



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Jennifer Adams
Director of Education/
Secretary of the Board

Shirley Seward
Trustee Zone 11
Chair of the Board

Katrine Mallan
Manager of
Board Services

**BOARD MEETING
AGENDA**

Tuesday, 20 November 2018

6:30 pm In Camera

7:00 p.m. Public
PLEASE NOTE TIME

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

Mark Fisher
Trustee Zone 7

Keith Penny
Trustee Zone 8

Shawn Menard
Trustee Zone 9

Erica Braunovan
Trustee Zone 10

Sandra Schwartz
Trustee Zone 12

Chris Ellis
Trustee Zone 6

Anita Olsen Harper
Trustee Zone 5

Theresa Kavanagh
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Lynn Scott
Trustee Zone 1

Isaac Glassman
Student Trustee

Samantha Lin
Student Trustee

For further information on this agenda or how the Board meeting works, please contact Susan Baker, Senior Coordinator, Board Services at (613) 596-8211 ext. 8641 or susan.baker@ocdsb.ca

ABOUT THE BOARD:

- The Board of Trustees is the formal decision making body of the Ottawa-Carleton District School Board. For the 2017-2018 school year, the Board is scheduled to meet on the fourth Tuesday of the month, during the school year at 7:30 pm.

ABOUT THE BOARD AND COMMITTEE MEETING AGENDAS:

- The Ottawa-Carleton District School Board posts complete Committee of the Whole, public agendas and reports on the website at least ten days prior to the respective meeting.
- Meeting agendas and reports for Board meetings is posted on the website on the Friday prior to the respective meeting.
- Draft agendas for Board meetings are also posted on the web at least six business days prior to the respective meeting.
- For more information on schedules and agendas please see https://ocdsb.ca/board/board_meetings.

HOW TO APPEAR AS A DELEGATION OR ASK A QUESTION AT A MEETING:

- The following rules apply to members of the public who would like to address the Board at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Susan Baker on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Susan Baker, Senior Coordinator, Board Services at (613) 596-8211, ext. 8641, or susan.baker@ocdsb.ca
- At the beginning of each Board meeting, a maximum of 20 minutes will be allotted for delegations.

PURPOSE OF IN CAMERA MEETINGS:

- Under provincial law, *"A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:*
 - (a) the security of the property of the board;*
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - (c) the acquisition or disposal of a school site;*
 - (d) decisions in respect of negotiations with employees of the board; or*
 - (e) litigation affecting the board."*



BOARD PUBLIC AGENDA

Tuesday, November 20, 2018, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Presentation to Outgoing Board Members	
4. Presentation to Director of Education	
5. Report from the Board (In Camera)	
6. Briefing from the Chair	
7. Briefing from the Director	
8. Delegations	
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9.1 Confirmation of Board Minutes:	
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Approval of Recommendations

a.	Approval of Policy P.032.SCO Safe Schools and rescinding policies P.036 Weapons, P.106.SCO Access to School/Board Premises; P.123.SCO Bullying Prevention and Intervention; and P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour	81
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(Recommendation on page 73)

- Supplemental Information: Memo 18-136 Consolidation of Safe Schools Policies - Questions and Responses (Memo on page 91)

9.4	Receipt of Report from Ad Hoc Committee to Develop an Advocacy Strategy, 6 November 2018	97
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a.	Draft Response to the Ministry Consultation on Education Reform	105
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9.5	Oral Report, Audit Committee, 19 November 2018	
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Approval of Recommendations

a.	Approval of Audit Committee Annual Report for 2017-2018	111
b.	Approval of OCDSB 2017-2018 Consolidated Financial Statements	117

9.6	Non-Consent Items	
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9.7	Notice of Motion, Revisions to OCDSB By-Laws and Standing Rules and Policy P.012.GOV Board Governance, Trustee Braunovan	153
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10.	Matters for Discussion	
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10.2	Report from OPSBA Representatives (if required)	
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11.	Matters for Information	
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12.	New Business -- Information and Inquiries	
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13.	Adjournment	
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CHILD FRIENDLY DAY

November 20th, 2018

WHEREAS, this year's Child Friendly Day in Ottawa, with the theme, "Every child is sacred", commemorates the Indigenous, African, and European child taught in Canada by Father Paul Le Jeune (1632), as a tribute to Ottawa becoming known as a child-friendly city; and

WHEREAS, Child Friendly Day observes Canada's Child Day, International Child Day, and the anniversary of the United Nations' adoption of our Convention on the Rights of the Child, on November 20th, 1989; and

WHEREAS, our city honours the Convention and other covenants sacred to the child, including our Human Rights Act, the UN Declaration on the Rights of Indigenous Peoples, and the Decade for People of African Descent;

THEREFORE, I, Jim Watson, Mayor of the City of Ottawa, do hereby proclaim **November 20th, 2018 Child Friendly Day** in Ottawa, honouring contributions to a Child Friendly City of Ottawa.

Jim Watson
Mayor / Maire

JOURNÉE AMIE DES ENFANTS

Le 20 novembre 2018

ATTENDU QUE la Journée amie des enfants de cette année à Ottawa, sur le thème « Tous les enfants sont sacrés », commémore les enfants autochtones, africains et européens qui ont étudié au Canada avec le père Paul Le Jeune (1632), afin de souligner la reconnaissance d'Ottawa comme ville amie des enfants; et

ATTENDU QUE la Journée amie des enfants coïncide avec la Journée nationale de l'enfant, la Journée internationale de l'enfant et l'anniversaire de l'adoption, par les Nations Unies, de la *Convention relative aux droits de l'enfant*, le 20 novembre 1989; et

ATTENDU QUE notre Ville respecte la Convention et d'autres ententes défendant les intérêts de l'enfant, ainsi que la *Loi canadienne sur les droits de la personne*, la *Déclaration des Nations Unies sur les droits des peuples autochtones* et la Décennie des personnes d'ascendance africaine;

PAR CONSÉQUENT, je, Jim Watson, maire de la Ville d'Ottawa, proclame par la présente le **20 novembre 2018 Journée amie des enfants** à Ottawa, en hommage aux contributions à notre ville amie des enfants.





*It takes a village to raise a child.
(Ancient African Wisdom)*

*For unto you, is given ...
generations*



Child Day - November 20, 2018

UN International Child Day Canada's National Child Day Child Friendly City Day in Ottawa

TRIBUTE to Ottawa-Carleton District School Board



Every Child is Sacred
pays tribute to the OCDSB
for contributing to Ottawa as a Child Friendly city
through
the OCDSB's unanimous and historic adoption on May 18, 2018
of
The United Nations Decade for People of African Descent
&
The OCDSB's commitment to the spirit and intent of the terms of the May 18, 2018 motion
to be implemented through
the agency of all in the OCDSB who act *in loco parentis* to children of African descent & their peers.

On November 20, 2018. Child Friendly Day in Ottawa, with the theme, "Every child is sacred", commemorates the first three children taught in Canada, by Father Paul Le Jeune (1632); with the memorial being Ottawa becoming known as a Child Friendly City. The Day observes Canada's Child Day and International Child Day, anniversary of the UN's adoption of our Convention on the Rights of the Child on November 20, 1989.

Our city honours the Convention and other covenants sacred to the child, including our Human Rights Act, the UN Declaration on the Rights of Indigenous Peoples, and Decade for People of African Descent.

Mayor Jim Watson, Mayor of the city of Ottawa, has proclaimed November 20, 2018, Child Friendly Day in Ottawa, honoring everybody's contributions to Ottawa as a Child Friendly City.

June Girvan
J'Nikira Dinqinesh Education Centre

Every Child is Sacred
Reconciliation Day in Ottawa
History-in-the-Street



*For unto you, is given ...
generations*



November 14, 2018

**We pay tribute to the Ottawa-Carleton District School Board,
for contributing *in loco parentis*, to Ottawa as a Child Friendly City,
being conscious***

- of the United Nations General Assembly Proclamation of the period from 2015 to 2024 as the International Decade for People of African Descent in its Resolution 68/237 of December 23, 2014;
- that the Resolution designates people of African descent as a distinct group, whose human rights must be promoted and protected, and stipulates as the theme for the said Decade, "People of African descent: Recognition, justice and development";
- that The Decade was officially recognized by Canada (January 30, 2018) and Ontario (February 2017), and was adopted by the City of Ottawa on the UN International Day for the Elimination of Racial Discrimination (March 21, 2018);
- for being cognizant of the historic and contemporary role of schools in Canada in perpetuating myths, doctrines, false science, and narratives that have resulted in strategies and behaviours which have compromised how children of African descent feel, think, grow and actualize their potential, promise and purpose in the world, as referenced in the historic story about an African boy being educated in New France (1632);

The Ottawa Carleton District School board is further applauded for resolving that, in commemoration of the 390th anniversary of the arrival in New France of the first student of African descent, the board by,

- joining the Orders of Government in adopting 2015-2024 as the United Nations International Decade for People of African Descent;
- Adopting and committing to the intent of the UN Decade for People of African Descent in Ottawa through work to:
 - develop and undertake work on the Equity Action Plan;
 - reduce barriers to learning to improve equity of access and opportunity for students of African descent;
 - intentionally adopt practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent;
 - collect and use of identity-based data to measure our progress and inform decisions on policy and programs that impact on the education of students of African descent;
 - engage with Parents and Community organizations comprising of People of African Descent in Ottawa to support their sense of belonging in the OCDSB education environment.

* Ref.: [The International Decade for People of African Descent](#)

<https://www.ocdsb.ca/.../Notice%20of%20Motion%20re%20International%20Decade...>

May 15, 2018 - WHEREAS the OCDSB is conscious of the United Nations General ...
theme for the said Decade, "People of African descent: Recognition. Justice. Development

June Girvan
J'Nikira Dinqinesh Education Centre

Every Child is Sacred, Reconciliation Day in Ottawa
History-in-the-Street

Delegation: Golam Sharif

I Golam Sharif, a resident of Barrhaven school zone 3 like to attend the upcoming board meeting. Two of my children attending Berrigan Elementary School under OCDSB within zone 3. I like to express my concern related to student's bus eligibility and also how the distance from the student's resident and school is being calculated.

Therefore, I would be glad if you could allow me some allocated time for the upcoming board meeting on November 20th, 2018.

If you need any further information, please let me know.

Sincerely,

Golam Sharif



PUBLIC BOARD MINUTES

Tuesday, October 30, 2018, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

- | | |
|--------------------------|---|
| Trustees Present | Trustee Lynn Scott, Trustee Christine Boothby, Trustee Donna Blackburn, Trustee Theresa Kavanagh, Trustee Anita Olsen Harper, Trustee Chris Ellis, Trustee Mark Fisher, Trustee Keith Penny, Trustee Shawn Menard, Trustee Erica Braunovan, Trustee Shirley Seward, Trustee Sandra Schwartz. |
| Student Trustees Present | Student Trustee Isaac Glassman. |
| Staff Present | Director Jennifer Adams, Associate Director Brett Reynolds, Superintendent Dorothy Baker, Superintendent Mary Jane Farrish, Executive Officer Michèle Giroux, Superintendent Janice McCoy, Superintendent Peter Symmonds, Manager Katrine Mallan, Manager Diane Pernari-Hergert, Communications Coordinator Sharlene Hunter, Audio Visual Specialist John MacKinnon, and Committee Coordinator Amanda Rock. |
| Guests Present | Camille Williams-Taylor. |

1. Call to Order -- Chair of the Board

Chair Seward called the public meeting to order at 7:24 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 Blackburn

Seconded by Trustee Schwartz

THAT the agenda be approved.

Carried

3. Presentation of D. Aubrey Moodie Award, Jordan Berard, Chair of the Board of Bells Corners United Church

Chair Seward announced that Kian Mansour is the District's top scholar for 2017-2018 with a grade point average of 97.86%. Kian graduated from the International Baccalaureate program at Colonel By Secondary School. He was a math tutor throughout high school, as well as an active member of the school's "*Global Change Makers Group*". This Group partnered with global organizations to find innovative solutions to the United Nations' 17 Sustainable Development Goals. Kian was also the 2018 recipient of the Governor General's Academic Medal for academic excellence at the secondary school level.

Chair Seward presented the D. Aubrey Moodie Award, on behalf of the Board, to Kian Mansour.

Director Adams advised that, in addition to Kian's academic achievement, he is also a competitive Rubik's cube solver and a member of the World Cube Association where he holds one world record, two national records, and eleven gold medals. In addition to cubing, he has been playing tennis for eight years and started powerlifting in 2017.

Director Adams noted that Kian is currently attending the University of Ottawa where he is studying biomedical science. His goal is to become a doctor.

Jordan Berard, Chair of the Bells Corners United Church, was called upon to present the cash award. On behalf of the congregation and the Board of the Church he presented the cash reward to Kian. Mr. Berard congratulated Kian and mentioned it was the wish of D. Aubrey Moodie that the cash award be spent on recreation, acknowledging the importance of balancing scholarly and extra-curricular life.

4. Report from the Board (In Camera)

Trustee Scott reported that the Board met in-camera this evening and reported that there were no recommendations.

5. Briefing from the Chair

Chair Seward congratulated all trustees elected to office for the next four years, and in particular, welcomed Trustees-elect Rob Campbell, Lyra Evans, Wendy Hough, and Jennifer Jennekens. She advised that all are invited to join in celebrating the work of the current Board of Trustees at their last official Board meeting on 20 November 2018 and to celebrate the inauguration of the newly-elected Board on 03 December 2018. She congratulated Trustee Kavanagh and Trustee Menard for being elected to City Council. She welcomed Camille Williams-Taylor as the new Director of Education beginning 01 January 2019.

Chair Seward, on behalf of the Board, extended her sincere condolences to the family/friends of those killed or injured as a result of the deadly attack on a Jewish synagogue in Pittsburgh on 27 October 2018.

