



BOARD PUBLIC MINUTES

**Tuesday, October 27, 2020, 7:00 pm
Zoom Meeting**

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (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), 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), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator), Darren Gatley

Guests: Ellen Boynton (Bells Corners United Church)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:10p.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 Blackburn, seconded by Trustee Jennekens,
THAT the agenda be approved.

Trustee Bell requested additional funding to support the implementation of the Indigenous, Equity and Human Rights Roadmap be added as a new action item.

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the agenda be approved, as amended.

Carried

3. Presentation of the D. Aubrey Moodie Award to Sheel Ayachi

Presentation of the D. Aubrey Moodie Award to Sheel Ayachi

Chair Scott introduced and congratulated graduating secondary student Sheel Ayachi for achieving the highest grade point average in the 2019-2020 school year. She noted that it is essential to recognize the outstanding achievements of the District's graduating students. Mr. Ayachi graduated from Colonel By Secondary School International Baccalaureate Diploma Program with a grade point average of 98.86.

Ms. Ellen Boynton of the Bells Corners United Church presented Mr. Ayachi with the D. Aubrey Moodie Award. She noted that for 17 years, Mr. Moodie's funds have provided the sum of \$200.00 to the top student in the Board "to have fun."

Mr. Ayachi, thanked staff and the Bells Corners United Church for the D. Aubrey Moodie Award.

Director Williams-Taylor congratulated Mr. Ayachi on behalf of OCDSB and noted that he is enrolled in the McMaster University Integrated Biomedical Engineering and Health Sciences Co-op Program.

4. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier this evening and reports and recommends as follows:

Moved by Trustee Blackburn in substitution for Trustee Scott, seconded by Trustee Penny,

THAT staff proceed, as directed in Board in camera, with respect to a financial matter.

Carried

The motion was carried unanimously by those present:

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

5. Briefing from the Chair of the Board

Chair Scott reported that the Government of Ontario has announced it will provide \$42.3 million to fund the construction of a new secondary school in Riverside South. She noted that the school will offer more than 1500 new secondary student spaces, along with two child care rooms with 39 licensed child care spaces.

With the funding now approved, the OCDSB will be able to establish timelines for the building process. This will be the first secondary school for the OCDSB in the growing Riverside South community. Chair Scott thanked all of the members of the community - students, parents, trustees and local politicians - who advocated for the funding of this school.

Chair Scott reminded members that the OCDSB is looking for parents and interested community members to serve on its Parent Involvement Committee (PIC). Applications will be accepted until 30 October 2020 with details on the OCDSB website.

6. Briefing from the Director

Director Williams-Taylor reported that the first full week of November is Treaties Recognition Week. The goal of this week is to promote public education and awareness about treaties and treaty relationships. She noted that all students, both Indigenous and non-Indigenous alike, benefit from learning about the histories, cultures, contributions and perspectives of First Nation, Métis and Inuit people in Canada. OCDSB schools will take time during the week to incorporate subject matter related to Treaties within their classrooms.

Director Williams-Taylor noted that Learning Support Services and the Indigenous Education Team are working together to explore mental health initiatives for OCDSB Indigenous youth. She added that hearing directly from students is an essential part of this work. Led by members of the Indigenous Education Team, there will be a virtual focus group on 10 November 2020 with further details on the OCDSB website.

Director Williams-Taylor noted that 8 November 2020 is National Aboriginal Veterans Day and 11 November 2020 is Remembrance Day and recognition of these days will be done virtually.

Director Williams-Taylor advised Grade 12 students that it is time to contemplate scholarship applications. She noted that applications for the 2021 Loran Award are now open. The Loran Award is a very prestigious scholarship, valued at \$100,000 over four years, including mentorship, funding for summer internships and participation in an extensive network of past and present scholars.

Secondary school students who plan to attend university next fall are invited to apply. She also noted that applications are open for the Toronto Dominion (TD)

scholarship valued at \$70,000 over 4 years and the application deadline is 13 November 2020. She advised students to contact their Guidance Department for more information.

