

BOARD PUBLIC MINUTES

Tuesday, November 24, 2020, 7:00 pm
Zoom Meeting

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Justine Bell, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff and Guests: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele G (Executive Officer, Corporate Services), Carolyn Tanner (Human 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), Pete Symmonds (Superintendent of Learning Support Services), Nadia (Superintendent of Program and Learning K-12), Andrew Cumber (Vice-Principal, Ottawa Technical Secondary School), Kristin Kopra (Principal, Hawthorne Public School), Kristin Kopra (Principal, Hawthorne Public School), Andrea Rahim (Strategic Business Analyst), Richa Sinclair (Manager of Legal Services and Labour Relations), Kevin Gardner (Manager of Financial Services), Petra Duschner (Manager of Mental Health and Critical Services), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Teri Adamthwaite (Financial Reporting Coordinator), Charles D'Aoust (Coordinator of Budget Services), Rob Clayton (Audit Partner, KPMG), Michael Guilbault (AV Technician), Darren Gatley (Board Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:00 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 Schwartz, seconded by Trustee Boothby,

THAT the agenda be approved.

Carried

3. 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 Boothby, seconded by Trustee Penny,

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

Carried

FOR: Trustees Scott, Penny, Boothby, Blackburn, Ellis, Campbell, Bell, Fisher, Jennekens, Schwartz, (10)

AGAINST: Nil (0)

ABSTENTIONS: Hough, Evans (2)

Moved by Trustee Campbell, seconded by Trustee Penny,

THAT staff be authorized to proceed, as directed in Board in camera, with respect to a human resources matter.

Carried

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

AGAINST: Evans(1)

ABSTENTIONS: Nil (0)

4. Briefing from the Chair of the Board

Chair Scott reported that the Education Foundation of Ottawa will be holding a special fundraiser for its Bridges Over Barriers initiative. The goal is to raise \$100,000 to support social workers in OCDSB schools. For further information or to make donations visit the Education Foundation of Ottawa website

Chair Scott thanked Education Foundation of Ottawa Executive Director Clarissa Arthur for her leadership and noted that the article, by Ms. Arthur, that discussed Black Lives Matter and representation in the charitable sector, is available on OCDSB social media.

Chair Scott noted that the District will host an Indigenous Speaker Series event for staff and grade 7 to 12 students on 8 December 2020. The guest speaker will be Isaac Murdoch, an Indigenous artist and environmentalist.

The Ottawa Safety Council has asked the District to share information about new crossing guard safety measures within the community. Crossing guards will now be using a whistle to let pedestrians know when it is safe to cross.

5. Briefing from the Director

Director Williams-Taylor reported that the OCDSB will be hosting an online post-secondary education opportunity event for students in grades 11 and 12 on 2 December 2020. This is a chance for students to explore attending college and/or university, starting an apprenticeship, entering the workforce, starting a business, or taking a gap year. Registration and more information is available on the OCDSB website.

Youth Ottawa and the OCDSB recently presented the first Rainbow Bridges student film festival. The event showcased films made through the Rainbow Bridges program. The goal of the event was to raise awareness of the 2SLGBTQ+ resources available to schools, teachers and students. The next film festival will be held in February 2021 and details are available on the OCDSB website.

Director Williams-Taylor acknowledged a letter received from Dr. Vera Etches, Medical Officer of Health, on behalf of Ottawa Public Health (OPH) and the community. The letter offered thanks for the work that each staff member does in order to keep schools clean and safe.

The full letter is available on the OCDSB website.

6. Delegations

There were no delegations.

7. COVID-19 Update

Director Williams-Taylor noted that as of 24 November 2020, the OCDSB reported 36 active cases and 195 resolved cases of COVID-19 and there are currently two closed classes in OCDSB schools. In response to trustee queries about cases by grade, OPH will be releasing additional data in a presentation to city council, but based on recent information the distribution of cases seems relatively similar across grade levels.

OPH has released a new video to explain the process that is used to notify families when an individual at school tests positive for COVID-19, and how high-risk contacts are then identified. The video is posted to both the OPH and the OCDSB websites.

Director Williams-Taylor noted that Dr. Etches provided an update to community partners and requested that the boards share information with the community. Dr. Etches noted that recent trends in Ottawa's COVID-19 data have been positive, hospitalizations are stable, but not declining. Further, wastewater data shows the level of COVID-19 in the community may not be rapidly declining, this is not unexpected given that previous experience shows a decline usually takes longer to register than a rapid rise.

