



BOARD PUBLIC MINUTES

Monday, June 22, 2020, 8:00 pm

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, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff:** 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), Stacey Kay (Manager 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), Amy Hannah (System Principal of Learning Support Services), Sait Atas (Research Officer), Darcy Knoll (Communications Coordinator/Media), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator), Myra Wells (Board Services Assistant)
- Guests:** Charles Chen (Incoming Student Trustee), Joy Liu (Incoming Student Trustee)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:22 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 Ellis,

THAT the agenda be approved.

Carried

Trustee Blackburn requested that the delegation by Robin Browne, be the first item on the agenda. She also suggested that the Board impose a time limit on presentations in order to cover all of the material.

Chair Scott agreed to move the delegation to the first item on the agenda.

3. Student Trustee Report

Ganaaboute Gagne and Prasith Wijeweera served as student trustees to the Ottawa-Carleton District School Board (OCDSB) from 2019-2020. During their presentation they provided an overview of what they have experienced, their observations and recommendations for the Board to inform future decisions.

Student Trustee Wijeweera recognized how important it was for the student senators to be given the opportunity to serve on the OCDSB advisory committees as non-voting members. It allowed for the student population to be represented and for the OCDSB's messages to be shared with students from one of their peers. He added that being able to attend meetings, such as the Special Education Advisory Committee (SEAC), was fundamental in the student trustee's role and to achieving professional development.

Student Trustee Wijeweera recognized the exceptional opportunities that were provided by having the ability to consult with senior staff and to have mutually beneficial conversations.

Student Trustee Gagne recognized the importance of conducting roundtable discussions. He highlighted that the student trustees, over the course of the year, led roundtables in person and during COVID-19 virtually, which provided a forum for voices to be heard.

One of the initiatives that Student Trustees Gagne and Wijeweera embarked on in January 2020 was regarding menstrual equity in the OCDSB. Research was conducted on the topic, on other board's policies, pilot programs in effect and additionally, roundtables were held.

The student trustee's research report proposed education on menstruation be provided to limit the stigma and increase safety and also provided suggestions to

ensure the program is sustainable. It was recommended that products be located in an alternate location for students who identify as male to access. The hoarding of menstrual products should not be a concern, as it is a necessity and providing these products would fill a needs gap. The incoming student trustees have agreed to continue the initiative during their term, and it will be followed up with by superintendents.

Student Trustee Gagne noted that a critical component to the report was the real and perceived views of students. There were three areas under the COVID-19 Response and Student Support section that were focused on: community, accountability and meaningful communication.

Community: It was noted that a key component of that is cultural belonging and during COVID 19, virtual town halls were organized by students and staff to create a social connection and a sense of community. Measures like these can be increased to enhance the culture.

Accountability: The student trustees shared the opinion that it was ineffective for principals to be responsible for the management of the entire school. Students could be experiencing issues with other peers or adults in authority positions within the school, and it is believed the accountability structure needs to be expanded.

Meaningful communication: This involves listening but also listening to the right people at the right time. The thought sharing portals and roundables have been successful in providing an opportunity for voices to be heard. Trustee Gagne emphasized the need to have open communication with students and encourage trustees and staff to explore solutions.

Suggestions and Recommendations:

- That staff utilize student trustees to review student-wide communications prior to release, to ensure the content resonates with their audience;
- The section on racial inequities within the OCDSB is significant as their constituents asked for this area to be of particular focus. Student Trustee Wijeweera provided two recommendations that the OCDSB could implement to improve the environment:
 - At annual school assemblies, demonstrate the options students have to address concerns of racism or discrimination. Ensure the message outlines the protocols and is framed to be well understood by students of all ages; and
 - Continue to offer workshops and training to ensure that individuals are more aware of their unconscious biases and racist tendencies.

- Regarding the presence of Student Resource Officers (SRO), it was suggested that the District engage in consultation to obtain public feedback on their presence in schools. The message provided to the student trustees by their constituents, is that the SRO's presence has a negative effect on students and leaves them feeling intimidated, unsafe and segregated.