Chair Seward advised that this past summer she participated in a Holocaust study tour to Poland and Israel along with representatives from the education and law enforcement sectors. The tour was organized by the Friends of Simon Wiesenthal Centre (FSWC) for Holocaust Studies. Chair Seward's report is attached to Memo 18-134. The report is an account of her experiences and learning regarding anti-Semitic hate crimes and the Holocaust. She noted that the report is timely, given the recent shootings at a Jewish synagogue in Pittsburgh. Chair Seward also reflected that, for the second time in three months, one of our schools and a nearby playground have been spray painted with swastikas.

Chair Seward made four recommendations in her report:

1. THAT a central senior staff person be recommended for monitoring Holocaust education activities across the District;
2. THAT the new Director of Education and Chair of the Board attend the next FSWC National Policy Conference on Holocaust Education. This would provide the new Director and Chair with an opportunity to share best practices in Holocaust education with other boards;
3. THAT a Professional Development (PD) session on the Holocaust and Holocaust education be held for the new Board of Trustees and staff; and
4. THAT the OCDSB participate in the next Compassion to Action Holocaust tour.

6. Briefing from the Director

Director Adams welcomed the incoming Director of Education, Camille Williams-Taylor, to the meeting.

Director Adams advised that the province is inviting parents, students, educators and interested individuals to provide feedback on the education system in Ontario. She advised that the Board's advocacy committee will be meeting next week to discuss the Board's feedback. She noted that the District encourages all parents to participate, either individually or collectively through their school council. She noted that the consultation closing date is 15 December 2018. Information on how to provide feedback, completing an online submission form, survey, or participating in a telephone town hall, is on the District's website.

Director Adams advised that the 2018 Parent Conference and School Council Training Day will take place on 03 November 2018 at Gloucester High School. She noted that over 400 parents have registered for the conference which will feature workshops on math, learning, special education, and best practices for school councils in the areas of constitution writing, and finance.

7. Delegations

7.1 Sandhya Rao Re: Memo 18-129 Tiered Intervention

Sandhya Rao, a parent of a gifted student, expressed support for Trustee Boothby's motion with respect to the delivery of the elementary gifted program in a specialized class for gifted students. She submitted that the 2015 implementation of mandated tiered interventions is another hurdle to be overcome by parents from lower income neighbourhoods who wish to place their gifted children in the congregated gifted program. Ms Rao noted that she spent three years trying to have her child enrolled in a congregated class. She urged trustees to support Trustee Boothby's motion on the basis that the primary goal of the motion is to provide all under-represented children with equitable access to programs.

7.2 Micheal Sims Re: Motion for Congregated Elementary Gifted Delivery

Michael Sims is a father of four children who all have varying special needs within the classroom. He expressed concern that many parents who are disadvantaged do not have access to the tiered intervention process due to education, culture, poverty, and/or language barriers.

He noted that he has spent four years trying to understand how to get his children an Individual Education Plan (IEP). Mr. Sims expressed the view that the tiered intervention process is not being done equitably. He suggested that more time should be given to staff to gather information with regard to diverting funds equitably throughout the public education system.

In response to a query from Trustee Fisher, Mr. Sims advised that the experience of working through an IPRC process was challenging. He noted that the resources at the school were not helpful. Mr. Sims stressed that when a child is disruptive in the classroom it takes away from other children's learning as well.

7.3 Damion Fusco Re: Motion for Congregated Elementary Gifted Delivery

Damion Fusco has two children in the Gifted program. He noted that only one child went through the tiered intervention process. He expressed gratitude for the Gifted program as his daughter's learning experience has improved since enrolling in the Gifted program. He expressed the view that the Board should allow other children the opportunity to be in the Congregated Gifted program.

Mr. Fusco advised that his first child's teachers assisted with his child enrolling in the Gifted program. He noted that the difference with his second child accessing tiered interventions was not an easy process. He recalled that his child's school informed him that the Gifted program was being cancelled.

7.4 Kristin Kilby Re: Motion for Congregated Elementary Gifted Delivery

Kristin Kilby has two gifted children who were both identified by an IPRC in the third grade. She expressed the view that they were treated differently although they have the same exceptionality.

She asserted that numerous learning interventions made by her son's school caused him to develop mental health issues. Ms. Kilby advised that her daughter was offered a placement in the Gifted program and coped well in the classroom. Ms. Kilby expressed the view that there is inequitable access to the Gifted program.

7.5 Cristina Dascalescu Re: Motion for Congregated Elementary Gifted Delivery

Cristina Dascalescu is a parent of two children. She advised that her daughter is enrolled in Gifted program. She expressed concern that there may not be a Gifted program for her younger child. The program is working well for her daughter. She urged the Board to consider parents' concerns. Ms. Dascalescu shared that many parents are willing to provide their own transportation for their children to be enrolled in the Gifted program. She advised that she would like her younger child to be given the opportunity to enrol in the Gifted program.

7.6 Malaka Hendela Re: Motion for Congregated Elementary Gifted Delivery and Inappropriate Transportation Costs

Malaka Hendela expressed concern about the inclusion of transportation costs in Memo 18-129.

She expressed the view that the majority of transportation costs are for large vehicles for transportation services. Ms. Hendela also expressed the opinion that the transportation costs referred to in the memo should have its own budget envelope.

Director Adams advised that the transportation information was requested in relation to the motion regarding the Congregated Elementary Gifted Program Delivery. She advised that the Ottawa Student Transportation Authority (OSTA) provided the information to the District.

7.7 Kira Harris Re: Motion for Congregated Elementary Gifted Delivery

Kira Harris is a concerned parent who supports the suspension of the tiered intervention process. Ms. Harris advised that her son suffers from anxiety and depression. She expressed the view that gifted students think differently and that there is a misconception of what it means to have a gifted exceptionality.

She expressed the view that tiered intervention is a failed process. She commended the Gifted program as the regular classroom was not suitable

for her son. Ms. Harris commented that all students have a fundamental right to an education and the time they deserve to thrive.

7.8 Kathy MacLean Re: Motion for Congregated Elementary Gifted Delivery

Kathy MacLean, mother of a gifted daughter, has concerns about tiered interventions. She expressed the opinion that tiered interventions have not increased equity in the Gifted program, especially for children who are females and minorities. She also expressed the view that the tiered invention process causes children to pathologize themselves.

Ms. MacLean noted that her daughter is bored in the classroom and remains at home.

7.9 Donna Owen Re: Motion for Congregated Elementary Gifted Delivery

Donna Owens is a concerned parent who has a daughter in the Gifted program. She advised that her daughter spent two years in the tiered invention process. She noted that the Special Education Plan does not specify that documentation needs to be kept by teachers during the tiered intervention process.

Ms. Owens expressed the opinion that there are two issues with the tiered intervention process:

1. The length of time a child spends in the process; and
2. The lack of documentation and discussions with parents.

7.10 Li Jiang Re: Motion for Congregated Elementary Gifted Delivery

Li Jiang is the father of a grade 2 student. His child has spent one year in the tiered intervention process.

Mr. Jiang expressed the view that gifted children need a supportive learning environment to learn from their peers. He stressed that children should learn with each other. He does not support the tiered intervention approach.

7.11 Ju Huang Re: Motion for Congregated Elementary Gifted Delivery

Ju Huang, parent of a gifted child, noted that her son has been in a regular class for the past three years since he was identified as gifted. She asked that he be placed in a Congregated Gifted class rather than "going through tiered intervention". In the regular class, he has learned to sit back, daydream and not ask any questions. He does not want to go to school. Ms. Huang urged trustees to provide children like her son with Congregated Gifted classes.

In response to a query from Trustee Ellis, Ms. Huang advised that her son was told by his teacher to not answer all the questions in the classroom

and to give other students the opportunity to learn. She explained that her son needs to be given enrichment at home. Her son complains that he is bored at school and that his teacher asks him to not answer questions.

7.12 Karen Weng Re: Motion for Congregated Elementary Gifted Delivery

Karen Weng has children in grade 6. Her son tested for Giftedness last year, and explained how she searched for information on the tiered intervention and Gifted program on the District's website. Ms. Weng requested information from her son's teacher and principal and was redirected to the District's website. She also noted that she did not know about the Gifted program or that the IPRC existed and only knew about tiered interventions from the information on the District's website.

Ms. Weng recalled that his teacher queried why he was tested and advised her that her son was a "B" student. Ms. Weng advised that her son's IEP is blank with no content. Her son's teacher advised her that he would be placed in the regular classroom in the Gifted stream.

7.13 Dana Somayaji Re: Motion for Congregated Elementary Gifted Delivery

Dana Somayaji attended the meeting as a concerned parent. She advised that she has spent two years as a member of the Gifted Advisory Group. She expressed the opinion that her contributions and concerns have been ignored. She has written letters in August 2018 and in response to Report 18-100, which have not been acknowledged. She expressed the opinion that policies have been violated. Her hope is that no other volunteer is treated this way.

8. Matters for Action

8.1 Confirmation of Board Minutes:

a. 25 September 2018, Board

Moved by Trustee Braunovan

Seconded by Trustee Penny

**THAT the Report from Board, dated 25 September 2018,
be received.**

Carried

8.2 Business Arising from Board Minutes

- a. Approval of Air Conditioning in Classrooms Used for EDP Programs During the Summer (Deferred from Board 25 September 2018)

This item was deferred at the 25 September 2018 Board meeting pending receipt of additional information.

Moved by Trustee Schwartz

Seconded by Trustee Scott

1. **THAT classrooms used for OCDSB or third-party Extended Day Programs during July and August be provided with air conditioning or portable air conditioning units or tempered air; and**
2. **THAT staff make the necessary adjustments to the policy; and procedures governing the program, for Board approval where necessary.**

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

- a. Supplemental Information: Memo 18-131 Consultation with Third-Party Operators re Air Conditioning in EDP Sites

Memo 18-131 was distributed and received for information.

8.3 Receipt of Committee of the Whole Minutes

a. Report 27, 02 October 2018

Moved by Trustee Scott

Seconded by Trustee Schwartz

THAT Report 27, Committee of the Whole, dated 02 October 2018 be received.

There were no recommendations in the report.

Carried

b. Report 28, 16 October 2018

Moved by Trustee Scott

Seconded by Trustee Olsen Harper

THAT Report 28, Committee of the Whole, dated 16 October 2018 be received.

Carried

a. Approval of Consultation Plan for Development of the 2019-2023 Strategic Plan

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the consultation plan, attached as Appendix A of Report 18-106, for engaging stakeholders in the development of the strategic plan 2019-2023 be approved. (Attached as Appendix A)

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

b. Approval of Revisions to Safe School Policies in Accordance with Legalization of Recreational Cannabis

Moved by Trustee Schwartz

Seconded by Trustee Scott

THAT the proposed changes to the following policies be approved to:

1. **P.026.SCO Student Suspension and Expulsion as detailed in Appendix A to Report 18-099; (Attached as Appendix B)**
2. **P.033.SCO Smoking on Board Premises as detailed in Appendix B to Report 18-099; (Attached as Appendix C)**
3. **P.034.SCO Substance Abuse as detailed in Appendix C to Report 18-099; (Attached as Appendix D) and**
4. **P.125.SCO School Board Code of Conduct as detailed in Appendix D to Report 18-099. (Attached as Appendix E)**

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

c. Approval of Standing Down the Gifted Advisory Group and Implementation of Pilot Project

Moved by Trustee Blackburn

Seconded by Trustee Scott

1. **THAT the OCDSB formally acknowledge the contributions of the Gifted Advisory Group and that it be formally stood down by the Board;**

2. **THAT staff be directed to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams as soon as may be practical; and**
3. **THAT SEAC fulfills the role of the Gifted Advisory Group in monitoring the pilot program to ensure it improves the effectiveness of services for gifted students and increases equity of access for under-represented groups.**

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

d. Approval of Changes to Congregated Elementary Gifted Program Delivery

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

With the consent of the Board, Trustee Boothby, seconded by Trustee Olsen Harper moved the following motion in substitution:

Moved by Trustee Boothby, seconded by Trustee Olsen Harper,

1. THAT staff be directed to consider specialized class placements through the IPRC process, without first requiring a mandatory sequence of tiered interventions, for students identified as Gifted, subject to the students meeting the cognitive criteria for placement in a specialized Gifted class;

2. THAT staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities;
3. THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for Part B above, and an update on work to date to communicate the change in practice to the system; and
4. THAT staff produce a series of updates, beginning no later than the end of May 2019, detailing the number of applications and the number of children receiving assessment and placements in all congregated programs, by exceptionality, at both the elementary and secondary levels, and details of waitlists for all congregated programs by geographic zone, similar to the following example:

Specialized Class/Program Application Results - May 2006								
Specialized Class/Program	Number of Applications	Number of students placed	Number of applications transferred to another committee	Number of applications that did not meet criteria	Number of applications that met entry criteria, but were not recommended for placement	Number of students on waitlist	Vacancies	Number of parents who declined placement due to the location of the proposed placement*
Autism - elementary (8.0)	13	9	1	1	0	1	0	0
Autism - secondary (4.0)	0							
Asperger's Program (2.0)	12	5	0	1	6	6	0	0
Primary Assessment Centre (10.0)	45	34	1	4	0	2	4	1*
Language Learning Disability - SK (2.0)	6	3	0	3	0	0	17	0
Language Learning Disability - Pr. (9.0)	60	40	0	10	0	9	0	1*
Language Learning Disability - Jr. (2.0)	30	5	3	14	0	8	0	0
Learning Disability - elementary (12.0)	93	28	1	13	36	15	0	0
Learning Disability - secondary (9.875)	49	39	0	2	0	3	18	1*
Special Support Unit - elementary (11.0)	22	22	0	0	0	0	8	0
Special Support Unit - secondary (7.5)	51	33	1	8	1	7	3	1*
Developmental Disabilities - elementary (35.0)	12	12	0	0	0	0	16	0
Developmental Disabilities - secondary (11.0)	6	2	0	4	0	0	0	0
General Learning Program - elementary (15.0)	60	45	1	10	1	0	27	0
General Learning Program - secondary (10.0)	42	23	1	13	0	2	1	1*
Dual Diagnosis -elementary (4.0)	2	2	0	0	0	0	3	0
Dual Diagnosis -secondary (2.0)	20	14	4	1	0	0	2	1*
Physical Support Units -elementary (2.0)	2	2	0	0	0	0	7	0
Physical Support Units -secondary (5.0)	11	9	0	1	1	0	13	0
Deaf and Hard of Hearing - elementary (1.0)	3	2	0	0	0	1	0	0
Deaf and Hard of Hearing - secondary (1.0)	0							
Gifted - elementary (30.0)	303	212	0	0	0	91	41	42*
TOTAL								

Trustee Boothby advised that she brought this substitute motion forward to highlight the decline in enrolment in the Congregated Elementary Gifted program since 2015. She expressed the opinion that children are spending a significant amount of time in the tiered intervention process and their learning needs are not being met. Parents have expressed how difficult it is to navigate the tiered intervention process. She noted that tiered intervention is not explicitly required by Ontario Regulation 181/98. Trustee Boothby noted that an update or report has not been provided on tiered interventions since 2015. She stated that an opportunity to provide input to the scope of the operational review report in February 2019 may assist the District in ensuring that all children with exceptionalities are well-served.

