



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, May 6, 2025, 6:30 p.m.

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees Present: Justine Bell (electronic communication), Donna Blackburn, Donna Dickson, Lyra Evans, Julia Fortey (electronic communication), Jennifer Jennekens, Nili Kaplan-Myrth, Matthew Lee (electronic communication), Cathryne Milburn, Suzanne Nash, Amanda Presley, Lynn Scott (electronic communication), Ezio De Stefano (Student Trustee, electronic communication), Jeffrey Zhang (Student Trustee, electronic communication)

Staff Present: Pino Buffone (Director of Education), Brett Reynolds (Associate Director - Academic), Randy Gerrior (Associate Director, Business Operations), Janice McCoy (Acting General Counsel), James Proulx (Executive Officer of Technological Support Services), Reg Lavergne (Superintendent of Program Services), Shawn Lehman (Superintendent of Employee Services), A.J Keene (Superintendent of Education), Marva Major (Superintendent of Numeracy), Kate Stoudt (Superintendent Learning Support Services), Walter Piovesan (Superintendent, School Operations), Kristin Riddell (Superintendent of Education), Karyn Ostafichuk (General Manager, Planning/Transportation), Sandy Owens (General Manager, Business & Learning Technologies), Julie Cyr (General Manager, Early Learning), Diane Pernari (General Manager, Communications & Public Relations), Andrea Rahim (General Manager, Research Evaluation & Analytics Division), Julie Anderson (Teacher), Darren Gatley (General Manager, Governance Services), Kenan Omercajic (Strategic Business Analysis), Michael Guilbault (Central Audio/Visual Technical Specialist), Jacques Vezeau (Senior Learning Technology Analyst), Kathy Mak (Board/Committee Coordinator)

Non-Voting Representatives Present: Jean Fulton-Hale (OCSSAN), Justin Shilman (OCEOC), Tahir Yapici (PIC), Anthony Wong (SEAC), Chris Walsh (OSSTF), Jason Glover (ACE), Lili Miller (IEC), Thomas Holloway (OCASC), Stephanie Kirkey (OSSTF-District 25), Stephen Skoutajan (OCEFTO), Jamieson Dyer (OCEOTA)

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

Chair Milburn called the meeting to order at 6:30 p.m.

2. Acknowledgement of Territorial Lands

Chair Milburn acknowledged that this meeting is taking place on unceded Algonquin Homelands and thanked the Algonquin Nations for their stewardship of these lands since time immemorial.

3. Declarations of Interest

No declarations of interest were filed.

4. Approval of Agenda

Moved by Trustee Kaplan-Myrth,

THAT the agenda be approved.

Carried

5. Briefing from the Chair of the Board

Trustee Scott reported the following:

- Mental Health Week is from 5 May to 11 May 2025. The Ottawa-Carleton District School Board (OCDSB) Mental Health team has compiled a number of activities and links to challenge stigma and create a more supportive community, and 6 May 2025 will focus on "Smashing the Stigma" to support students in understanding mental health; and
- School Mental Health Ontario's (SMHO) "By Your Side" is a free webinar series that will continue until 4 June 2025.

6. Briefing from the Director

Director Buffone reported the following:

- Through a partnership with the non-profit organization Next Shift Hockey, Dante, a grade 11 student at Ottawa Technical Secondary School (OTSS) has built a boys' team at the school, obtained free equipment and organized ice time;
- Registration for summer language classes and camps for students in kindergarten (K) to grade 8 is open to students from all school boards; and
- Registration for the 2025 summer school programs is currently open and continuing education will offer a variety of in-person and virtual programs including secondary credit programs for grade 8 to grade 12 students, programs for adult learners, and remedial programs for grade 6 to grade 8 students.

7. Delegations

There were no delegations.

8. Matters for Action:

8.1 Report 25-025, Elementary Program Review - Final Recommendations Related to Program Model, Supports for Students, Attendance Boundaries and Grade Configurations (P. Buffone)

Your Committee has before it Report 25-025, Elementary Program Review - Final Recommendations Related to Program Model, Supports for Students, Attendance Boundaries and Grade Configurations, seeking to approve the recommendations arising from the Elementary Program Review (EPR), including proposed changes to elementary program pathways, specialized program classes, school attendance boundaries and grade configurations.