Student Trustee Wijeweera and Gagne shared their appreciation to trustees for listening and to the superintendents for their guidance and support. They were grateful for having had the opportunity to serve as trustees. They expressed their confidence that the OCDSB is on the right path with the positive initiatives being undertaken.

During the question period, the following comments were noted:

- Chair Scott and several trustees thanked the student trustees for their excellent report and acute observations;
- A query was made about how the recommendations could best be moved forward or actioned, specifically regarding SROs and why a motion was not proposed. In response Student Trustee Gagne responded that no reporting mechanisms are in place and without solid information, a recommendation cannot be presented for consideration; and
- Student Trustee Wijeweera encouraged trustees to attend student senate meetings once or twice a year and to attend town halls at a local school level, to understand students' concerns. Trustee Gagne suggested trustees connecting with community associations that may be overlooked, such as the Council for Transgender Youth

Chair Scott highlighted that student trustees play a vital role of informing fellow students of policies that impact them. Chair Scott recognized how fortunate the Board and student population were to have such skillful, articulate and highly engaged student trustees. Chair Scott shared that Prasith Wijeweera will be attending the University of Waterloo for Civil Engineering specializing in transportation and entrepreneurship. She highlighted that he will be serving on Ontario's Student Trustee Association (OSTA-AECO) as their Chief Financial Officer. Chair Scott recognized that Ganaabouté Gagne would be attending the University of Victoria majoring in Economics and pursuing his Juris doctorate. She noted he planned to continue his involvement with ACTUA, working on bringing science, technology, engineering and math (STEM) education to Indigenous youth in an equitable and meaningful way. As an Indigenous youth leader, he intends to continue his work as an advocate for equal opportunities and anti-racism.

Chair Scott highlighted that the two incoming student trustees will be commencing their term in August 2020. Joy Liu attends Colonel By Secondary

School and she has been elected to be a policy coordinator on OSTA-AECO and Charles Chen who attends the Earl of March Secondary School.

5. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier in the evening and that there are no recommendations.

6. Briefing from the Chair of the Board

Chair Scott highlighted that the Ottawa-Carleton District School Board (OCDSB) annually recognizes the valuable contributions of community members, parents, and businesses through the OCDSB Community Recognition Awards.

Chair Scott noted that the in-person Volunteer Appreciation Reception and Awards Ceremony did not take place due to social distancing protocols. However, the award recipients for all six award categories, will be highlighted on the OCDSB website and on social media.

The Community Partnership Award is granted to recognize outstanding partnership/support from a community agency or business over an extended period of years or through a significant initiative that has directly benefited OCDSB students. Congratulations was extended to the recipient Jayne Gauthier, Director at Whitehaven Kindergarten School Age Center (D.Roy Kennedy).

The Community Award is granted to recognize outstanding efforts of a member of the OCDSB community for developing an initiative that directly supported the well-being of students. Congratulations was extended to the two recipients, Gabrielle Fayant and Dani Lanouette, for their work with the Assembly of Seven Generations.

The Distinguished School Council Service Award is granted to recognize outstanding efforts of a school council or school council member, for making a significant contribution to enhance the learning experience of students at a school and/or system level. Congratulations was extended to recipient Julie Smith of Stittsville Public School.

The Excellence in Equity Award recognizes the contribution of a parent, volunteer, business or community member to support the alignment and integration of equity and inclusive educational principles and practice over an extended period of years or through a significant initiative that has directly benefited OCDSB students. Congratulations was extended to the 2020 recipient June Girvan.

The Volunteer of the Year Award is granted to recognize the substantial contribution of a parent volunteer or community volunteer, over an extended period of years or through a single significant initiative that has had a positive

impact on students. Congratulations was extended to the recipient Tanvir Minhas of Merivale High School.

The Chair's Award that is nominated by the Board of Trustees, is presented annually for the substantial contribution of an OCDSB staff member and/or a community member to the achievement of the aims and objectives of the Board over an extended period of years. Congratulations to the 2020 Chair's Award recipient Don Gerlitz of Adult High School.