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

- Staff have expressed concern that the intent of the motion would impact on the discretion of the Identification, Placement, and Review Committee (IPRC) to make decisions based on multiple sources of evidence;
- The Board is committed to serving gifted students in a regular classroom where possible;
- Trustee Fisher expressed the view that tiered interventions are not a substitute for a congregated environment and that congregated gifted environments are not an enrichment or advanced placement program. Trustee Fisher added that the cycle of reviewing a student's learning needs and goals daily, monthly, and yearly is inconsistent and dependent upon the teacher and school;
- Staff reported that teachers may not be identifying students for assessment due to a perception that resources are lacking to help both them and students;
- Families with the financial means often seek outside resources to have their children assessed;
- Trustee Blackburn expressed concern that should the motion pass, it would contravene the Strategic Plan, specifically in the area of Equity;
- The Standards of Professional Conduct for the College of Psychologists of Ontario advises their members to gather multiple sources of evidence prior to making an identification of giftedness;
- An operational review is needed rather than a policy review;
- The District's policy reflects the language that is in the Regulation;
- The language that is used between staff and the community regarding tiered interventions needs to be consistent;
- The IEP must be clearly articulated to identify student needs;
- Tiered interventions are strategies to help students be successful;
- Superintendent Symmonds advised that psychology staff submitted that there is growing reluctance among psychologists to engage in full assessments of young children;

- The Guide to Supports for Students Identified as Gifted in the Regular Classroom is a tool that can help staff and parents; and
- Additional supports to build capacity in the regular classroom include a learning support consultant for Gifted students to coach teachers, a principal operations group to discuss how to meet the needs of exceptional learners, and a professional learning session for new teachers related to meeting the needs of the Gifted learner in the regular classroom.

Moved by Trustee Braunovan, seconded by Trustee Scott,

THAT Part 1 of the motion be postponed indefinitely:

1. **THAT staff be directed to consider specialized class placements through the IPRC process, without first requiring a mandatory sequence of tiered interventions, for students identified as Gifted, subject to the students meeting the cognitive criteria for placement in a specialized Gifted class.**

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Trustee Boothby advised that she will review the language of Part 1 to align with Ministry directives and regulations. Trustee Menard noted that newly elected trustees may have a desire to review the motion.

An amendment moved by Trustee Braunovan, seconded by Trustee Fisher,

THAT the word “May” be changed to “October” in Part 4.

Carried, friendly

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

THAT Part 3 of the motion be amended to delete “Part B above, and an update on work to date to communicate the change in practice to the system” and replace it with “the operational review, and an update on any changes in practice introduced in the wake of the discussion of this motion”.

Carried, friendly

On a motion by Trustee Fisher, seconded by Trustee Blackburn,

THAT the Board adopt the Rules of Committee.

Carried

During the ensuing discussion, the following points were noted:

- The operational review should include a review of the service delivery process (identifying, assessing, placing students) and a student's well-being;
- The effectiveness of IEPs for all identified students should be reviewed;
- Parents can request a meeting with their child's school principal to express dissatisfaction with their child's learning supports;
- The language associated with tiered interventions suggests that it is a sequential process; and
- Tiered interventions are not linear or sequential.

Moved by Trustee Braunovan,

THAT that Board end the Rules of Committee.

Carried

Trustee Boothby thanked all trustees and staff for their input to the motion. Trustee Schwartz requested that the motion have separate votes.

Moved by Trustee Boothby, seconded by Trustee Scott,

2. THAT staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities;

A recorded vote was held on Part 2 of the motion and it was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Boothby, seconded by Trustee Scott,

3. THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for the operational review, and an update on any changes in practice introduced in the wake of the discussion of this motion;

A recorded vote was held on Part 3 of the motion and it was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Boothby, seconded by Trustee Scott,

4. THAT staff produce a series of updates, beginning no later than the end of October 2019, detailing the number of applications and the number of children receiving assessment and placements in all congregated programs, by exceptionality, at both the elementary and

secondary levels, and details of waitlists for all congregated programs by geographic zone, similar to the following example:

Specialized Class/Program Application Results - May 2006								
Specialized Class/Program	Number of Applications	Number of students placed	Number of applications transferred to another committee	Number of applications that did not meet criteria	Number of applications that met entry criteria, but were not recommended for placement	Number of students on waitlist	Vacancies	Number of parents who declined placement due to the location of the proposed placement*
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Autism - secondary (4.0)	0							
Asperger's Program (2.0)	12	5	0	1	6	6	0	0
Primary Assessment Centre (10.0)	45	34	1	4	0	2	4	1*
Language Learning Disability - SK (2.0)	6	3	0	3	0	0	17	0
Language Learning Disability - Pr. (9.0)	60	40	0	10	0	9	0	1*
Language Learning Disability - Jr. (2.0)	30	5	3	14	0	8	0	0
Learning Disability - elementary (12.0)	93	28	1	13	36	15	0	0
Learning Disability - secondary (9.875)	49	39	0	2	0	3	18	1*
Special Support Unit - elementary (11.0)	22	22	0	0	0	0	8	0
Special Support Unit - secondary (7.5)	51	33	1	8	1	7	3	1*
Developmental Disabilities - elementary (35.0)	12	12	0	0	0	0	16	0
Developmental Disabilities - secondary (11.0)	6	2	0	4	0	0	0	0
General Learning Program - elementary (15.0)	60	45	1	10	1	0	27	0
General Learning Program - secondary (10.0)	42	23	1	13	0	2	1	1*
Dual Diagnosis -elementary (4.0)	2	2	0	0	0	0	3	0
Dual Diagnosis -secondary (2.0)	20	14	4	1	0	0	2	1*
Physical Support Units -elementary (2.0)	2	2	0	0	0	0	7	0
Physical Support Units -secondary (5.0)	11	9	0	1	1	0	13	0
Deaf and Hard of Hearing - elementary (1.0)	3	2	0	0	0	1	0	0
Deaf and Hard of Hearing - secondary (1.0)	0							
Gifted - elementary (30.0)	303	212	0	0	0	91	41	42*
TOTAL								

A recorded vote was held on Part 4 of the motion and it was carried unanimously by those present:

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

- a. Supplemental Information: Memo 18-129 Response to Motion re Tiered Interventions for Elementary Students (to be distributed)

Memo 18-129 was provided for information.

- b. Supplemental Information: P.096.SES Special Education Programs & Services, P.139.CUR Changes to Programs and Program Delivery Structures at Elementary Schools

Policies P.096.SES and P.139.CUR were provided as further information.

8.3 Receipt of Committee of the Whole Minutes

- c. Unfinished Business from 16 October 2018 Committee of the Whole: Receipt of Statutory and Other Committee Reports

- a. Report 4, Audit Committee, 26 September 2018

Moved by Trustee Schwartz

Seconded by Trustee Penny

THAT the Audit Committee Report, dated 26 September 2018, be approved.

Carried

- a. Approval of External Auditor's Audit Plan for the 2017-2018 Year-End Audit

Moved by Trustee Penny

Seconded by Trustee Schwartz

THAT the External Auditor's Audit Plan for the 2017-2018 Year-End Audit be approved.

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

b. Approval 2017-2018 Annual Report on Internal Audit Activity

Moved by Trustee Fisher

Seconded by Trustee Schwartz

THAT the 2017-2018 Annual Report on Internal Audit Activity be approved.

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

c. Approval of the 2018-2019 Internal Audit Plan

Moved by Trustee Penny

Seconded by Trustee Schwartz

THAT the 2018-2019 Internal Audit Plan be approved.

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

b. Advisory Committee on Equity, 27 September 2018

Moved by Trustee Olsen Harper, seconded by Trustee Braunovan,

THAT the Advisory Committee on Equity Report, dated 27 September 2018, be approved.

On a point of order, Trustee Blackburn noted that an alternate trustee is not required for Advisory Committee on Equity (ACE) meetings.

Executive Officer Giroux agreed to confirm whether an alternate trustee is required at the ACE meetings.

In response to a query from Trustee Seward, staff advised that the revised policy on the membership for ACE is based on the work that the committee has done and to expand the criteria of membership. Executive Officer Giroux noted that the process of recruitment will have a more skills based recruitment strategy.

Trustee Scott noted that June Girvan's name is misspelled throughout the report.

Moved by Trustee Olsen Harper

Seconded by Trustee Braunovan

THAT the Advisory Committee on Equity Report, dated 27 September 2018, be approved, as amended.

Carried

c. Special Education Advisory Committee, 10 October 2018

Moved by Trustee Fisher

Seconded by Trustee Penny

THAT the Special Education Advisory Committee Report, dated 10 October 2018, be approved.

Carried

9. Matters for Discussion

9.1 Report 18-105 Revisions to OCDSB By-laws and Standing Rules and Policy P.012.GOV Board Governance (M. Giroux, ext. 8310)

Executive Officer Giroux advised that the Board has an Agenda Planning Committee (APC) that does valuable work. She advised that the purpose of the proposed revisions is to revise the Board's By-laws and Standing Rules and Policy P.012.GOV Board Governance with respect to the APC. Executive Officer Giroux reported that a recent review of the legislative authority for the Committee identified a need to revise how APC is

addressed in the Board By-laws. The Education Act (Section 218.4) establishes the duties of the Chair which includes preparing agendas for Board meetings.

She highlighted that the section that refers to the APC has been removed from the By-laws. Other proposed changes include revisions to the duties of the Chair. Executive Officer Giroux informed that a notice of motion needs to be given to pass the revisions of the By-laws.

Trustee Braunovan gave notice of the motion, as attached in Appendix C to Report 18-105, for the Board meeting of 20 November 2018.

In response to a query from Trustee Ellis, Executive Officer Giroux advised that a two-week notice period is required to make changes to the By-laws.

Trustee Seward commented that the mechanism the Board has been using for agenda planning is effective. She hopes that the next Board of Trustees retains that mechanism.

9.2 Report from OPSBA Representatives

Trustee Penny advised that the province launched an online education consultation. He advised that the OPSBA work teams' have provided a response to questions in the consultation that support public education. The OPSBA work teams' response to those consultation questions will be provided to trustees.

In response to a query from Trustee Seward, Executive Officer Giroux agreed to provide the official dates of the town halls to provide trustees with the opportunity have their voices heard. Executive Officer Giroux noted that there will be a workshop on the education consultations at the Parent Conference on 03 November 2018, and the Advocacy Committee will be meeting on 06 November 2018 to discuss the Board's submission.

Student Trustee Glassman noted that the telephone education consultations request the participants' views about the consultations prior to placing the participant in the queue to make live comments.

10. Matters for Information

There were no matters for information.

11. New Business -- Information and Inquiries

There was no new business.

12. Adjournment

The meeting adjourned at 10:22 p.m.

Shirley Seward, Chair of the Board



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	October 16, 2018
PROJECT: (Project name, Letter of Transmittal, etc.)	Consultation Plan for the Development of the OCDSB Strategic Plan 2019-2023
CONTACT / PROJECT LEAD (Name, telephone, email):	Michèle Giroux, Executive Officer, Corporate Services (ex. 8607)
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p>The purpose of the consultation is to engage, inform and to gather input from stakeholders for the development of the OCDSB Strategic Plan 2019-2023. The information obtained through an active engagement process will guide and shape the content of the strategic plan and the indicators of success. It is anticipated that the consultation will deliver priority areas for focus, in a new plan that is responsive to stakeholders.</p> <p>A key objective of this process is to increase the level of public input into the development of the plan. Therefore, this process will entail a multi-media strategy, allowing for a range of audiences to provide input into the process.</p>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply)	
<input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?	
<input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?	
<input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?	
<input checked="" type="checkbox"/> Other? (Please explain)	

Consultation is important to allow all parties concerned to have a voice, to generate interest in public education, to generate ideas, and to facilitate engagement (which is one of the priorities of the current strategic plan). Consequently, consultation allows stakeholders to feel a sense of ownership with the final product, and creates a willingness to be partners in the plan's execution.

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

This consultation is to inform the development of the new Strategic Plan, 2019-2023. All costs associated with the development of the plan will be within regular operating budgets. The Board Improvement Plan and Director's Work Plan will not be impacted at this time. However, once the new plan is completed, these documents will be shaped by the new Strategic Plan. OCDSB policies and procedures will guide the consultation process.

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

<u>OCDSB Community</u>	<u>Internal to OCDSB</u>	<u>External / Other (please identify)</u>
<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Trustees	<input checked="" type="checkbox"/> Agencies/associations
<input checked="" type="checkbox"/> Parents/guardians	<input checked="" type="checkbox"/> Superintendents	<input checked="" type="checkbox"/> Community groups
<input checked="" type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input checked="" type="checkbox"/> General Public
<input checked="" type="checkbox"/> OCASC	<input checked="" type="checkbox"/> Managers	<input checked="" type="checkbox"/> Other governments
<input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> District staff	<input checked="" type="checkbox"/> Federations
<input checked="" type="checkbox"/> Advisory committees (Specify below)	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc.		