Ottawa is currently in the “Orange” or “Restrict” zone in the newly-released provincial *COVID-19 Response Framework for Keeping Ontario Safe and Open*. (Green = Prevent, Yellow = Protect, Orange = Restrict, Red = Control, and Grey = Lockdown).

In ongoing efforts to understand the types of settings and situations that have the most impact on COVID-19 transmission, OPH published a report on acquisition exposures of COVID-19, which provided an analysis of where people with positives cases of COVID-19 may have been exposed or transmitted the virus to others. The report identified risk factors which align with what the World Health Organization (WHO) has identified as the “Three C’s” where COVID-19 spreads more easily, particularly when all three overlap:

- crowded places with many people nearby;
- close contact setting with close-range conversations; and
- confined and enclosed spaces with poor ventilation;

To help build community awareness, OPH has launched a One Million Reasons video campaign which the District is also promoting.

Director Williams-Taylor thanked Dr. Etches for the letter she sent on 20 November 2020 titled “Thank you Educators.” Director Williams-Taylor expressed her thanks that local communities have a strong partnership with the local public health authority and other school districts and appreciated the efforts made to acknowledge the work of so many.

In response to queries the following points were noted:

- There are no mandatory requirements for students in grade 3 and under to wear masks. She added that if masks were mandatory, staff would be required to handle and assist young students with their masks which would expose staff to potential further transmission. Of the roughly 200 cases reported, only 6-7 cases were transmitted within schools and OPH investigations indicated that the vast majority of transmissions happened outside of schools;
- Staff are continuing work on identifying buildings in the “type 3” category and portable ventilation systems will be distributed to these buildings as a priority; and
- Staff does review the impacts of ventilation systems with OPH and air to air transmission does not seem to be a significant factor.

Trustee Ellis noted that he hoped the province would closely examine any direct correlations between proper ventilation and transmission rates as it may provide an incentive for further funding to modernize ventilation systems.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a Board, 27 October 2020

Moved by Trustee Hough, seconded by Trustee Blackburn,

THAT the 27 October 2020 Board minutes be confirmed.

Carried

8.1.b Special Board, 16 November 2020

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT the 16 November 2020 Special Board minutes be confirmed.

Trustee Ellis requested the following revisions:

- On folio 25, page 2 on the last paragraph “Trustee Blackburn” provided the introduction and should be corrected to “Trustee Campbell” provided the introduction;
- On folio 27, page 4 second paragraph, “Student Trustee Liu noted that sanctioning a trustee for raising systemic racism at the Board could have a chilling effect on future trustees bringing forward systemic racism;” was omitted and should be captured;
- On folio 28, page 5 the second last paragraph should read as: “Trustee Ellis inquired whether Investigator Tremayne had examined if there had been a history of vexatious code of conduct at the Board”; and
- On folio 26, page 3, the first paragraph after the bullets “Trustee Ellis registered a concern that the investigation report was not independently discussed as had been past practice,” and clarified that he was making the point that previous code of conduct matters were restricted to allow for clarification of the investigators report and that in this instance that had been changed;

Trustee Scott requested that Student Trustee Liu's name be spelled correctly.

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT the 16 November 2020 Special Board minutes be confirmed, as amended.

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 27 October 2020 Board minutes.

8.3 Receipt of Committee of the Whole Minutes, 10 November 2020

Moved by Trustee Penny, seconded by Trustee Fisher,

THAT the 10 November 2020 COW minutes be confirmed.

Carried

8.4 Audit Committee, 21 October 2020

8.4.a Approval of 2019-2020 Annual Report on Internal Audit Activity

Moved by Trustee Penny, seconded by Trustee Fisher,

THAT Appendix A to Report 20-074 be approved as the 2019-2020 Annual Report on Internal Audit Activity.

Carried

8.4.b Approval of Audit Committee Annual Report 2019-2020

Moved by Trustee Penny, seconded by Trustee Fisher,

THAT Report 20-075 be approved as the Audit Committee Annual Report to the Board for 2019-2020.

