



BOARD PUBLIC MINUTES

**Tuesday, January 26, 2021, 7:00 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, 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), Karyn Carty Ostafichuk, (Manager of Planning), Richard Sinclair (Manager of Legal Services and Labour Relations), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Andrew Parent (Principal, Gloucester High School), Jennifer Perry (Principal, Ottawa Technical Secondary School), Amy Hannah (Principal, Learning Support Services), Sue Rice (Instructional Coach), Vatanshoev Vantansho (Research Officer, Research Evaluation and Analytics Division), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley, Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Lyra, seconded by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Mohammad Aminul Islam and Shah Bahauddin RE, Introduction of International Mother Language Day in the School Year Calendar

Mr. Bahauddin and Mr. Islam appealed to trustees to incorporate International Mother Language Day into the school year calendar. Mr. Islam noted that there are approximately 6,000 mother languages internationally with nearly 200 languages in Canada. He explained that the proposed day would be to celebrate all languages and the suggested day would fall on 21 February annually. He added that Canada allows all to retain their culture and identity and that allowing International Mother Language Day would play a positive role in multiculturalism.

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 Campbell

Seconded by Trustee Penny

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

For (12): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Carried (12 to 0)

Moved by Trustee Evans

Seconded by Trustee Penny

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

For (12): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Carried (12 to 0)

Moved by Trustee Blackburn

Seconded by Trustee Penny

THAT the tentative settlement of local matters between the Ottawa-Carleton District School Board and the Ontario Secondary School Teachers' Federation - Educational Support Professionals, which will form a renewal collective agreement dated 1 September 2019 to 31 August 2022, be ratified.

For (12): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Carried (12 to 0)

5. Briefing from the Chair of the Board

Chair Scott reported that 27 January 2021 is Holocaust Remembrance Day which serves as a reminder of a dark time in history. It is also a reminder that we must continue to work together to end antisemitism, bigotry and hatred.

February is Black History month. This provides a special time for focused reflection on the lived experiences of Black people's past and present. Schools will focus on the contributions and triumphs of people of African descent globally and locally. While this month provides an opportunity to highlight these topics, it is important that the realities of people of African descent continue to be reflected in school experiences all year long.

28 January 2021 is Bell "Let's Talk Day". This serves as an opportunity to discuss mental health and reduce the stigma that some face in reaching out for support. Chair Scott recognized that this continues to be a challenging time and reminded families that there are many resources available through OCDSB schools and communities for help.

6. Briefing from the Director

Director Williams-Taylor reported that parents who wish to have their child attend a different school must complete a student transfer application. The application period for elementary and secondary student transfers will take place from 1 February 2021 until 16 February 2021.

Schools across the District continue to host virtual Kindergarten Parent Information nights and "Welcome to High School" sessions. For those unable to attend, recordings of these sessions are available on the District website.

The Middle French Immersion registration period will take place from 8 February 2021 to 16 February 2021. If a child has completed the grade 3 English/Core

French Program, parents can choose for their child to enter the Middle French Immersion Program.

The OCDSB Virtual Night School Program is now open for registration. The registration closes on 11 February 2021 and classes start on 18 February 2021.

Secondary school course selection for the 2021-2022 school year will be held in February. Schools will soon be communicating with parents regarding the specific timelines and process at each school. Director Williams-Taylor informed parents of grade 8 students that this is a very important opportunity to set their children up for success in high school. Staff are working on new communications for parents to help explain their role in the course selection process, the difference between Academic, Applied, Open, and Locally Developed, and ensure that parents understand that all course streams build upon the learning in Grade 8.

Information on transfer requests, Middle French Immersion and our virtual night-school is available on the District website.

7. COVID-19 Update

Director Williams-Taylor reported that, although the weekly trend in COVID-19 case data indicates signs of improvement, the City of Ottawa continues to be in the “red zone” according to provincial guidelines. As of 26 January 2021, Chief Medical Officer of Health, Dr. Vera Etches, provided an update to City Council on the virus and the vaccination roll-out plans for the community. Educators are included in plans for Phase-2 of the roll-out which is expected to run from March 2021 to July 2021. She noted that even with the vaccine, current COVID-19 safety measures such as mask wearing, physical distancing and hand hygiene will continue as it remains uncertain whether someone who is vaccinated can spread the virus. Looking to the fall, it is reasonable to expect that all or some of the safety measures will continue to be in place.

