



BOARD PUBLIC MINUTES

(Continuation Meeting)

**Tuesday, June 23, 2020, 5:00 pm
Zoom Meeting**

Trustees: 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: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), 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), Pamela LeMaistre (Manager of Human Resources), 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), Darcy Knoll (Communications Coordinator/Media), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 5:01 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. Matters for Action

2.1 Report 20-042, New Stittsville Secondary School (M. Carson)

Manager Ostafichuk presented Report 20-042, on the attendance boundary, program and opening grade structure for the new Stittsville secondary school. The school will house 1,353 pupils from grade 7-12 and will be located at the corner of Robert Grant Avenue and Cope Drive.

In October 2019 the Board approved a consultation plan to set the attendance boundary and opening grade structure of the new school. A working group consisting of various school and community associations representatives, Trustees Scott and Boothby, Superintendent Lehman and the planners on the file, Lisa Gowans and Janet MacDonald met three times to discuss and examine various options. Once the proposal was ready to proceed to consultation, quarantine measures were enforced and it was not until 28 April 2020 that the Board was able to approve the revised consultation plan.

Secondary students scheduled to attend the new school, currently attend either AY Jackson Secondary School (SS) or South Carleton High School (HS). The grade 7-8 students attend Glen Cairn Public School (PS), Goulbourn Middle School (MS) or A. Lorne Cassidy Elementary School(ES).

The largest growing community in Eastern Ontario is where this new school is being developed. The challenge was to build boundaries that did not span too broadly, as that would result in issues with overcapacity too quickly. Another issue was ensuring that the currently existing schools are sustainable.

The District has been transparent that in this particular case, it will not be able to create a family of schools. This is due to the lack of Early French Immersion (EFI) program offerings in the Richmond, Goulbourn and Rideau Township areas and for this reason, the District will need to continue transporting these students to Stittsville.

New schools are scheduled to be built for the southern area and once built can be aligned with a family of schools. The intention is to have this issue resolved within the next 3-4 years once a new school is built in Richmond.

At the working group's meeting in March, a consensus was reached on attendance boundaries and a proposed plan was prepared to seek public consultation. During the presentation, the following points were noted:

- The first area for consultation was the opening grade structure and the information that was assessed was as follows:
 - If the school were to open in 2022, and introduce grades 7-10, this would accommodate 945 students with a utilization of 70 percent;
 - If a small rural area is removed from the west, this would accommodate 910 students with a utilization factor of 67 percent. Portables would be required by year two;
 - With a September 2022 opening with grades 7-9, it would accommodate 723 students with a utilization factor of 53 percent. If

this same grade structure was included without the small rural area, it would accommodate 694 students with a utilization factor of 51 percent. Portables would still be required but not until at least year three; and

- The District found the grade 7-9 structure was far less disruptive especially to students in a high school setting, as it would not require them to move in the middle of high school. This was favoured.
- The recommendation for the school programming for grades 7-8 is to have English EFI and Middle French Immersion (MFI) offerings and for the grades 9-12 to have English and French Immersion (FI) for all students;
- The assessment on boundaries considered the following options:
 - The new boundary looked at the grade JK-6 ENG attendance boundaries at A. Lorne Cassidy ES, Stittsville PS, Westwind Public School, new Fernbank Public School, a portion of the Castlefrank ES and Katimavik ES area (currently undeveloped land). These all seemed logical to move to the new Stittsville High School;
 - Staff felt that including a small rural area to the west of Stittsville in the high school numbers did not have a significant impact. It resulted in a population of 723 students, with a utilization factor of 53 percent;
 - In 2025 the anticipated population with all grades present, would have 1,656 students with a utilization factor of 122 percent. Portables are anticipated in year three;
 - South Carleton HS is anticipated to be the most impacted but will still remain sustainable as the population would go from 1100 students to 850 in 2026, with a utilization factor of 63 percent. There is significant development occurring in Richmond and therefore the population should stay strong;
 - Redirection of the grade 7-8 program to the new school would require A. Lorne Cassidy (a JK-8 school). The working group recommends a boundary adjustment between A. Lorne Cassidy ES and Stittsville PS and has also included a sibling clause;
 - The first cohort of grade 8 students from Glen Cairin PS and Goulbourn MS, that would be directed to the new Stittsville High School, would require them to attend three schools in three years;