Carried

8.4.c Approval of 2020-2021 Internal Audit Plan

**Moved by Trustee Schwartz, seconded by Trustee Fisher,
THAT the Ottawa-Carleton District School Board Audit
Committee Recommends for Approval the 2020-2021 Internal
Audit Plan as Presented in Appendix 1.**

Carried

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

8.5 Oral Report, Audit Committee, 23 November 2020

Moved by Trustee Schwartz, seconded by Trustee Fisher,

THAT the Draft 2019-2020 Consolidated Financial Statements attached as
Appendix A to Report 20-092 be approved.

CFO Carson provided a brief overview of the consolidated financial statements that were presented at the 23 November 2020 Audit Committee meeting .

Rob Clayton, Audit Partner, KPMG, reported that the auditor's report attached to the consolidated financial statements notes that the accompanying financial statements and materials as of 31 August 2020 were presented fairly. The consolidated financial position of OCDSB included: the consolidated results of operations, changes in net data and consolidated cash flows for the year, and meeting the basis of accounting requirements outlined by the Ministry of Education. Mr. Clayton also reported that the Board provided full cooperation and the audit did not identify any issues of concern or weaknesses to bring forward.

In response to a query from Trustee Lyra Evans, CFO Carson noted that the smaller deficit than initially anticipated can be attributed to lower transportation costs, professional development cost not incurred due to COVID-19, and lower utility costs when buildings were empty at the beginning of the school year.

Moved by Trustee Schwartz, seconded by Trustee Fisher,

THAT the Draft 2019-2020 Consolidated Financial Statements attached as Appendix A to Report 20-092 be approved.

Carried

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

AGAINST: Nil (0)

ABSTENTIONS: Ellis (1)

Chair Scott noted that the 23 November 2020 Audit Committee meeting was the last meeting for two external volunteer members Mr. Erik Husband and Ms. Annik Blanchard and she thanked them for their service.

8.6 Non-Consent Items

8.7 Report 20-089, Appointment of LDAO Alternate Representative to the Special Education Advisory Committee (SEAC) (M. Giroux)

Moved by Trustee Boothby, Seconded by Trustee Ellis,

THAT Marianne Long be appointed as the Alternate Member representing Learning Disabilities Association of Ottawa-Carleton to the Special Education Advisory Committee for the term ending 14 November 2022.

Carried

FOR: Trustees Scott, Penny, Boothby, Blackburn, Hough, Ellis, Campbell, Bell, Fisher, Jennekens, Schwartz, Evans (12)
AGAINST: Nil (0)
ABSTENTIONS: Nil (0)

9. Matters for Discussion

9.1 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Moved by Trustee Campbell, seconded by Trustee Boothby,

To adopt rules of committee.

Carried

With the aid of a powerpoint presentation Superintendent Farrish noted the following in her introduction of the report:

- Engagement strategies must be relevant in order to effectively use progressive discipline. Current discipline responses have led to the suspension rates outlined in the report. It is important to confront and address current practices in the system not serving all students. The District needs to create a sense of belonging for students;
- School level obligation to use discretionary authority must engage, empower, and elevate students as other decisions can negatively affect the Districts' relationship with students;
- Decisions should reflect desired student relationships to ensure student learning, achievement, well-being, general safety, and student success;
- The District is committed to shifting the narrative from a focus on student behaviours, to a focus on the conditions created for learning within schools. Students who identify as Indigenous, Black, middle-eastern, boys, special educational needs, English Language Learners (ELL), gender diversity, and students in lower income neighbourhoods are more likely to be suspended. It is important to examine the research to understand why; and
- The District is beginning to formalize multi-departmental approaches to ensure the work is integrated.

School and central staff will build capacity in their professional development in the following areas: Indigenous knowledge, diversity and inclusion fundamentals, unconscious bias, anti-racism/anti-oppression/human rights, and bias-free progressive discipline (centering on identity). Professional development will also occur in kindergarten to grade 3 to create positive and supportive learning environments that will centre on student identity to understand implicit bias and traumatic experiences.

The District will look to implement a “Third Path” approach for staff to create the conditions for a student’s sense of belonging, physical and emotional safety, and to incorporate student identity. Indigenous and Black graduation coaches have been introduced at specific schools to promote student success and highlight pathways for graduation. The graduation coaches also help identify any systemic barriers such as progressive discipline and responses.