Remote learning continues for most OCDSB students. The District is providing in-person learning for students in specialized program classes for whom remote learning is not practical. There are approximately 700 elementary and 250 secondary students attending in-person; primarily in Autism Spectrum Disorder classes and Developmental Disability program classes. The province has not yet announced a date for the return to in-person learning for all students.

On 12 January 2021, the Ministry of Education announced that masking will be compulsory for all students in grades 1-3. This aligns with the existing requirement for students in grades 4-12. Students, except those in Kindergarten, are required to wear non-medical or cloth masks indoors in school, including in hallways, classes, and during outdoor activities where physical distancing is not possible. Students in Kindergarten will continue to be encouraged, but will not be required to wear masks.

The daily self-assessment process continues to be a critical strategy to reducing the spread of COVID-19. The District has required daily self-screening for all students and staff before entering a school or workplace. The new provincial directive requires school districts to put practices in place to confirm the daily screening. For staff, there will be a confirmation sheet at the entrance to the building that must be completed on arrival including their name, time and confirmation that self-assessment has been completed.

There is also a requirement to have a self-assessment confirmation process in place for secondary students. Discussions are currently underway with Ottawa Public Health (OPH) and other area school districts to establish a process which addresses the safety requirements and still allows for the safe flow of students into and out of the school building.

The province has announced the expansion of school-based testing programs which were piloted in Ottawa and some Toronto area school districts in the fall. Testing programs will be administered by local health authorities. The OCDSB has been collaborating with the coterminous school boards and with OPH to ensure that local school based testing programs can be operationalized quickly and safely when required.

In response to questions, the following points were noted:

- Director Williams-Taylor noted that data regarding student attendance for virtual classes is not complete to provide an update;
- The District recognizes and complies with the Ministry of Education's Policy/Program Memorandum No. 164 in that teachers and learning schedules are flexible to ensure that student engagement is prioritized;
- Special education needs are being accommodated by adding additional resources to reach out to ensure vulnerable students are receiving services, and the social work team is working to keep students connected;
- Members drew attention to teachers' concerns that dividers can act as a barrier between students of the younger grades. Regarding evaluating and possibly removing plastic dividers on desks in grades 1 to 3, Associate Director Reynolds noted that the dividers will stay in place for now and could be re-evaluated in a few weeks in consultation with OPH. He noted that the District has low COVID-19 transmission rates in buildings and will not implement changes that could negatively affect that at this time; and
- Regarding educational workers not being deemed as a priority for vaccines, Director Williams-Taylor noted that this issue has been repeatedly brought forward during meetings with the Ministry of Education and that the Minister is also advocating for educational workers being a vaccination priority. She noted that the Board of Trustees is advocating for this, and any and all voices

raised to this concern will aid in maintaining this as a priority issue within the province.

8. Student Trustee Bi-Annual Report

Student Trustees Liu and Chen introduced the mid-term student trustee report, which highlighted their accomplishments to date and future plans.

In response to questions, the following points were noted:

- The Ontario Student Trustees' Association (OSTA-AECO) Vision Document is a primary resource used by student trustees/senators for policy recommendations and reflects the advocacy prioritization for their association;
- The math tutor program is being applied on a school-by-school basis and student trustees have drafted an implementation guide for any interested student senators to work with their school to develop the program. This is a student-to-student program as many students feel more comfortable in approaching their peers for academic assistance; and
- The student trustees will be expanding engagement through round table discussions with elementary schools and other demographics to better advocate on behalf of the diverse OCDSB student population to aid in informing trustee decision making. There may also be opportunities for trustees to join the round table discussions.

9. Matters for Action

9.1 Confirmation of Board Minutes:

9.1.a 15 December 2020 Board

Moved by Trustee Schwartz, seconded by Trustee Blackburn,

THAT the 15 December 2020 Board minutes be confirmed.

Chair Scott noted that delegation item 8.1 was deferred to the 26 January 2021 Board meeting.

Moved by Trustee Schwartz, seconded by Trustee Blackburn,

THAT the 15 December 2020 Board minutes be confirmed, as amended.

Carried

9.1.b 12 January 2021 Special Board

Moved by Trustee Blackburn, seconded by Trustee Lyra Evans,

THAT the 12 January 2021 Special Board minutes be confirmed.