- There would be two feeding patterns for EFI students leaving for grade 7 from A. Lorne Cassidy ES and Westwind PS;
- Students living north of Fallowfield Road will be attending the new Stittsville high school. Those south of Fallowfield Road or east of Eagleson Road would attend South Carleton HS;
- The Goulbourn area south of Fallowfield Road does not have its own EFI program school yet, therefore students in that program would continue to attend elementary schools in Stittsville;
- The boundaries within Goulbourn have been assessed, with the cut off being Fallowfield Road;
- Fallowfield Village area students would continue to attend South Carleton HS.

The amended consultation was done using the website to provide information and obtain feedback on the proposed attendance boundaries, as well as a ThoughtExchange exercise that was conducted. The ThoughtExchange received 190 participants and over 2500 stars supporting the suggestions. The feedback was generally supportive of the proposed attendance boundaries.

CONTINUATION

During question period, the following points were noted:

Chair Scott thanked staff for the report and for the continuation of the public consultation. Chair Scott requested clarification regarding the students of A. Lorne Cassidy ES that would attend Goulbourn MS for grades 7-8 and then attend South Carleton HS, as constituents were interested in knowing if exceptions could be made once the number of enrolled students were determined.

In response, Manager Ostafichuk stated that the District is trying to create families of schools with logical boundaries from JK to secondary school. The District used south of Fallowfield Road as the boundary division and since there are no EFI offerings south of Fallowfield Road, students in this area will continue to be directed towards Westwind PS and A. Lorne Cassidy ES in Stittsville. When all these elementary schools' numbers are combined, they total 150 students and the District wants South Carleton HS to maintain their numbers and for the new school to not be overpopulated. For A. Lorne Cassidy ES, on average only 7 students per grade will be directed to Goulbourn MS and South Carleton HS while the remainder will move to the new Stittsville SS. It is the District's intention to offer EFI south of Fallowfield Road in the future. Applications for student

transfers would develop an issue, as no transportation is in place for these students.

Chair Scott highlighted that it is an issue that the new school will be overpopulated once opened. She stated that the capital funding process is flawed as it does not allow districts to serve rapidly growing communities in advance. Chair Scott's constituents felt it was important for all Stittsville students to be redirected to this new school.

Moved by Trustee Scott, seconded by Trustee Boothby,

THAT an opening grade structure, program offering, and attendance boundary for the new Stittsville secondary school, and revised attendance boundaries for A. Lorne Cassidy Elementary School, Glen Cairn Public School, Goulbourn Middle School, Katimavik Elementary School, A.Y. Jackson Secondary School, Earl of March Secondary School, and South Carleton High School, be approved according to Appendix C to Report 20-042 and implemented upon its opening (Attached as Appendix A);

THAT revised kindergarten to grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for Castlefrank Elementary School (K-3), Katimavik Elementary School (4-6), and Stittsville Public School (K-6), be approved according to Appendix E to Report No. 20-042, and implemented for September 2020 (Attached as Appendix B);

THAT revised Kindergarten to Grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for A. Lorne Cassidy Elementary School and Stittsville Public School be approved according to Appendix F of Report No. 20-042, and implemented upon the opening of the new Stittsville secondary school (Attached as Appendix C);

THAT students impacted by Recommendation C of Report No. 20-042 and their siblings born in the year new Stittsville secondary school opens or earlier be given a one-time option to remain at /attend Stittsville Public School until the completion of grade 6 and be provided transportation if they are eligible under Student Transportation Policy P.127 TRA and Procedure PR.556 TRA; and