Moved by Trustee Jennekens,

THAT

A. i. Effective September 2026, two elementary programs, Enhanced English and French Immersion, as described in Report 25-025, be offered for students in grades 1 to 8: Enhanced English and French Immersion;

ii. Middle French Immersion be phased out over time as the last cohort of Grade 4 students entering the program in September 2026 completes Grade 8;

iii. Alternative be phased out over time as the last cohort of JK students entering the program in September 2025 completes Grade 8;

B. Each of the following Specialized Program Classes: Gifted Program - Primary, Language Learning Disability Program and Learning Disabilities Specialized Intervention Program, be phased out as students leave the program; and

C. Effective September 2026, elementary schools' grade configurations, attendance boundaries and program offerings be revised as outlined in Report 25-025 and Appendices A and B to Report 25-025, including site-specific transitional provisions.

An amendment moved by Trustee Presley,

THAT section A. iii. be struck and amend sections A. i. and C to include the elementary alternative program.

Acting General Counsel McCoy noted that the amendment was not in order due to sections A and C being interconnected which would cause inconsistency of the recommendation and suggested that the original motion should be defeated to bring forward a new motion.

Trustee Presley noted the importance of the elementary alternative program and suggested a three year pause on the elimination of the program to provide the District with the opportunity to examine the efficacy and viability of the program.

Trustee Lyra Evans requested all votes on amendments be recorded and each clause of the motion voted on independently. Chair Milburn ruled that sections A and section C of the motion will be voted on together and section B will be voted on independently.

Trustee Lyra Evans suggested that discussion on section B be deferred to later in the meeting.

Moved by Trustee Lyra Evans,

THAT sections A and C be voted on together and section B be deferred to later in the meeting and voted on independently.

Carried

An amendment by Trustee Lyra Evans,

THAT a new section D be added as follows:

- D. THAT the transition framework, outlined in section 13 of the Report 25-025 grant all requests for exemptions provided:
- i. The school still has the program the student would otherwise be enrolled in;
 - ii. The PAR Guidelines are met; and
 - iii. There is space, and program viability, at both the sending and receiving school.

During the ensuing discussion, the following points were raised:

- Trustee Lyra Evans noted the intent of the amendment is to ensure students will have the opportunity to remain in their original school and limit the amount of transition that will occur. In addition, the amendment aims to provide families with the opportunity to be granted exemptions wherever possible;
- General Manager Ostafichuk expressed concern regarding the implementation of a blanket exemption and noted the number of factors that must be taken into consideration such as the Pupil Accommodation Review (PAR) guidelines, school capacity, program viability and the family's reason to apply for exemption.

She also noted the school capacity will vary at each site and each classroom's capacity for students is calculated by the Ministry of Education (MOE);

- Trustee Lyra Evans suggested the District use the term “exemption” broadly to include cross boundary transfers (CBT) or special education needs to apply to other reasons for the request;
- Associate Director Reynolds cautioned using the term “exemption” broadly as the District has not examined the number of students wishing to apply for CBTs and the impact of granting the exemptions. The one time exemption that will occur for the 2026 to 2027 school year is designed for those students in their current school who wish to remain, as the criteria has yet to be developed;
- General Manager Ostafichuk noted that staff have considered exemptions for grade 6; however, not all grade 6 students will have an exemption as there are a number of exemptions that require applications. The District ensures there is program viability due to the diverse feedback the District had received;
- With the aim to limit the number of transitions for students, the District communicated the proposed boundary changes to principals, noting the potential last grade which students would be phased into the new school;
- Chair Milburn clarified that the addition of section D to the original motion will be voted on independently;
- Trustee Kaplan-Myrth expressed concern regarding the lack of voice from disadvantaged communities and the lack of transparency in developing exemption criteria as a centralized process. She suggested the District reach out to disadvantaged families to ensure they are supported through the exemption process and the number of available options are communicated clearly;
- The centralized process in creating exemption criteria is to ensure consistency and equitability across the system and the criteria will be communicated across school sites, including to the most disadvantaged and marginalized groups;
- Associate Director Gerrior expressed concern that applying a blanket exemption without defined criteria would create additional levels of complexity and noted the potential small groups of students requiring vans as transportation. He noted this may result in substantial additional costs towards the implementation plan and create pressure in the future that will require reductions to other areas;