Carried

9.2 Business Arising from Board Minutes

There was no business arising from the 15 December 2020 Board minutes.

9.3 Receipt of Committee of the Whole Minutes, 12 January 2021

Moved by Trustee Penny, seconded by Trustee Schwartz,

THAT the 12 January 2021 Committee of the Whole minutes be confirmed.

Carried

9.3.a The ME Project

This was a non consent item and when dealt with later in the meeting, the following discussion ensued.

Student Trustee Liu introduced the Menstrual Equity (ME) Project motion.

Moved by Trustee Lyra Evans, seconded Trustee Penny,

- A. THAT the Ottawa-Carleton District School Board install coin-free menstrual hygiene product dispensers and disposal units in all washrooms accessible to students (including in at least one stall within male washrooms), guidance departments, and physical education departments in all schools with students in grades 4 to 12 prior to September 2022;
- B. THAT the Ottawa-Carleton District School Board, considering environmental impact, variety of preferences, and other factors, ensure the continual supply of free menstrual hygiene products in the aforementioned dispensers from September 2022 onwards;
- C. THAT the Ottawa-Carleton District School Board provide free menstrual hygiene products to students at other appropriate distribution channels where necessary from September 2022 onwards, at the discretion of school administration;
- D. THAT the Ottawa-Carleton District School Board provide age and grade appropriate education to at least grades 4 to 12 students on the proper usage and disposal of menstrual

hygiene products, as well as the rationale for their placement;
and

- E. THAT the Ottawa-Carleton District School Board carefully consider the needs of all student demographics in the implementation and maintenance of this initiative, e.g. private and unsupervised access, usage of gender neutral language and packaging.

In response to a query from Trustee Blackburn, Chief Financial Officer (CFO) Carson explained that funding for the ME Project would be approximately \$100,000 to \$150,000 annually. He noted that capital costs could be \$200,000 to \$250,000 although this number could be lower depending on the procurement process. Of the estimated \$250,000, most of which would be considered as minor capital costs which have been set aside as part of the budget. He added that there is no specific ministry funding for this and that fundraising through community organizations could be an option, depending on the costs and solution selected.

Moved by Trustee Evans

Seconded by Trustee Penny

- A. THAT the Ottawa-Carleton District School Board install coin-free menstrual hygiene product dispensers and disposal units in all washrooms accessible to students (including in at least one stall within male washrooms), guidance departments, and physical education departments in all schools with students in grades 4 to 12 prior to September 2022;
- B. THAT the Ottawa-Carleton District School Board, considering environmental impact, variety of preferences, and other factors, ensure the continual supply of free menstrual hygiene products in the aforementioned dispensers from September 2022 onwards;
- C. THAT the Ottawa-Carleton District School Board provide free menstrual hygiene products to students at other appropriate distribution channels where necessary from September 2022 onwards, at the discretion of school administration;
- D. THAT the Ottawa-Carleton District School Board provide age and grade appropriate education to at least grades 4 to 12 students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement;
and

- E. THAT the Ottawa-Carleton District School Board carefully consider the needs of all student demographics in the implementation and maintenance of this initiative, e.g. private and unsupervised access, usage of gender neutral language and packaging.

For (12): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Carried (12 to 0)

9.3.b Facilities Renewal Program and School Condition Improvement Plan 2020-2021

Moved by Trustee Evans

Seconded by Trustee Penny

- A. THAT the Facilities Renewal Program and School Condition Improvement project budget in the amount of \$111,170,638 be approved as detailed in Appendix B of Report 21-002;
- B. THAT all or part of the \$45,813,000 budget applied for as part of the COVID-19 Resilience Infrastructure Stream (CVRIS) under the Investing in Canada Infrastructure Program (ICIP) be approved as detailed in Appendix C of Report 21-002, pending the outcome of project approvals by the Ministry of Education;
- C. THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program, School Condition Improvement project plans and the COVID-19 Resilience Infrastructure Stream (CVRIS) projects;
- D. THAT as Facilities Renewal Program / School Condition Index projects are tendered, based on bid results, or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional projects will be able to proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and
- E. THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.

For (12): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Carried (12 to 0)

9.4 Non-Consent Items

9.5 Notice of Motion - Transgender and Gender Diverse Student Support Coordinator (Trustee Blackburn)

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

THAT the Board approve an allocation of up to \$75,000 annually to support the hiring of a full time Transgender and Gender Diverse Student Support Coordinator.

