

## COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, November 19, 2019, 7:00 p.m.**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

Trustees Present:	Erica Braunovan, Donna Blackburn, Christine Boothby (electronic communication), Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaabouté Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
Staff Present:	Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Karyn Carty Ostafichuk (Manager of Planning), John MacKinnon (Audio-Visual Technician), Sue Baker (Acting Manager of Board Services), Darcy Knoll (Communications Coordinator), Samantha Flynn (Board/Committee Coordinator)
Non-Voting Representatives Present:	Christine Lanos, Ottawa-Carleton Elementary Operations Committee (OCEOC), Elizabeth Kettle, Elementary Teachers' Federation of Ontario (ETFO), Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC), Harvey Brown, Advisory Committee on Equity (ACE), and Jean Fulton-Hale, Ottawa-Carleton Secondary School Administrators Network (OCSSAN).

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

Vice-Chair Braunovan called the meeting to order at 7:06 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Trustee Hough,**

**THAT the agenda be approved.**

**Carried**

3. Briefing from the Chair of the Board

Chair Scott noted that the Elementary Teachers' Federation of Ontario (ETFO) has advised that it intends to start work-to-rule strike action effective 26 November. The Ontario Secondary School Teachers' Federation (OSSTF) has announced that it has received a mandate from its members to strike, but has not scheduled any labour actions. The District is currently preparing contingency measures to ensure students and parents remain adequately supported in the event of a strike. She added that the District will continue to keep parents informed as updates become available.

Chair Scott advised that on 20 November, the District will mark World Children's Day and the 30th anniversary of the United Nations (UN) adoption of the Convention on the Rights of the Child. She noted that World Children's Day is a celebration of the universal rights of every child to attend school, raise their voice, and share their talents with the world. She thanked the City of Ottawa, as it will be marking 20 November as "Child Friendly Day" in Ottawa and celebrating those making the city a child friendly place.

Chair Scott noted that it is Bullying Awareness Week, serving as a reminder of the District's duty to protect students and ensure they feel safe at school. Bullying can come in many forms including (but not limited to) physical violence, verbal harassment, or cyberbullying. She highlighted that the District is committed to building a culture of caring across the school community, adding that every student has the right to feel safe, accepted and valued. The District will continue to work toward the prevention of bullying and support those affected.

4. Briefing from the Director

Associate Director Reynolds invited educators and parents to attend Breaking Barriers: Achieving Black Student Excellence, a conference on addressing anti-Black racism in schools on 23 November. He noted that the half-day event will provide an opportunity for attendees to learn about specific issues affecting Black students and families in the education system.

Associate Director Reynolds advised that the District will be expanding the Safe Arrival system in November noting that SchoolMessenger SafeArrival is the District's new absence management system. The system allows parents to use a mobile app, a website, or a toll-free phone line to report an absence in advance. He noted that, in the first phase, the SafeArrival system will be implemented across 12 schools; the remainder of schools will receive access to the system as part of a staggered rollout throughout the 2019-2020 school year.

Associate Director Reynolds encouraged parents and students interested in the District's International Baccalaureate Programme to attend the District's

upcoming information nights at Colonel By Secondary School and Merivale High School. He added that dates and registration details can be found on the District website.

5. Presentation on Student Bus Transportation

Ottawa Student Transportation Authority (OSTA) General Manager and Chief Administrative Officer, Vicky Kyriaco provided an overview of the organization's structure, highlighting that it is currently transporting 72,370 students. She advised that there is a driver shortage which is expected to increase over the winter season. Opportunities for cost-control measures were provided for information including a bell time review, reduction of single riders (vans), reduction of modified schedules (vans), and eligibility review.

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

- Transportation services provided by OC Transpo have been affected by the introduction of the light rail transit (LRT) system. Some students are regularly arriving late to school due to delays on the LRT route. OSTA is continuing to discuss the problems associated with the LRT with OC Transpo;
- OSTA does not track the number of students who have had their transportation privileges suspended or revoked. OSTA receives a significant number of annual complaints from drivers regarding student behaviour. OSTA is currently piloting the use of internal cameras on its busses to assist in monitoring and deterring misbehaviour;
- OSTA is aware of student use of vaping devices on buses; it is expected that the installation of internal cameras on busses may assist in this regard;
- With regard to active transportation, there is significant momentum operationally;
- OSTA does not track individual student transportation on a day-to-day basis. OSTA has not pursued measures to fill empty seats on its vehicles on a part-time basis due to the constant flux in student riders; and
- OSTA must conduct privacy impact assessments with regard to the installation of internal cameras on its buses. A privacy commissioner oversees this process. To ensure driver retention and a safe environment for students, OSTA believes that the installation of cameras is a necessary protocol.

