



SPECIAL BOARD PUBLIC MINUTES

Thursday, July 9, 2020
6:00 pm
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

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), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Julie Cyr (Manager of Early Learning), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

Guests Present: Vera Etches (Chief Medical Officer at Ottawa Public Health)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 6:02 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 the Agenda

Moved by Trustee Hough, seconded by Trustee Lyra Evans,
THAT the agenda be approved.

Trustee Campbell requested that the calendar item be moved to earlier on the agenda. In response, Chair Scott stated that was not advisable as the calendar could be impacted by the discussions. Director Williams-Taylor added that if Trustees are asked to approve the agenda around the return to school, then perhaps the approval could be delayed until after the delegations.

**Moved by Trustee Hough, seconded by Trustee Lyra Evans,
THAT the agenda be approved.
Carried**

3. Delegations (Oral)

3.1 Holly Grenier, re Planning for Return to School

Ms. Grenier shared that the learning at home has had a significant impact on her 11-year-old son who has become nervous and anxious. From her experience, the curriculum had a lack of structure with inconsistent levels of work being assigned, limited feedback, no teacher-led calls or one-on-ones. Being an only child, this program added to his stress and his isolation.

Ms. Grenier's son requires social interaction and extended day programs (EDP) need to run to support working parents. A two-day, in-person approach will not limit transmission because parents will be required to place their children in daycare outside of EDP.

Other options need to be explored if learning from home will be continuing. Children will require a plan clearly outlining the week's schedule. Children need to be made aware of what is expected so they can hold themselves accountable. Options should be explored to keep children engaged such as pre-recorded videos by teachers, clearly outlining the lessons each week, and scheduling one-on-one calls with teachers, as necessary.

3.2 Ariel Troster, re Planning for Return to School

Ms. Troster expressed her frustration with the current plan to only reopen schools two days a week per child. Stating that even in their two-parent household of educated parents, they were unable to effectively teach their 8-year-old. She is concerned as her daughter has refused to participate in the online curriculum and has begun showing signs of depression.

In response to a query, Ms. Troster noted offering mental health support in school would be a positive improvement. Her concern is surrounding children who ordinarily would have teachers that intervene and that those children are not being recognized.

In response to a query, Ms. Troster noted that full-time schooling is ideal. Young children cannot complete assignments and log onto virtual calls without requiring parental assistance. Children require supervision and in order to do this, parents cannot work. For those working outside of the home, online assistance cannot be expected from day care. The only potential solution would be to have a dedicated synchronous learning program that engaged children instead of having children learn on their own.

3.3 Neil Barratt, re Planning for Return to School

Mr. Barratt shared his opinion that the Ottawa-Carleton District School Board (OCDSB) needs to publicly advocate for full-time schooling in the fall to the Minister of Education and the Premier and request the sufficient funds to enable this possibility.

Mr. Barratt stated not enough innovative solutions have been explored. He understands this will be a challenge, but children will suffer setbacks that will affect their mental health as well as their parents.

3.4 Nathan Gordon, re Planning for Return to School

Mr. Gordon is a parent of three primary aged children and requested that primary students be provided full-time in-person instruction if a second wave of COVID-19 does not occur. He highlighted that health experts and institutions recommend full-time schooling for children and noted children do not receive the attention they require if they are learning from home.

3.5 Jessica Haynes, re Planning for Return to School

Ms. Haynes is a parent of three elementary school children and shared that in her experience, remote learning was challenging. She is concerned for her daughter, who is entering grade one and has autism, as she did not respond well to e-learning. She highlighted that Report 20-061 stated the curricular standards will be maintained but how can this be achieved if parents are responsible for teaching their children? Parents will be bearing the burden of educating their children, which is not practical. The curriculum would need to be modified if e-learning is to continue.

3.6 Stephanie Turner, re Planning for Return to School

Ms. Turner believes that it is not in families' best interest to have children only attend school two days a week. This plan will likely result in parents

burning out which could lead to mental health issues. Unless additional resources can be provided for daycare, this plan will not work. Parents will need to choose between working or home schooling their children. This proposed school schedule will mainly impact women, as care is predominantly provided by them, and this will contribute to systemic inequity for genders.

3.7 Lee Patriquin, re Planning for Return to School

Ms. Patriquin expressed her disappointment in the hybrid learning plan. She works full-time outside of the home and this proposed plan essentially will result in her needing to quit her job. She highlighted that when the economy starts to normalize, employers' expectations will increase.

Her only option will be to have her children cared for by her teenage child, which will likely result in her children not participating in e-learning. This will have a domino effect that will cause their academic careers to be in jeopardy. Parents and siblings are not qualified to be schooling young children.

In response to a query, Ms. Patriquin stated if her children are in school full-time, she would not need to seek additional care for her children.

3.8 Chris Mallinos, re Planning for Return to School

Mr. Mallinos, the father of a grade 1 student, is disappointed by the proposed two-day a week, in-person school plan. He highlighted that this will have disastrous effects on children, families and the economy. Quarantine is isolating children and as a result more children are suffering from depression. Children need social and emotional support. The hybrid model relies on assistance from parents and they are burning out while trying to work full-time. Mr. Mallinos noted that women will likely be the most impacted and may need to quit their jobs. He noted that there are inequities as high speed internet is not readily available to all communities. Full-time schooling does pose a risk to children, but the risk of part-time schooling opens children up to more risk and exposure.

3.9 Marguerite Gravelle, re Planning for Return to School

Ms. Gravelle, is the mother of two youths entering grade 12, and she is worried about their academic future if they have a sub-par school year. The synchronous learning was inconsistent and the tests her youths were provided did not seem to meet quality standards.

One of her teenage children has dyslexia and, given quarantine, the school was unable to provide assistance. To manage the situation, she was instructed to hire a private tutor. Summer school is a potential solution, however the condensed curriculum increases the frequency of tests and the impact of missing a day would cause a significant loss of

learning. Another challenge is that her children are not motivated to complete the e-learning curriculum. Since Ms. Gravelle is working, she cannot supervise them, and being teenagers, they need accountability.