Chair Scott noted that this was the first year of the OCDSB's new Strategic Plan, and although it was not the year that was expected, the plan to build a culture of innovation, caring and social responsibility were vital in the approach. The COVID-19 pandemic shifted some of the OCDSB's initiatives and accelerated others. A number of new initiatives were launched in the fall, one of the highlights being "Valuing Voices – Identity Matters!".

Chair Scott commended staff across the District for their response to the unforeseen and unprecedented situation, as well as, students and parents for their patience, support and innovation. During quarantine, new ways of connecting were established, a new appreciation for how education is delivered, and a new importance was placed on personal balance and community safety.

Chair Scott also commended students for rising to the challenge of learning from home. As for the graduates, this year has not just been about completing academic expectations, but one where expected outcomes were repeatedly demonstrated particularly around collaboration, resilience, innovation and digital fluency.

The pandemic distanced us physically but also brought unity through the common goal of maintaining the continuity of learning for all students. The year is not yet over, with many students and staff preparing to participate in summer programming and developing plans for a return to school in September.

7. Briefing from the Director

Director Williams-Taylor thanked all the community and volunteer award recipients and announced the names of the Student Recognition Award recipients, selected by each school's principal and vice principal. Director Williams-Taylor highlighted that these student leaders have shown incredible initiative and contributions to their school. The student award recipients will receive their awards at their graduation ceremonies in the fall. However, the District will be highlighting these amazing individuals on the OCDSB website, school websites, through social media and in an advertisement in the Ottawa Citizen.

- Luisa Pardo, Adult High School;
- Karen Vo, A.Y. Jackson Secondary School;

- Nicole Xu, Bell High School;
- Jorja Tashlin, Brookfield High School;
- Laura Davies, Cairine Wilson Secondary School;
- Audrey Thebaud, Canterbury High School;
- Tip Finless, Colonel By Secondary School;
- April Bennett, Continuing Education;
- Amina El Sharif, Earl of March Secondary School;
- Clifford Lewis, Elizabeth Wyn Wood Secondary Alternate Program;
- Ava Munro, Frederick Banting Secondary Alternate Program;
- Phoebe Seely, Glebe Collegiate Institute;
- Fatimah Karim, Gloucester High School;
- Cory Dignard-Keras, Hillcrest High School;
- Eric Huang, John McCrae Secondary School;
- Mack Bain, Lisgar Collegiate Institute;
- Siyona Kassel, Longfields-Davidson Heights Secondary School;
- Olivia Plouffe, Merivale High School;
- Rachel Lowenberg, Nepean High School;
- Isabelle Blad, Norman Johnston Secondary Alternate Program;
- Breeana Elliott, Osgoode Township High School;
- Phoenix Judge, Ottawa Technical Secondary School;
- Allegra Wallace-Harder, Richard Pfaff Alternate;
- Robiya Abdullayeva, Ridgemont High School;
- Karen Onukagha, Sir Guy Carleton Secondary School;
- Damen Tsotroudīs, Sir Robert Borden High School;
- Michaela Yu, Sir Wilfrid Laurier Secondary School;
- Trinity Lowthian, South Carleton High School;
- Keefer Lamarche, Urban Aboriginal Alternate High School Program;
- Hoda Osman, West Carleton Secondary School; and
- Sami El Sayed, Woodroffe High School

The Excellence in Equity Student Award honours a graduating student in a secondary and/or alternative site who demonstrates innovative and creative initiatives to achieve a positive, safe and inclusive school climate. This year there were more nominations than ever before and the two recipients receiving this award are Abbas Mohamed of Hillcrest High School and Sade Friday of Lisgar Collegiate Institute.

During the middle of June 2020, the Ministry of Education released its reopening plan for schools in the fall. School boards were asked to plan for the following three scenarios to be implemented in September, depending on the public health situation at the time:

1. A normal school day routine with enhanced public health protocols;

2. A modified school day routine - Based on public health advice, an adapted delivery model was designed to allow for physical distancing and cohorts of students. Under this model, school boards were asked to maintain a limit of 15 students in a typical classroom at one time and adopt timetabling that would allow for students to remain in contact only with their classmates and a single teacher for as much of the school day as possible. This model requires an alternate day or alternate week delivery to a segment of the class at one time; and
3. At home learning - Should the school closure be extended, or some parents choose not to send their child back to school, school boards need to be prepared to offer remote education.