THAT any student on a cross boundary transfer at a school whose program cohort is being relocated to another school as a result of approved recommendations in Report 20-042 be allowed to move with their program cohort without having to reapply for a transfer.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Scott, Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Lyra Evans, Bell, Fisher, Schwartz, Penny (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.2 Report 20-055, Purchase of Replacement Chromebooks (S. Lehman)

Director Williams-Taylor highlighted that the District purchased additional equipment this year to allow students to participate in virtual learning. Report 20-055, Purchase of Replacement Chromebooks has been prepared by the Business & Learning Technologies (B<) and Finance departments and will present the analysis conducted on future needs.

Superintendent Lehman highlighted that the report recommends purchasing 5000 Chromebooks to supplement the current fleet of 23,000. The District has distributed 11,000 of these Chromebooks to families, who will be retaining them for the remainder of the summer. The three models for returning to school outlined by the Ministry of Education, suggest the likelihood that students will continue to require these Chromebooks.

As noted in the report, some schools have no remaining Chromebooks and had to borrow from other schools to supply to their students. The purchase of additional Chromebooks will allow schools to replenish their inventory and allow for one device per four students as outlined in the five-year technology plan.

The recommendation is being presented to the Board, as the monetary amount exceeds what can be approved internally, however these funds are available in the B< budget.

During question period, the following points were noted:

- Superintendent Lehman stated that the District was able to provide the required number of Chromebooks to families. Given the fact that parents were working from home, some families with devices in the home still required a Chromebook for student use;
- Superintendent Lehman noted that the District is aware of 100 Chromebooks that were either damaged by students or required repair. However, the District has not contacted families to verify if there are any issues with the loaned devices. Hotspots and Chromebooks will remain with students until the end of the summer and at that point staff will review their condition;

- In response to a question about school councils purchasing Chromebooks, Superintendent Lehman noted that the District discourages this and are putting measures in place to ensure there is a 4:1 student to mobile device ratio. We also provided a projector in each classroom used for student learning. If school council would like to use funding to purchase supplementary technology, they should discuss this with the school principal; and
- The funds available within the B< budget were derived from funds allocated to a project to replace school WIFI access points, a project that has been delayed.. This particular project will continue to be funded. In developing the 2020-2021 budget, funds will be reserved to support WIFI and the ongoing cyclical purchase of Chromebooks. In developing a forecast, staff assumed this purchase would be taking place in the 2020-2021 period;
- The five-year technology acquisition plan outlines the purchase of mobile devices and Chromebooks. The plan allows for new items to be purchased each year as required, which prevents the need for all the devices to be replaced simultaneously and avoids a large expense during a particular year;
- In response to a query regarding the purchase of devices and supply chain issues, Superintendent Lehman highlighted that the District has a standing set of suppliers through the Ontario Education Collaborative Marketplace (OECM). Manager Owens has been working with the province to provide the quantities required by the District and there is confidence they will be secured by the end of July 2020; and
- Superintendent Lehman highlighted that students currently have devices in their possession and assuming online learning becomes full-time, the District feels the supply will be sufficient. Even if there is an increase in demand, the 28,000 Chromebooks should meet the need. It is projected that 5,000 devices in circulation will become outdated in September 2020. However, staff feel they can be fixed and/or re-serviced. Chief Financial Officer Carson added that it is the District's intention is to acquire additional Chromebooks for 2020-2021, subsequent to approval of the budget.

Motion moved by Trustee Lyra Evans, seconded by Trustee Penny,

THAT the Board authorize the expenditure of \$2,260,000 for 5000 student Chromebooks.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.3 Report 20-057, Provisions for Calling Extraordinary Board Meetings (M. Giroux)

Executive Officer Giroux presented Report 20-057, Provisions for Calling Extraordinary Board Meetings, highlighting that Board bylaws outline that the Board does not conduct meetings during the summer; however, there are laws for extraordinary provisions. In this particular case, the District requests that the provision in section 8.6 of the bylaw, be enforced until 31 December 2020. Executive Officer Giroux reminded trustees that there is currently a provision in place that expires at the end of June 2020.