6. Delegations

- 6.1 Jacqueline Shaw, Gloucester High School Council re Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School

On behalf of the Gloucester High School Council, Ms. Jacqueline Shaw urged the District to continue its timely monitoring and reporting on the amalgamation of Rideau High School and Gloucester High School. She acknowledged that, to date, two of four reports have been published adding that the reports are critical in identifying positive trends and areas of concern. She expressed the view that it is imperative to identify if there are students who are experiencing academic challenges due to the amalgamation.

In response to trustee queries, Ms. Shaw noted the following:

- Previous monitoring reports presented by the District have been difficult for some parents to understand. District staff are welcome to attend a Gloucester High School Council meeting to collect feedback on how monitoring reports may be improved; and
- The principal of Gloucester High School has indicated that she would be soliciting feedback from students on the current methods used in collecting qualitative data.

6.2 Peter Gareau re Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School

Mr. Gareau expressed concern regarding the proposed motion to reduce the number of monitoring reports on the amalgamation of Rideau High School and Gloucester High School. He highlighted that the Board made a commitment to produce three monitoring reports and commented on the importance of the monitoring reports to the school community. He urged the Board to ensure the production of the final monitoring report.

In response to a query from Trustee Ellis, Mr. Gareau noted that many parents in his community were disappointed with the decision to close Rideau High School and although Gloucester High School has offered a welcoming environment to former Rideau High School students, many of the programs have not been sustained. He added that his sentiments are shared amongst the former Rideau High School community.

7. Matters for Action:

7.1 Report 19-114, In-Year Support for Students with Autism Spectrum Disorders and Developmental Disabilities (P. Symmonds, ext. 8254)

Your Committee had before it Report 19-114 seeking approval for an increase in staffing to support students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD).

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

- Staff are requesting an additional 25 full time equivalent (FTE) educational assistants to support 27 students in the regular program;

- Staff are working collaboratively with the District's human resources department with regard to the timely recruitment of additional EAs within the current school year;
- The estimated cost associated with the proposed increase to in year staffing was not previously identified in the current budget year. The District is able to absorb the proposed costs without exceeding the mandate that restricts the use of accumulated surplus in any school year to 1% of the operating grants provided by the Ministry;
- There are 6 students with DD who are awaiting placement at a specialized program school. They are currently being accommodated in the regular classroom;
- Staff is closely monitoring the Ministry's funding for students with ASD. The City of Ottawa has been a diagnostic hub for students with autism which may affect funding;
- In response to a trustee request, CFO Carson advised that the actual cost associated with the proposed increase to in year staffing could be provided to the Board in January 2020; and
- A concern was expressed that students with special needs who are awaiting placement into a specialized program class can contribute to disruption in their regular classroom environment.

Moved by Trustee Campbell,

THAT the Board approve the proposed in year increase to staffing (25.0 FTE Educational Assistants and 1.0 FTE Itinerant Teacher) effective immediately, to support students with Autism Spectrum Disorders and Developmental Disabilities.

In introducing the motion, Trustee Campbell expressed the view that the motion is non-discretionary and is required to adequately serve students.

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

- The District generally increases EA allocations during the first few months of each school year. The EA allocation in reserve also allows the District to support students who require short-term support transitioning to their regular classroom. Learning Support Services (LSS) regularly consults with the multidisciplinary teams to build capacity and ensure that proper supports are implemented;
- Student needs continue to increase across the District. In the spring of 2019, staff were added centrally and in classrooms to assist in addressing student needs;

- EAs are not assigned to specific students. EAs are assigned to schools to assist in building independence and responding to varying needs among students. School administrators assist in student monitoring to ensure that all students are receiving adequate levels of support;
- A request will be made to increase the number of specialized program classes in the spring of 2020. It is too early to determine how many classes will be needed. Staff continually examine student needs, and project the required supports; and
- The geographic model for specialized program classes remains a District priority in stabilizing service delivery. Many students with special needs do not require placement in a specialized program class.

Moved by Trustee Lyra Evans,

THAT the debate be closed.