There are four audience streams for the consultation:

Audience streams	Participants
Staff	Senior staff, school-based staff (principals, vice-principals, teachers, administrative and support staff), and centrally-located staff
Parents and Public	Everyone in the community who has a child enrolled in a school, and

Particular focus on engaging: - groups traditionally less engaged; and - groups identified by advisory committees.	those interested in public education (including community partners and business community)
Students	Elementary and secondary students (including student council members, student senate, and student trustees)
Community Partners	Community stakeholders, education sector partners, municipal partners, community groups, not-for-profit associations, social services and health care agencies, community associations, community foundations, and the business community.

Community Partners include (but not limited to):

Ottawa Network for Education, Conference Board of Canada, City of Ottawa, Ontario College of Teachers, Ottawa Public Health, School Volunteer Network, United Way, Ministry of Education, Ottawa-Carleton Education Network Inc., Ottawa Student Transportation Authority.

Other partners (but not limited to):

Wabano, Ottawa Inuit Children's Centre, Tungasuvvingat Inuit, Odawa Friendship Centre, Ottawa Aboriginal Coalition, Metis Nation of Ontario, University of Ottawa, Carleton University, Algonquin College, Ottawa Community Immigrant Services Organization, Ottawa Centre for Research and Innovation, Other Ontario and Ottawa school boards, Jaku Konbit, Catholic Centre for Immigrants, Ottawa Local Immigrant Partnership, Arab and Lebanese Social Services, Somali Family Services, Young Leaders Advisory Council, Nyansapo, Rainbow Service Providers Network, Community Care Access Centres, ACORN, Social Planning Council, Education Foundation of Ottawa.

Committees:

Parent Involvement Committee, Advisory Committee on Equity, Special Education Advisory Committee, Indigenous Education Advisory Committee, Alternate Schools Advisory Committee, Advisory Committee on the Arts, Environmental Education Steering Committee, Advisory Committee for Extended Day and Child-Care Programs.

Federations/Unions:

Elementary Teacher's Federation of Ontario (ETFO), Canadian Teacher's Federation (CTF), Ontario Secondary School Teacher's Federation (OSSTF), Canadian Union of Public Employees (CUPE)

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Informal consultation with staff, parents, students and other stakeholders has been taking place on an ongoing basis throughout the implementation of the current strategic plan. Suggestions and comments received will be used to guide the planning process. Feedback received from Director's Executive Council and Trustees on the measurement reports, written submissions by stakeholders to Trustees, and issues brought forward by delegations to the board meetings, will also be used to inform the consultation plan.

Consultation reports on the International Baccalaureate program, 50/50 Bilingual Kindergarten, Elementary and Secondary School Frameworks, and Accommodation Reviews also provided information that will be useful for the strategic planning process.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input checked="" type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc.)?

The OCDSB will inform key audiences of the consultation process through District, and school websites; through electronic, written, and face to face communications to all board staff, schools, parents, community partners, and the general public.

Additionally meetings with Advisory Committees (will be conducted to identify strategies for securing attendance of community groups at the face-to-face sessions; to choose locations for the public engagements; to identify approaches to conducting the sessions; and to secure participation in the online consultation.

The Board of Trustees will also promote engagement and work with staff to build opportunities for engaging groups, especially those traditionally less engaged.

Translation will be required to ensure we engage communities for which their first language is not English.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Focus groups | <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input checked="" type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Public meetings |
| <input checked="" type="checkbox"/> Mail-out or email circulation | <input type="checkbox"/> Survey / questionnaire |
| <input checked="" type="checkbox"/> Open houses / workshops / cafes | <input checked="" type="checkbox"/> Web-based notice / Web-based comments |
| <input checked="" type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |

The primary methods for receiving input are as follows:

- Online Consultation (Thoughtexchange);
- Parent/Public Forums (including community partners);
- Student Forum; and
- Staff Forum.

About Thoughtexchange:

Thoughtexchange is an online collaborative tool that will be used to collect, collate and prioritize the ideas of stakeholders. A stakeholder can access the Thoughtexchange site on their own or within a focus group setting. The Thoughtexchange application will be used to support and enhance the input obtained from focus groups, by encouraging interaction and feedback.

Limitations

The following are limitations to be considered:

- Restrictions in terms of feasible number of forums, meetings, and focus groups;
- The total number of days for consultation;
- The number of locations where meetings/and forums can be held.

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation	
TARGETED DATE FOR FINAL DECISION:	June 24, 2019
PROJECTED DATE(S)	ACTIVITY/MILESTONE
10/16/18	Consultation Plan presented to Board of Trustees at Committee of the Whole This would be a two-phased process for engaging the Board of Trustees on the consultation plan: (i) vote on consultation plan; and (ii) further discuss consultation with incoming Board
10/17/18 10/18/18 10/24/18 10/25/18 11/01/18 11/14/18	Preconsultations with Parent Involvement Committee OCASC and with Indigenous Education Advisory Committee Advisory Committee on Extended Day and Child Care Programs Advisory Committee on Equity Student Senate Special Education Advisory Committee (SEAC) To obtain advice on: <ul style="list-style-type: none"> • strategies to engage groups, especially those traditionally less/not engaged • consultation logistics, barriers faced by groups and strategies for mitigation To share and get feedback on the questions to be asked during consultations; To provide preparation tips for community engagements. For those committees who do not have a scheduled meeting in this period, a reach out will be done by email and wherever possible, the consultation process will be added to a future agenda. Staff is contacting the federations to arrange an opportunity for input.
10/30/18	Board Approval of the Consultation Plan To obtain further input on consultation plan and approval

11/16/18	Launch District-wide Thoughtexchanges (Students, Staff, and Parents/Community) To obtain ideas from across the District for informing the content and priorities for the new strategic plan; announced in advance on school and OCDSB websites, emails, Facebook, and Twitter; media release
12/14/18	Close District-wide Thoughtexchanges (Parents and Community, Staff, and Students)
12/18/19	Discussion report to new Board and Director To give an overview for new board members on: <ul style="list-style-type: none"> the strategic planning process, measurement reports, updates on consultations, and; next steps for consultations and the strategic planning process; To indicate how consultation results will be explored at Board/Senior Staff Retreat (e.g. refining of priority areas and strategies).
01/10/19	Student Discussion Forum * (date and format to be confirmed) Student forum to be held at the Student Senate Meeting, and with Student Presidents Council <ul style="list-style-type: none"> Explore and build on feedback from online consultation, and define strategies for achieving identified goals/priorities; Discussion questions to be provided at session; Advanced information on strategic plan engagement to be shared with all students (grade 7-12).
01/11/19	Summary report to community Email to Thoughtexchange participants; Thoughtexchange 'Discover page' highlights posted on OCDSB website and in newsletters
01/15/19	Report on Thoughtexchange results to COW Summary reports will be produced based on emerging themes; Environmental scan will be presented.
01/17/19 01/21/19 01/23/19	Discussion Forum with Parents and Community Partners (evening session) Explore and build on feedback from online consultation, and define strategies for achieving identified goals/priorities; Thoughtexchange app to run during sessions, results will be discussed; Information to support the consultation process (Thoughtexchange questions/topics etc.) may require translation
TBC	Discussion Forums Community Partners (daytime session for business partners and community agencies) Explore and build on feedback from online consultation, and define strategies for achieving identified goals/priorities Thoughtexchange app to run during sessions, results will be discussed;

	Information to support the consultation process (Thoughtexchange questions/topics etc.) may require translation
**/01/19	Staff Input – Forum/Feedback – date and format to be confirmed Discussion on: <ul style="list-style-type: none"> • the input received/reports from the Thoughtexchange; • challenges/issues, opportunities, emerging priorities/goals, strategies, objectives; • mission, vision and values assessment; • implementation, organizational capacity assessment; Ongoing discussion of the strategic plan could take place at regular staff meetings, (i.e., school/department meetings, operations meetings).
2/1/-2/2/19	Board/Senior Staff Retreat with new Board of Trustees, Director of Education, and Director’s Executive Council Results of the forums/focus groups and Thoughtexchanges will be presented for discussion; Review and comment on discussion report, and solidify priorities and strategies.
05/03/19	Present results of consultations and draft strategic priorities to COW and public for comment Results of all consultations (i.e. online, retreat, and forums) will be made available on OCDSB and school websites, via Trustees, Advisory Committees, and Student Senate
06/04/19	Present revised Strategic Plan 2019-2023 to COW Draft plan to be communicated to Board of Trustees, Staff and all other stakeholders
06/24/2019	Board of Trustees’ Approval of Strategic Plan 2019-2023

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

☒ Email circulation
☒ School / principal communications / newsletter
☒ Letter distribution
☒ Website (schools and/or OCDSB sites)
☒ Letter of Transmittal to committee/Board
☒ Media reports
☒ Other

Please describe:

The results of the consultation will be conveyed through reports posted on OCDSB and school websites, at staff meetings,

forums, at committee and board meetings, through media reports, on social media, through Senior staff, Principals and Vice-Principals, the Board of Trustees, Advisory Committees, and email communication to the participants.

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

Cost items:

- 1) Translation services;
- 2) Facilities rental (for hosting of forums, when applicable);

Proposed facilities/locations* : Wabano Centre for Aboriginal Health; Rideau Community Hub/former Rideau High School; Gloucester High School; Sir Robert Borden High School; Ridgemont High School; Saratoga Place; South East Ottawa Community Health Center; Pinecrest-Queensway Community Health Center.

*subject to availability and confirmation

- 3) Advertising: printing and publishing;
- 4) Forum/focus group facilitators;
- 5) Thoughtexchange software (for which the District already has a purchased license agreement);
- 6) Print materials.

Estimated cost to be covered by current operating budget.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

To assess the effectiveness and success of this consultation the following methods would be used:

1. Feedback obtained by email (on the consultation process);
2. Stakeholder interest in reviewing and commenting on the draft plan;
3. Online feedback on the strategic plan 2019-2023;

4. Record of attendance/representation from all stakeholder groups (at public forums, hits online, Thoughtexchange participation rates, attendance at COW, meetings at schools, and comments on social media).

**POLICY P.026.SCO****TITLE: STUDENT SUSPENSION AND EXPULSION****Date Issued: 17 April 1998****Last Revised: 27 October 2015****Authorization: Board: 14 April 1998****1.0 OBJECTIVE**

The two main objectives of this policy are:

- a) To support a safe learning and teaching environment in which every student can reach their full potential; and
- b) To specify the authority and circumstances for the suspension and/or expulsion of a student, within a context of progressive discipline and safe, caring and accepting schools and to provide guidelines for the procedures that must be followed regarding mandatory reporting of activities that may result in suspension or expulsion.

2.0 DEFINITIONS

In this policy,

2.1 **Board** refers to the Board of Trustees.

- 2.2 **Bullying** refers to aggressive and typically repeated behaviour by a student where,
- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of, causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or creating a negative environment at a school for another individual; and/or
 - b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education. It can take place in physical, verbal, electronic, written or any other form.

2.3 **Cyber-Bullying** refers to bullying by electronic means including, but not limited to, creating a web page or a blog in which the creator assumes the identity of another

person, impersonating another person as the author of content or messages posted to the internet, communicating material electronically to more than one individual or posting material that may be accessed by one or more individuals. Cyber Bullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant messages, cell phones and websites and other technology. (PR 659 SCO)

- 2.4 **District** refers to the Ottawa-Carleton District School Board.
- 2.5 **Expulsion** is a disciplinary action which results in the removal of a student from school and school related activities for a period of time as specified by the Board. Expulsion is used to address activities typically seen as more severe than those addressed by suspension. The two types of expulsion permitted by the *Education Act* are:
- a) School Expulsion: an expulsion from the school of the District that the student was attending at the time of the incident; or
 - b) Board Expulsion: an expulsion from all the schools of the District.
- 2.6 ***Illegal Drugs means drugs which have legal limitations on their ownership or use. They are often chemical products or other substances that when ingested, produce a mind-altering effect. This includes prescription drugs that are used for purposes other than as prescribed by the medical professional issuing the prescription.***
- 2.7 ***Medical cannabis user means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.***
- 2.8 **Progressive Discipline** refers to a series of measures designed to modify behaviour and may include written work assignment with a learning component, withdrawal of privileges, withdrawal from class, detention, restitution for damages, conflict resolution, individual, peer and group mediation, volunteer service to the school community, referral to counseling, short term suspension, long term suspension, and/or expulsion. Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.
- 2.9 **School Climate** refers the learning environment and relationships found within a school and school community.
- 2.10 **Suspension** refers to the temporary removal of students from school and related activities for a specific period of time where it has been determined that the student has engaged in any activity for which a suspension must be considered and would have a negative impact on the school climate.

3.0 POLICY

Mandatory Duty to Report

- 3.1 The District recognizes that in order to support an ongoing positive learning environment a principal must be made aware of any incidents or activities that may have a negative impact on school climate. Every employee of the District has a duty to report to the principal as soon as practicable if they become aware that a student may have engaged in an activity that must be considered for suspension or expulsion, or of any incident that may have a negative impact on the school climate.
- 3.2 The duty to report does not apply to volunteers, but is extended to school bus drivers providing transportation for students attending District schools, and any individuals who are not District employees who come into direct contact with students on a regular basis in the normal course of,
 - a) providing goods or services to the Board;
 - b) carrying out their employment functions as an employee of a person who provides goods or services to the Board; or
 - c) providing services to a person who provides goods or services to the Board.
- 3.3 The authority to suspend and/or expel is not limited to conduct on school property but also includes:
 - a) conduct at a school-related activity, conduct on school buses, during field trips, or at other school-related activities off school premises, and;
 - b) conduct in other circumstances where engaging in the conduct will have an impact on the school climate.

Duty and Authority of a Principal

- 3.4 The authority to suspend a student(s) for a maximum of 20 school days rests with the school principal.
- 3.5 A principal shall seek the approval of the Superintendent of Instruction prior to suspending a student for six or more days, up to a maximum of 20 days.
- 3.6 A principal may make a recommendation for the expulsion of a student, following the suspension of a student and completion of an investigation into the activity.