The government instructed school boards to be prepared with a plan, should it be required, that includes an adapted delivery model, which could include alternate day or alternate week attendance, staggered bell times and recess, and different transportation arrangements, among a variety of other considerations to ensure the safety of students and staff.

The OCDSB has been busy planning for next year and will now align this work with the Ministry's direction. More information will be shared, and the District will ask parents, students and staff for input.

Director Williams-Taylor thanked teachers, principals, staff, volunteers, community partners, and trustees for working incredibly hard to support families and provide students with an opportunity to learn. Director Williams-Taylor shared her appreciation for the patience and understanding that students and parents provided as the District navigated through solutions.

8. Delegations

8.1 Robin Browne, re Code of Conduct Update

Mr. Browne reappeared before the Board to provide an update on his 26 May 2020 delegation. Mr. Browne proceeded to escalate his grievance with the Board's process on the code of conduct. On 16 June 2020, he along with Ottawa-Carleton, Gatineau and York region representatives, met virtually with Minister of Education Stephen Lecce. The purpose of this meeting was to present their grievance that *the Education Act* should impose stronger penalties in a Code of Conduct breach to act as a deterrent and also to factor in multiple cases of breach. Mr. Browne agreed to share Minister Lecce's response once received.

Trustee Bell inquired how Minister Lecce received the recommendation and in response Mr. Browne indicated that the Minister was open to what was recommended and stated he would pursue this matter further and provide a response.

9. Presentation

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

Director Williams-Taylor expressed her appreciation for the work that has been conducted on Report 20-059 and the efforts made to engage the community and school community. She recognized the efforts of Executive Officer Giroux, Manager Oracheski, Jacqueline Lawrence and the supporting teams. A significant amount of work has been done but additional work will be conducted over the coming year.

Executive Officer Giroux also recognized the generous contributions of parents, students and community members and members of the Equity, Corporate Services and Communications team.

During the presentation the following points were noted:

Executive Officer Giroux acknowledged that racism and systemic barriers exist in the OCDSB's education system and that the District is committed to equity and has prioritized these areas in the strategic goals over the next few years. Executive Officer Giroux noted that the community focus group feedback aligned with the observations outlined by the student trustees. Executive Officer Giroux stressed the importance of listening and noted the commitment to increase representation in staff to heighten students' sense of belonging. It was important not to draw conclusions in the technical report. Instead using this information thoughtfully to identify issues that emerge from the reader's perspective was an important consideration.

- Once the summary of findings is released, the data will begin to be linked to other data sets which can help provide additional understanding in the following areas: achievement gaps, suspension and expulsion rates, streaming, sense of belonging and feeling safe at school;
- A timeline has been created until June 2021, which anticipates the release of three additional reports expected to be delivered in November 2020 and March and June 2021. The topics to be explored include achievement, suspension and sense of belonging. Community partners will assist in refining the focus of these reports and in identifying community priorities;
- The survey was open from 26 November 2019 until 19 January 2020. Since the close, staff have processed information and coded the open-ended questions related to perceptual and demographics. Staff

have been developing themes and key terms for the questions regarding sense of belonging;

- The response rate was approximately 50 percent across the District and showed slightly higher parental participation rates than other boards. The participation of grade 7-12 students in other jurisdictions varied from 46 to 90 percent, while the District had a response rate of 62.5 percent. The participation rate across schools in the District had a response rate for JK-6 ranging from 14 to 42 percent and grades 7-12, ranging from 4 to 100 percent. Lower response rates were predominantly in schools with more specialized student populations like Adult HS, secondary alternate sites, Clifford Bowey Public School and Crystal Bay Centre for Special Education;
- In the detailed technical report, the QuantCrit framework was used, which intentionally provided limited to no interpretation of the information in the tables, to prevent conclusions being influenced by potential biases. The intent was for the information to stand on its own and for the summary to highlight the key data;
- As with any data collection, there are limitations, and this is in part due to how people interpret the questions and key concepts. For example, some cultures use the terms race and ethnicity interchangeably and therefore questions which differentiated them, may not have been understood as intended; and
- Staff felt some responses perhaps should have been excluded but decided to retain as much information as possible. Staff will be working with community partners to discuss approaches to assigning respondents to specific groups for calculations of disparity and disproportionality, in accordance with the Data Standards.