Chair Scott reminded trustees that a Board meeting or Special Board meeting, under this provision, could be scheduled with 48 hours' notice.

Moved by Trustee Boothby, seconded by Trustee Lyra Evans,

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19, for the period from 22 June 2020 to 31 December 2020.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.4 Report 20-048, Minor Revisions to Policy P.137.SCO Concussion Management (N. Towaij)

Associate Director Reynolds presented Report 20-048, Minor Revisions to Policy P.137. SCO Concussion Management on behalf of Superintendent Towaij. The report was brought forward to approve the updated policy, to

align with that of Policy/Program Memorandum (PPM changes that were updated last year. The package includes the policy revision document, the updated PPM, as well as the letter of transmittal.

As of 28 January 2020, revisions to the policy were approved to bring it into compliance with PPM 158 which emerged from Rowan's Law. The District received feedback from in-house counsel suggesting the Concussion Code of Conduct requirements should be included in the policy instead of embedding it into the procedure. As advised, the report includes the proposed change.

In the model, staff or volunteers leading activities will pledge annually (using an electronic form, to adhere to the principles in Rowan's Law and PPM and that they will disclose incidents and previous health and safety concerns, to ensure that all student athletes can participate in activities safety.

During the question period, Trustee Ellis inquired if the text crossed out in the clause implementation 4.12, was correct, in response Executive Officer Giroux confirmed that was correct.

Trustee Ellis requested that "from" be struck from the clause.

Moved by Trustee Ellis, seconded by Trustee Lyra Evans.

Moved by Trustee Ellis, seconded by Trustee Lyra Evans,

THAT the proposed revisions to P.137.SCO Concussion Management, attached as Appendix B to Report 20-048, be approved (Attached as Appendix D).

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott (12

AGAINST: Nil (0

ABSTENTION: Nil (0

2.5 Notice of Motion, OPSBA Policy Resolution, Trustee Scott

Chair Scott highlighted that the Ontario Public School Boards' Association (OPSBA) invites Boards to submit policy resolutions. With the postponement of the annual general meeting until the fall, the deadline for submitting policy resolutions has been extended.

Chair Scott noted that the proposed policy resolution was developed as a result of discussions with Student Trustee Gagne and Superintendent Hardie at a conference during a presentation on the student trustee situation in Ontario.

Chair Scott moved the following policy change:

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

Trustee Boothby noted that concern about this topic resulted in discussions at OPSBA on several occasions, as not all boards can afford to have their student trustees attend all meetings. Trustee Boothby shared her opinion that this policy would be welcomed by OPSBA and thanked Trustee Scott for bringing it forward.

Motion moved by Trustee Scott, seconded by Trustee Boothby,

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

Carried

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Scott, Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Lyra Evans, Bell, Fisher, Schwartz, Penny (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.6 Report 20-056, Appointment of a Trustee to the Integrity Commissioner Selection Committee (M. Giroux)

Director Williams-Taylor reminded trustees that the District has been seeking an integrity commissioner, but the process was halted as the process required review and one of the trustees sitting on the selection committee has submitted their resignation. Report 20-056 addresses the need to appoint an additional trustee to the committee and Executive Officer Giroux will chair the selection process.

Executive Officer Giroux invited trustees to provide nominations or to self-nominate. If there is more than one nomination, a secret ballot will be conducted to nominate the trustee to the committee.