Ms. Gravelle highlighted that part-time schooling does not limit teenager's exposure as they are currently interacting with their peers outside of school.

3.10 Sara Atkins, re Planning for Return to School

Ms. Atkins is the mother of a four-year-old son with special needs, who is immune compromised. His condition is severe, and he has been rushed to the Children's Hospital of Eastern Ontario (CHEO) for oxygen simply from a cold. Despite this fact, Ms. Atkins firmly believes that it is in children's best interest to be in school full-time. She noted that children are struggling with online learning and with parents working, they will need to be in daycare, which will not reduce the spread. Ms. Atkins suggested cancelling field trips and assemblies and designing new protocols for hygiene. It is important for children's development and mental health to be in school full-time.

3.11 Raghav Srikanth, re Planning for Return to School

Mr. Srikanth highlighted that children are the future and it is not realistic to expect parents to be responsible for furthering their children's education. The school board has the power to provide adequate schooling for children ideally on a full-time basis. If this is not possible, then an online program must be designed providing adequate access to resources and education. This is particularly important for children with special needs and marginalized students, where some form of facility is necessary.

3.12 Mike Pot, re Planning for Return to School

Mr. Pot recognized that this situation is temporary and currently his focus is on safety and for that reason he supports the hybrid model.

He believes that as long as his children are in school part-time, this should assist with their mental health challenges. The hybrid option will allow for more flexibility, as the winter months will cause everyone to be indoors and if the virus is airborne, a quarantine could recommence. However, Mr. Pot agrees that the online learning program needs to be improved.

Mr. Pot recommended that the Board review the studies from the Netherlands and agreed to circulate the reports. He highlighted that the virus spreads from travel and suggested that a policy be considered instructing students to be isolated for 14 days if their parents return from travels.

3.13 Alasdair Stuart-Bell, re Planning for Return to School

Mr. Stuart-Bell is the father of two school aged children and is concerned about the current online education. Although he recognizes the efforts made by teachers, he urged the OCDSB to explore digital solutions to enhance the program offering. Simply having online resources is not sufficient and having teachers, inexperienced with delivering online education, is not effective. There are experts in research and design that can assist the OCDSB to develop a digital offering that is appropriate for each student and age.

3.14 Sharmeen Charania, re Planning for Return to School

Ms. Charania was unable to attend the meeting to present her delegation.

3.15 Kayla Cseh, re Planning for Return to School

Ms. Cseh is the single mother of a ten-year-old daughter, and works as a casual education assistant (EA) for the school district. She noted that during quarantine, she received government assistance and therefore she could assist her daughter with online learning. Her daughter has been diagnosed with anxiety and attention deficit/ hyperactivity disorder and has been struggling over the last year. However, during the closure, her daughter thrived due to her dedicated assistance. However, once she returns to work, this level of attention will not be able to continue. Ms. Cseh is determined to not have her daughter fall behind when she needs to return to work. The only options she sees are private schools, home schooling for dual income families and at home parents or neglecting your children's education.

3.16 Elizabeth Sweeney, re Planning for Return to School

Ms. Sweeney was not available to present her delegation.

3.17 Sally Bidel, re Planning for Return to School

Ms. Bidel is the mother of two children that are entering grade 1 and junior kindergarten. For children this age, it is not possible for them to participate in online learning without the assistance of an adult. The proposed two days of school is not sufficient, and having a full day dedicated to cleaning is unacceptable, it should be done outside of school hours. Dr. Etches has stated that the number of COVID-19 cases cannot be lower than it is without a vaccine.

In response to a query, Ms. Bidel stated younger grades are not conducive to online learning. Her oldest child has a wonderful teacher who did her best and she herself is a teacher and she feels that there should be zero online learning for younger students.

3.18 Miriam Padolsky, re Planning for Return to School

Ms. Padolsky is the mother of two children ages 4 and 8. She understands that the OCDSB follows the direction of the Ministry of Education but asks the Board to advocate for full-time, in-person schooling. Ms. Padolsky is aware that full-time school has some risk but feels the price of part-time schooling is too high to pay, due to the inevitable increased contacts. Remote learning is not a viable replacement for in-person learning. Even with the assistance of parents, her children only learned a fraction of what they would have in person. Online learning was stressful, and it is not realistic to have kids learning from home with parents working full-time.

3.19 Ruth Thompson, Planning for Return to School

Ms. Thompson is a full-time single mom to a 6-year-old. During the closure, her son did not participate in online learning and he watched TV for the majority of the time, because she needed to work 40 hours a week. The only alternative would be to put her child in daycare, and she questions how he will complete his online education if he is in daycare. In Ms. Thompson's opinion, full-time school is the only option; it is best for children and the economy.

In response to a query, Ms. Thompson stated a hybrid model or the online model, would likely result in her needing to quit her job despite the fact that it would cause financial hardships. She suggested having full-time school one week on and one week off, because in her case she could send her child out of town to be cared for by family.

3.20 Sarah Estabrooks, re Planning for Return to School

Ms. Estabrooks is the mother of three elementary aged children. Even though she is part of a two-parent household, with access to technology, educated parents with flexible work schedules, her children struggled with the online learning despite having every reason to succeed.

Ms. Estabrooks highlighted that her children's education suffered, and she feels they deserve better, such as more support from their teachers in terms of content and curriculum. She recognized teachers' efforts, but the technology and the platforms were not adequate and online learning is not a reasonable way to continue. The announcement of a hybrid model was very disappointing, and Ms. Estabrooks stressed the importance of finding creative solutions over the remainder of the summer and suggested utilizing empty federal government buildings.

3.21 Carolyn Moffatt, re Planning for Return to School

Ms. Moffatt is a single mother with a disability, with two elementary aged children. She is concerned about the part-time hybrid model because there is no evidence to support that this plan is safe, and she urged the OCDSB to explore alternatives. Having worked in healthcare, she

stressed how vital it is to have solid cleaning practices in place to prevent and control infectious disease. Ms. Moffatt highlighted that janitors need to be trained on proper cleaning procedures and the province needs to increase funding for supplies and staff. She stated that taking an entire day to clean is not sufficient, in healthcare, machines are cleaned with every use and high touch surfaces are cleaned throughout the day. Until cleaning protocols are in place and airflow in school is increased, she is not confident that the COVID-19 numbers will remain low.