In the questions relating to Identity and Demographic, the following information was reported:

- First Language Spoken - There were 150 languages reported with the most prevalent languages for both elementary and secondary students being English, Arabic, French and Chinese;
- Indigenous Identity - For JK-6, 3.1 percent identified as First Nations, Metis or Inuit and for grades 7-12, 3.7 percent;
- Ethnic/Cultural Origin - Over 300 ethnicities were reported by respondents, most considered themselves Canadian. More than 5 percent reported being of Arabic, Chinese, English, Irish or Scottish descent;

- Race - Most respondents identified as White but there was student representation from all responses options provided. Black, East Asian, Middle Eastern and South Asian were amongst those most frequently reported;
- Religion - The OCDSB reflects a multi-faith community with the predominant responses being Christian, Muslim and no spiritual affiliation;
- Gender identity - Approximately 1 percent of elementary students, and under 5 percent of secondary students, reported diverse gender;
- Sexual orientation - 54.7 percent of parents of JK to grade 6 students reported their child as being heterosexual compared to 79.4 percent for of students in grades 7 to 12. Approximately 44 percent of parents of JK to grade 6 students were unsure of their child's sexual orientation. 1 percent of elementary students and 16.3 percent of secondary students, identified as LGBTQ2S+;
- Disability - Approximately 9 percent of students reported having some form of disability represented at the time of the survey. The most commonly reported disabilities for both groups were those related to learning disabilities, followed by Autism Spectrum Disorder (ASD) for elementary students and mental health for secondary students;
- Status in Canada - Three-quarters of survey respondents were born in Canada. Of those not born in Canada, most reported being a Canadian Citizen or landed immigrant/permanent resident at the time of the survey;
- Income - This question was only directed to parents of children in JK to grade 6, based on recommendations from community partners in the fall. Data reflects that nearly 50 percent of respondents reported an annual household income over \$100,000, while 19 percent preferred to not disclose; and
- The data reflected that a sense of belonging at school was stronger for the younger cohort of students compared to those in the older cohort. Students that reported a low sense of belonging in JK-6 was 5 percent and 11 percent in secondary students. It was noted that extracurricular activities would help students to feel more confident however access to transportation made it difficult to participate.

Executive Officer Giroux noted that graphs are part of an infographic and will be published in the report. Over the summer, staff will create school level dashboards to provide relevant information to schools. The information will help highlight areas of focus for the Board and school

leaders to make informed decisions. There are ongoing governance issues that need to be addressed such as the concept of open data and how to identify appropriate groups to speak to about disparity and how solutions can be applied.

Chair Scott provided her gratitude to staff for creating and distributing the survey and for compiling the data. Chair Scott recognized the limited time available on the agenda for discussion and encouraged trustees to direct questions to staff after the meeting. Executive Officer Giroux instructed trustees to email the Valuing Voices inbox which will act as a central repository for all questions. The email address will be circulated. Once questions are received, staff will compile the questions and answers and circulate them to all trustees.

Trustee Bell thanked staff for the presentation and for driving the equity agenda. She noted for the record that she was incredibly disappointed that this would not be discussed further and that she wanted to know how this data is going to be used.

Trustee Scott highlighted that this agenda item was listed as a presentation and at Board meetings, presentations do not traditionally have extensive question periods like Committee of the Whole meetings.

Trustee Lyra Evans, Schwartz and Campbell agreed with Trustee Bell stating this information should be discussed in greater detail and requested a future opportunity to have a more fulsome discussion.

