teachers to extend the maximum number of days from 50 to 95 to support schools without impacting their pension;
- The extension of days for retired teachers to work has helped reduced some shortages in targeted teacher areas; however, this is a recent change and the data has not revealed the full impact this decision has had;
- In response to a query from Trustee Lyra Evans, Associate Director Reynolds noted that he would raise the suggestion for students to eat in smaller groups within the classroom at discussions with Ottawa Public Health (OPH);
- In the event that a class is closed due to an educator not being available to attend class and all contingencies are exhausted, staff would provide as much notice as possible to families;
- If an educator is not available to teach, a list of contingency strategies is shared with principals including, filling a teacher absence via the call out system through a list of occasional teachers, if this is not successful, principals can reach out directly to replacement staff. Most elementary schools have a dedicated occasional teacher (DOT) which could be dispatched to schools as required. Educators could relinquish preparation time in order to attend a class with an absent educator and be provided with compensation for their preparation time later. If all contingencies are depleted and there is a possibility of class closures, principals are encouraged to make these decisions as quickly as possible in order to maximize notice to families;
- Ministry-provided 3-ply masks for students may not provide as much protection as surgical masks, but do provide better mitigation measures than what some students are provided with from home;
- Staff have significant reluctance to combine cohorts as a measure for educator shortages; however, cohorts may be combined to provide general supervision. This will be further discussed with OPH;
- Staff would be inclined to close classes before mixing cohorts;
- To request a DOT, a principal can provide a rationale to Human Resources staff. Most requests are approved and some schools have two DOTs although some rural schools have difficulty filling DOT positions due to geographical restrictions;
- Educator absences at the Crystal Bay Centre for Special Education and Clifford Bowey Public School (CB) sites are addressed through possible redeployment of central staff but this is difficult as the primary educators at these sites are sensitive to the special needs of their students. Some

additional staff are at the CB sites and they could support these classes but availability of additional staffing is inconsistent which can provide challenges;

- N95 and similar masks are intended to be replaced daily; and
- The Ministry provided 3-ply masks that are a blend of cotton and polyester and sizes were also determined by the Ministry. Due to the worldwide shortage of N95 masks, staff hope to hear from the Ministry of Education, Ministry of Health, and Ministry of Labour on how these masks can be safely re-used.

Following a break at 9:00 pm the meeting was called to order at 9:05 p.m.

8. Matters for Action:

8.1 Report 22-001, Facilities Renewal Program and School Condition Improvement 2021-2022 Project Plan (M. Carson)

Your Committee had before it Report 22-001 to obtain Board approval of the Facilities Renewal Program (FRP) to be implemented under the School Renewal Allocation (SRA), Temporary Accommodations (portable moves) and School Condition Improvement (SCI) funding for the 2021-2022 budget year.

Moved by Trustee Blackburn,

- A. THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$113,102,653 be approved as detailed in Appendix B of Report 22-001;
- B. THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;
- C. THAT as FRP/SCI projects are tendered, based on bid results, or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional projects will be able to proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and
- D. THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.

During the discussion and in response to questions, the following information was provided:

- Shortages of contractors, skilled workers, and supply chain issues have increased project costs;

- Trustee Lyra Evans requested that staff confirm if the \$84.0 million accessibility and program backlog is included in the \$643.0 million backlog of renewal projects;
- The report does not include closed schools or administrative buildings as they do not serve students. These buildings also have a backlog which would be over \$50.0 million, with the majority of the backlog attributed to the former Rideau High School;
- The \$84.0 million in accessibility backlog was based on an analysis of OCDSB buildings in the past. Staff have not been able to finalize the pricing; however, staff are working with a consultant to ensure that work and requirements of the draft building environment standards are met. Staff anticipate that the cost of \$84.0 million could be higher than reported and the issue will be how the provincial government chooses to provide any grandfathering of existing buildings and how they intend to phase in requirements;
- Staff do not expect a requirement for immediate compliance of the Accessibility for Ontarians with Disabilities Act (AODA), considering that the standards have not yet been proclaimed;
- The District will move forward in making certain buildings more accessible regardless of delayed standards in order to serve a student or staff member's needs;
- Infrastructure funding that focuses on changing systems which were not obsolete does not eliminate backlogs;
- New buildings increase the square footage of total buildings to maintain which adds to the backlog;
- As building systems are changed or updated, staff use the opportunity to address some of the deferred maintenance at these sites;
- Most public sectors continue to have increased backlogs;
- The Board Sustainability Action Plan (BSAP), in which a draft will be provided later in the year, looks at the decarbonization and electrification of building systems. The BSAP will address converting gas-fired rooftop units to heat pumps which is already used as the standard when building new schools. The BSAP will outline expectations of design criteria going forward through a renewal plan;
- Replacing fossil fuel burning boiler-plants with electric systems is more difficult as there are currently few replacement options. Staff will prioritize replacing more simple systems before addressing the more complex systems;