3.22 Lise Arseneau, re Planning for Return to School

Ms. Arseneau was not present to present her delegation.

3.23 Regina Bateson, re Planning for Return to School

Ms. Bateson is the mother of three elementary aged children, and she noted that in her opinion, a hybrid model would fail the OCDSB's youngest learners. She recognizes it was necessary to adopt an online education model during quarantine but now that circumstances have drastically changed, full-time schooling is necessary. She highlighted that over the last few months, her grade one child had only 30 minutes with her teachers weekly, and the same would be true for her twins entering junior kindergarten. This will prevent children learning social skills, numeracy and French. If a hybrid model is adopted, those with higher incomes will hire tutors or send their children to private school while lower income families will see their children fall behind. Ms. Bateson encouraged Trustees to fight for full-time schooling and challenge the Premier and Minister of Education to provide funding and support.

3.24 Melanie Wissink, re Planning for Return to School

Ms. Wissink is a mother of a one year old and a four-year-old and she highlighted that she decided to opt out of learning at home during quarantine. She urged trustees and the OCDSB to be innovative to find a solution. Ms. Wissink encouraged approaching parents to determine their plans for September to allow the District to better understand anticipated class sizes and the staffing required. If numbers require it, utilize closed office buildings and libraries. Part-time schooling will likely increase inequalities and have long lasting mental health effects. Children will be paying the debt that is incurred for years to come and therefore it is important we educate them to allow them to pay down the debt.

3.25 Teresa Iacobelli, re Planning for Return to School

Ms. Iacobelli is a parent to a grade one child, and she is supportive of a full-time return in September. Parents who work full-time and provide full-time care to their children, will burn out. This hybrid model is not conducive to working parents both in dual and single parent homes. Ms.

laocobelli expressed her disappointment that the province has not made education a bigger priority.

3.26 Lauren Dobson-Hughes, re Planning for Return to School

Ms. Dobson-Hughes noted that parents are at a breaking point and the hybrid model is unacceptable. Legal and human rights of children have been violated for the past 15 weeks, and if we are violating their rights, then it must be for a better reason than lack of ambition and logistics. If a model that consists of school two days a week is established, it will likely stay that way for the remainder of the year. It is better to be ambitious and scale down if necessary. Proposals have included the cost and impact assessments from a financial perspective, but they should also assess the emotional, psycho-social, and economic cost. She encouraged costing out scenarios and considering those factors in the calculations.

In response to a query, Ms. Dobson-Hughes highlighted that education is the fourth United Nations sustainable development goal. Canada has committed to 17 sustainable goals and currently, it is not delivering on the education goal or the gender equality goal.

3.27 Nicole Clowe, re Planning for Return to School

Ms. Clowe is the mother of two children, a four-year-old and one-year-old. Since her husband works out of home, she has needed to reduce her work to part-time to care for her children and assist with online learning. Ms. Clowe noted that this is not sustainable mentally and highlighted that this situation is forcing women to affect their careers. She stated that if she is expected to stay up late to complete her work then schools can work late evenings to clean the schools.

She questioned why the decision to limit classroom size to 15 students was made, when there is no research to suggest this number would be more effective. Ms. Clowe stated that education needs to be prioritized even if that is achieved by stopping the reopening plans for other scheduled services.

3.28 Sarah Mitchell, re Planning for Return to School

Ms. Mitchell noted that her six-year-old was keenly interested in school and over the quarantine has lost interest in learning completely and refuses assistance from parents. She appreciates that in order to reopen schools, it would require shifts to protect students and staff, but she feels necessary precautions can be implemented as demonstrated by the in-person camps now operating.

3.29 Lea Button, re Planning for Return to School

Ms. Button shared that she is raising 4 children, varying from 11 to 2 years of age, in a separated and blended family. She highlighted that co-parenting with the other two parents, has been difficult and resulted in them having a large bubble. She feels the hybrid model has highlighted the inequities and the difficulties that families in similar situations are facing. With separate households, the online assistance provided to children may vary and be unequal. Ms. Button stated that co-parenting can be difficult when the communication between the parents is difficult.

3.30 Gillian Carter, re Planning for Return to School

Ms. Carter is the mother of a three and six-year-old. She works approximately 60 hours a week, as does her partner, and they have no extended family to assist with childcare. She found the online learning program to be very challenging and she urged trustees and the District to prioritize children's well-being and deliver full-time schooling in September. Ms. Carter stressed the impacts of social isolation on children and suggested that the majority of children have had minor symptoms at best. She noted that the part-time model will put pressure on families, and this is not sustainable. It will only cause economic issues and will disproportionately affect women.

4. Delegations (written)

Chair Scott thanked all of the delegations that provided written delegations and listed everyone by name.

4.1 Carrie Cuhaci, re Planning for Return to School

4.2 Chris Huggins, re Planning for Return to School

4.3 Hannah Parks, re Planning for Return to School

4.4 Mary Vincent, re Planning for Return to School

4.5 Luisa Cardarelli, re Planning for Return to School

4.6 Shauna Ironside, re Planning for Return to School

4.7 Kristy Cook, re Planning for Return to School

4.8 Stacey Wan, re Planning for Return to School

4.9 Anatole Papadopoulos, re Planning for Return to School

4.10 Stella Militano and Burke Cleland, re Planning for Return to School

4.11 Angelina Wan, re Planning for Return to School

4.12 Renee Caron, re Planning for Return to School

4.13 Jennifer Salahub, re Planning for Return to School

- 4.14 Jamie Piga, re Planning for Return to School
- 4.15 Dana Kuehl, re Planning for Return to School
- 4.16 Bethany Schock, re Planning for Return to School
- 4.17 Leah Hutchinson-White, re Planning for Return to School
- 4.18 Scott Hindle, re Planning for Return to School
- 4.19 Taylor Hutter, re Planning for Return to School
- 4.20 Kelly and Larry Friesen, re Planning for Return to School
- 4.21 Hester Potts, re Planning for Return to School
- 4.22 Amy Nickerson, re Planning for Return to School
- 4.23 Leah Jagodics, re Planning for Return to School
- 4.24 Christoph Hutter, re Planning for Return to School
- 4.25 Saira David, Neena Kushwaha and Mariana Esponda, re Planning for Return to School

5. Matters for Action

5.1 Report 20-061, Planning for Return to School in September (B. Reynolds)

Director Williams-Taylor thanked the community for providing multiple perspectives on the return to school. The District has also received written submissions, emails directly to staff and trustees and all perspectives have been documented and where possible, a response was provided. These perspectives are being captured to inform the Board's and the District's decisions.