It was requested by Trustee Campbell, that future agendas have fewer substantial items, to allow ample time for discussions of public interest.

10. Matters for Action

10.1 Confirmation of Board Minutes, 26 May 2020

Moved by Trustee Jennekens, seconded by Trustee Hough,

THAT the Board minutes dated 26 May 2020 be confirmed.

Carried

10.2 Business Arising from Board Minutes

There was no business arising from the 26 May 2020 Board minutes.

10.3 Receipt of Committee of the Whole Report, 16 June 2020

Trustee Penny, Seconded Trustee Ellis,

THAT the report from Committee of the Whole Report dated 16 June 2020 be received.

Carried.

10.3.a Special Education Plan 2019-2020

Motion by Trustee Ellis, seconded by Trustee Penny,

THAT the Special Education Plan 2019-2020, attached as Appendix A to Report 20-051 be approved (Attached as Appendix A).

Carried.

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

FOR: Boothby, Blackburn, Hough, Campbell, Jennekens, Penny, Lyra Evans, Bell, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.4 Receipt of Audit Committee Report, 11 June 2020

Motion by Trustee Schartz, seconded by Trustee Penny

THAT the report from the Audit Committee dated 11 June 2020 be received.

Carried

10.5 Receipt of Committee of the Whole Budget Report, 26 May 2020

Moved by Trustee Schwartz, seconded by Trustee Ellis,

THAT the report from Committee of the Whole Budget dated 26 May 2020 be received.

Carried

10.6 Receipt of Committee of the Whole Budget Report, 8 June 2020

Moved by Trustee Schwartz, seconded by Trustee Hough,

THAT the report from Committee of the Whole Budget dated 8 June 2020 be received.

Carried

10.7 Receipt of Committee of the Whole Budget Report, 22 June 2020 (oral)

Trustee Schwartz highlighted that the Committee of the Whole Budget meeting received a presentation on Report 20-058 in regard to the Administrative and Staffing budget for 2020-2021.

Moved by Trustee Campbell, seconded by Trustee Schwartz,

THAT the report from Committee of the Whole Budget dated 22 June 2020 be received.

Carried

10.7.a Administrative and Support Staff 2020-2021

Non-Consent item, Trustee Ellis raised concern over the timing and the process. Trustee Ellis noted his dissatisfaction with holding Committee of the Whole (COW) Budget meetings on the same evening that motions are presented to the Board, as it does not allow for reflection and subsequent amendments. He supported the content in the report, other than those issues raised during the COW Budget meeting, and stated he would abstain from voting.

Trustee Campbell agreed with Trustee Ellis' comment and stated that concurrent meetings did not allow for members of the public to provide their feedback to trustees.

Moved by Trustee Campbell, seconded by Trustee Schwartz,

THAT the administrative and support staffing, as outlined in the addendum to Report 20-058, be approved for purposes of the 2020-2021 annual operating budget (Attached as Appendix B).

Carried

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

FOR: Boothby, Blackburn, Hough, Campbell, Jennekens, Penny, Lyra Evans, Bell, Schwartz, Scott (10)

AGAINST: Nil (0)
ABSTENTION: Ellis (1)

10.8 Non-Consent Items

10.9 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 decided 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 be required 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 undertaken 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.

*** 10:30 pm Vote ***

Several trustees indicated their interest in continuing the meeting at a later date and on that day, to have additional time to discuss items already covered.

Moved by Trustee Schwartz, seconded by Trustee Bell.

Executive Officer Giroux noted if an item is revisited at the continued meeting that had a motion tied to it, the decision stands. Any process for revisiting a decision that has been carried, would require a motion to amend the decision.

Moved by Trustee Schwartz, seconded by Trustee Bell,

THAT the 22 June 2020 Board meeting be continued on 23 June 2020 to discuss the balance of the agenda as well as Report 20-059, Summary of Valuing Voices.

Carried.

14. Adjournment

The meeting adjourned at 10:43 p.m. to be continued on 23 June 2020.

Item 10.9 Report 20-042, New Stittsville Secondary School was on the floor at the time of adjournment.

Lynn Scott, Chair of the Board