Duty and Authority to Expel

- 3.7 The Board has the authority to expel a student; this decision is made after a formal hearing following an investigation, a report and a recommendation by the principal.
- 3.8 Where a principal has made a recommendation that a student be expelled an Expulsion Hearing Panel shall exercise the powers of the Board and hear and decide the expulsion within 20 school days of the start of the suspension, unless the parties to the expulsion hearing agree on a later deadline.
- 3.9 If after hearing the matter, the Expulsion Hearing Panel is satisfied that the student has committed an activity for which expulsion is warranted, the Expulsion Hearing Panel

must consider the imposition of an expulsion on the student, as set out in 3.33 of this policy.

Delegation of Principal's Authority

- 3.10 A principal may delegate the authority to suspend to the vice principal. The authority delegated to the vice principal shall be done in writing, clearly identifying the vice principal's responsibilities and duties for discipline matters within the school. Delegation may include all authority of the principal under Part XIII of the *Education Act* except the final decision regarding a recommendation to the Board to expel a student and the authority to suspend a student for six or more school days.
- 3.11 Teachers may be delegated the authority in writing to initially deal with situations involving activities that occur which must be considered for suspension or expulsion. The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence.
- 3.12 A teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.

Activities for which suspension must be considered

- 3.13 Under subsection 306(1) of the *Education Act*, a principal must consider whether to suspend a student from one to 20 school days, if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:
- a) uttering a threat to inflict serious bodily harm on another person;
 - b) possessing alcohol or illegal drugs **or, unless the student is a medical cannabis user, cannabis;**
 - c) being under the influence of alcohol **or, unless the student is a medical cannabis user, cannabis;**
 - d) swearing at a teacher or another person in a position of authority;
 - e) committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the student's school; or
 - f) bullying.
- 3.14 In addition, it is the policy of the Board that a principal shall consider whether to suspend a student from one to 20 school days if they believe that the student has engaged in any of the following activities:
- a) persistent opposition to authority;
 - b) habitual neglect of duty as a student as defined by the *Education Act*, District or school policies;
 - c) willful destruction of school property or property located on school premises;
 - d) profane or improper language;
 - e) conduct injurious to the physical or mental well-being of others in the school;
 - f) inappropriate use of information technology, as defined in Board policies and procedures;
 - g) smoking **or vaping** on school/District premises;

- h) ~~possessing, selling, distributing, or providing prescription~~ **illegal** drugs, alcohol, **cannabis and/or distributing any vaping or** tobacco products;
- i) being under the influence of illegal drugs; or
- j) any act considered to be contrary to the Board or school code of conduct.

3.15 In conducting their investigation, the principal will act in accordance with the *Education Act*, its regulations and Procedure PR.515.SCO: Suspension/Investigation/Possible Expulsion.

Activities Leading to Expulsion (Suspension, Investigation and Possible Expulsion)

- 3.16 Under subsection 310(1) of the *Education Act*, a student shall be suspended from their school and all school-related activities for up to 20 school days, and an investigation shall take place if the principal believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:
- a) possessing a weapon, including possessing a firearm;
 - b) using a weapon to cause or to threaten bodily harm to another person;
 - c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 - d) committing sexual assault;
 - e) trafficking in weapons or illegal drugs;
 - f) committing robbery;
 - g) giving alcohol **or cannabis** to a minor;
 - h) bullying, if,
 - (i) the student has previously been suspended for engaging in bullying; and
 - (ii) the student's continuing presence in the school creates an unacceptable risk to the safety of another person.
 - i) any activity listed as a possible reason for suspension in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor; and
 - j) any other activity for which a principal must suspend, and, therefore in accordance with this Policy, conduct an investigation to determine whether to recommend to the board that the student be expelled.
- 3.17 The following must lead to suspension, investigation and possible expulsion:
- a) the student's pattern of behaviour is so refractory that their presence is injurious to the effective learning environment of others;
 - b) the student has engaged in activities that cause their presence in the school to be injurious to the physical or emotional well-being of other persons in the school; or
 - c) the student has engaged in activities that have caused extensive damage to the property of the District or to property on District premises.

Mitigating Factors

- 3.18 In considering whether to suspend a student for engaging in an activity described in 3.13, 3.14, 3.16, 3.17, or in considering whether to recommend to the Board that the

student be expelled, the principal shall take into account any mitigating or other factors prescribed by regulation. These factors include:

- a) the student's history, including the number and nature of previous disciplinary consequences as a result of the practice of progressive discipline;
- b) the student's age;
- c) whether the activity for which the student may be or is being suspended was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- d) how the suspension or expulsion would affect the student's ongoing education;
- e) in the case of a student for whom an Individual Education Plan (IEP) has been, or is in the process of being developed,
 - (i) whether the behaviour was a manifestation of a disability identified in the student's IEP;
 - (ii) whether appropriate individualized accommodation has been provided; and
 - (iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.
- f) whether the student does not have the ability to control their behaviour;
- g) whether student does not have the ability to understand the foreseeable consequences of their behaviour; and
- h) whether the student's continuing presence in the school does not present an unacceptable risk to the safety of any person.

Principal's Investigation

3.19 In order to support a safe, inclusive and accepting school environment, if a student is believed to have engaged in an activity for which expulsion may be considered, a principal shall immediately suspend them and conduct an investigation. The conclusion of the investigation must be either to recommend expulsion to the Board or not recommend expulsion.

Duration of a Suspension

3.20 The minimum duration of a suspension is one school day and the maximum is 20 school days. In determining the duration of a suspension, the principal shall consider mitigating factors as listed above and any other such matters as the principal considers appropriate.

Assignment to Program

3.21 The Board is committed to ensuring that all suspended students have the opportunity to continue their education. A student who is suspended will be assigned to a program for suspended students in accordance with Board Procedure PR.511.SCO, Student Suspension. A student who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students.

Notice of Suspension

3.22 A principal who suspends a student shall make all reasonable efforts to inform the student's parents/guardians of the suspension within 24 hours of the suspension being imposed, unless,

- a) the student is at least 18 years old, or
- b) the student is 16 or 17 years old and has withdrawn from parental control.

- 3.23 The principal issuing the suspension shall give prompt notification in writing to the student and the parents/guardians (unless the student is at least 18 years old, or the student is 16 or 17 years old and has withdrawn from parental control) and to the appropriate supervisory officer. Appropriate notification shall also be given to the student's teachers.
- 3.24 If a copy of the notice is filed in the student's Ontario Student Record (OSR), it shall be so indicated in writing on the letter of suspension.
- 3.25 The principal is required to inform the parents/guardians of students who have been harmed as a result of any incidents for which suspension or expulsion must be considered. Notwithstanding the above, a principal shall not notify the parents/guardians of a student who is 18 years or older, or who is 16 or 17 years old and has withdrawn from parental control, without prior consent from the student.
- 3.26 Notification shall not be provided to a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent or guardian of the student. In these circumstances, the District will provide support to the student as outlined in Procedure PR.608.SCO Confidential Communication between Students and Staff.

Not Suspend More than Once per Occurrence

- 3.27 A principal shall not suspend a student more than once for the same occurrence.

Appeal of a Suspension

- 3.28 Any suspension, regardless of its duration, may be appealed by the parent/guardian of a student, or the student if they are at least 18 years old, or is 16 or 17 years old and has withdrawn from parental control. The appeal shall be in accordance with P.022.SCO Appeals Hearing Panel (Student Suspension).
- 3.29 A suspension pending a Principal's Investigation may not be appealed until the investigation is closed and the principal, on concluding the investigation, has decided not to recommend to the Board that the student be expelled, but has instead imposed a suspension.

Expulsion

- 3.30 Before imposing an expulsion the Board shall consider any mitigating or other factors as described above or as prescribed by the Regulation or any such other matters as the Board considers appropriate. If the Board is satisfied that a student has committed an activity for which expulsion is warranted but, nevertheless, believes that one or more of the mitigating factors are relevant to the situation, the Board may impose alternative appropriate discipline, including suspension. They may uphold the suspension, shorten its duration or withdraw it. The Board's decision with respect to the suspension is final.
- 3.31 The Board may expel a student from their school or from all schools of the District.
- 3.32 To support the District's commitment to ongoing learning for every student, the District shall ensure that an expelled student is offered support. A student expelled from their

school shall be assigned to another school in the District. A student expelled from all schools shall be assigned to a program for expelled students in accordance with Board Procedure PR.511.SCO, Student Suspension.

- 3.33 No expulsion can be imposed if more than 20 school days have expired since the principal suspended the student, unless the parties to the hearing agree upon a later deadline.

Appeal of an Expulsion

- 3.34 The decision of the Board to expel a student may be appealed to the Child and Family Services Review Board of the Province of Ontario.

Readmission from an Expulsion

- 3.35 A student who has received a school expulsion may apply in writing to the Board designate to be re-assigned to the school from which they were expelled;
- 3.36 A student who has been expelled from all schools of the District is entitled to be readmitted to a school in the District if the student has successfully completed the program for expelled students and /or satisfied the objectives required for the successful completion of the program.

Summary Report

- 3.37 Summary reports on suspensions and expulsions will be prepared by the responsible Superintendent and submitted to the Board once a year. Reports on suspensions and expulsions will be made public after removing any identification of individual students.
- 3.38 Note: All critical incidents regardless of the age of the student must be reported to the police and the Ministry of Education. For a list of critical incidents and the process to be followed, reference Board Procedure PR.528.SCO: Critical Incident Review Process.
- 3.39 Summary reports on suspensions and expulsions shall be prepared and submitted to the Board annually.
- 3.1 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 REFERENCE DOCUMENTS

The Education Act

Cannabis Act, 2017

Ontario Regulation 472/07 Suspension and Expulsion of Pupils

Policy/Program Memorandum 141, School Board Programs for Students on Long-Term Suspension, 2012

Policy/Program Memorandum 142, School Board Programs for Expelled Students, 2012

Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct, 2012

Policy/Program Memorandum 144, Bullying Prevention and Intervention, 2012

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, 2012

Board Policy P.023.SCO: Expulsion Hearing Panel (Students)

Board Policy P.125.SCO: School Board Code of Conduct

Board Procedure PR.513.SCO: Expulsion Hearing Panel (Students)

Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion

Board Procedure PR.528.SCO: Critical Incident Review Process

Board Policy P.036.SCO: Weapons

Board Procedure PR.525.SCO: Weapons



POLICY P. 033.SCO

TITLE: SMOKING **AND VAPING** ON BOARD PREMISES

Date Issued: 15 May 1998
Last Revised: January 2004
Authorization: Board: 11 May 1998

1.0 OBJECTIVE

To provide a healthy working and learning environment for all **Board District** staff and students.

2.0 **DEFINITIONS**

In this policy,

- 2.1 **Board means the Board of Trustees of the Ottawa-Carleton District School Board.**
- 2.2 **District means the Ottawa-Carleton District School Board.**
- 2.3 **Smoking includes the act of smoking and/or the holding of lighted tobacco, cannabis, or the use of other tobacco-type products, for example, chewing tobacco.**
- 2.4 **Vaping means using a vaporizer or inhalant-type device, whether called an electronic cigarette or any other name, that contains a power source and heating element designed to heat a substance and inhaling the vapor of the device directly through the mouth, whether or not the vapor contains nicotine.**

3.0 POLICY

- 3.1 Smoking **and vaping is-are** prohibited at all times in all buildings, including schools, offices, administrative buildings, warehouses, and other facilities, as well as in Board-owned vehicles, or contracted school buses.
- 3.2 Smoking **is and vaping are** prohibited at all times on or in all Board property including in private vehicles parked on Board property and during any school related activities off school premises.



- 3.3 Leases to organizations renting property shall include a provision banning smoking/**vaping** on Board property.
- 3.4 Students who violate this policy may be suspended in accordance with Board Procedure PR.~~511.SCO Student Suspension.~~ **515.SCO Student Suspension and Expulsion.**
- 3.5 Staff who violate this policy are subject to disciplinary action.

4.0 REFERENCE DOCUMENTS

Education Act, 2000, § 307

Electronic Cigarettes Act, 2015

Cannabis Act, 2017

Tobacco Control Act, 1994, R.S.O. c. 10, s. 9(1)

Tobacco and Vaping Products Act, 1997

Board Policy P.020.SCO: Student Suspension

Board Policy P.032.SCO: Safe Schools

Board Procedure PR.522.SCO: Smoking on Board Premises

Board Procedure PR.521.SCO: Safe Schools

Board Procedure PR.~~511.SCO Student Suspension.~~ **515.SCO Student Suspension and Expulsion.**



POLICY P.034.SCO

TITLE: SUBSTANCE ABUSE

Date Issued: 15 May 1998

Last Revised: ~~27 May 2008~~ XXX 2018

Authorization: Board: 11 May 1998

1.0 OBJECTIVE

To confirm that alcohol, **cannabis**, narcotics, and restricted drugs, other than those medically prescribed, are not to be used by or be in the possession of anyone on Board property or, for example, on school buses, during field trips, or at Board and school related activities off school premises (except as prescribed in Policy P.135.CON: Community Use of School Facilities). This policy includes the misuse of solvents, gasoline and cleaning fluids, and low-alcohol products.