Defeated

In response to a query from Trustee Scott, Superintendent Symmonds noted that the estimated cost associated with the proposed increase to in year staffing is based on annual salaries and benefits.

**Moved by Trustee Campbell,**

**THAT the Board approve the proposed in year increase to staffing (25.0 FTE Educational Assistants and 1.0 FTE Itinerant Teacher) effective immediately, to support students with Autism Spectrum Disorders and Developmental Disabilities.**

**Carried**

**7.2 Report 19-115, Approval of Policy P.141.GOV Integrity Commissioner (M. Giroux, ext. 8310)**

Your Committee had before it Report 19-115 seeking approval of the draft Policy P.141.GOV Integrity Commissioner (Appendix A) to establish the OCDSB new office of the Integrity Commissioner.

Moved by Trustee Blackburn,

THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved.

In introducing the motion, Trustee Blackburn thanked members of the Ad Hoc Code of Conduct Committee for their input with regard to the role description and function of the Integrity Commissioner. She commented that, in the event that a trustee has been observed as being in contravention of the Board Member Code of Conduct, the Integrity

Commissioner would ensure that the matter is managed in an unbiased manner.

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

- With regard to the requirement of a two-thirds vote for the removal of an Integrity Commissioner, staff requested legal advice and was advised to consider a higher standard than a simple majority. The Integrity Commissioner would be engaging in matters of review with regard to board behaviour which would be sensitive;
- In response to a request from Trustee Campbell, staff agreed to provide further information regarding whether a two-thirds vote for the removal of an Integrity Commissioner would also apply to a decision not to renew a contract;
- At this time, there are no plans to consult with the public regarding the draft policy;
- Informal investigations under the Board Member Code of Conduct will remain confidential. In response to a query, staff suggested that it may be prudent to review the public reporting structure after one year;
- It is unlikely that the workload of the Chair and/or Vice-Chair would be reduced following the appointment of the Integrity Commissioner;
- Following approval of the policy, the Board would be tasked with determining a mandate for a selection committee for the Integrity Commissioner. At that time, the Board could determine how many trustee members would be part of the committee; and
- Trustee Scott noted that although student trustees are not reflected as "board members" under the *Education Act*, the expectation is that they are privy to the same services as currently extended to all trustees.

*An amendment moved by Trustee Scott,*

*THAT section 4.0 Appendices be removed from the policy.*

*Carried, friendly*

Moved by Trustee Lyra Evans,

THAT the debate be closed.

Carried

**Moved by Trustee Blackburn,**

**THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved, as amended.  
(Attached as Appendix A)**

**Carried**

7.3 Report 19-051, Revisions to P.025.GOV Board Member Conflict of Interest (M. Giroux, ext. 8310)

Your Committee had before it Report 19-051 seeking approval of revisions to P.025.GOV Board Member Conflict of Interest in accordance with changes to the *Municipal Conflict of Interest Act (MCIA)* following the passage of Bill 68, *Modernizing Ontario's Municipal Legislation Act*.

In response to a query, Executive Officer Giroux noted that an Integrity Commissioner would not provide legal advice. The Integrity Commissioner may only provide advice or guidance to individual board members based on the statute of the law. Should an individual trustee request advice from the Integrity Commissioner, all statements made following receipt of the advice rest with the responsibility of the trustee. With regard to the use of the term "board member" throughout Policy P.025.GOV Board Member Conflict of Interest, it indicates that the individual is part of a larger entity and aligns with the terminology used in the District's policies pertaining to governance.

Moved by Trustee Schwartz,

THAT the revisions to P.025.GOV Board Member Conflict of Interest, attached as Appendix A to Report 19-051, be approved.

In response to a trustee request, staff agreed to provide further information about the application of Policy P.035.GOV Board Member Conflict of Interest with regard to student trustees.

**Moved by Trustee Schwartz,**

**THAT the revisions to P.025.GOV Board Member Conflict of Interest, attached as Appendix A to Report 19-051, be approved. (Attached as Appendix B)**

**Carried**

7.4 Notice of Motion, Re: Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School, Trustee Blackburn

The following motion was presented to the Committee of the Whole on 01 October 2019. Following a brief discussion, the motion was deferred to the 19 November 2019 Committee of the Whole meeting to provide trustees with additional for consultation with the Gloucester High School community and school council.