The Board had before it, Report 20-061, Planning for Return to School in September. Director Williams-Taylor noted that the plan is continually being adjusted as new information is obtained from Ottawa Public Health (OPH), the Ottawa Catholic School Board (OCSB), and the municipal advisory tables.

The District was contemplating a 2-1-2 model but it is clear that further considerations need to be made, and planning has shifted since 7 July 2020. The Minister of Education clearly stated that school board models should have school buildings used daily and in-person schooling more frequently than not. The Minister's statement is based on the improving numbers in Ontario.

Director Williams-Taylor noted that the presentation that accompanies the report is an overview for trustees and recognizes that school is just one component of Ottawa's ecosystem. Returning to school contributes to the

well-being, education and mental health of students, staff, families and the community as a whole. It is recognized that school plays a role in the economy and the impact it has on fragile communities is understood.

Staff at the District share the view that resuming school operations as quickly as sustainable is the primary goal. Sustainable means that once open, schools are in a position to remain open continuously. The plan is to reopen in September, but it is unlikely that it will be business as usual, as there are certain parameters and protocols for cleaning and movement that need to be established.

Director Williams-Taylor noted that the District recognizes that the online platform has challenges and has contacted third party operators, specializing in online learning platforms, to enhance the current program. This is in accordance with the Ministry of Education's instruction to enhance the virtual platforms to accommodate children who are not planning to physically return to school in September. The enhanced program will also be in effect if the return to full-time schooling is not possible due to another outbreak or a second wave.

Director Williams-Taylor highlighted that the District is aware that families are looking for clarity around the return to school. Unfortunately, no certainty can be provided as the Ministry will only announce in early August, which of the three modes of return will be applied, and they will be conditional on the recommendations from local and provincial public health agencies. In the meantime, the District is planning for all three modes with the resources currently allocated.

Associate Director Reynolds highlighted that collaboration efforts have been significantly enhanced between partners in the education sector across the province including co-terminus boards, Ottawa Student Transportation Authority (OSTA), Ottawa Public Health (OPH), and from parents and staff through surveys. These parties have been working within the Ministry's parameters to provide a consistent approach. The District has been working closely with the Ottawa Catholic School Board (OCSB) and OSTA to align and maximize transportation resources. Director Williams-Taylor noted that since April, collaborations have been ongoing on the Continuity of Learning initiative, with representation from the federations and from the mental health and equity team. The District has needed to make some speculations, as some participants and partners do not work in the summer and there is no certainty in this situation. The Ministry's COVID-19 collaboration table, consisting of medical health officers, has informed the Ministry's recommendations.

The three modes of learning that the Ministry has instructed districts to plan for include A) a normal return to school with enhanced protocols and

altered routines, B) a modified reopening with cohorts of 15 students, and C) an at home learning program if it is not safe to return to school.

Associate Director Reynolds welcomed Dr. Vera Etches, the Chief Medical Officer at OPH and thanked her for volunteering to participate and for her participation for the duration of the meeting. He highlighted that OPH has been helpful and routinely joins meetings to assist the District with challenges.

Dr. Etches thanked parents for all their efforts and recognized that they are the reason that a return to school is even a possibility. She highlighted that OPH needs to balance the risk of COVID-19 infections against the other health harms being exerted on the population. The full picture on the virus is not yet known but literature suggests that children tend to have milder symptoms. In Ottawa, as of 9 July 2020, there have been no children hospitalized, 70 cases in youths 10-19 years of age and 33 cases in children 0-9 years. Although children seem to have fewer symptoms, there is no certainty that they will be immune. There is a risk that, if physical distancing protocols are not followed and masks not worn, the virus could spread.

Dr. Etches shared that OPH is trying to balance all the risks and have been concerned since the beginning, of the overall effects on children and their well-being and those not residing in safe households. OPH is studying the impact of the pandemic on children and families and have discovered 50 percent of parents with children under the age of 18 reported poor or fair mental health, where previously it was 9 percent. Two thirds of parents of school-aged children were concerned about their children's emotional well-being.

Given these statistics, OPH has recommended five days of in-person school for children with physical measures in place and the provincial guidelines being observed. There is recognition that schools cannot operate with two meters of distance between students and the province is currently in the process of developing parameters. OPH is dedicated to collaborating to ensure reasonable and feasible options can be established to allow for full-time school and that mental health assistance is available in the community. OPH is committed to learning and adjusting to ensure resilience.

Director Williams-Taylor highlighted that Report 20-061 includes a synopsis of the complex key structural pieces. Full-day instruction is one component, as is student cohorts if that becomes required, as well as virtual learning for those that choose to remain at home.

Director Williams-Taylor noted that equity is a key principle of the District's decision making process, as are safety, quality instruction both in class and virtually, well-being, social support, and to comply with the guidelines

of the Ministry and OPH. Special education needs are being considered and feedback clearly illustrates that families need regular services to be available. The District has increased its commitment to support families who are vulnerable due to language barriers or socioeconomic disadvantages. Transportation provides an opportunity for access and although operationally it will be complicated, it is recognized as necessary. Staff has been in regular communication with OSTA about transportation upon the return to school.