- It was noted that class size and student enrolment at sending and receiving schools will be taken into consideration when creating exemption criteria;
- Director Buffone noted that the proposed amendment as a blanket statement would not be operationally feasible for staff and the District does not guarantee students will be granted their exemption request;
- Director Buffone reassured trustees that the process will be created transparently and that the District will aim to accommodate as many exemptions as possible based on the criteria established;
- General Manager Ostafichuk noted that space in a class is not a utilization number but is dependent on how the school space is organized into classrooms, and suggested Trustee Lyra Evans refine the proposed amendment to ensure viability;
- The number of exemptions the District can grant is dependent on the enrolment at each site. The District obtains projection and enrolment data annually on the first day of school; and

The meeting recessed at 7:43 p.m. and resumed at 7:48 p.m.

- Associate Director Reynolds suggested the proposed amendment grant staff operational decision making power.

An amendment by Trustee Lyra Evans,

THAT a new section D be added as follows:

D. THAT the transition framework, outlined in section 13 of the report 25-025 grant all requests for exemptions provided:

- i. The school still has the program the student would otherwise be enrolled in;**
- ii. The PAR Guidelines are met; and**
- iii. There is space, and program viability, at both the sending and receiving school.**

For (11): Justine Bell, Donna Dickson, Lyra Evans, Julia Fortey, Jennifer Jennekens, Nili Kaplan-Myrth, Matthew Lee, Cathryne Milburn, Suzanne Nash, Amanda Presley, Lynn Scott

Against (1): Donna Blackburn

Carried (11 to 1)

The meeting recessed at 7:55 p.m. and resumed at 8:06 p.m.

An amendment by Trustee Lyra Evans,

THAT the following wording be added after the word “provisions” to section C: “except as noted below.

A French Immersion Program, with an attendance boundary matching that of the JK-6 English boundary, be offered at each of the following schools:

- Arch Street Public School;
- Convent Glen Elementary School;
- Hawthorne Public School;
- North Gower/Marlborough Public School.

And that any overlap be removed from the French Immersion (FI) boundary from each of the adjacent schools”.

- Trustees expressed concern noting that 4 out of the 5 schools not offering dual track programs are located in disadvantaged areas and families do not have the same capacity to engage with the school system. The importance of offering FI to low socioeconomic neighbourhoods was noted as families often send their children to sites that are within walking distance;
- To ensure program viability is achieved, grade configuration would be impacted if the District offered dual track at all sites;
- General Manager Ostafichuk noted it offering dual track to Convent Glen Elementary School (CGES) is not currently viable; however, a future change in demographics may provide opportunities to offer dual track at this site;
- Director Buffone clarified that there are a number of schools on the OCDSB Resource Allocation Index Based on Socioeconomics (RAISE) index that will offer dual track. The focus of the EPR is to provide community based schools with some exceptions to sites that offer enhanced English (EE) or French Immersion (FI), and that the District will continue to work towards offering dual track at all sites;
- Trustees expressed concern regarding the continued lack of support towards disadvantaged communities and inquired about the impact the EPR will have. Director Buffone clarified disadvantaged students are not exclusive to the five English only sites and the EPR will allow resources to be reallocated in a more effective and efficient manner;
- Trustee Lee noted that Dunlop Public School (Dunlop PS) has remained as English only due to a compromise reached as part of the the significant grade structure change;
- Trustee Scott clarified that North Gower/Marlborough Public School is not a school that serves a low socioeconomic status

neighbourhood and is not a highly racialized school. She noted high Education Quality and Accountability Office (EQAO) results at the site and dual tracking with a change in grade configuration will create a significant inconvenience for families due to the distance between schools;

A sub-amendment moved by Trustee Scott,

THAT North Gower/Marlborough be struck from the amendment.

Carried, friendly

Trustee Jennekens assumed the Chair.

- Trustee Milburn noted that the remaining English only schools are a compromise with the community that want a higher grade structure to ensure program viability;

Trustee Milburn resumed the Chair.

A sub-amendment moved by Trustee Bell,

THAT the phrase “once viable within next ten (10) years” be included and “and that overlap be removed from French Immersion boundary from each of the adjacent schools” be struck.