Trustee Blackburn introduced the motion and noted that hiring the support coordinator would be in line with the Indigenous, Equity and Human Rights Roadmap, in that transgender and gender diverse students are currently underserved and would be supported by this coordinator.

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

- Director Williams-Taylor confirmed that she did have a discussion with Trustee Blackburn to explore the implications of the proposed position and concurred that transgender and gender diverse students are vulnerable and underserved in the system. Director Williams-Taylor recognized the issues and vulnerabilities that these students face and that the new position will impact students directly and indirectly by building capacity in staff;
- Trustee Schwartz commented that she usually does not like to see off-budget requests; however, given that support coordinators have been introduced for other vulnerable groups, it makes sense to put forth this motion now;
- Equity Instructional Coach Sue Rice has been in the current role of transgender and gender diverse student coordinator and has observed that student needs in this demographic are 80 percent related to transgender and gender diversity needs, and 20 percent related to LGB needs. She noted that students are more comfortable approaching someone in the role who identifies as transgender or gender diverse, which furthers supports student need and engagement;

- Director Williams-Taylor noted that the motion is intended to provide a continued service to students for the future. She added that the position's focus should not be too narrowly defined, and should consider the intersectionality of student needs with flexibility to adjust the scope of the role as the District evolves;
- Director Williams-Taylor noted that the District is heading into a time of budget limitations; however, the salary for the position would be prorated for the remainder of the school year. The Board will then have an option to re-evaluate the salary during next years' budget process at which time the Board can discuss enhancing the salary for these roles in the future; however it will be dependent on the fiscal reality of the District coming out of the pandemic;
- Director Williams-Taylor noted this motion will move the current role from a contract position to a permanent position;
- The current role was created as part of a practicum and continued on as the need for support expanded. The current incumbent has a background in social work and has relevant lived experiences that allow further engagement with transgender and gender diverse students;
- The role would not be categorized as a coaching role as coaching roles must be part of the Ontario College of Teachers (OCT). The designation will depend on how the role is defined in terms of qualifications required as the job description is developed;
- This coordinator would work closely with experts in mental health and the equity team to support these students; however, they would also work through interdisciplinary engagement across the OCDSB to engage and collaborate with other social workers to aid in building their capacity to serve these students; and
- There has been a crossover of engagement in terms of supporting families as the current position is part time and the incumbent also works with another organization that supports families with transgender and gender diverse children.

Moved by Trustee Blackburn

Seconded by Trustee Schwartz

THAT the Board approve an allocation of up to \$75,000 annually to support the hiring of a full time Transgender and Gender Diverse Student Support Coordinator.

For (11): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Abstain (1): Trustee Evans

Carried (11 to 0)

9.6 Notice of Motion - Support for Families Facing Significant Internet Expenses (Trustee Hough)

Moved by Trustee Hough, seconded by Trustee Campbell,

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to improve access to internet services for families by:

- A. Resuming negotiations with large service providers for lower data rates;
- B. Lobbying the federal government and the CRTC to take action to lower internet costs; and
- C. Providing direct financial relief in the form of a non-taxable grant or refundable tax credit for families with children learning remotely.

Trustee Hough introduced the motion and noted that numerous discussions with families indicated that many student households are incurring significant internet and service costs.

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

- This motion will also be promoted by Ontario Public School Boards' Association (OPSBA);
- There is an advocacy group lobbying for municipalities to provide internet services to citizens at no cost and this could aid in supporting the issue; however, directly lobbying to the Minister of Education and the Premier will be most appropriate avenue for the District to pursue;
- Many families are dealing with extra internet costs due to mandated remote learning; however, parents working away from home would not be in a position to receive the provincial tax credit for home office use;
- Trustee Jennekens raised concern that if there is an overlap, some families would have a tax credit for themselves working at home and also for their children which may cause tax implications;

An amendment moved by Trustee Lyra Evans, seconded by Trustee Blackburn,

THAT “or refundable tax credit” be removed from clause C of the motion.