During discussion, the following points were made:

- Trustee Boothby requested clarification on when the committee meetings would be held, as they were previously held during the day and suggested the timing be discussed. In response the following answers were provided:
 - Chair Scott highlighted that the District tries to accommodate trustees but noted that staff work during the day;
 - Executive Officer Giroux noted that the District tries to accommodate the availability of trustees but can be more accommodating. The challenge exists with the request for proposal (RFP) process, as some individual work is assigned to trustees that requires it to be done on their own time. Executive Officer Giroux noted the timing of the next meeting is flexible and regarding the interview component, efforts can be made to schedule them later, but they generally need to be during the day; and
 - As a follow up to Trustee Boothby's original comment, she acknowledged that this process was very intensive for staff and noted there was an equal ratio of staff to trustees at meetings.
- Trustee Schwartz inquired what the anticipated time commitment would be, understanding that this depends on the number of applicants and interviews. In response, Executive Officer Giroux noted that there would be 1-2 meetings prior to the RFP, held by Zoom, each lasting a few hours. During the interview and review phase, this would depend on the number of applicants. It was noted that the District would not issue the RFP until late August. This would allow for most of the work to be accomplished in September 2020; and
- Executive Officer Giroux advised trustees that the RFP and review templates would be developed by staff and that it would be a formal process and that the manager of Supply Chain and Risk Management department would be sitting on the panel. It was noted that members of the committee must sign a letter of privacy and non disclosure.

Trustee Schwartz, seconded by Trustee Penny, self-nominated.

Trustee Jennekens, seconded by Trustee Boothby, self-nominated.

Moved by Trustee Lyra Evans, seconded by Trustee Campbell,

THAT nominations be closed.

Carried

Following an election, Executive Officer Giroux declared THAT Trustee Schwartz be appointed as a member of the Integrity Commissioner Selection Committee.

Moved by Trustee Penny, Seconded by Trustee Ellis,

THAT Trustee Schwartz be appointed as a member of the Integrity Commissioner Selection Committee.

Carried

3. Matters for Discussion

3.1 Report 20-059, Summary of Results from Student Survey (2019-2020): Valuing Voices-Identity Matters (M. Giroux)

Director Williams-Taylor noted Report 20-059, Summary of Results from Student Survey Valuing Voices-Identity Matters, was presented on 22 June 2020 and provided a summary of the process and outcomes. During this session, Executive Officer Giroux and Manager Oracheski answered questions.

- The information used from the 2016 Census Data from Statistics Canada on total households, may or may not include information on children. However, Manager Oracheski stated that staff plan to compare the data used against the socio-economic status (SES) indicator in the annual student achievement report. This is based on a custom tabulation data set from Statistics Canada that only includes households with school aged children. Staff will review the comparisons with the Census information and see how closely it reflects their SES and raise indicators;
- Regarding the OCDSB's involvement in data collection and sharing of data with other boards, Manager Oracheski noted that the Ottawa Catholic School Board (OCSB) has not yet undertaken collection of this kind of data. However, by 2023 it will be a requirement for all school boards in Ontario to collect this type of information and release an open data set. At this point, the OCDSB could access this information from other school districts who have undertaken collection, most of which are in the Toronto area;
- Trustee Campbell inquired how the OCDSB plans to identify and adequately capture additional information on the high schools with a low response rate. In response, Executive Officer Giroux recognized

that work needs to be done to capture this but it will take place in the next phase of analysis when considering school-based results. For example the information collected will help to inform what strategies should be considered and what areas need improvement. To the question regarding imputation of missing data, Manager Oracheski noted that due to the complexity and nature of identity it would not be an appropriate approach to do this, however, staff will use other data (e.g., from the student information system) to provide additional context and better understand who's voices may be missing from the analysis; and

- Trustee Campbell stressed the importance of validating this information in order to use data to inform decisions.