7. Delegations

7.1 Matt Street, Re: Recommending the Board Fund On-line Readers

Matt Street, Re: Recommending the Board Fund On-line Readers

Matt Street, Vice Chair of the Manor Park Public School School Council, expressed concern over the shortage of online and physical readers. He noted that online readers and programs administered by teachers will be crucial for reading participation and improving proficiency. He suggested the Board purchase subscriptions such as Raz Kids to ensure all students have access. He noted that the Board needs to be socially and financially responsible as teachers and school councils are paying “out of pocket” for subscriptions. He added that the Board needs to create a positive experience for students equally through the District and that the Board should invest in a District-wide online reader license.

In response to a query from Trustee Blackburn, Superintendent Lehman noted that he has reviewed different options such as Raz Plus. He noted that there are other tools like e-readers and he and the Business and Learning Technologies team continue to examine the issue. He estimated a cost of \$350,000 to purchase the recommended license

7.2 Inini McHugh, Re: Indigenous, Equity and Human Rights Roadmap 2020-2023

Chair Scott recognized that delegation rules do not align with Indigenous ways of sharing knowledge and that Mr. McHugh would have the time needed to complete his statement.

Mr. McHugh identified himself as Bonnechere Algonquin First Nation. He noted that the current and proposed human resources are not sufficient to meet the needs of First Nation, Metis and Inuit students. He recommended that the Board hire three additional graduations coaches – Metis graduations coach, Inuit graduations coach and a graduations coach to support other bands and Nations.

Mr. McHugh noted that he would like the Board to invest in a full-time social worker, Itinerant youth worker, mental health counsellor and psychologist to be a part of the Indigenous team. He noted that Indigenous graduation rates are lower than other students and suggested that investments in Indigenous peoples and education be utilized in a way that directly supports Indigenous students for the greatest impact.

Mr. McHugh hoped that OCDSB would hire “culture employees” that can increase cultural awareness to all and deliver services in a culturally appropriate way according to the Truth and Reconciliation Commission of Canada (TRC) and United Nations Declaration.

Trustee Campbell thanked Mr. McHugh for the presentation and noted that the request for the recommended new positions would directly impact Indigenous students.

In response to a query from Trustee Campbell, Mr. McHugh noted that there are 4,000-5,000 Indigenous students and the Indigenous team consists of four to five members. Mr. McHugh asked that the District reallocate funds to shift Learning Support Services staff to the Indigenous Student Support team and noted that his preference would be graduation coaches for Metis and Inuit students.

In response to a query from Trustee Blackburn, Mr. McHugh noted that the Board could reach out to Indigenous elders. However, he noted that they may not have or be familiar with computers. He suggested that if Indigenous elders are to be contacted that the Board consider providing them with computers and training on the devices. Mr. McHugh also suggested that the Board could survey Indigenous youth to determine if they want elders in the classroom.

Trustee Hough hoped that the positions would be filled with people who have the requisite cultural competence.

8. COVID-19 Update

With the aid of a PowerPoint presentation Director Williams-Taylor provided the COVID-19 update.

Trustee Schwartz raised concern that although the reported mental health and well-being of most students has stayed the same or improved, about a third has worsened. Executive Officer Giroux noted that it would be difficult to compare data, but would investigate school climate data to determine correlations. Superintendent Symmonds noted that meetings had been set up with the Research Evaluation and Analytics Division (READ) to look further at this research. Trustee Schwartz requested an opportunity for further focus on this matter.

In response to a query by Trustee Fisher, Executive Officer Giroux noted there are no unique student identifiers in this data set that could correlate to another data set.

In response to a query by Trustee Fisher, Director Williams-Taylor noted that there are now enhanced levels of consistency in classrooms and at home at the secondary level across the District now that there is direction from the Policy/Program Memorandum (PPM). This allows principals and vice-principals

to address issues raised. She noted that instruction levels and support in classrooms were not the same as pre-COVID-19 but are improving and that students will have a different classroom experience.

In response to a query from Trustee Fisher, Associate Director Reynolds noted that Ottawa Public Health (OPH) and the four coterminous boards have created a working group to determine how best to facilitate clothing and footwear spaces for students as inclement weather approaches. He noted that he would provide an update to trustees at an upcoming meeting.