- Trustee Lyra Evans noted that a tax credit would not aid many members of the community who do not reach the minimum tax threshold and could not afford to wait for a tax return. She emphasized that the motion would better serve the community as a grant and not as a tax credit;
- Sending a letter to the Minister of Finance for direct financial relief could be an appropriate approach for the Board. Federal budget consultations were launched as of 25 January 2021 and the public questionnaire could be another method of presenting the issue;
- The word "or" in the motion indicates that either option could be applicable;

An amendment moved by Trustee Lyra Evans, seconded by Trustee Blackburn,

THAT “or refundable tax credit” be removed from clause C of the motion.

Carried

- The City of Ottawa could also be contacted in addition to a letter being sent to the Minister of Finance, to lobby for internet services to be provided to communities under the premise that access to education is a human right;

Trustee Penny assumed the chair.

- The issue of student access to internet services has been raised even before pandemic. The Ministry has spoken to the technology side of the issue in providing internet access to rural areas. Lobbying for lower internet costs should be prioritized because even if services are available, some families still cannot afford the services;

Trustee Scott resumed the position of chair

- Trustee Schwartz noted that lobbying efforts could also include reaching out to Mona Fortier, Associate Minister of Finance, who is a local Member of Parliament (MP) and who would be interested in hearing directly from the school board; and
- The proposed letter could be drafted as planned and then sent to local Members of Provincial Parliament asking for further support.

Moved by Trustee Hough

Seconded by Trustee Campbell

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to improve access to internet services for families by:

- A. Resuming negotiations with large service providers for lower data rates;
- B. Lobbying the federal government and the CRTC to take action to lower internet costs; and
- C. Providing direct financial relief in the form of a non-taxable grant for families with children learning remotely.

For (12): Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, Trustee Penny, Trustee Schwartz, and Trustee Scott

Carried (12 to 0)

10. Matters for Discussion

10.1 Report 20-110, Updates on Supports for Students with Giftedness (Elementary) in the OCDSB (P. Symmonds, N. Towaij, A. Hannah, J. Offord)

8:30 p.m. break

Continued conversation from the 12 January 2021 Committee of the Whole discussion

Your committee had before it Report 20-110, to provide an update to the Board on the pilot projects for learners with giftedness at the elementary level.

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

- The screening process was stopped as it was being used as an identifier and not a screening tool. A screening tool can be used to flag students who would otherwise be missed with the intent to provide a more in-depth assessment to fully understand their cognitive profile and potential enrichment needs. Moving forward with the universal screening tool would address the current equity issues where students are primarily assessed based on teacher and/or parent nomination;
- The universal screening tool is being examined to recognize what can be understood about all students in a classroom and how the tool can provide the most value to students;

- The universal screening tool would bring a revision of the Quality Program Indicators (QPI) by expanding offerings in setting standards for quality programming in each area including the Individual Education Plan (IEP) and further enhance breakdown by exceptionality;
- This report will be presented to the Special Education Advisory Committee (SEAC) on 3 February 2021 to provide further clarification;
- The screening tool can aid in identifying students who were overlooked. A more in-depth examination of what different screening tools can achieve will occur, such as identifying underrepresentation in the gifted program, as well as working with the psychology department and Learning Support Services (LSS) to explore more options as a potential way to address equity issues;
- The universal screening tool will aid in removing human biases from the process; however, examining the pros and cons of each tool and testing outcomes will still be reviewed by professionals; and

Trustee Penny took the position of chair

- Trustee Scott noted that other jurisdictions and the United States have applied different screening tools, some of which have been more successful than others in terms of eliminating biases. She added that children that were gifted may have been placed in behavioral programs when they should have been placed in programs more suited for their needs.

Trustee Scott resumed the position of chair

10.2 Report 20-108, Gloucester-Rideau Transition Monitoring: Final Report (MJ Farrish, M. Giroux)

Your committee had before it Report 20-108 to present the final report of the impact on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective September 2017.

Staff provided a presentation on the highlights of the Gloucester-Rideau Transition.