**Moved by Trustee Lyra Evans, seconded by Trustee Ellis,
THAT the board move to adopt the rules of committee.
Carried**

- The ranges of income presented in the survey did not directly reflect those obtained from Statistics Canada, as they used \$25,000 increments and the District used \$20,000. The District decided to adopt the range used by the Toronto district school boards;
- Trustee Lyra Evans provided a list of questions on observations from the report responses, Executive Officer Giroux highlighted that the questions related to respondents' feelings and staff cannot explain the reason for the response;
- Trustee Lyra Evans stated that based on survey results indicating students are tired, a future meeting should be held to discuss delaying the start time of high schools to 10:30 a.m. or 11:00 a.m.;
- Trustee Ellis requested more information on the school level dashboards and what would be included and who would have access to this information. In response Executive Officer Giroux highlighted that the District provided zero suppression on the information collected but this level of information cannot be provided at school levels, as it could identify respondents. The District has yet to determine what information will be circulated and to whom, but has committed to keeping the information anonymous. It is the District's intention to provide public facing data and a dashboard that provides schools with a portrait of their school to post on their school website;
- Trustee Ellis encouraged staff to consider the role of the trustee when creating the dashboard and how the information could be useful to trustees to assist their community. In response Executive Director Giroux stressed that access to this information is private and there is a

need to protect easily identified respondents. In some cases, principals will be provided basic information but not actual figures;

- Trustee Bell highlighted that the information that was prevalent to her was around the percentage of students feeling racism, bullying and a lack of safety. She inquired how staff will use this data to ensure equity, continue the dialogue with students and how the District compares to other board's surveys. In response to Trustee Bell:
 - Executive Officer Giroux highlighted that the District has collected data on the school climate, which provides similar perceptual questions but not directly comparable, but the District does have experience sharing the data and using the data to inform practices. The data will be used to inform District-wide strategies and policies and support school administrators to enhance student success and to create a system of caring in schools;
 - The research team has a data support model which superintendents use to support models in the Programming and Learning K-12 department and adolescent learning and innovation. Planning is done with this data to target key areas of focus and to create guiding questions for principals to help them understand issues and affect change. The information is not directly comparable to other districts, but the District has reviewed other surveys and will continue to assess;
 - Manager Oracheski emphasized that using the data support model is a key method to work with schools. Similar work has been done with the biannual school climate surveys, where the feedback is provided to principals, who then initiate focus groups with their students; and
 - Executive Officer Giroux responded to the question of meaningful communication with students on the data, highlighting that although information and infographics will be shared with students, most students are interested in their school community specifically. Thought will be provided to how the equity team can support students, how to learn from students and address their concerns. Superintendent Baker added that principals are already having conversations through virtual town halls with students, parents and the community and through these, are addressing pressing and timely concerns.

**Motion by Trustee Ellis,
THAT return to rules of board.
Carried.**

Executive Officer Giroux highlighted that additional questions related to Report 20-059 can be sent to the email address valueingvoices@ocdsb.ca.

3.2 COVID-19 Update

Director Williams-Taylor advised that staff are in the process of preparing for the return to school. The Ministry released its *Approach to reopening schools for the 2020-2021 School Year* on Friday 19 June 2020. Most districts have already been engaged in and have begun preliminary planning for a variety of possible scenarios to permit a safe return to school for students and staff. The Ministry guidelines notes three options for return: a conventional return with some guidelines to prevent spread; an adaptive model with many caveats and a fully virtual mode in the event it is deemed unsafe to return.

Director Williams-Taylor noted that the adaptive approach to the return to school - would see the creation of cohorts of no more than 15 students. The cohorts are required to ensure contact tracing if required. Staff, in collaboration with Ottawa Public Health (OPH) and co-terminous boards, are reviewing the cohort model. It is anticipated that there may be differentiation from one district to another depending on guidance from their own public health units.

Director Williams-Taylor emphasized the importance of coordination with the co-terminous boards particularly the OCSB as the two boards share transportation. Although the District does not have the same collaboration with the French Catholic or French Public boards, all local boards will have to adhere to the guidance provided by both the Ministry and the direction of OPH.