- Trustee Bell spoke to the intention of the sub-amendment, noting that this will ensure the District’s commitment to implement dual track in English only schools when possible;
- Director Buffone expressed concern regarding the 10 year timeframe set in the sub-amendment as there are a number of factors that can affect the implementation of dual track such as the moratorium on school closure;
- The District planning department aims to focus on stability in areas where there are accommodation reviews and will examine the area over the next five (5) years. General Manager Ostafichuk noted that there will unlikely be change in the area in the next 5 years;
- Trustee Lyra Evans suggested Dunlop PS should be included in the proposed amendment due to a typographical error;
- Trustees noted that families expressed interest in sending students to an FI program at the listed schools if given the opportunity;

A sub-amendment moved by Trustee Bell,

THAT the phrase “once viable within next ten (10) years” be included and “and that overlap be removed from French Immersion Boundary from each of the adjacent schools” be struck.

Defeated

A sub-amendment moved by Trustee Lyra Evans,

THAT Dunlop Public School be included in the amendment.

- Trustee Lyra Evans noted the intention of the sub-amendment is to ensure all English only sites are as viable as FI sites;
- Trustee Lee noted the small student population at DPS and it would require a substantial increase in school sites at the Roberta Bondar Public School (RBPS) community to offer dual track program at Dunlop Public School;

A sub-amendment moved by Trustee Lyra Evans,

THAT Dunlop Public School be included in the amendment.

Defeated

- Trustee Lyra Evans suggested the Board consider the compromise that needs to be made and noted that childcare is a benefit; however, the District's priority should be on education;
- Students at English only sites will still have access to their closest FI sites within their boundary;

An amendment by Trustee Lyra Evans,

THAT the following wording be added after the word "provisions" to section C: "except as noted below.

A French Immersion Program, with an attendance boundary for matching that of the JK-6 English boundary, be offered at each of the following schools:

- Arch Street Public School;
- Convent Glen Elementary School;
- Hawthorne Public School;
- North Gower/Marlborough Public School.

And that any overlap be removed from the French Immersion (FI) boundary from each of the adjacent schools".

For (3): Justine Bell, Lyra Evans, Nili Kaplan-Myrth

Against (9): Donna Blackburn, Donna Dickson, Julia Fortey, Jennifer Jennekens, Matthew Lee, Cathryne Milburn, Suzanne Nash, Amanda Presley, Lynn Scott

Defeated (3 to 9)

The meeting recessed at 8:52 p.m. and resumed at 9:00 p.m.

- Feedback from the spring 2025 community consultation has been incorporated into the EPR and the overarching principles for the program were derived from the consultation feedback;
- Staff had reached out to a number of disadvantaged communities to gather input during the fall 2024 community engagement campaign to ensure their voices were heard. The District had increased the number of Family and Community Engagement (FACE) sessions that occurred through the Student Achievement Through Equity (SATE) inquiry and certain communities were offered transportation to facilitate their participation in the consultation;
- The voices from disadvantaged communities have expressed concern regarding the change in school configuration for dual track to be offered;
- District data indicates that there needs to be a focus on achievement and well-being, and a need to reframe equity for achievement and equity of well-being;
- Once the EPR infrastructural changes are implemented, the District aims to focus on achievement and well-being through a renewed look at teaching and learning approaches. A series of new frameworks will be implemented that are tied to literacy, numeracy, emerging technologies, social responsibility and well-being;
- The District aims to ensure the renewed approach to teaching and learning frameworks are underpinned by universal design for learning, differentiated instruction and experiential learning;
- Student Trustee Zhang requested a recorded vote for the EPR recommendation;

Trustee Presley assumed the Chair.

- Currently there have been no concerns raised regarding child care on a yearly basis;
- All actions by the District are linked to its budget in some capacity; however, the current annual budgetary process is not a direct correlation to the EPR. Budget will always be a consideration but is not the driving force behind the EPR;
- Trustee Milburn expressed concern regarding standardized programs, the conflict between reconfiguring boundaries and grade structures, and different communities valuing varying aspects of the EPR and she noted that certain compromises are required;

Trustee Milburn resumed the Chair.