In response to a query by Trustee Campbell, Executive Officer Giroux noted that it would be worthwhile to re-administer the Thoughtexchange in the spring to determine what percentage of parents have concerns and compare data.

9. Matters for Action

9.1 Confirmation of Board Minutes:

9.1.a Board, 22 September 2020

**Moved by Trustee Hough, seconded by Trustee Schwartz,
THAT the 22 September 2020 Board minutes be confirmed.**

Carried

9.2 Business Arising from Board Minutes

There was no business arising from the 22 September 2020 Board minutes.

9.3 Receipt of Committee of the Whole Report, 13 October 2020

**Moved by Trustee Penny, seconded by Trustee Schwartz,
THAT the 13 October 2020 COW minutes be confirmed.**

Carried

9.3.a Approval of the International Student Return Plan

**Moved by Trustee Boothby, seconded by Trustee Penny,
THAT the International Student Return Plan be confirmed.**

THAT the Board affirms that the OCDSB international student program will comply with the travel and readiness guidelines for accepting international and domestic students coming from abroad as established by the Ontario Ministry of Education and the Canadian Federal Government for 2020-2021 school year.

Carried

The motion was carried unanimously by those present:

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

9.4 Non-Consent Items

9.5 Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools (MJ.Farrish)

The Board had before it Report 20-090 seeking approval of the proposed consultation plan to review the Policy P.043.SCO, Police Involvement in Schools.

Moved by Trustee Campbell, seconded by Trustee Evans,

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-090, be approved.

In response to a query by Trustee Campbell, Superintendent Farrish noted that staff made changes to sections of the report and consultation plan related to the steering group. She noted that further changes included clarifying the scope of the consultation, looking at both discretionary and mandatory calls for Student Resource Officer (SRO) service and engagement/involvement with police in terms of the District's practices. She noted that input from stakeholders, including suggestions of input from ACE and Indigenous Education Advisory Council (IEAC) will also be incorporated. Human Rights and Equity Advisor (HREA) Tanner will lead this process. She noted that concerns for the need of transparency and to ensure the steering group is functional in terms of size is also reflected. All steering group members will not need to be present at all meetings but instead will be contacted by topic or task by email or other means.

In response to a query by Trustee Campbell, Superintendent Farrish clarified that the essential elements of the literature review would be provided to internal and external stakeholders participating in phase 1 of the consultation process to help them provide informed input into the consultation process.

In response to a query by Trustee Blackburn, Superintendent Farrish noted that the literature review would encompass safe schools research and components of SRO's service roles in different jurisdictions that may have variations. She added that there is a body of research from police involvement in school districts that OCDSB can rely on such as crime prevention, community and relationship building, and educational

components. The steering group will help identify sources of reliable research, relevant to the context of OCDSB.

Trustee Blackburn noted that SRO's are eager to hear from the District, students, staff, and communities to improve their program.

In response to a query by Trustee Evans, Superintendent Farrish noted that phase 1 of the consultation concludes with a report highlighting recommendations centering on human rights and OCDSB engagement practices with police. This report will be brought to the 27 April 2021 Board meeting. Following the presentation of the report, a consultation on the revised draft of the police involvement in schools policy will be conducted between April and May 2021, with further consultation when the revised policy is available. The summer will allow time to review the consultation input of the revised policy before the final presentation on 14 September 2020.

Superintendent Farrish noted that it may be too early to tell what the recommendations will include in the April 2021 report. However, there is a possibility that recommendations of the SRO program will be included.

In response to a query by Trustee Scott, Superintendent Farrish clarified that the consultation plan would include representation on the steering group from the Special Education Advisory Committee (SEAC), Indigenous Education Advisory Council (IEAC), and Advisory Committee on Equity (ACE) advisory committees. She also noted that the Parent Involvement Committee (PIC) would be consulted during phase 2 of the consultation plan.

Superintendent Farrish noted that the report to be presented in April 2021 will include relevant information and aligns with budget decisions.