The District is looking to expand community partnerships with organizations that will promote and support programs in schools, specifically for Indigenous, Black, students with special education profiles, boys, minoritized students, and students in lower income communities. Course content will be redesigned in social studies, history, geography, and English courses for grades 9-12.

The District is looking to expand leadership and networking opportunities for Indigenous, Black, and minoritized students to better inform District programs and practices. Specific school sites are reviewing their progressive discipline practices.

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

- An audit of progressive discipline practices will be considered and discussed as an independent action moving forward. All superintendents of instruction have been engaged in examining the data to generate “next steps” to engage administrative teams to examine school level data;
- A framework for suspension is used by school administrators. A template was developed to guide staff through necessary steps such as: reviewing incidents, reviewing progressive discipline history, reviewing mitigating and other factors involved, and communication. The template is used at all schools when considering suspension and outlines all possible suspensions and are categorized as either mandatory or discretionary. The term of suspension is decided by the principal except in cases of mandatory suspensions which are decided with help of the superintendent of instruction;
- The context and circumstances are factors when determining suspensions. Decision makers consider factors such as the nature of previous conversations among staff. Decisions may not always lead to a suspension if staff feel that another disciplinary measure can be applied. Progressive discipline is not an algorithmic approach. Principals weigh many factors to ensure discipline is not punitive, but rather restorative and corrective;

- Trustee Ellis raised concern that the report was inconsistent in categorizing suspensions and queried if this will be addressed. He noted that causes for suspension listed reasons such as school climate, but this was not a consistent reason noted in reports from other years;
- Superintendent Farrish responded that the *Education Act* lists categories for decisions to suspend and provided guidelines when considering suspension. Some reasons for suspensions are mandated from the Ministry and some are based on OCDSB policies and procedures;
- Trustee Ellis noted that this is the first suspension report where racialized and socioeconomic data was included. He added that the report creates a greater understanding of who is being suspended, however, he expressed concern about interventions prior to suspension. He pointed out that a student with an Individual Education Plan (IEP) is at a higher risk of being suspended. Special education student suspension rates have been the same for many years. He noted that there are opportunities for mitigating factors for special education students and queried why there is not a decline in these students' suspensions and what the indicators for success will be;
- Superintendent Symmonds noted steering groups have been established in collaboration with Dr. David Tranter, with a focus on the "Third Path" to increase students' sense of engagement in each school. The idea is that the more students can engage, the less likely negative behaviour will occur. Work is continuing for mental health and well-being support in classrooms led by the Manager of Mental Health and Critical Services, Dr. Duschner and her team;
- Trustee Bell requested that a memo be provided to outline the details of progressive discipline;
- Schools are seeing stress behaviours in students from COVID-19;
- Most suspensions in kindergarten to grade 8 are discretionary and progressive discipline must approach community engagement in conversations to build relationships and trust in order to achieve the desired culture shift;
- Principals are committed to examining and making changes based on suspension data. Training is also available and provided for school staff and principals based on local needs. Superintendents also engage their principals in this training;
- Attributing the notion of the "school to prison pipeline" to a singular school or District does not support change and is not what the

research intended, which is to take ownership and move forward. There was no explicit decision to exclude the conversation of 'school to prison pipeline' as the data was instead compiled to examine how the intersection of identity pertains to school discipline;

- Trustee Lyra Evans requested the percentage of students that were suspended for 6 days or more;
- 75% or more of suspensions were mandatory and there was rarely a 1-5 day suspension for something not on the suspensions list;
- Trustee Blackburn drew attention to the higher suspension rates for students with IEPs and noted that there are not enough resources to invest in suspension prevention. She expressed the view that trustees should take responsibility for this and that funds could be reallocated from unnecessary programs such as alternate schools and transportation of students from their community schools;
- When a student returns from suspension, the restorative process begins with a return meeting. Staff has a conversation with the student to discover what triggered the behaviour so that the trigger can be removed and social workers or an itinerant Educational Assistant (EA) can be involved for further support if needed;
- Suspensions have decreased due to COVID-19 as certain triggers have been removed; students can now focus on a single course and with students are in a single classroom (no roaming between classes), and teachers are not sanctioning students for being late;
- Some students have expressive language barriers brought on as a stress behaviour seen during COVID-19 in which Learning Support Teachers (LST), Student Success Teachers (SST), and vice-principals can act as a support;
- Post COVID-19, the goal will be to transfer the lessons learned and to create conditions that have helped students have more opportunities for success;
- There are several strategies used to prevent suspensions in kindergarten to grade 3. School culture needs to be changed and staff understands that this may take time, co-regulating students with an educational assistant's (EAs) help, staff collaboration when students exhibit unwanted behaviour to understand why and how to address it, praise for positive behaviours, and allowing students to have separate learning options help in suspension prevention;
- Relationships with the community are important and the school system may represent traumatic experiences for certain community

groups. Staff may need alternate places for relationship building outside of schools and there are many community connections that can help;