2.0 DEFINITIONS

2.1 In this policy, unless otherwise stated:

- a) "Use/abuse of drugs" is interpreted to mean the non-medical use/abuse of controlled or restricted drugs, including the following:
 - (i) all substances that are listed in the ~~Narcotic Control Act~~; **Controlled Drugs and Substances Act**;
 - (ii) all "controlled drugs" and "restricted drugs" as defined and listed in the *Food and Drugs Act*, Schedule G (Sections 33 to 38) and Schedule H (Section 40);
 - (iii) all non-prescribed use/abuse of ~~medical drugs which are available on prescription~~ **medication**; and
 - (iv) any other substance, when used to induce a mind- or body-altering effect (such as solvents, correction fluids, gasoline and cleaning fluids).
- b) "Alcohol" is to be interpreted as meaning all substances defined as liquor in the *Liquor Licence Act* as well as low-alcohol products
- c) **"Cannabis" carries the definition used in the Cannabis Act, 2017.**

3.0 POLICY

- 3.1 The Board shall take all feasible measures to minimize the use of alcohol, **cannabis**, and controlled/restricted drugs by students within its jurisdiction by:
- a) providing an environment free from alcohol, **cannabis**, and other drugs;
 - b) fostering an anti-drug/alcohol/**cannabis** culture in schools;
 - c) supporting programs that will help students develop the skills needed to make healthy lifestyle choices;
 - d) ~~encouraging and supporting the rehabilitation of students with alcohol and/or drug problems;~~
 - e) ~~recognizing that low self-esteem is a common cause of drug and/or alcohol~~
identifying and understanding the factors that influence substance
~~use/abuse, and aiming to help students develop and maintain confidence and a feeling of self-worth and respect for self and others~~
focusing on prevention and early intervention;
 - f) encouraging and supporting ~~the rehabilitation of~~ **intervention for** students with alcohol, **cannabis**, and/or drug problems;
 - g) prescribing disciplinary interventions in accordance with Board **Policy P.020.SCO**
~~Student Suspension and Policy P.026.SCO Student Suspension/Investigation/Possible~~ **and** Expulsion; and
 - h) supporting professional development opportunities which endeavor to ensure that educators and other staff are competent and confident in recognizing and handling substance abuse.
- 3.2 The principal shall ensure that all parents/guardians, staff and students are aware of this policy and its related procedures.
- a) ~~orientation sessions are given to all school staff regarding this policy and its related procedure.~~

4.0 REFERENCE DOCUMENTS

Controlled Drugs and Substances Act, 1996
Cannabis Act, 2017

Board Policy P.032.SCO: Safe Schools

~~Board Policy P.020.SCO: Student Suspension~~

Board Policy P.026.SCO: Student Suspension/~~Investigation/Possible~~ **and** Expulsion

Board Policy ~~P.042~~ **135**.CON: Community Use of School Facilities

Board Procedure PR.521.SCO: Safe Schools

~~Board Procedure PR.511.SCO: Student Suspension~~

Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion

Board Procedure PR.523.SCO: Substance Abuse

Board Procedure PR.534.SCO: Investigation, Search, and/or Seizure (Students)

Board Procedure PR.528.SCO: Critical Incident Review Process



POLICY P.125.SCO

TITLE: SCHOOL BOARD *DISTRICT* CODE OF CONDUCT

Date Issued: May 2008

Last Revised: *XX 2018*

Authorization: Board: 13 May 2008

1.0 OBJECTIVE

To outline the School *Board* *District* Code of Conduct and to provide guidelines for the development of school codes of conduct.

2.0 DEFINITIONS

In this policy,

2.1 ***District means the Ottawa-Carleton District School Board.***

2.2 ***Medical Cannabis User means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.***

2.3 **Parent(s)** refers to parent(s) and guardian(s). Parental involvement applies, except in cases where the student is eighteen years of age or over or is sixteen or seventeen years of age and has "withdrawn from parental control".

2.4 **Persons in positions of authority** refer to members of the school such as principals, teachers, occasional teachers, administrative staff, support staff and volunteers.

2.5 The **school community** is composed of trustees, Board staff, students, parents and volunteers of the school and feeder schools/family of schools as well as the community of people in businesses that are served by or located in the greater neighbourhood of the school.

3.0 POLICY

3.1 It is the policy of the Board that:

- a) a school be a place that promotes responsibility, respect, civility, accountability and academic excellence in a safe learning and teaching environment;

- b) a positive school climate exists when all members of the school community feel safe, comfortable, accepted and valued;
- c) all students, teachers, other staff members, volunteers, *trustees*, and parents have a responsibility to contribute to a positive school climate; and
- d) the implementation of initiatives such as Student Success and character development, along with the employment of progressive discipline strategies to address inappropriate behaviour, fosters a positive and inclusive school climate that supports academic achievement and responsible citizenship for all students.

4.0 SPECIFIC DIRECTIVES

- 4.1 The ~~Ottawa-Carleton District School Board~~ **District** Code of Conduct sets clear standards of behaviour that apply to all individuals (trustees, students, parents, volunteers, teachers and all other Board staff members) involved in the system when they are on District or school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.
- 4.2 The standards of behaviour in the ~~OCDSB~~ **District** Code of Conduct fall into two categories:
 - a) In category one, all members of the school community shall:
 - (i) respect and comply with all applicable federal, provincial and municipal laws;
 - (ii) demonstrate honesty and integrity in all matters including copyright and academic acknowledgement;
 - (iii) respect differences in people, their ideas, and their opinions;
 - (iv) treat one another with dignity and respect at all times, and especially when there is disagreement;
 - (v) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age, or disability;
 - (vi) respect the rights of others;
 - (vii) show proper care and regard for school property and the property of others;
 - (viii) take appropriate measures to help those in need;
 - (ix) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
 - (x) respect all members of the school community, especially persons in positions of authority; and
 - (xi) respect the need of others to work in an environment that is conducive to learning and teaching;
 - b) In category two, all members of the school community shall not:
 - (i) engage in bullying behaviours;
 - (ii) commit sexual assault;
 - (iii) traffic weapons, **alcohol, cannabis** or illegal drugs;
 - (iv) give alcohol **or cannabis** to a minor;
 - (v) commit robbery;

- (vi) be in possession of any weapon, including firearms;
- (vii) use any object to threaten or intimidate another person;
- (viii) cause injury to any person with an object;
- (ix) be in possession of, or be under the influence of, ~~or provide others with alcohol or, illegal drugs~~ **or, unless users of medical cannabis, cannabis;**
- (x) inflict or encourage others to inflict bodily harm on another person;
- (xi) swear at any member of the school community;
- (xii) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- (xiii) commit an act of vandalism that causes damage to school property or to property located on the premises of the school; nor
- (xiv) engage in plagiarism or other means of academic dishonesty.

- 4.3 Under the leadership of their principal, teachers and other school staff members maintain order in the school and shall hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:
- a) help students work to their full potential and develop their sense of self-worth;
 - b) empower students to be positive leaders in their classrooms, school and community;
 - c) communicate regularly and meaningfully with students and parents;
 - d) maintain consistent standards of behaviour for all students;
 - e) demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
 - f) prepare students for the full responsibilities of citizenship;
 - g) demonstrate conduct in keeping with the provincial Code of Conduct, the **OCDSB District** Code of Conduct, and school rules.
- 4.4 Students shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. These standards are demonstrated when students:
- a) come to school prepared, on time, and ready to learn;
 - b) show respect for themselves, for others, for those in authority, and for District and school property;
 - c) refrain from bringing anything to school that may compromise the safety of others; and
 - d) follow the established rules, take responsibility for their own actions, and encourage/assist peers to follow the rules of behaviour;
 - e) demonstrate conduct in keeping with the provincial Code of Conduct, the **OCDSB District** Code of Conduct, and school rules.

- 4.5 Parents play an important role in the education of their children, and should support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role with respect to the **OCDSB District** Code of Conduct when they:
- a) show an active interest in their child's school work and progress;
 - b) communicate regularly and meaningfully with the school;
 - c) help their child be neat, appropriately dressed, organized, and prepared for school;
 - d) ensure that their child attends school regularly and on time;
 - e) promptly report to the school their child's absence or late arrival;
 - f) demonstrate conduct in keeping with the provincial Code of Conduct, the **OCDSB District** Code of Conduct, and school rules;
 - g) encourage and assist their child in following the rules of behaviour;
 - h) assist school staff in dealing with disciplinary issues involving their child.
 - i) demonstrate respect for all students, staff, other parents, volunteers, and all other members of the school community; and
 - j) are engaged in the initiatives that foster a positive, safe school environment.

The school code of conduct shall include character development expectations as outlined in the Framework for Schools, **Community of Character** (Attachment 1).

- 4.6 The school code of conduct shall be consistent with provincial and **OCDSB's the District** Codes of Conduct and shall set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community.
- 4.7 The principal shall develop a communication plan that outlines how these standards of behaviour will be made clear to everyone, including parents and guardians whose first language is not English.
- 4.8 The principal shall seek input from the school council, parents, students, staff members, and the school community when developing a school code of conduct that is expressly tailored for their school.
- 4.9 The principal shall ensure that the school code of conduct is enforced in a fair and impartial manner.
- 4.10 The principal shall inform all members of the school community of the provincial, **OCDSB's the District**, and school codes of conduct.

- 4.11 The **OCDSB District** Code of Conduct and school codes of conduct shall be reviewed at least every three years and revised as necessary.
- 4.12 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 APPENDICES

Attachment 1, Framework for Schools, **Community of Character**

6.0 REFERENCE DOCUMENTS

The Education Act

Education Amendment Act (Progressive Discipline and School Safety) 2007

Cannabis Act, 2017

Ontario Regulation 472/07 Suspension and Expulsion of Students

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, ~~October 4, 2007~~ ***December 5, 2012***

Policy/Program Memorandum 144, Bullying Prevention and Intervention, ~~October 4, 2007~~ ***December 5, 2012***

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, ~~October 4, 2007~~ ***December 5, 2012***

Board Policy P.032.SCO: Safe Schools

Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour

Board Procedure: PR.521.SCO: Safe Schools

Board Procedure: PR.659.SCO: Bullying Prevention and Intervention

Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour



SPECIAL BOARD MINUTES

(Public) - Trustees' Committee Room

Tuesday, November 6, 2018

7:15 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Trustees Present: Trustee Scott, Trustee Boothby, Trustee Kavanagh, Trustee Ellis, Trustee Fisher, Trustee Penny, Trustee Braunovan, Trustee Seward, Trustee Schwartz

Staff Present: Associate Director Reynolds, Executive Officer, Corporate Services Giroux, Superintendent McCoy, Manager Mallan, Senior Board Coordinator Baker, Manager Carty Ostafichuk, Manager Vala

1. Call to Order -- Chair of the Board

Chair Seward called the public meeting to order at 7:20 p.m.

2. Approval of the Agenda

Moved by Trustee Boothby, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

3. Report from Committee of the Whole, In Camera

Trustee Scott reported that the Committee of the Whole met in-camera this evening, and reports and recommends as follows:

Moved by Trustee Boothby

Seconded by Trustee Scott

THAT staff proceed as directed in Committee of the Whole, in camera, with respect to the new Stittsville secondary school.

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

FOR: Trustees Boothby, Braunovan, Ellis, Fisher, Kavanagh, Penny, Schwartz, Scott, and Seward (9)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Penny

Seconded by Trustee Scott

THAT staff proceed as directed in Committee of the Whole in camera, with respect to a property matter.

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

FOR: Trustees Boothby, Braunovan, Ellis, Fisher, Kavanagh, Penny, Schwartz, Scott, and Seward (9)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Boothby

Seconded by Trustee Scott

THAT staff proceed as directed in Committee of the Whole in camera, with respect to a property matter.

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

FOR: Trustees Boothby, Braunovan, Ellis, Fisher, Kavanagh, Penny, Schwartz, Scott, and Seward (9)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

4. Matters for Information

There were no matters for information.

5. Adjournment

The meeting adjourned at 7:23 p.m.

Shirley Seward, Chair of the Board



REPORT, COMMITTEE OF THE WHOLE PUBLIC

Tuesday, November 6, 2018, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Trustees Present:	Trustee Lynn Scott, Trustee Christine Boothby, Trustee Theresa Kavanagh, Trustee Chris Ellis, Trustee Mark Fisher, Trustee Keith Penny, Trustee Erica Braunovan, Trustee Shirley Seward, Trustee Sandra Schwartz.
Student Trustees Present:	Student Trustee Isaac Glassman and Student Trustee Samantha Lin.
Staff Present:	Associate Director Brett Reynolds, Superintendent Dorothy Baker, Superintendent Mary Jane Farrish, Executive Officer Michèle Giroux, Superintendent Shawn Lehman, Superintendent Janice McCoy, Superintendent Peter Symmonds, Manager Katrine Mallan, Manager Diane Pernari-Hergert, Communications Coordinator Sharlene Hunter, Audio Visual Specialist John MacKinnon, and Committee Coordinator Amanda Rock.
Non-Voting Representatives Present:	Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC), Brian Lesage, Elementary Teachers' Federation of Ontario (ETFO), Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC), Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF), and Milo Salem, Student Senate Representative.

1. Call to Order - Chair of the Board

Vice-Chair Scott called the meeting to order at 7:32 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 Agenda**Moved by Trustee Braunovan****THAT the agenda be approved.****Carried**3. Briefing from the Chair

Chair Seward advised that this week is Treaties Recognition Week. She noted that the goal of this week is to promote public education and awareness about treaties and treaty relationships. All students, both Indigenous and non-Indigenous, benefit from learning about the histories, cultures, contributions and perspectives of First Nation, Métis and Inuit people in Canada. Chair Seward advised that schools will take time during the week to incorporate subject matter as it relates to Treaties within their classrooms.

Chair Seward advised that the District will host a Remembrance Day ceremony at 10:40 a.m. on 12 November 2018 in the Atrium at 133 Greenbank Road. She shared that all community members are welcome to join the ceremony.

Chair Seward advised that the Board's Ad Hoc Committee to Develop an Advocacy Strategy met to discuss the Board's input to the provincial government's consultation on education reform in Ontario. She noted that the District encourages parents, students, educators and organizations to provide feedback on student performance, skills training, standardized testing, curriculum, financial literacy, and parents' rights. Chair Seward noted that information on how to participate is available on the District's website.

Student Senate Representative Milo Salem advised that Mer Bleue High School is one of the nine schools in the Region that has removed the standard Grade 11 English course which explores the themes and stylistic elements of literacy and cultured text from First Nations, Inuit, and Métis perspectives.

He noted that 05 November to 09 November 2018 is Treaty Recognition Week in which there is a focus on how the District can honour treaties. He expressed the opinion that this is an important step forward to the path of Reconciliation. He expressed the opinion that educating future leaders about Canada's history is important to the path towards Reconciliation.