In response to a query by Trustee Hough, Superintendent Farrish noted that students who fall outside of the marginalized group will be engaged in a broader consultation in a later phase. She noted that all voices will be included, but also strategic in the voices that are centered.

Trustee Campbell pointed out that *Policy 110 GOV* states: “before finalizing the plan for final consultation, the consulting bodies shall, where feasible, confer informally with stakeholders to obtain their suggestions regarding their proposed timelines, issues, and format.”

Moved by Trustee Campbell, seconded by Trustee Evans,

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-090, be approved. (Attached as Appendix A)

Carried

A recorded vote was held and the motion was carried on the following division:

FOR: Trustees Scott, Boothby, Blackburn, Hough, Ellis, Jennekens, Penny, Evans, Bell, Campbell, Schwartz (11)

AGAINST: Nil (0)

ABSTENTIONS: Trustee Fisher (1)

9.6 Request for Additional Funding to Support the Implementation of the Indigenous, Equity and Human Rights Roadmap

Moved by Trustee Bell, Seconded by Trustee Evans,

THAT the Board approve \$126,000 annually to immediately create two indigenous graduation coach positions (with expertise in the cultures of Inuit Metis peoples) to directly support the implementation of the Roadmap.

THAT the Board expand the Equity Team immediately through an additional Equity Coach with a focus on black, racialized, minoritized groups to directly support the implementation of the Roadmap at the cost of \$100,000.

THAT the Board approve an allocation of \$50,000 annually over three years to support translation services to communicate and support the implementation of the Roadmap

In introducing the motion Trustee Bell quoted from the book *Decolonizing Education*:

“Education is recognized as both a human right in itself and an indispensable means of realizing other human rights and fundamental freedoms. The primary vehicle by which economically and socially marginalized peoples can lift themselves out of poverty and obtain the means to participate fully in their communities. Education is increasingly recognized as one of the best long term financial investments that states can make. Education of Indigenous children contributes to both individual and community development as well as to participation in a society in the broadest sense. Education enables indigenous children to exercise and enjoy economic, social, and cultural rights and strengthens their ability to exercise civil rights in order to influence political policy and processes for improved protection of human rights. The implementation of indigenous peoples rights to education is an essential means of achieving individual empowerment

as self-determination. Ideas do not exist without people to implement them.”

Trustee Bell recalled that Mr. McHugh’s delegation stated that relationships are required in order to awaken the “spirit of learning.” She noted that the proposed motions aligns with the Indigenous, Human Rights and Equity Roadmap. She added that Indigenous communities indicated that human relationships would help increase graduation rates and provide culturally appropriate relationships.

Director Williams-Taylor advised that there are financial considerations concerning the motion and that a staged approach may be required in the absence of the broader financial situation.

In response to a query from Trustee Campbell, Chief Financial Officer (CFO) Carson reported that the majority of the \$26 million in funding provided by the province had been committed to transportation, teaching staff, support for Ottawa-Carleton Virtual (OCV) schools, and Personal Protective Equipment (PPE). He noted that work on funding reconciliation is in progress as finalizing fall staffing details is still underway and reminded trustees that the OCDSB had a budget provision of \$4.5 million for COVID-19 provisions. He noted that enrolment in elementary schools is down by 2,000 students, 800 of which are 3-4-year-olds, which could explain that parents decided to delay enrollment during COVID-19. Some reallocation of funds between OCV and in-person schools could be considered, although unlikely. Several students enrolled in both the OCV and in-person schools have not attended school this year, which is also being reported in other districts. Discussions with the Ministry confirm that this has been an issue and the Deputy Minister has agreed to look into the matter. CFO Carson added that he would examine the existing budgets to see what can be reallocated for the proposed new positions. The requested \$50,000 for translation services will be the easiest to absorb as the Board has already identified the need to increase funding for these services to reach out to communities during the pandemic. The other motions will have to be looked at more closely as identifying other financial pressures and solutions will be outlined in the financial update presented at Committee of the Whole on 10 November 2020.