- Progressive discipline does not take an algorithmic approach as there are many mitigating factors that can affect a student. Reasons for unwanted behaviour can vary student-by-student, by situation, and context;
- Principals are expected to consider the context of each behaviour, however, the real focus is what the student has learned from the progressive discipline consequence and how to ensure the student will avoid future bad behaviour. Principals are asked to take an individualized supportive and corrective approach with students before a suspension occurs;
- There is a mandatory suspension for the kindergarten to grade 3 age group, although rarely used, and there is an expectation for it to be applied if necessary;
- In response to a query from Trustee Scott,
- Director Williams-Taylor noted that the organization's leaders take responsibility for addressing systemic biases and she explained that this is why a major focus on training is planned.. She noted that biases exist and need to be identified through the suspension data and each person's behaviour. It will then be important to institutionalize these changes across the District;
- Many contributing factors and inconsistencies changed how suspension data was collected although some issues have been addressed in policy work and others will be addressed in ongoing policy work with direction from the Ministry;
- In response to a query from Trustee Campbell, System Principal Anderson noted that each school's progressive discipline policies have been aligned with the central approach to ensure the same standard;
- The District allows some flexibilities in progressive discipline policies in certain school communities; every school has a discipline policy procedure and is accessible to the public;
- The logging of actions and decisions of any progressive discipline is an expectation of principals and vice-principals. Progressive discipline is on a continuum as staff develop their learning and skills to allow students' participation and ability to reflect back on student responses;

- Staff will always attempt to help students and there is not an “end step” in terms of discipline. It is important to have evolving strategies in solution finding to help influence a student’s ability to participate to ensure their success. Some students look to alternate environments to develop balance in managing academic workload while still managing behaviours. She noted that that this is ongoing work in order to rebuild relationships in communities and classrooms;
- If a student was suspended there would be a discussion with the families of involved students without breaching confidentiality. Staff work to build capacity in students for independence and compassion within school communities. Students have shown ability to support their peers in many cases;
- In response to a query from Trustee Jennekens regarding student support on busses, Superintendent Farrish responded that students should follow their school transportation seating plans. She noted that part of skill building with students provides a level of independence to learn how to engage with one another and there are many opportunities to build these skills. Ottawa Student Transportation Authority (OSTA) bus drivers also help manage and report any incidents as part of the District’s procedure;
- Trustee Hough commented that semantics around a concept can sometimes affect how people think or understand a concept. She suggested that the term “progressive discipline” is case in point and that providing a new name would promote a positive effect;
- Trustee Campbell noted that the Ministry of Education recently introduced a new regulation (*O. Reg.440/20*) which removed the principal’s discretion to suspend students enrolled in junior kindergarten to grade 3, and queried where funding will come from to implement this;
- Superintendent Symmonds noted that the Priorities and Partnership Fund (PPF) will allocate 10% of funds to mental health supports for in junior kindergarten to grade 3;
- 10% of allocated funds for junior kindergarten to grade 3 will promote mental health to encourage positive student behaviour. The funding will build capacity for educator teams to better understand students and to develop additional online learning modules (outlined in the suspension report). Online learning will also help educators understand what stress behaviours are and “big emotions” like anger and anxiety to help young students manage their emotions more effectively. A module will also cover culturally informed practices that are focused on relationship

building to create a sense of belonging for students so they can thrive. Some online learning will be supplemented with online and in person coaching for staff to learn in a timely manner;

- Approximately \$30,000 in funding will be dedicated to the junior kindergarten to grade 3 mental health and learning module initiatives. Although the modules are targeted for the younger grades, it can also be applied to other grade levels;
- Director Williams-Taylor concluded that there is a growing load of responsibility and practice for school administrators and staff. Resourcing the support for the shifting practice needs to be considered in the budget. The District's practice of engaging students, families, and teachers must also change.