Director Williams-Taylor highlighted that the extended day program (EDP) operates under the Ministry of Education unlike third party providers who follow a different direction and have differing parameters. In order to have full-time school operational, those who deliver programs need to be considered. There are many contracts and collective agreements and groups specifying human resource commitments for teachers, custodial staff, early childhood educators (ECE), and educational assistants.

The facilities staff will enhance cleaning, and additional resources and time will be allocated. EDP uses shared spaces with schools and therefore cleaning schedules will need to reflect the time required to clean between each group's use of the space.

Chair Scott thanked the staff for their presentation and Dr. Etches for taking the time to participate. She highlighted that the senior team has been working very hard to create a fluid model.

During question period, the following points were noted:

- In response to a query regarding whether class sizes of 15 were safer than those of 30, Dr. Etches noted that it depends on the overall situation. If smaller classes meant that children do not need to interact with other children, then in her opinion it was safer. If additional interactions will occur, then 30 would be better if it limits children's exposure. Five days a week with the same cohort and a smaller group would be ideal.

Moved by Trustee Lyra Evans, seconded by Trustee Fisher,

THAT the Board adopt the rules of committee.

Carried

- Trustee Lyra Evans noted that she feels adequate funds have not been allocated and that it is the Board's responsibility and that of the province, to ensure more funds are provided. She suggested providing an actual budget estimate, without restraint, to the Minister of Education for approval. If rejected, the Board would have done their due diligence and the community would know the Board exercised all their power;

- In response to a query, Dr. Etches noted that the Ministries of Education and Health are working on a best practices document for cleaning and deep cleaning. She highlighted that having a provincial standard is best, although schools will not be 100 percent safe no matter what measures are in place;
- In response to a query regarding the new COVID-19 strain that is apparently more contagious, Dr. Etches stated that there is not enough evidence to determine if it will create a higher risk; and
- Director Williams-Taylor clarified that the section on what we know and do not know refers to what mode of return to school the Ministry will announce and what additional safety parameters will be in place. The full-time and hybrid model would require adjustments to be made to special education and transportation for example;
- Trustee Schwartz stated that the District needs to take direction from the provincial government and the Ministry. The Ministry is expecting September to be an adapted hybrid, over the past many months, the OCDSB has tried to provide the best possible online learning program but it cannot replace in-person teaching and it poses negative effects on mental health. From Trustee Schwartz's first-hand experience and from what the delegations shared, it is clear that health and well-being are directly correlated to in-person learning. She highlighted that it will be a complex task, but families need to be considered and the OCDSB needs to exercise creativity and ask for emergency funding; and
- Trustee Schwartz advised that she will move the recommendation in the staff report with a new Part D to include writing a letter to the province and sharing it with partners, so that children can return to school full-time.

Moved by Trustee Schwartz,

- A. THAT the Board direct staff to develop plans for the implementation of three scenarios for the delivery of public education in September 2020 in accordance with the Ministry of Education guidelines and the guiding principles outlined in this report;
- B. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of return to school plans;
- C. THAT the interim and annual financial reports that are provided to the Board include a summary of costs and any recoveries associated with the return to school plans; and
- D. THAT the Chair of the Board write to the Minister of Education and to the Premier of Ontario to express the Board's concern that the current

Back to School Recovery plan, and the “hybrid” or “adapted” model, in particular, leave working parents with young children, single-parent households, and low-income families in the precarious position of having to choose between educating their children and their own employment and that any Back to School Recovery plan needs to accommodate getting as many students as possible back into physical schools and spaces, while respecting public health advice, the letter to be copied to OPSBA, its member boards and Ottawa MPPs, and include the following:

- i. The OCDSB believes that a full and measured emergency response to the COVID-19 pandemic and recovery/reopening requires an ambitious and creative plan that supports communities, families, and children, and prioritizes investment in public education;
 - ii. To ask the Ministry to provide emergency and continuing funding to school districts to cover all extra COVID-19-related costs including, but not limited to, personal protective equipment (PPE), additional staffing, transportation, information technology (IT), supports for mental health and well-being, cleaning supplies, and essential school retrofitting and maintenance.”
- In response to a query, Director Williams-Taylor stated that the plan on reopening involves the Ministry outlining the direction and the OCDSB’s developed plan for that mode being applied and it does not require Ministerial approval. School boards will work with local public health units, as there will not necessarily be a full regional opening;
 - Director Williams-Taylor noted that the cohorts will be limited to 15, which is not necessarily present in enhanced measures, as the District has not been provided much clarity around enhanced measures. Director Williams-Taylor noted that enhanced safety protocols would be guided by OPH with the intention of keeping a cohort together to minimize contacts. The routine will change from what was previously practised, keeping groups of students limited, however numbers have not been provided. It is anticipated that high school students will not be freely moving around the halls as before. Opportunities to physical distance will be practised even if there are no cohorts in place;
 - In response to a query, Dr. Etches stated that OPH will follow the Ministry of Health’s direction and will work with provincial partners to ensure the guidelines allow for school five days a week. Once a plan is announced, the OPH’s role in the school board will be to provide support and make the environment as safe as possible with infection prevention guidance. Students experiencing anxiety, that impacts their social emotional well-being, will be assisted by the mental health representatives working in schools. If there is a second wave, OPH

will assist with managing that process as well but they do not anticipate needing to provide any type of order, under the Health and Protection and Promotion Act it may make an order, if required; and

- Dr. Etches responded to the inquiry regarding the reopening stages and stated that it is a complex process and she cannot speak on behalf of the Ministry of Education or the school board, but in her opinion a balanced approach is required. If infections rise then steps need to be taken to stop transmission in schools, which will require collaborating with parents and teachers. The intention is to avoid having to conduct a total quarantine like that in March and April. This will require having to balance the pros and cons to decide on the most suitable approaches and if physical distancing can be done in the general public, that is encouraged. Dr. Etches advised trustees to take the entire situation into consideration where family physical, emotional and mental health is taken into consideration not just infection rates.

An amendment moved by Trustee Fisher,

THAT the motion be revised as follows:

- A. THAT the Board direct staff to develop plans for the implementation of scenarios for the delivery of public education during the 2020-21 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061;
- B. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenario that will guide the return to school in September;
- C. THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-21 school year, such as the implementation of the return to school plan and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19; and
- D. THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-21 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the Board.