Director Williams-Taylor expressed concern about committing to the new positions as the system has not yet stabilized and delaying the hiring until later in the year may be the better course of action. She noted that the proposal would require an experienced teacher which would remove a teacher from a classroom, causing disruption. She noted that the Board needs to ensure transparency to the community for realistic deliverables. She again suggested that a scaled approach between November 2020 and March 2021 would allow time to ensure the District can provide the proposed positions.

CFO Carson noted that the District would not bear the full 12 months of the cost from a financial perspective. He noted that the District could absorb the approximate \$200,000; however, he expressed concern for future requests and how to operationalize those.

In response to a query from Trustee Campbell, Director Williams-Taylor noted that the proposed equity coach position would align with the existing equity coaches and would be a continuous expenditure over the life of the Roadmap.

Trustee Campbell questioned, through an equity lens, if this would be the most effective area for the Board to invest in at this time. Director Williams-Taylor noted that senior staff has not yet had the opportunity to discuss the matter.

Superintendent Baker noted from an equity perspective; the pandemic has amplified students' needs that have not been previously experienced. She added that the challenge of translation has been significant and has had a negative impact on students and communities. The Indigenous graduation coaches speak to students' direct needs, and the Equity Coach would be key for capacity building. She expressed the view that the proposed motions are seen as key priorities from the Equity team.

In response to a query from Trustee Campbell, Superintendent Baker noted that some Learning Support Services (LSS) staff could be reallocated as recommended by Mr. McHugh's delegation without removing other students' services.

Superintendent Baker noted that the proposed equity coach position would be for all marginalized students with a specific focus on anti-racism, anti-oppression, equity and human rights as identified in the Roadmap.

An amendment moved by Trustee Campbell, seconded by Trustee Boothby,

THAT the words "up to" be inserted before the dollar figure in each of the three parts.

In response to a query from Trustee Blackburn, Chair Scott clarified that the allocation of funds would depend on if the proposed positions are for a full year.

Carried, friendly

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

- Superintendent Baker noted that the LSS staff being reallocated identify as Indigenous;

- Trustee Hough commented that given the awareness of the sub standard graduation rates of Indigenous students, the proposed model provides the opportunity to see the effectiveness of these positions. Once the identity data is received, the Board can learn from this model to identify the needs of other students to expand equity work moving forward;
- Trustee Evans noted that there is a gap in graduation rates and that it is the District's duty to hear communities and agreed that the proposed positions would benefit students;
- Superintendent Baker noted that the District does not have the full range of data for the Indigenous graduation rate for 2019. However, graduation rates are significantly lower than the average giving the impetus for the Indigenous Graduation Coach program. She noted that the Keewatin Patricia District School Board has adopted the Indigenous graduation coach model and has had great success;
- Superintendent Baker noted that a graduation coach is a key component of a plan that includes the development of the Student Success Core Team and provides access to a caring adult for each student's unique needs. The graduation coach works directly with students to establish relationships and assists through the needs assessment of students while tracking and monitoring student progress. They also help with relationship building, identifying barriers, solutions, and well-being for student learning and engagement, including referrals and access to community and school resources. Graduation coaches also connect students to their cultural identity and facilitate relationships with to their secondary school community;
- Superintendent Baker noted that the equity coach focuses on building staff capacity to understand equity and human rights, anti-racism, anti-oppression, building resources and professional learning opportunities;
- Director Williams-Taylor noted that an equity coach is an educator and a graduation coach is connected to communities and community resources;
- Vice-Chair Penny wanted to ensure that measures taken by the Board are effective and noted the success that the Keewatin Patricia District School Board has had in the Indigenous graduation coach model. He questioned if there was any other scholarly evidence that supports the success of the program;
- Superintendent Baker noted that the Indigenous graduation coach model's foundational work came from the United States in the Detroit area and was then refined by the Four Direction Program at Keewatin Patricia District School. The Ministry has since adopted the program

and has been piloted in other districts. She also noted that graduation coaches for Black students had been based on this program. She added that this program has a significant impact on graduation rates. As an example, Indigenous Graduation Coach Kyl Morrison of Gloucester High School, hired in March 2020, a year that saw 11 graduates in 2019, was able to build relationships and support students. His efforts resulted in 34 students earning potential credits in the second semester. Five out of six students that were previously in credit risk received the credits over the summer through the new NAC2O program. She pointed out the positive impact of an Indigenous Graduation Coach in a remote learning situation, and suggested even greater impact would occur at in person schools;