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9.2 Report 20-107, Tracking Implementation of the Strategic Action Plan (M. Giroux)

Your committee had before it Report 20-107 highlighting the strategic actions identified for 2020-2021, the planned activities and deliverables, and the role of tracking the implementation of the strategic plan and ensuring accountability.

Director Williams-Taylor noted that staff are investigating organizational changes which may include staffing opportunities that do not yet exist to ensure strategic actions result in sustained changes. When reviewing the strategic action plans as a whole, it reflects both staff practice and trustee leadership as an amalgamated effort. During the discussion and in response to questions, the following points were noted:

- The strategic plan that trustees approved set the groundwork for the actions identified by staff. The identified actions and the work for sustainability, such as staffing, policy, and organizational adjustments, are completed through trustee engagement and approval.
- Trustee Fisher commented that the plans are out of sequence. The Board identifies the priorities for the year, which helps set and inform the work of staff. This allows the Board to have oversight and monitor any governance or special projects annually. Trustee Campbell suggested that a flexible multi-year plan could help ensure progress is tied together annually. It could provide support if the plan needed to evolve to help bridge the strategic plan with the annual strategic action plans;
- COVID-19 has revealed inequities in society and that staff have scrambled to adapt to circumstances. The Board must embrace the

lessons learned and approach COVID-19 through the lens of strategic planning and equity.;

- COVID-19 has advanced some of the work identified as keys goals in instructional practices and engaging staff. Much of the professional development work has been more personalized, direct, and effective with reduced costs;
- The conversation around equity has been accelerated during this time and the enthusiasm to accept changes with the Human Rights and Equity Roadmap's introduction;
- COVID-19 has not derailed the strategic plan, but has required the District to adapt more rapidly;
- Trustee Fisher noted that the report outlines the focus areas that the Board must monitor, and prioritize. He expressed the view that he was still unsure how the Board and senior staff will synchronize the work plan;
- Executive Officer Giroux noted that the Board's annual evaluation cycle sets up the Board's self-reflection or comprehensive evaluation to identify focus areas for the year. However, COVID-19 has disrupted this cycle. The action plan from staff takes into account the Board conversations throughout the year. She added that once the year-end Board assessment has taken place that synergy between the strategic plan and strategic action plan should be re-established;
- Trustee Schwartz noted that some statuses were only one bar and queried whether or not these would be carried over to the following year. Staff responded that certain strategic actions have been removed or amalgamated with others. A key part of the work is that the strategic actions continued to be monitored and the actions pertained to moving a change within the organization. Many of the actions are now more streamlined with a focus on driving change and this year the Board will see advancement in all status boxes of the report. Trustee Schwartz requested that when items are removed an explanation is provided;
- Trustee Scott commented that there are many pieces under the strategic plan and one of the most important elements when developing the plan was that it provided an opportunity for every staff member to find an action that they could take to help move the plan forward. She noted that it is important to understand which items have been removed She added that much of the strategic action plan work would not require trustees to be directly involved but rather serve as monitors. However, the board's direct roles are outlined in the strategic plan and reflected in the strategic action plan.

9.3 Report from OPSBA Representatives (if required)

There was no report from the OPSBA representatives.

10. Matters for Information

11. New Business -- Information and Inquiries

In response to a request from Trustee Boothby, Director Williams-Taylor noted that she is in discussion with Ottawa Public Health (OPH) and senior staff as to how to address snow days with focus on the safety of students, staff, and community.

Trustee Blackburn provided a notice of motion to hire a full time Trans and Gender Diverse Student Support Coordinator that she will present at the 15 December 2020 Board meeting.

In response to a query by Trustee Campbell regarding follow-up on the “digital reading materials for students” delegation, Director Williams-Taylor noted that a memo will be sent that will update trustees on available digital reading materials for students.

Trustee Scott thanked trustees and the senior staff team and expressed appreciation to Vice-Chair Penny and to the chairs of the advisory committees for moving the work forward during what has been a challenging year. She noted that the next meeting will be the Board Organizational Meeting on 1 December 2020.

12. Adjournment

The meeting was adjourned at 10:17 p.m.

Lynn Scott, Chair of the Board