- To ensure dual track was offered to Richmond Public School (PS) and Goulbourn Middle School (MS), staff needed to divide the Village of Richmond into two areas due to the school capacity and then divide students between the two sites;
- Trustee Presley noted the benefits of the elementary Alternative program and encouraged trustees to consider the program's success in promoting learning, well-being and social responsibility in an environment that students feel safe and confident. She noted that cost should not be a factor as it is funded by the per pupil formula as are other programs within the District;
- Trustees noted the benefits of the EPR including flexible entry points, the opportunity for students to learn English, and the option to learn French while attending school closer to their home;
- Trustee Lyra Evans suggested that dual track be offered at all sites and cautioned against financial cuts as it will create long term impact on future student education that will be difficult to overcome, potentially adding additional systemic barriers;
- Director Buffone acknowledged the need to continue support for students with higher needs; however, cautioned against maintaining Specialized Program Classes (SPC) and Alternative classes. He noted the need for an infrastructural change and a shift in the way students are supported throughout the District and that students' academic needs should be addressed in their home school as opposed to recommending a transfer to the elementary Alternative program or SPC;

Moved by Trustee Blackburn,

THAT debate be closed.

Defeated

- Trustee Bell highlighted the community has expressed appreciation for the Indigenous voice being heard. She noted the impact the EPR will have on the community's trust as many questions have not been answered, including capital investments plans, implementation plans, the redistribution of resources, support systems for FI, and the data demonstrating the needed elimination of the elementary Alternative program; and
- Trustee Presley voiced concern about making a decision without taking the time needed to implement the successful pedagogies found in the elementary Alternative program, noting a pause is needed to gather more research.

Moved by Trustee Jennekens,

THAT

A. i. Effective September 2026, two elementary programs, Enhanced English and French Immersion, as described in Report 25-025, be offered for students in grades 1 to 8: Enhanced English and French Immersion;

ii. Middle French Immersion be phased out over time as the last cohort of Grade 4 students entering the program in September 2026 completes Grade 8;

iii. Alternative be phased out over time as the last cohort of JK students entering the program in September 2025 completes Grade 8; and

C. Effective September 2026, elementary schools' grade configurations, attendance boundaries and program offerings be revised as outlined in Report 25-025 and Appendices A and B to Report 25-025, including site-specific transitional provisions.

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

For (9): Justine Bell, Donna Blackburn, Donna Dickson, Julia Fortey, Jennifer Jennekens, Matthew Lee, Cathryne Milburn, Suzanne Nash, Lynn Scott

Against (5): Jeffrey Zhang, Ezio De Stefano, Lyra Evans, Nili Kaplan-Myrth, Amanda Presley

The binding vote to approve the motion was carried.

For (9): Justine Bell, Donna Blackburn, Donna Dickson, Julia Fortey, Jennifer Jennekens, Matthew Lee, Cathryne Milburn, Suzanne Nash, Lynn Scott

Against (3): Lyra Evans, Nili Kaplan-Myrth, Amanda Presley

Carried (9 to 3)

Moved by Trustee Jennekens,

B. Each of the following Specialized Program Classes: Gifted Program - Primary, Language Learning Disability Program and Learning Disabilities Specialized Intervention Program, be phased out as students leave the program;

During discussion and in response to queries, the following information was noted:

- Community feedback was provided noting the elimination of special education programs is not in the best interests of students;
- Trustee Lyra Evans noted concerns with the ability to provide the level of support these students will require in mainstream classrooms;
- Director Buffone noted that student data, input from the Learning Support Services (LSS) department, and community feedback were considered when the revised number of specialized classrooms to eliminate was proposed in the revised EPR report;
- Superintendent Stoudt noted that the shift from the proposed elimination of 39 classrooms to 26 was in response to the feedback received through the consultations with community, and staff about the complexities of student learning needs and the ability to support these students within a mainstream classroom;
- Trustee Kaplan-Myrth noted concerns with how teachers will be able to support the specific needs of student with disabilities, considering the proposed financial cuts to LSS;
- Superintendent Stoudt clarified that resources will be redirected to provide support to students with disabilities, noting collaboration between teachers and LSS;
- Director Buffone noted the LSS team uses a series of quality program indicators to measure student success, and will continue to use these tools, as well as work on professional development (PD) with staff;
- Superintendent Stoudt stated that classroom staff will be working in close collaboration with Program Services and LSS to ensure early detection for special needs and targeted interventions for students needing additional support;
- Trustee Kaplan-Myrth noted the current financial pressures the District is facing and the pressure to reduce funding to specialized programs;
- Trustee Bell noted she has only received positive feedback about the SPCs and the impact on student success, highlighting that additional resources are needed to support students with special needs;