Director Williams-Taylor provided the following points in her COVID-19 update:

- The planning for transportation will have to follow the chosen academic mode. The Ottawa Student Transportation Authority (OSTA) has already begun to plan for a variety of models. The Associate Director has led much of this work and continues to meet with OPH, OSTA and OCSB staff;
- OCSB are suggesting a cohort model, with not every student at school every day. The OCSB recognizes that the opportunity for more students to be in attendance at certain schools will vary based on the community needs and the school enrolment;

- The District will consider its most vulnerable students first;
- The directors of education, in their regular meetings with the Deputy Minister, anticipate further discussion to address emerging questions;
- The collaborative tables working to plan for the return to school and continuity of learning include union representatives, the mental health lead, the equity lead, as well as the managers of Business & Learning Technology (B<) and Learning Support Services (LSS). The collaborative tables have received input from all of the partners from the inception of the planning process;
- Staff will meet to discuss the launch of a Thoughtexchange for students, parents and staff seeking input on possible models and reflections upon their experience to date. Staff anticipate the Thoughtexchange will be released the first week of July 2020.

In response to questions, the following points were noted:

- Trustee Ellis stressed the importance of providing support and routine to higher needs students. He noted that many families have struggled to support their children without the resources they previously had at the school level;
- Trustee Penny thanked the Director for the update and noted that staff well-being should be considered. He noted that unprecedented situations often place undue stress on leadership and queried the Director's plans to mitigate this stress. Director Williams-Taylor advised that the Director's Executive Council have discussed this topic and the need for balance. She noted that the OCDSB staff have risen to the occasion. She added that the summer is not yielding many opportunities for time off with the cancellation of many camps and other summer programming. Staff recognizes the mental health and well-being aspects of this problem. Staff cannot guarantee that schools or the administration building will reopen or be ready for 1 September. Staff continues to work to ensure employees remain calm and reassured. The District will uphold the summer closure period the last week of July and the first week of August. Staff will be encouraged to have a break during this time;
- In response to a query from Trustee Bell, Director Williams-Taylor noted that information regarding what communications the community can expect over the summer will be important as the usual communication with teachers will not be a part of the regular cycle. The District does not have all of the information right now and is working on both its planning for the reopening of schools and the extended day programs but do not yet have clarity. Staff is unsure how

the childcare model and school models can combine. Staff understands that it is helpful for parents to remain up-to-date on the District's plans and will create a communication structure to ensure messages are conveyed. Director Williams-Taylor added that a final return to school model will likely not be provided until August 2020 as it will be dictated by the numbers of new cases and data.

3.3 Report from OPSBA Representatives (if required)

Trustee Boothby announced that the date of the annual general meeting for the Ontario Public School Board Association (OPSBA) has been set for 26 September 2020. Any resolutions from the Board need to be provided to the OPSBA office by 15 July 2020.

4. Matters for Information

Director Williams-Taylor highlighted that the Ministry of Education just released a memorandum pertaining to the new mathematics curriculum, which will be provided to trustees for review. The announcement on 23 June 2020 outlined the expectation of districts to implement the curriculum in September 2020. Superintendent Towajj and the Program and Learning K-12 team have commenced building the mathematics curriculum. A new component in the curriculum relates to financial literacy. One challenge the District anticipates is engaging students in the new curriculum model if the program is conducted virtually in the fall.

5. New Business -- Information and Inquiries

Trustee Hough inquired if there were any updates on the status of the report card portal.

Superintendent Lehman responded stating a number of parents have registered for the online portal. Client services are managing inquiries from parents and informing them registration for the portal is not restrictive and can be done at any point. If parents cannot register, staff will ensure they receive their children's report cards in the next couple weeks, either by email or by mail.

Report cards for secondary students are anticipated to be available by the third or fourth of July.

Trustee Hough inquired if perhaps the messaging on the website should be edited so that a deadline is not implied.

6. Adjournment

Chair Scott thanked trustees and staff for being available for the continuation of the 22 June 2020 meeting. It was noted that the next meeting will be a Special Board meeting scheduled for 29 June 2020 at 7:00 p.m.

The meeting adjourned at 7:16 p.m.

Lynn Scott, Chair of the Board