- Solar arrays no longer have provincial incentives and the economics from this will be included in an upcoming energy plan report;
- Trustee Scott requested that staff provide information on the facilities condition index (FCI) methodology and school expectations of amenities, systems, and facilities;
- Staff noted that an important factor in the completion of a project is the cooperation of the principal and their staff as they are heavily involved. Family support for these projects is also important as students have had to be relocated for the completion of certain projects. Staff recognized the importance that FRP/SCI work directly affects students and planning on this is done to minimize disruption;
- School backlog information is published by the province periodically and is currently more than three years old. In the past, staff have presented the work that has been completed at schools through a report and a District Needs Analysis (DNA) is being updated to be presented in the fall of 2022. Staff noted that if a member of the public has specific questions regarding projects to be completed by schools, they can contact local area supervisor to obtain information informally; and
- Staff noted that a publicly-accessible data system may not be a straightforward task as it is difficult to transfer engineering financial reporting to a usable format. Staff would prefer to provide a report on school-by-school project status rather than respond to individual queries.

Moved by Trustee Blackburn

- A. **THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$113,102,653 be approved as detailed in Appendix B of Report 22-001 (Attached as Appendix A);**
- B. **THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;**
- C. **THAT as FRP/SCI projects are tendered, based on bid results, or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional projects will be able to proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and**
- D. **THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.**

8.2 Report 22-007, Approval of Policy P.147.GOV: Human Rights (C. Tanner)

Your Committee had before it Report 22-007, seeking approval of Policy P.147.GOV. Human Rights Policy.

Director Williams-Taylor advised that Policy P.147.Gov: Human Rights Policy (the Policy) has been drafted through the engagement of many stakeholders. She noted that Human Rights and Equity Advisor (HREA) Carolyn Tanner led the work on the development of the policy, and noted that she has been a leader and has been instrumental in shaping the profile of HREAs throughout the province, a role that will have significant impact on students and staff.

During the discussion and in response to questions, the following information was provided:

- The rights of children and all persons are subject to the limitations permitted by law. The Policy will not change approaches that are in place. Children have separate and distinct rights and their capacity to implement their rights evolves, as they mature when they can take more leadership in exercising their rights;
- The *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) still applies, and the Policy would not change current practices of searching lockers and personal belongings of students;
- Recommendations from the office of the HREA would be shared with a complainant and a respondent and the District, individual recommendations related to cases would remain confidential. There is a requirement to provide cyclical reporting on complaints the HREA and reports that would include systemic recommendations. It is the responsibility of the Director of Education to implement recommendations from the office of the HREA;
- Much of the policy work will be determined and outlined in the procedure;
- The office of the HREA would conduct investigations based on evidence to determine a finding of facts. There may be recommendations for a remedy to mitigate future incidents but this would not include discipline for an individual, which is the responsibility of the District;
- Director Williams-Taylor advised that there are intersections with other areas of responsibility within the District. She noted that allegations of misconduct would be investigated through the Human

Resources/Labour Relations Department where the outcome of an investigation of an infraction might see discipline, including possible termination of an employee if warranted. The office of the HREA does not have the purview to determine the outcome of an infraction, but if the complaint originated with the office of the HREA, it may look at a systemic practice and make recommendations to the Director of Education;

Moved by Trustee Campbell,

- A. THAT Policy P.147.GOV: Human Rights attached as Appendix D to Report 22-007, be approved;
- B. THAT Policy P.086.CUR: Religious and Creed-Based Accommodation, attached as Appendix E to Report 22-007, be rescinded; and
- C. THAT other Board Policies be amended as necessary to reflect the definitions approved in Board Policy P.147.GOV: Human Rights.

An Amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV, section 1.0 c the words “that remedies harm and restores relationships” be struck and the words “remedying harm and working to restore relationships when we do not meet these standards” be inserted as a new part d.

Carried, friendly

An amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV, section 4.14 d the words “concerns and complaints within the District;” be struck and replaced with “concerns, complaints, and system-level recommendations made;”

In response to a query, Director Williams-Taylor advised that the amendment gives scope to be able to provide updates to the public but will allow staff to apply discretion in the case of legal or privacy-based reasons for not providing specific information. System level recommendations would not include naming specific individuals or cases;

An amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV, section 4.14 d the words “concerns and complaints within the District;” be struck and replaced with “concerns, complaints, and system-level recommendations.

Carried, friendly

- In response to clarification of the definition of violence in the Policy, HREA Tanner advised that the term violence concerning the rights of

the child, indicates that all forms of violence against children are prohibited. The term in the Policy refers to all forms of violence;

- Trustee Campbell suggested that the term violence be included as a glossary term to provide clarity;
- Director Williams-Taylor advised that the District has jurisdiction over third-party service providers and those who interact with students, but imposing remedies differs depending on the role of the service provider. She noted that anyone who has an intersection with students or staff is subject to the expectation that human rights are maintained and this area would be outlined in the procedure; and
- Superintendent McCoy advised that Policy P.009.HR, Respectful Workplace Policy provides that the District has the obligation to protect students and staff who may come into contact with third-party providers. She noted that language can be embedded in contracts that outline the expectation of behaviour and conduct of service providers, in contact with students and staff. Superintendent McCoy reported there may be jurisdictional limits in the District's ability to compel, but the District can assert its expectation that the OHRC or human rights legislation and policies be adhered to.

Trustee Schwartz noted her concern about the time and the ability to complete the remaining agenda items. She suggested that the items be deferred to a future date and time.

Moved by Trustee Schwartz,

THAT discussion on items 8.2 Report 22-007, Approval of Policy P.147.GOV: Human Rights and 10.1 Report 22-004, Specialized Program Class Referral Information 2021-2022 be continued at a date and time to be determined by agenda planning.

Carried

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

9. Reports from Statutory and Other Committees

9.1 Indigenous Education Advisory Council, 18 November 2021

Moved by Trustee Hough,

THAT the report from the Indigenous Education Advisory Council (IEAC), dated 18 November 2021, be received.

Carried

9.2 Advisory Committee on Equity, 25 November 2021

Moved by Trustee Lyra Evans,

THAT the report from the Advisory Committee on Equity (ACE), dated 25 November 2021, be received.

Carried

9.3 Special Education Advisory Committee, 3 November 2021

Moved by Trustee Boothby,

THAT the report from the Special Education Advisory Committee (SEAC), dated 3 November 2021, be received.

Carried

9.4 Special Education Advisory Committee, 8 December 2021

Moved by Trustee Lyra Evans,

THAT the report from the Special Education Advisory Committee (SEAC), dated 8 December 2021, be received.

Carried

10. Matters for Discussion:

10.1 Report 22-004, Specialized Program Class Referral Information 2021-2022 (P. Symmonds)

Moved by Trustee Schwartz,

THAT Report 22-004, Specialized Program Class Referral Information 2021-2022 be continued at a date and time to be determined by agenda planning.

Carried

11. Information Items:

11.1 Report from OPSBA (if required)

Trustee Boothby reminded trustees that the deadline for any resolutions for the Annual General Meeting (AGM) is by the March 2022 Committee of the Whole (COW) meeting.

11.2 New Ministry Initiatives Update (if required)

Director Williams-Taylor noted that any new information on COVID-19 protocols will be provided to the school community as information is presented to the District.

11.3 OSTA Update (if required)

There was no OSTA update.

12. New Business - Information and Inquiries

Members requested that Trustee Scott write a letter to the Minister of Education requesting that the Ministry provide additional COVID-19 safety measures for students and staff.

Trustee Lyra Evans suggested that Chair Scott use firm language in the letter to the Minister.

Chair Scott advised that a draft of the letter would be completed by 12 January 2022 and would intend to send the letter to the Minister by 13 January 2022.

13. Adjournment

The meeting adjourned at 10:47 p.m.

Keith Penny, Vice-Chair