- Superintendent Baker noted that, if funds were available for the proposed positions, it would only take the required time for the typical hiring process to operationalize the new roles;
- Superintendent Baker noted that success of the graduation and equity coach position could be measured in the annual Indigenous Education Report or the Annual Equity Report, once established;
- Superintendent Baker noted that the Syrian refugees are also included in the Indigenous, Human Rights and Equity Roadmap;
- Many supports are available for English Language Learners (ELL), including instructional coaches and itinerant teachers that work with the Syrian community;
- Superintendent Baker noted that work through the Roadmap helps identify schools with higher populations of newcomers and ELL's and that principals are working with them. She added that coordinated efforts are in place to track credit accumulation and graduation rates of newcomers, including Syrian refugee students. There are student coaches for Black students in Ridgemont High School and Woodruff High School that also assist with students new to Canada;
- Graduation coaches will have a variety of credentials although specific skill sets will be sought out, such as identifying as Indigenous or a social worker background, most importantly is their lived experiences and that they are community-based;
- Director Williams-Taylor noted that the graduation coach program is external to OCDSB and it is a matter of acquiring and deploying the coaches based on targeted data;
- Trustee Blackburn appreciated the concern of the motion but questioned if rushing this is the right course of action as she wants to

ensure that the groundwork is done correctly to have the largest positive impact;

- Director Williams-Taylor cautioned that having the capacity to plan the delivery of the motion is the best course of action; although she recognized the urgency of the matter, she recommended a scaled approach as rushing may result in unintended outcomes;

*** The vote to continue the meeting past 10:30 p.m. received the required two-third's majority to continue. ***

- Trustee Jennekens drew attention to the special education students and that this model may be used to enhance opportunities for them;
- Student Trustee Liu commented that a 60% graduation rate is a crisis for Indigenous students. Graduation gives opportunities for students in the future and she suggested that it is a moral obligation for the board to help and that the proposed positions should be carried indefinitely;
- CFO Carson noted that there could be no guarantee that any position will carry on indefinitely; however, members can have some confidence that this will not be the first area that would be reduced;
- Director Williams-Taylor noted that Graduation Coaches are in line with the District for consistency of service and believes that the positions will be continuous but will first need to be discussed with Human Resources; and
- Chair Scott noted that if there is a need for change, as the unique individuals in the Coach positions may not want to continue or if the needs of students change in the future, it is important to have flexibility;

Moved by Trustee Bell, Seconded by Trustee Evans,

THAT the Board approve up to \$126,000 annually to immediately create two indigenous graduation coach positions (with expertise in the cultures of Inuit Metis peoples) to directly support the implementation of the Roadmap.

THAT the board expand the Equity Team immediately through an additional Equity Coach with a focus on black, racialized, minoritized groups to directly support the implementation of the Roadmap at a cost of up to \$100,000.

THAT the Board approve an allocation of up to \$50,000 annually over three years to support translation services to communicate and support the implementation of the Roadmap

Carried

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

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Schwartz, Jennekens, Penny, Lyra Evans, Bell, Scott, Ellis, Chen (student trustee), Liu (student trustee) (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

10. Matters for Discussion

10.1 Report from OPSBA Representatives (if required)

Trustee Boothby reported that the OPSBA regional meeting would take place on 7 November 2020 and she would provide an update following the meeting.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

In response to a request from Trustee Campbell, Director Williams-Taylor agreed to respond to Mr. Street and trustees regarding the research and purchase of additional technology support requested by Mr. Street in his delegation.

In response to a query by Trustee Schwartz on the District's plans for graduation photos, Associate Director Reynolds noted he would update trustees once plans have been finalized.

13. Adjournment

The meeting adjourned at 10:57 p.m.

Lynn Scott, Chair of the Board