Moved by Trustee Blackburn,

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for



three years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

WHEREAS monitoring reports have been provided to the Board at the 1 May 2018 Committee of the Whole meeting and to Board on 28 May 2019;

WHEREAS the production of monitoring reports required significant involvement and time of Gloucester High School staff and students, the Research, Evaluation, and Analytics Department (READ), Business & Learning Technologies department, and senior staff which redirected their time away from supporting student needs;

WHEREAS the disaggregation of enrolment and achievement data by grade according to pre-amalgamated boundaries for comparison with Education Quality Accountability Office (EQAO) data by school for the past five years would represent a significant workload for staff in the Research, Evaluation, and Analytics Department;

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

THEREFORE BE IT RESOLVED

THAT the following motion approved by the Board on 7 March 2017 be amended to reduce the number of annual monitoring reports from three to two reports:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for two years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

In introducing the motion, Trustee Blackburn noted that she has visited Gloucester High School many times since its amalgamation with Rideau High School and regularly speaks with the school's staff. She expressed the view that the amalgamation is considered a success by staff and students at Gloucester HS adding that, in considering the financial and human resources associated with producing another monitoring report, it may be more practical to gather data in a different way if there are remaining concerns from the school community.

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

- The District's Research, Evaluation and Analytics Division (READ) has an active workload for the remainder of the current school year. Staff is not indicating or suggesting that a further monitoring report cannot be completed;
- The production of a monitoring report requires approximately 105 - 140 hours of READ staff time to generate as well as support from staff in both Business and Learning Technologies and the Planning Department. Approximately half of this time is spent disaggregating data for the report. If the Board chose not to include disaggregated data in the final monitoring report, a cohort analysis would be maintained;
- It was requested that the questions submitted by Gloucester High School Council regarding the amalgamation process receive a written response from staff;
- Superintendent Farrish noted that the District has received comments from the Gloucester HS community that the efforts used in gathering student voice for the purpose of the monitoring reports resulted in many student queries regarding why they were being asked to provide feedback. Some students indicated that they were unable to provide relevant feedback in response to questions;

- Trustee Lyra Evans expressed the view that it is imperative for the Board to follow through on its commitments to the school community. She indicated that she would not support the proposed motion;
- Student Trustee Wijeweera noted that both he and Student Trustee Gagne were concerned with the proposed motion, adding that although students are generally pleased with the transition, the production of all monitoring reports is essential in maintaining trust with the school community;
- A query was made regarding the timing of the future transition of the Infant/Toddler/Preschool Program (ITP Program) from Rideau High School to Queen Elizabeth Public School;
- Trustees Campbell and Ellis expressed support for further disaggregated data on future monitoring reports;
- With regard to the number of monitoring reports promised, staff is of the understanding that it would produce monitoring reports for three consecutive school years. Following the third report, there would be no former Rideau High School students to gather feedback from;
- It was suggested that the final monitoring report be produced in the fall of 2020, following the District's receipt of Ontario Secondary School Literacy Test (OSSLT) data and credit accumulation from the 2019-2020 school year;
- With regard to the content included in the monitoring reports, it is challenging for staff to further disaggregate student achievement data. The consideration of alternate approaches that could be used in producing monitoring reports would require further staff time; and
- Trustee Jennekens expressed the view that the monitoring reports may not be providing the Board with enough robust data.

Moved by Trustee Penny,

THAT the debate be closed.

Carried

Moved by Trustee Blackburn,

THAT the following motion approved by the Board on 7 March 2017 be amended to reduce the number of annual monitoring reports from three to two reports:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for

two years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

Defeated

Student Trustee Wijeweera requested a non-binding recorded vote.

A non-binding recorded vote was held and the motion was defeated unanimously by those present:

For: Nil (0)

AGAINST: Trustees Blackburn, Boothby, Braunovan, Campbell, Ellis, Hough, Jennekens, Lyra Evans, Penny, Schwartz, Scott and Student Trustee Wijeweera (12)

ABSTENTION: Nil (0)

7.5 Notion of Motion, Re: High Performance Athlete Program, Trustee Blackburn

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

Moved by Trustee Blackburn,

WHEREAS the HPA program was initiated in recognition of student athletes who compete at the Provincial, National and International level and require unique programming accommodation and flexibility;

WHEREAS the High Performance Athlete (HPA) Program was established in the 1990's at the former Confederation High School and is currently offered at John McCrae Secondary School;

WHEREAS Board Policy P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, states that model for secondary school program delivery is the community school;

WHEREAS many high performance athletes in the District attend their community school where their training and competition needs are accommodated;

WHEREAS Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, provides a process and activities that must take place prior to implementing any changes, including consultation with the school council, student council, and elementary and secondary schools that would be affected by the change, as well as an analysis of planning, financial and human resources implications;

THEREFORE BE IT RESOLVED

THAT staff be directed to commence the activities outlined in Policy P.105.CUR and Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, with a view to phasing out the High Performance Athlete Program at John McCrae Secondary School commencing in September 2021.