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

- Members thanked staff for the update and for their efforts in consulting with the community as to what should be included in the final report;
- The final report reflected comments raised by Gloucester High School (HS) school council and the community in that the previous reports were information dense and the final report provides an enhanced

narrative of the transition for clarity and precision. The Gloucester HS community showed appreciation that the report outlined successes as well as areas of concern that can be monitored. The report can act as a guide to aid with decisions for future program accommodation reviews;

- Members shared concern that the pandemic could “skew” and affect the data as outlined in the report;
- Explicit discussion on students feelings of being safe through focus groups, student leadership, student voice, and other school elements, drew more attention to the issue on the survey which may explain the increased number of students expressing safety concerns;
- School data regarding students feeling safe was collected during the 2018-2019 school year and the perception of feeling safe in school included anonymous data surveys on the way to and from school. Since the survey was anonymous, the data cannot be disaggregated to attribute this to any particular student group; however, superintendents are working with students, staff, and parents to seek out the nuances of the issue to find and implement solutions;
- Flexibility with staffing resources provided a responsive approach regarding lessons learned and was not necessarily a barrier. This approach could be factored into trustee decision making for a similar situation for the future;
- Lessons learned which may affect decisions such as not setting the parameters for decisions at the same time as making those decisions, is important to track to inform future staff and Board decisions;
- Having a prescriptive list of resources is limiting and flexibility in allocating resources to adapt and evolve with a project is important as further supports may be necessary;
- Differences in staffing allocation from the Board motion at the time and the Resource Allocation Index based on Socioeconomics (RAISE) could have varied, although the motion was specific in staffing allocations and had to be in place at time of the motion;
- Staffing allocation transition is now closed and there are no further special transition resources allocated to Gloucester HS above and beyond other schools, aside from the priority school funding that is still in place;
- The Gloucester-Rideau HS priority school designation will not be revisited at this time;

- Gloucester HS has generally had low enrolment rates from secondary-school aged students of the Rideau-Catchment area, and although there has been a positive increase over the last three years, the trend has not been significant;
- The school survey which provided negative feedback regarding students feeling safe also coincided with the increase in vaping around schools and school washrooms at the time of the survey which may have impacted the assessment;
- The dedicated School Resource Officer (SRO) at Gloucester HS works with students in a proactive manner and not as an enforcement role. The majority of the work that the SRO provides revolves around a request for service role by students and families;
- Graduation data tracks groups of students from the start of grade 9 to graduation; however, low graduation rates may be explained due to a number of students who have moved outside of the jurisdiction or who are attending schools elsewhere in the District and the success of these students can no longer be tracked, thus providing imbalanced data;
- Credit accumulation and graduation rates at Gloucester HS have been low; however, the pandemic has allowed more time to address this in a more meaningful way. The English language development program has improved and credit accumulation from English Literacy Development (ELD) and English Language Learners (ELL) is projected to be higher than ever as previous learning experience is now valued so that students can begin earning credits from the first day of class. Through the pandemic, students are on track to earning 8 credits this school year. The Indigenous coach as well as the Indigenous student success program has had a positive effect on student success; and

10:30 p.m. received the 2/3 vote majority to continue

- In summary, Trustee Blackburn reflected on the challenging decision that trustees had in closing Rideau High School.

10.3 Report from OPSBA Representatives (if required)

Trustee Boothby reported that the Annual General Meeting (AGM) is assumed to proceed in June 2021 and that 1 April 2021 would be the deadline for resolutions. Ideas for resolutions can be emailed to both Trustee Penny and Trustee Boothby; however, the motions should be finalized before submission. Trustees can receive assistance if needed. Any resolutions must be brought to the Board no later than the end of March 2021.

10.4 Ministry Update (if required)

Memorandums are received from the Ministry which are then shared with trustees and the community as relevant or necessary.

11. Board Work Plan

Trustee Scott reported that many work plan items are on track and there were some adjustments to trustee professional development. An anti-Black racism session will occur in February 2021 and some governance discussions are on schedule.

12. Matters for Information

There were no new matters for information.

13. New Business -- Information and Inquiries

Trustee Scott reported that the Minister of Finance announced that an Ottawa Town Hall discussion regarding the provincial budget will occur on 29 January 2021. She added that she did accept an invitation on behalf of the Board and will discuss the matter further at agenda planning on 27 January 2021. She noted that the question regarding the restoration of reserves used for the pandemic will be raised. Any trustees with further suggestions should inform Trustees Scott, Penny, and Boothby before the agenda planning meeting.

Trustee Schwartz noted her support for the restoration of reserves and that funding provided by the province for school upgrades was not sufficient. She highlighted the importance that the Minister of Finance hear this directly from the Board.

14. Adjournment

The meeting adjourned at 10:45 p.m.

Lynn Scott, Chair of the Board