Trustee Fisher highlighted the reasons for his proposed amendments:

- In part A, the intention was to provide clarity in the language to allow staff to make plans according to the Ministry of Education's direction but also consider that plans need to be submitted for board approval;

- In part B, the language provides clarity on the recommended budget around provisions and budgets to return to school;
- Part C applies to the financial reporting and any adjustments recommended to the budget throughout the year. It is important for trustees to receive regular updates on the impacts of the pandemic and unforeseen expenses, in order to adjust to other scenarios throughout the year; and
- Part D highlights the importance to the Board and staff of establishing time on the Committee of the Whole (COW) agendas to assess and evaluate the plans selected to be adopted and implemented. If course corrections are anticipated, this should be a standing agenda item for every COW meeting agenda.

During discussion, the following points were noted:

- In response to Trustee Scott's request for clarification on Part B regarding the standing item for each COW meeting agenda, Trustee Fisher agreed the intention is for it to be discussed at each meeting or if trustees prefer, once a month;
- In response to a query regarding the purview of staff and the Board of Trustees, Director Williams-Taylor stated that the planning does fall under the Board's fiduciary responsibility, however, the *Education Act* would not have foreseen a circumstance such as this and therefore it is not explicitly captured in the *Act*. The return to school includes a significant number of components, which are largely operational, and it would be within trustee's purview to provide their guidance around decisions, but it is Director Williams-Taylor's perception that daily operations would be in staff's purview;
- Trustee Blackburn requested clarification from Trustee Fisher as to whether the updates outlined in B and D would be oral updates or require a report. In response, Trustee Fisher stated that would depend on the significance of the adjustments being proposed, it could be either, however if adjustments are significant then a report would be preferred;
- Director Williams-Taylor highlighted that timelines will be challenging, as a budget needs to be provided to the Ministry of Education without knowing the method of return and then finalized by the end of August. However, there are financial considerations that can be assumed, such as enhanced cleaning protocols, if there is a full return to school or if a hybrid model is adopted. The District will need to make reasonable speculations regarding expected expenses. If necessary, there will be adjustments and course corrections;

- Trustee Boothby inquired if the motion should include the sub amendment to part B, stating “scenario(s)”, to reflect changes that may occur due to the plan imposed by the Ministry of Education;
- Trustee Lyra Evans noted the importance of part D, but stressed that staff should not be required to provide weekly updates as they will be busy preparing a plan and reacting to changes;
- In response to a query from Trustee Campbell on the proposed amendment to Part A, Trustee Fisher stated that the Board should support the budget and investments sent to the Ministry given the Board's fiduciary responsibility;
- Director Williams-Taylor clarified that the District is directed by the Ministry to prepare a plan for each of the three outlined scenarios and will be advised by 4 August 2020 what plan will be activated. The District is expected to receive direction and implement the scenario immediately, but the District's plan will be presented to the Ministry prior to that time; and
- In closing, Trustee Fisher noted that the District has been asked to develop three scenarios, which are to be endorsed by the Board, as they are accountable. Trustee Fisher highlighted that if a plan is proposed that the Board does not endorse, having the ability to provide input on plans and budgets is important and therefore he wants to ensure adequate reporting is provided to the Board. Trustee Fisher noted that this is not intended to cause limitations for staff but given the risks and budget implications, he feels this should be a standing agenda item to allow updates, whether in presentation form or done orally, can be provided.

Trustee Lyra Evans requested separate votes for each amendment.

An amendment moved by Trustee Fisher,

THAT the motion be revised as follows:

A. THAT the Board direct staff to develop plans for the implementation of scenarios for the delivery of public education during the 2020-2021 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061;

Carried

B. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenario that will guide the return to school in September;

Carried

C. *THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-2021 school year, such as the implementation of the return to school plan and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19; and*

Carried

D. *THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-2021 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the Board.*

Carried

During the discussion on the motion as amended, the following comments were noted:

Dr. Etches stated that while OPH is not best suited to provide advice on children's mental health support, she confirmed that they do play a role in promoting coping skills. The OPH team has collaborative tables at which this subject is discussed. Written materials will be provided on how schools can manage student mental health.

An amendment moved by Trustee Bell,

THAT Part A be amended to add "THAT the Board direct staff to orient all work around children's human right to education as per Article 26 of the UN Universal Declaration of Human Rights, and Canada's commitment to achieve Sustainable Development Goal #4 Quality Education".

- Trustee Bell stated that since this is a global pandemic the District needs to be aligned with the international efforts when caring for the well-being of students. She suggested quoting Article 26 of the 2015 Universal Declaration of Human Rights, with respect to the right to inclusive and equitable quality education for all. Trustee Bell recommended referencing article 26 to provide clarity as to what human rights laws are being referenced;
- Director Williams-Taylor noted that she understands this amendment is to guide staff and that the commitment to education is a human right and equalizing human right to guide their decisions and design of the way forward; and
- Trustee Bell noted that article 26 states everyone has the right to education in fundamental stages and that it is compulsory. She feels the Board needs to ensure children have their human rights met.

An amendment moved by Trustee Bell,

THAT Part A be amended to add "THAT the Board direct staff to orient all work around children's human right to education as per article 26 of the UN Universal Declaration of Human Rights, and Canada's commitment to achieve Sustainable Development Goal #4 Quality Education."