4. Briefing from the Director

Associate Director Reynolds advised that 14 November 2018 is "Take Our Kids to Work Day". He noted that the Ottawa-Carleton District School Board welcomes and supports this annual country-wide initiative for grade 9 students. Associate Director Reynolds shared that the goal of "Take Our Kids to Work Day" is to encourage young people to think about their career choices. It is an opportunity for them to understand the importance of staying in school by

learning first-hand what skills are required in today's workplace and to start exploring career options in a practical way. Associate Director Reynolds mentioned that students have participated in this successful partnering of education and business since the program's inception in 1994.

Associate Director Reynolds advised that, 12 November to 16 November, is Privacy Awareness Week at the OCDSB. He highlighted that ensuring a culture of privacy is essential to protect personal information of students and staff. Associate Director Reynolds advised that training is being provided to principals during this week. Awareness materials and learning resources will be shared with schools.

5. Delegations

5.1 Kahmaria Pingue and Anne Clark Re: OCDSB Endorsement of Nyansapo

Kahmaria Pingue and Anne Clark, members of Nyansapo, a group of African, Caribbean, and Black Canadian (ACBC) parents and community organizations requested that Nyansapo be engaged with the OCDSB on issues such as equitable education. She noted that Nyansapo's desire is to work with the Board, which endorsed the United Nations International Decade for People of African Descent. This proclamation commits to address some of the historic and ongoing systemic challenges that ACBC children have encountered within the school system.

Anne Clark expressed the opinion that Black parents, students and community representatives are disproportionately subjected to harsher reprimands in the school system. She expressed concern over the District's programs and the mental well-being of ACBC students. She noted that the District is in the process of collecting identity-based data. Ms. Clarke advised that the ACBC community is offering their professional expertise in data collection and formulation of a framework to ensure the success and transparency of this process.

Nyansapo expressed the view that the above-noted is a human rights issue and recommended the following:

1. THAT the Board of Trustees endorse Nyansapo to be included as a link between the OCDSB and the ACBC communities in Ottawa, with respect to educational programming and policy issues; and
2. THAT the Board of Trustees' endorsement extends to the engagement of Nyansapo in helping to create the framework for the identity-based data collection initiative.

In response to a queries from Trustees Fisher and Kavanagh, the following information was provided:

- Nyansapo is an organization that was formed in 2018;
- Members of Nyansapo are stakeholders and members of various community groups in the Ottawa area;

- Nyansapo envisions a collaborative and long-term relationship to act as a liaison between communities and the Board;
- Nyansapo wishes for the collection of identity-based data to be a collaborative effort;
- Nyansapo is involved with the Advisory Committee on Equity (ACE); and
- Nyansapo hopes to work with other school boards in the future.

6. Matters for Action:

6.1 Report 18-115 Consolidation of Safe School Policies

Your Committee had before it Report 18-115 seeking approval of the proposed consolidation of the following safe school policies:

- P.032.SCO Safe Schools;
- P.036.SCO Weapons;
- P.106.SCO Access to Board Premises;
- P.123.SCO Bullying Prevention and Intervention; and
- P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour.

Associate Director Reynolds noted that there are no operational changes related to the consolidation of these policies.

In response to a query from Trustee Seward, Associate Director Reynolds advised that the definition of 'Adult Student' was removed because the term does not appear in the policy. He informed that the associated procedures have the definition of and refer to adult students.

Associate Director Reynolds advised Trustee Ellis that Board Services has consolidated answers to his written questions.

In response to one of Trustee Ellis' questions, the following information was provided:

- A student's response to acting out to previous bullying is treated as a mitigating factor when that student's punishment is being determined; and
- School principals have received training to determine whether the bullied students' behaviour was a result of previous bullying.

Associate Director Reynolds agreed to confirm whether District policy explicitly states that a child's reaction to previously being bullied may be a mitigating factor when the type of consequence that child will receive is determined.

Executive Officer Giroux advised that there are a number of safe schools related policies to review. In collaboration with the Principal of Safe

Schools, a time frame for a review of safe school policies will be shared at a later date.

Executive Officer Giroux shared that the review will include streamlining language and further delineation between the policies and procedures.

Trustee Braunovan commented that the language used in section 4.18 to 4.21 is confusing. She also expressed concern over the language used in section 4.26 regarding the word "instrument".

Associate Director Reynolds advised that he will review the language in section 4.26. It is not the intention of the policy to censure employees who handle dangerous instruments (i.e. kitchen knives) as part of their duties.

Moved by Trustee Braunovan

1. **THAT the changes to Policy P.032.SCO Safe Schools, as outlined in Appendix A to Report 18-115, as amended, be approved; and**
2. **THAT the following policies, be rescinded:**
 1. **P.036.SCO Weapons as attached in Appendix C to Report 18-115;**
 2. **P.106.SCO Access to Board Premises as attached in Appendix D to Report 18-115;**
 3. **P.123.SCO Bullying Prevention and Intervention as attached in Appendix E to Report 18-115; and**
 4. **P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour as attached in Appendix F to Report 18-115.**

Carried

7. Reports from Statutory and Other Committees

7.1 Parent Involvement Committee, 17 October 2018

Moved by Trustee Boothby

THAT Report 4, Parent Involvement Committee, dated 17 October 2018, be received.

Carried

7.2 Indigenous Education Advisory Council, 18 October 2018

Moved by Trustee Penny

THAT the Report from the Indigenous Education Advisory Council, dated 18 October 2018, be received.

Carried

7.3 Advisory Committee on Equity, 25 October 2018

Trustee Scott advised that the attendance of the 25 October 2018 meeting lists Milo Salem as a Student Trustee; however, he is a Student Senate representative.

Trustee Seward commented that she appreciates the reports from ACE.

In response to a query from Trustee Seward, Superintendent Baker advised that the ACE policy was revised to ensure that there would be a good complement of members. She noted that, typically, there are at least 8 members. The membership sub-committee is being established to fill the vacant positions of the committee.

In response to a query from Trustee Seward, Superintendent Baker advised that members of Nyansapo attended the first ACE meeting on 27 September 2018; however, they did not attend the meeting on 25 October 2018.

Trustee Fisher noted the importance of having fulsome conversations regarding the advice and recommendations that are raised at advisory committees to the Board and to ensure that there are other opportunities for the Board to engage with its advisory committees. Trustee Scott and Student Trustee Glassman supported Trustee Fisher's comments.

Moved by Trustee Braunovan

THAT Report 6, Advisory Committee on Equity, dated 27 September 2018, be received.

Carried

8. Matters for Discussion:

8.1 Report 18-113 Measurement Report on Learning (M. Giroux ext.8310 and D. Baker ext.8573)

Your Committee had before it Report 18-113 providing information to inform decision-making and guide the District's schools on improving outcomes for its students. Learning is one of the OCDSB's strategic initiatives for 2015-2019. The objective states: By 2019, the District will improve the achievement of students in all educational pathways. The discussion of this work and the progress made has been organized according to the strategies for the learning objective. The strategies are:

- Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners;
- Improve and increase access to the educational pathways for every student; and
- Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

Executive Officer Giroux introduced the three-part report that details recent key work (Measurement Report), student outcomes as an indicator of progress in the Annual Student Achievement Report (ASAR), and a Board-wide plan with specific goals called the Board Improvement Plan for Student Achievement and Well-being (BIPSAW).

Executive Officer Giroux and Research Officer Jubenville-Waite highlighted the following:

- Recent learning initiatives include Specialist High Skills Major (SHSM), New Pedagogies for Deep Learning, Virtual Learning Environment, the OCDSB Alternate Learning and the International Certificate Programs;
- The data support model changed the way the District provides support to schools;
- Discussions among staff are more data-informed enabling richer conversations and better-informed strategies;
- Each superintendent is assigned a Research Officer to oversee their portfolio;
- The number of schools accessing support directly from the Research, Evaluation and Analytics Division (READ) team is growing;
- The ASAR provides an overview of provincial assessment data, report card marks, credit accumulation, cohort graduation, and annual certification rates;
- Achievement levels are reviewed for specific groups of students;

- Moving away from traditional charts and towards data visualization has been a shift forward in how data is presented, enabling different kinds of learners to access the information;
- There are higher levels of need in certain areas, such as student success in grade nine applied courses;
- EQAO results can inform the District on how to narrow achievement gaps for groups of students identified as being under-served by the system;
- English Language Learners (ELLs), students with special education needs (excluding gifted) students who self-identify as Indigenous, and students who reside in lower-income neighbourhoods are specific groups that have been reviewed for achievement gaps widening, narrowing, or staying at status quo;
- The District's achievement gaps for ELLs and students who reside in lower-income neighbourhoods show the greatest improvements across academic and applied courses;
- Achievement gaps have significantly widened for students who self-identify as Indigenous;
- The achievement gap has widened for ELLs in nine out of ten EQAO assessment areas;
- Contextual and attitudinal factors have been explored to deepen the District's understanding of EQAO results and potential link to achievement outcomes;
- Key differences between primary, junior, grade nine applied, and grade nine academic students who did not meet the provincial standard were related to whether the student was an ELL, has special education needs, speaks a language other than English as their primary language, or entered the OCDSB in the year of the EQAO assessment;
- Students who did not meet the provincial standard in mathematics reported that they enjoyed the subject less and had less confidence in their ability to perform well in math activities;
- Finding strategies to make mathematics enjoyable for students and enabling them to become capable math learners will be important for narrowing achievement gaps;
- Performance levels continue to be lower for students enrolled in applied level courses as opposed to those in academic level courses;
- The majority of OCDSB students graduate from secondary school with an Ontario Secondary School Graduation Diploma (OSSD);
- A small number of students graduate from the OCDSB with another type of diploma;
- Grade twelve French as a Second Language (FSL) enrolment continues to rise in the District;
- Participation rates on the Diplôme d'Etudes en Langue Française (DELFI) continue to climb, while high rates of success have been maintained;

- The OCDSB has improved in all three EQAO assessments at the grade 3 level and in grade 9 academic mathematics;
- Grade 10 credit accumulation and cohort graduation rates remain high;
- There is still a need for improvement in mathematics and numeracy, particularly in junior division and grade 9 applied level math; and
- There is a need for increased support for the District's ELLs.

Superintendent Baker highlighted the following points on the BIPSAW:

- The evidence from the ASAR and the BIPSAW from 2017-2018 has been reviewed to develop the goals for the 2018-2019 BIPSAW;
- The BIPSAW from 2017-2018 had three key goals: mathematics; outcomes for ELLs, and student well-being (belonging);
- The 2017-2018 goals saw an increase in mathematics achievement for targeted groups, on-going in-school support for ELLs, and a range of evidence-informed programs in use for student well-being;
- Developing the Fundamental Mathematical Concepts and Skills is a District priority which aligns with one of the provincial priorities as well;
- The data identifies that grade 4-6 are grades in need of more focused support;
- There are more newcomers arriving in the District who report a language other than English as their primary language;
- Ongoing support for the learning and use of the Steps to English Proficiency (STEP) tool is required;
- Professional learning about self-regulation received positive feedback;
- Mindmasters 2 is an evidence-based program that has shown promise in classrooms in which it has been implemented, predominantly in the early years;
- The BIPSAW is focused on assessments of ELLs to achieve more equitable outcomes through the STEP tool;
- Student engagement in mathematics has increased;
- Data from school learning plans on student well-being indicate that schools are implementing a range of evidence-informed supports to improve socio-emotional well-being;
- The Director's Workplan aligns with the personalization of learning, pathways, and optimization of school learning plans (SLPs);
- Developing an OCDSB mental health strategy, with a focus on self-regulation and the early years, is underway; and
- The guiding questions on the Learning Report, ASAR, and BIPSAW reports inform the District's work for the 2018-2019 school year.

In response to queries from trustees, the following information was provided:

- How data is presented informs different strategies to achieve student success and well-being;
- Data is being used more effectively due to READ staff being aligned with superintendencies;
- Data intersectionality and the District's resource allocation is a topic that the Board may want to consider for the next Professional Development (PD) session;
- Narrowing the gender gap in literacy remains a priority for the District; however, ELLs will be the focus of improving literacy;
- Parents need to be able to understand the information in the report as it pertains to their child's learning and achievement;
- SLPs and individual school data help to inform specific strategies;
- SLPs are focused on student success in mathematics;
- SLPs are in the process of being automated through Curriculum Services;
- The new website platform is an area of focus for development;
- School websites need development to create school level goals. The school website coordinator will be instrumental in working with schools to get specific and engaging text in place on their websites;
- The instructional coaching model for staff is moving to a differentiated model for professional learning;
- Awareness training and face-to-face learning for principals takes place before and after school and during lunch sessions, allowing principals to choose the time that works best for them;
- Mathematics coaches are included in every superintendency meeting;
- The data for SHSMs enrolment since 2006 is available for trustees to review;
- The post-secondary outcomes of students who enrolled in SHSMs can be reviewed anecdotally;
- Collaborating with coterminous school boards and the Ottawa Volunteers in Education is in progress to develop partnerships to support students in SHSM programs;
- Students who register for e-learning courses and do not complete those courses are opting to enrol in a different course(s);
- Students enrol in e-learning courses to reach ahead, for deeper learning, and for course management throughout the school year;
- The more data that is reviewed, with respect to certain groups of students, the greater the intersectionality of that data;
- The student portal is an opportunity to engage directly with students on the purpose and value of EQAO testing;
- The Exit Outcomes self-reflection tool will be implemented in June 2019;
- The tool is designed to promote and encourage self-reflection in grades 8 and 12; data will not be collected for the District's purposes;

- The SLP for student achievement and well-being has components from the ASAR and the BISPAW;
- Data from the SLP is collected from submissions and reflective summaries from the schools and the work with their superintendents;
- SLP submissions request principals to indicate how they involve their school communities in the learning plan process;
- A document called "Leading Mentally Healthy Supportive Schools" is a resource provided to schools on how to implement strategies for mental health supports for students;
- The District ensures that student success teachers and learning support staff are equipped to provide students with different mental health supports at the elementary and secondary levels;
- The Registered Nurses of Ontario, Ottawa Public Health, and the four school boards within the Region are working towards a solution to the Sources of Strength initiative;
- All students have access to virtual learning;
- Although shortage of Occasional Teachers (OT) is a barrier to professional development, it is being approached in a more creative way with job-embedded training;
- Job-embedded learning may be challenging at the secondary level as teachers may be teaching sections of the same course at different times of the day;
- The collaborative inquiry process puts the onus on the educator to illicit their learning needs;
- The implications of the increased enrolment in the Early French Immersion (EFI) Program are being monitored;
- The data support model provides information on how lower performing schools can be enabled to increase achievement levels;
- Report card data is based on compulsory courses;
- Compulsory courses will be an area of focus for senior staff.