- Trustee Fortey requested clarification whether this model could be brought back in the future;
- Superintendent Stoudt noted that with resources being redistributed to provide supports in mainstream classrooms, the District is ensuring that funding received to support students with special needs is being utilized in the most efficient and effective manner;
- Trustee Scott noted the positive, inclusive school communities she has witnessed where students with special needs are successfully integrated with supports from the Learning Support Services team, highlighting teacher capacity to pay attention to individual student needs;
- Trustee Jennekens voiced concerns regarding eliminating specialized programs in the early elementary grades when supports are needed the most;
- Stephen Skoutajan noted that more classroom support is needed to support students, and expressed concern regarding the 14 educational assistant (EA) positions that have already been cut. He requested a plan for how the District will ensure student supports are in place going forward, noting the decrease in school funding as compared to seven years ago; and
- Anthony Wong expressed the importance of having working metrics and a plan to support students with special learning needs, suggesting that no plan has been provided. He recommended delaying the elimination of specialized programs until a proper plan can be put in place, noting the work the Special Education Advisory Committee (SEAC) has been doing on the proposal previously provided to the Board.

Moved by Trustee Jennekens,

B. THAT each of the following Specialized Program Classes: Gifted Program - Primary, Language Learning Disability Program and Learning Disabilities Specialized Intervention Program, be phased out as students leave the program;

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

For (1): Lynn Scott

Against (13): Jeffrey Zhang, Ezio De Stefano, Justine Bell, Donna Blackburn, Donna Dickson, Lyra Evans, Julia Fortey, Jennifer Jennekens, Nili Kaplan-Myrth, Matthew Lee, Cathryne Milburn, Suzanne Nash, Amanda Presley

The binding vote to approve the motion was defeated.

For (1): Lynn Scott

Against (11): Justine Bell, Donna Blackburn, Donna Dickson, Lyra Evans, Julia Fortey, Jennifer Jennekens, Nili Kaplan-Myrth, Matthew Lee, Cathryne Milburn, Suzanne Nash, Amanda Presley

Defeated (1 to 11)

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

Moved by Trustee Jennekens,

- D. THAT the transition framework, outlined in section 13 of Report 25-025 grant all requests for exemptions provided:
- i. The school still has the program the student would otherwise be enrolled in;
 - ii. The PAR Guidelines are met; and
 - iii. There is space, and program viability, at both the sending and receiving school.

Moved by Trustee Kaplan-Myrth,

THAT debate be closed.

Carried

Moved by Trustee Jennekens,

- D. THAT the transition framework, outlined in section 13 of Report 25-025 grant all requests for exemptions provided:**
- i. The school still has the program the student would otherwise be enrolled in;**
 - ii. The PAR Guidelines are met; and**
 - iii. There is space, and program viability, at both the sending and receiving school.**

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

For (14): Jeffrey Zhang, Ezio De Stefano, Justine Bell, Donna Blackburn, Donna Dickson, Lyra Evans, Julia Fortey, Jennifer Jennekens, Nili Kaplan-Myrth, Matthew Lee, Cathryne Milburn, Suzanne Nash, Amanda Presley, and Lynn Scott

Carried (14 to 0)

The binding vote to approve the motion was unanimous.

For (12): Justine Bell, Donna Blackburn, Donna Dickson, Lyra Evans, Julia Fortey, Jennifer Jennekens, Nili Kaplan-Myrth, Matthew Lee, Cathryne Milburn, Suzanne Nash, Amanda Presley, and Lynn Scott

Carried (12 to 0)

9. Report from Statutory and Other Committees

9.1 Parental Involvement Committee (PIC), 12 February 2025

Moved by Trustee Nash,

THAT the report from the Parent Involvement Committee (PIC), dated 12 February 2025, be received.

Carried

9.2 Advisory Committee on Equity (ACE), 24 February 2025

Moved by Trustee Blackburn,

THAT the report from the Advisory Committee on Equity (ACE), dated 24 February 2025, be received.

Carried

10. Information Items:

10.1 Report from OPSBA (if required)

There was no report from the Ontario Public School Board Association (OPSBA) representatives.

10.2 Report from OSTA (if required)

There was no report from the Ontario Student Transportation Association (OSTA) representatives.

11. New Business - Information and Inquiries

Trustee Presley noted her intention to bring forward a motion requesting a pause on phasing out the elementary Alternative program.

12. Adjournment

The meeting adjourned at 10:36 p.m.

Cathryne Milburn, Chair