In introducing the motion, Trustee Blackburn expressed the view that students are best served in their community schools. She added that, as high performance athletes can still be afforded flexible learning conditions in their community schools, the program at John McCrae Secondary School is no longer necessary.

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

- Staff does not track the number of high performance athletes who are currently attending their community schools; however, there are many high performance athletes who do not attend the HPA program at John McCrae SS;
- Staff utilizes many different learning technology platforms to support high performance athletes and provide flexibility in their learning. When the HPA program was introduced at John McCrae SS in the early 1990s, the learning technology platforms used today were not available;
- As of 31 October 2019, there are 140 students remaining in the HPA program at John McCrae SS;
- The HPA program does not utilize a modified curriculum;
- Trustee Ellis noted that Hillcrest High School may be interested in advocating for the introduction of a HPA program at their facility;
- Trustee Scott commented that although the HPA program requires a set of criteria for entrance into the program, it operates differently in comparison with all other District programs as there is no specific learning content associated with the HPA program;

- There are 21 sports currently represented in the District's HPA program. Students in the program are not members of the school's various sports teams;
- Trustee Penny commented that it would be beneficial for the District to create a policy that indicates high performance athletes will be accommodated at any school in the District;
- The HPA program is not an academic enrichment program; it provides students with a flexible timetable and e-learning opportunities to assist them in meeting their academic and sport needs simultaneously;
- A query was made regarding the cost of the consultation required in implementing changes to an existing program; and
- Ms. Fulton-Hale noted that educators work closely with school administrators and parents to ensure that all athletes are supported and their learning is not impeded by sporting commitments outside of school.

In response to a query from Trustee Campbell, staff agreed to provide further information with regard to the consultation required in implementing changes to an existing program.

Trustee Schwartz requested further information regarding similar high performance athletic programs in other school districts and information regarding the former school districts of students currently enrolled in the District's HPA program.

In wrap up, Trustee Blackburn noted that she was a former high performance athlete and was well served in her community school. She reiterated that students are best served in their community school.

**Moved by Trustee Blackburn,**

**THAT staff be directed to commence the activities outlined in Policy P.105.CUR and Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, with a view to phasing out the High Performance Athlete Program at John McCrae Secondary School commencing in September 2021.**

**Carried**

## 8. Report from Statutory and Other Committees

### 8.1 Parent Involvement Committee, 16 October 2019

**Moved by Trustee Hough,**

**THAT the Parent Involvement Committee Report, dated 16 October 2019 be received.**

**Carried**

8.2 Indigenous Education Advisory Council, 17 October 2019

**Moved by Trustee Hough,**

**THAT the Indigenous Education Advisory Council Report, dated 17 October 2019 be received.**

**Carried**

8.3 Advisory Committee on Equity, 24 October 2019

Moved by Trustee Ellis,

THAT the Advisory Committee on Equity Report, dated 24 October 2019 be received.

Trustee Scott noted that Appendix A to the report was provided to the Committee as supplemental information only and should not be included as an Appendix to the final report.

**Moved by Trustee Ellis,**

**THAT the Advisory Committee on Equity Report, dated 24 October 2019 be received, as amended.**

**Carried**

8.4 Ad Hoc Code of Conduct Committee, 29 October 2019

**Moved by Trustee Blackburn,**

**THAT the Ad Hoc Committee on Code of Conduct Report, dated 29 October 2019, be received.**

**Carried**

9. Adjournment

The 10:30 p.m. vote did not receive the required 2/3 majority and the meeting adjourned at 10:30 p.m.

At the time of adjournment, the following items were not dealt with:

- Report 19-112, Mental Health Strategy 2019-2022;
- Information Items (Report from OPSBA, and Ministry Initiatives Update);
- Long Range Agenda; and
- New Business

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Erica Braunovan, Chair