Carried

In response to Trustee Ellis' question regarding a full-time return to school plan for special education congregated classes, specifically for small Autism Spectrum Disorder (ASD) classes, Director Williams-Taylor advised that on 22 June, the Learning Support Services (LSS) team and raised exceptions would be considered and whether small classes under the cohort could attend school more regularly. Superintendent Symmonds noted that many specialized classes have maximums imposed by Ministry regulations and therefore it is anticipated that classes under 15 students can be treated as a cohort. Primary special needs classes may be able to attend school full-time, as well a variety of other specialty programs. There are some classes that may pose a challenge, such as the general learning program with 16 students, as well as the gifted classrooms, where primary classes are capped at 20, grade 3-4 capped at 23 and the junior/intermediate capped at 25. Each classroom will need to be reviewed to see what flexibility can be made to accommodate students. However, the District anticipates the highest special needs students being able to return full-time. Special attention is offered at Crystal Bay Centre for Special Education, Clifford Bowey Public School and physical support programs, as an analysis must be conducted on personal protective equipment (PPE) and the student's unique special needs;

Trustee Ellis inquired whether RAISE schools and those schools with students with higher needs, which are traditionally underutilized space, have been considered by staff as candidates to open full-time. Director Williams-Taylor noted that this has been contemplated and the District is reviewing these less occupied schools, but some of these schools have high percentages of students which are English Language Learners (ELL) and given the reduced English language exposure, the District wants to increase their attendance to increase their learning. Superintendent Towaij noted that the primary focus of collaborative tables is equity and ensuring that students that were disproportionately and negatively affected by the closure, could receive the most school days possible. Priority is also being placed on schools with higher percentages of ELL, special education needs in the regular classroom and on secondary students with English Second Language (ESL) and/or English Language Development (ELD) as well as students entering grade 10 without the required 8 credits from grade 9. All of the District's decisions are to maximize the cohort size and wherever possible, to have school five days a week to provide the best opportunity to close gaps and assist the most vulnerable students;

Associate Director Reynolds noted that OSTA is looking at various models to maximize the support provided to the OCDSB and the OCSB. Presto passes have been discussed as well as other alternatives such as small vehicles and small bus transportation;

Dr. Etches noted that protocols are being developed to address how schools should manage students exhibiting COVID-19 symptoms and contact tracing. OPH is the first to be informed of positive cases and from this point they record where the child has been and if a student was in school when infectious. OPH will determine who they were in close proximity to for an extended period and they would ask individuals to self-isolate for 14 days and be tested. Rapid access to testing and coordinated communication is vital;

In response to a question regarding Personal Protective Equipment (PPE), Dr. Etches responded that face masks or face shields should be part of the return to school discussion. If wearing a mask is mandatory it will be problematic for young children as it is not feasible to expect them to wear a mask and wear it properly. Teachers are more capable, but this is an occupational health and safety question which is currently being debated; and

In response to queries from Trustee Hough, Director Williams-Taylor highlighted that the pivot to virtual learning had not been planned and as time passed, practices were enhanced but it was not comparable to a typical e-learning environment. It is recognized that there are still enhancements to be done to virtual learning, especially given that students will have the ability to choose e-learning in the fall. The senior team has explored best practices for virtual learning; however there is not sufficient time to research all options. Typically, it takes 18 months for a cycle of change to occur and this situation is forcing change over a few months. There are policies and procedures to consider from the Ministry and between intersecting Ministries, therefore the District cannot select a best practice to implement.

- Director Williams-Taylor noted that the District has been instructed by the Ministry to develop a K-12 plan, and this prevents the option of exploring different models for students of different ages such as online learning for secondary school. However, it was noted that changes are regularly being unveiled so the potential for that to emerge could be an option;

***** The 10:30 pm vote received the required two-thirds majority to continue*****

- Trustee Jennekens highlighted that the delegations all mentioned the stress they experienced as a result of learning at home. She expressed concern for students with special needs and their families and for their mental health. She stated that having an Educational Assistant (EA) can be a lifeline for parents and the District needs to ensure that EA and early childhood educator (ECE) support is available;

- Chair Scott thanked Dr. Etches for her participation;
- Trustee Lyra Evans expressed her disappointment in her colleagues agreeing to create three different plans using the same budget and noted the cost to open safely should be reviewed using actual numbers; and
- Trustee Campbell stated that the Board has agreed to approve the key principles as outlined on page 7 of the staff report. and create the framework from which staff operate. He agrees the system can be improved and noted, for example, that full-time schooling and the extended day program (EDP) need to be identified as a priority for younger students, and that he would move to adopt the key principles with a number of amendments.

An amendment moved by Trustee Campbell,

THAT the following amendments to the key principles outlined in report 20-061 and referenced in Part C of the motion be approved:

1. The safety and well-being of students and staff is our first priority;
2. The OCDSB recognizes the importance of full-time learning at school to support student achievement and well-being and is committed to working towards the return to full-time learning, for a September start, or as soon therefore as may be permitted by both the Ministry and Ottawa Public Health;
3. The OCDSB recognizes (a) the unique and important value of schools to supporting the ability of families, our community and the economy to return to operation and (b) the sub-optimal nature of remote learning at home, and also the significant family stresses this can create;
4. District planning will be done with flexibility and agility and in a way that will allow as many students to access face to face learning as frequently as possible within safety guidelines - with greater priority provided to the return of both full-time school and EDP services to lower grades;
5. The OCDSB will demonstrate its commitment to equity *principles* and wherever possible will differentiate the delivery model to address the needs of our most vulnerable students (including special education needs, English Language Learners, school communities that are impacted by poverty);
6. The OCDSB is committed to creating safe and welcoming learning environments at school and at home with access to quality instruction; and
7. The OCDSB recognizes the importance of collaboration and will continue to make decisions in consultation with key partners at the

table, and returning to Board for approval of any proposal short of full-time schooling rooted in local DSB discretion by both Ministry and local Public Health and communicate decisions in a timely way to parents, students and staff.

A sub-amendment moved by Trustee Fisher,

THAT the language of principle #4 be amended to replace "lower grades" with "elementary grades".

Carried, friendly

An amendment moved by Trustee Campbell,

THAT the following amendments to the key principles outlined in report 20-061 and referenced in Part C of the motion be approved:

- 1. The safety and well-being of students and staff is our first priority;*
- 2. The OCDSB recognizes the importance of full-time learning at school to support student achievement and well-being and is committed to working towards the return to full time learning; for a September start, or as soon therefore as may be permitted by both the Ministry and Ottawa Public Health;*
- 3. The OCDSB recognizes (a) the unique and important value of schools to supporting the ability of families, our community and the economy to return to operation and (b) the sub-optimal nature of remote learning at home, and also the significant family stresses this can create;*
- 4. District planning will be done with flexibility and agility and in a way that will allow as many students to access face to face learning as frequently as possible within safety guidelines - with greater priority provided to the return of both full-time school and EDP services to elementary grades;*
- 5. The OCDSB will demonstrate its commitment to equity principles and wherever possible will differentiate the delivery model to address the needs of our most vulnerable students (including special education needs, English Language Learners, school communities that are impacted by poverty);*
- 6. The OCDSB is committed to creating safe and welcoming learning environments at school and at home with access to quality instruction; and*
- 7. The OCDSB recognizes the importance of collaboration and will continue to make decisions in consultation with key partners at the table, and returning to Board for approval of any proposal short of full-time schooling rooted in local DSB discretion by both Ministry and local Public Health and communicate decisions in a timely way to parents, students and staff.*

Carried

An amendment moved by Trustee Campbell,

THAT a new part be added to the motion as follows: "THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safety provided to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactory addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing."

- Director Williams-Taylor requested clarification on the key principle outlined for a complete return. If that is being advocated for but the Ministry of Education's mode of return is a hybrid model, what is the approval process that staff would be bringing forward to trustees? Also, would this full-time return require approval for all three proposals? In response, Trustee Campbell confirmed that the Ministry would dictate the direction, but the District would advocate for a full-time return. This principal does not contradict Trustee Fisher's request for approval of all plans, but this principal is requesting advocacy for one particular plan;
- In response to a question by Trustee Blackburn regarding the appropriateness of favouring lower grades primarily for a full-time return to school, Trustee Campbell noted that if the District was required to choose one grouping to favour, it is recommended that greater priority be provided to the younger elementary school aged children, as school is not just about learning but care and community impact. Director Williams-Taylor noted that the key words are "greater priority" and although the District is expecting to design a K-12 model, if required to contemplate an exception, this principle suggests favouring a fuller return for younger students as it provides childcare; and
- Trustee Lyra Evans questioned what was meant by "broadly costed" in the amendment. Stating that the costs will likely be higher than was has been costed assuming a 15-student cohort, Trustee Campbell clarified that he was referring to staff only needing to provide high level costing for full-time school and EDP. If the budget is not realistic, then it is proposed presenting the full estimated total to the Ministry.

Trustee Campbell stated the key concern is to create a robust scenario that will address concerns and indicate the Board's intention to the public. He added that operational and capital spending needs to be reviewed to ensure that a return to school in September is feasible.

An amendment moved by Trustee Campbell,

THAT a new Part be added to the motion as follows: "THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safety provided to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactory addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing."

Carried

An amendment moved by Trustee Campbell,

THAT a new Part be added to the motion as follows: "THAT staff be directed to carefully review such discretionary OCDSB operating and capital spending, including possible pausing of current multi-year investment or deficit management plans, as may be needed for sufficient reprioritization of funds to support such emergency spending as may be required in order to obtain local Public Health endorsement of a plan for the full-time return to school by September and/or as consistently thereafter as possible."

Carried

5.2 Report 20-062, Revisions to the School Year Calendar- Key Dates 2020-2021(N.Towaij)

The Board had before it Report 20-062, Revisions to the School Year Calendar, seeking approval of changes to the school year calendar with respect to professional activity (PA) days.

Superintendent Towaij advised that the Board of Trustees approved calendars for 2020-2021 on 25 February 2020. As of 30 June 2020, the Ministry of Education directed school boards to move two previously scheduled PA days, to the beginning of the school year.

Feedback indicated that whenever possible, parents preferred that elementary and secondary school PA days be aligned so that older students can provide care to their younger siblings. Another guiding principle was to maximize the number of school days, without PA days, especially in the fall.

Staff worked with the school year consultation community, which included parental representatives from the Parental Involvement Committee (PIC) and the Ottawa Carleton Assembly of School Councils (OCASC), as well as student representatives, federation partners, school administrators and with whom the District shares transportation services.

Option B was identified as the most suitable, which would result in the PA days scheduled for 9 October and 13 October to be moved to the 1st and 2nd of September.

The anticipated focus of the three PA days will include the following key areas:

1. Health and safety training will be provided, and the District will be working with OPH to develop training for all staff that will include age appropriate training for students;
2. Mathematics training that will include the new elementary curriculum;
3. Bullying prevention, intervention and de-escalation training;
4. Supporting students with autism;
5. Student mental health, student well-being and social and emotional training;
6. Enhanced synchronous learning training for all educators. The Minister of Education has stated there will be enhanced guidelines, which will be built into the training;
7. Anti-black racism, anti-discrimination and bias training; and
8. Rowan's law training where 100 percent of school staff on concussion management over the PA days.

Chair Scott clarified that calendar A and B reflect option B.

Superintendent Towaj highlighted that the 13 October 2020 parent teacher interviews would follow the same process as before where interviews will be held in the evenings. Teachers will accommodate any parent unable to attend by scheduling a meeting during the day by using a designated occasional teacher. The District will ensure equity for all parents and teachers can also conduct phone interviews, Zoom calls or Google meets opposed to in-person meetings;

Superintendent Towaj shared that training for educators has been ongoing since March and will not be confined to these three PA days. Superintendent Lehman's team has trained 8,500 educators on virtual assemblies, guided groups for interventions with levelled literacy intervention, Empower and gap closing tools. Additional training will be provided in the August summer institute. In addition, the District is compiling best practices to share with all educators. Superintendent Towaj shared her appreciation for the educators continuing professional development into late July. Interest has also been shown by educators wishing to contribute to the design of the new elementary math curriculum being released in September.

Moved by Trustee Campbell,

THAT the revised school year calendars attached as Appendix A and Appendix B to Report 20-062 be submitted to the Ministry of Education as the official 2020-2021 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

6. Matters for Information

7. Adjournment

**** The 11:00 p.m. vote did not receive unanimous consent and the meeting was adjourned.***

Lynn Scott, Chair of the Board