In response to queries from Non-Voting Representatives, staff noted the following:

- The connection between student absence rates and student achievement is identified in the Measurement Report on Well-Being and will be monitored more closely;
- The District does have the completion rates for e-learning courses;
- Initiatives implemented to have parents involved in SLPs include: consistent content on school websites by the end of the 2018-2019 school year; discussions between the principal and the school councils; and, a school council workplan that aligns their goals with the SLP;

- School council members can also communicate with their zone superintendents and trustee about their SLPs in addition to conversations with the school principal;
- School Council meetings and/or other methods of regular communication with school principals are also ways for parents to be involved in the SLP process;
- Incorporating numeracy in the classroom is being supported through seminars and professional development days;
- Before and after school learning for educators is not job-embedded professional learning;
- There are elements of staff meetings that are considered professional learning; and
- Discussions among staff have begun regarding students who need accommodations for e-learning courses.

In response to a query from Cathy Bailey, Superintendent Baker agreed to provide the completion rates for e-learning courses.

a. Annual Student Achievement Report (ASAR) 2017-2018

The Annual Student Achievement Report (ASAR) was discussed in section 8.1.

b. Board Improvement Plan for Student Achievement and Well-being (BIPSAW)

The Board Improvement Plan for Student Achievement and Well-being (BIPSAW) was discussed in section 8.1.

9. Information Items:

9.1 Notice of Motion, Revisions to OCDSB By-Laws and Standing Rules and Policy P.012.GOV Board Governance

This item will be dealt with and debated at the Board meeting on 20 November 2018.

In response to a query from Trustee Ellis, Executive Officer Giroux advised that the current collaborative approach to agenda setting would continue. She noted that the challenge with the current structure of the language in the By-laws is that the Board assigns the authority to set the agenda to the Agenda Planning Committee (APC). She advised that the *Education Act* states that the authority of agenda planning is invested in the Chair. She made the distinction that it is the Chair's authority to set the agenda, in consultation with the Director of Education. The Chair decides whom he or she consults with, beyond the Director, in the agenda planning process. Executive Officer Giroux advised that the current

structure of APC includes a trustee, the Vice-Chair, the Director, the Associate Director and staff members. She noted that there is a desire for that practice to continue in the future.

In response to query from Trustee Ellis, regarding the inclusion of the Board, Executive Officer Giroux advised that due to the structure of the *Education Act*, staff have done the following:

1. Proposed adding a statement to the By-laws in section 8.8 which states that "The Board recognizes the importance and value of the planning the annual agenda cycle....".

2. Amended the Policy, under section 4.20.c., as: "Establish agendas for Board meetings, in consultation with the Director of Education *and, as appropriate, the Vice-Chair of the Board, and a duly appointed Board member or alternate.*

9.2 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.3 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.4 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 10:19 p.m.

Lynn Scott, Chair



POLICY P.032.SCO

TITLE: SAFE SCHOOLS

Date Issued: May 2008

Last Revised: 06 November 2018

Authorization: Board: 13 May 2008

1.0 OBJECTIVE

To ensure that students, staff, parents/guardians and visitors are safe and welcome at an orderly learning environment, free from concerns about personal safety.

2.0 DEFINITIONS

In this policy,

2.1 **Activities off school premises** ~~is interpreted to mean an activity~~ies which ~~has~~ have occurred off school property ~~where that the principal believes that it could have an impact on the school climate.~~

2.2 ~~**Adult Student** is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.~~

2.3 **Authorized person** means a person empowered to act as an occupier at the schools to which they are assigned for the purposes of enforcing the *Trespass to Property Act*, 1990. The following are authorized persons:

- a) Supervisory Officers
- b) Principals
- c) Vice-Principals
- d) Program Administrators
- e) Teachers
- f) Plant Supervisors
- g) Custodians
- h) Any person in authority, in the circumstances

- 2.4 **Board** means the Board of Trustees.
- 2.5 **Board property** includes school buildings, grounds and facilities under the jurisdiction of the Board. This policy applies not only to conduct on Board property but also includes, for example, conduct on school buses, during field trips or at school-sponsored events off school premises.
- 2.6 **Bullying** is a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may include size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, gender identity, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). # Bullying may also occur through the use of technology (see eCyber bBullying).

~~Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.~~

- 2.7 **Cyber Bullying** means sending or posting harmful or malicious messages or images through e-mail, instant messages, cell phones and websites and other technology.
- 2.8 **Discrimination** is intentional or unintentional differential treatment for which there is no bona fide or reasonable justification. Prohibited grounds of discrimination are: age, race, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, physical or mental disability, sex, sexual orientation.
- 2.9 **District** means Ottawa-Carleton District School Board.
- 2.10 **Guardian** is interpreted to mean a person, other than a parent, who has lawful custody of a child, as established by court order.
- 2.11 ~~Minor is interpreted to mean a person who is under the age of 18 years, except where the specific provisions of other legislation may supercede this interpretation.~~
- 2.12 **Progressive discipline** means a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measure should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

The continuum of intervention may include written work assignment with a learning component, withdrawal of privileges, withdrawal from class, detention, restitution for damages, conflict resolution, individual, peer and group mediation, volunteer service to the school community, referral to counselling, short term suspension, long term suspension, expulsion.

- 2.13 **School-authorized activity** ~~is interpreted to mean~~ any activity which is clearly connected to a school or its program, has been authorized by the principal or designate, and includes, for example, athletic events, field trips, playground activities, school-sponsored events off school premises, and travel on school buses.
- 2.14 **School/Board premises** includes the school and Board buildings and all adjacent Board property which is attached to the school or Board building, including playgrounds, parking lots, garden areas and bus bays, as well as school buses when being used to transport students on a school-authorized activity.
- 2.15 **Trespassing** carries the definition used in the *Trespass to Property Act 1990*.

3.0 GUIDING PRINCIPLES

- 3.1 The Board believes that it is the right of each student and staff member to a safe environment where every student can reach their full potential.
- 3.2 Schools play an important role in providing students with an opportunity to learn and develop in a safe and respectful society.
- 3.3 ~~It is the Board's objective to~~ **The Board endeavors to** teach self-control, self-respect, self-discipline and respect for others and for property to help prepare every young person for a satisfying and productive adult life.
- 3.4 The Board encourages positive student behaviour while at the same time supports providing positive, constructive and progressive measures to prevent inappropriate behaviours from escalating and to maintain an orderly, cooperative learning atmosphere in all schools.
- 3.5 The Board supports the use of practices that take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs, when implementing bullying prevention and intervention programs.
- 3.6 The Board does not tolerate physical, verbal (oral or written), sexual or psychological abuse; bullying or harassment; discrimination on the basis of race, ethnic origin, creed, culture, religion, gender, gender identity, language, disability, sexual orientation or any other attribute.
- 3.7 The Board believes that bullying is a serious issue that has far reaching consequences for both the entire school community and the community at large as it:
 - a) adversely affects students' ability to learn and function as well-adjusted individuals;
 - b) adversely affects healthy relationships and the school climate;

- c) adversely affects a school's ability to educate its students; and
 - d) can have long-term effects on individuals.
- 3.8 The Board believes that children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.
- 3.9 The Board does not tolerate the presence of intruders on any of its property or at school-sponsored events, and will expect its agents to take appropriate action, including the possible laying of charges against those who refuse to co-operate, in accordance with sections 4.17 to 4.21 of this policy.

4.0 SPECIFIC DIRECTIVES

- 4.1 All safe school policies and procedures of the Board shall conform to the Provincial Code of Conduct and the School Board **District** Code of Conduct.
- 4.2 All participants in OCDSB schools - students, parents or guardians, volunteers, employees - are governed by this policy whether they are on school or Board property, on school buses, participating in school-authorized events or activities off school premises.
- 4.3 The Board expects high standards of respect, civility and responsible citizenship from all members of the OCDSB and its school communities at all times.
- 4.4 ~~Students are expected to demonstrate:~~
- ~~a) respect for themselves, teachers, other students and members of the greater school community; and~~
 - ~~b) the responsibility of citizenship through acceptable behaviour.~~
- 4.5 Behavioural expectations and the consequences of inappropriate behaviour should be clearly enunciated in a positive manner to everyone in the school community.
- 4.6 The Board **District** shall provide direction to schools to ensure accountability, excellence, and opportunities for learning in a safe environment, under the leadership of our principals and the support of teachers and school staff.
- 4.7 The Board shall promote the long-term prevention of violence by:
- a) promoting programs that focus on building of healthy relations, character development and good citizenship, which will help students manage their lives and relationships in non-violent ways;
 - b) encouraging schools to use conflict resolution, restorative justice programs and other preventive programs (e.g. programs to deter theft and vandalism on Board property) and intervention measures to develop positive attitudes and acceptable behaviour; and

- c) providing opportunities for students to develop the skills necessary to handle and avert violent and potentially violent situations.
- 4.8 Principals shall review at least annually school safety and school climate with the school council.
- a) ~~our school codes of conduct are reviewed at least every three years by principals with the school council, students and staff;~~
 - b) ~~our teachers and school staff maintain order in the school and hold everyone to the highest standard of respectful and responsible behaviour;~~
 - c) ~~ensure that all members of the school community are treated with respect and dignity.~~

Bullying

- 4.9 Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online and activities off school premises) ~~where engaging in bullying will have a negative impact on the school climate.~~
- 4.10 The Board shall reduce and try to eliminate the incidence of bullying and violence in the schools.
- 4.11 The Board shall provide bullying prevention and intervention programs consistent with a progressive discipline approach in all schools in the District.
- 4.12 Each school shall develop and implement a school-wide bullying prevention and intervention plans ~~as part of their School Improvement Plan.~~
- 4.13 Each school's prevention and intervention plan shall include:
- a) appropriate and timely responses to address incidents of bullying; and
 - b) strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.
- 4.14 Each school shall have in place procedures to allow staff, occasional teachers, students, parents/guardians and volunteers to report bullying incidents safely and in a way that will minimize the possibility of reprisal.
- 4.15 Each school shall establish a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal or designate. The team must have a staff chair.
- 4.16 In developing and implementing bullying prevention and intervention in schools, principals shall consult Board Procedure PR.659.SCO Bullying Prevention and Intervention.

Access to Board Premises

- 4.17 Persons who are on school/Board premises without being authorized by Ontario Regulation 474/00 *Access to School Premises*, or in violation of any of its provisions, have committed an offence and can be prosecuted under the *Education Act* (s.305) and/or the *Trespass to Property Act 1990*.
- 4.18 Subject to subsections 4.19 to 4.21, the following persons shall be permitted to be on school/Board premises:
- a) a person enrolled as a pupil in the school;
 - b) a parent or guardian of such a pupil;
 - c) a person employed or retained by the Board who is on the premises for performing the duties assigned by the Board;
 - d) a person who is generally invited by a staff member to attend an event on school/Board premises for the purposes of that event;
 - e) a person whose presence is authorized by the principal or designate;
 - f) a person who is otherwise on the premises for a lawful purpose, such as a person registered for a continuing education program, a person attending an event for which the premises have been contracted, a person making a lawful delivery, a person attending a school council meeting, a person making a legitimate enquiry of the school, or a person using school grounds in a manner for which they were intended, for that purpose only; and
 - g) a member of the Board, a member of the Assembly (MPP) in whose constituency the school is located, or a member of the clergy in the area where the member has pastoral charge.
- 4.19 The permission granted in subsection 4.18 applies only for the purposes ~~and places~~ described in sub-section 4.18, and does not entitle access to all areas of the school/Board premises.
- 4.20 The Board and its agents have the right to lock the school/Board premises when they are not being used for a purpose authorized by the Board. Under normal circumstances, the decision to lock school grounds will be the responsibility of the principal, vice-principal, or designate.
- 4.21 No person shall be permitted to remain on school/Board premises if, in the judgement of an authorized person, the person's presence is potentially detrimental to the safety or well-being of a person or property on the premises, or interferes with the conduct of school activities.
- 4.22 Where an unauthorized person refuses to report their presence, staff shall act in accordance with Board Procedure PR.524.SCO Access to School/Board Premises.
- ~~4.23 During regular school or work hours, all visitors to a school or Board building who are not staff or enrolled pupils at that building, shall report their presence at the school office or reception area immediately upon arrival in the building.~~

- 4.24 ~~No person who has refused to sign in at the school or Board building, as specified in sub-section 3.6 of this policy, shall be permitted to remain in the building/premises.~~

Weapons

- 4.25 The Board is seriously concerned about issues of assault, threat and intimidation and thus it strictly prohibits weapons on school and other Board property, at Board-sponsored events, and activities off school premises.
- 4.26 Anyone on Board property or attending a Board-sponsored event shall not supply, handle, use, transmit or have in their possession a ~~dangerous instrument or weapon~~.
- 4.27 In situations where weapons are involved, staff shall act in accordance with Board Procedure PR.525.SCO Weapons.

Progressive Discipline Practices

- 4.28 The Board requires the use of intervention strategies to foster safe and appropriate student behaviour in schools and school-related activities.
- 4.29 Disciplinary practices shall be fair and consistent to address student behaviours that are contrary to the provincial and OCDSB Codes of Conduct, with the basic assumptions underlying a democratic society.
- 4.30 The range of interventions, supports and consequences used in schools shall be clear and developmentally appropriate and shall include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- 4.31 For students with special education needs, the interventions, supports and consequences shall be consistent with the expectations in the student's Individual Education Plan (IEP).
- 4.32 The Board and school administrators shall consider all mitigating and other factors, as required by the *Education Act* and as set out in *Regulation 472/07: Suspension and Expulsion of Students*.
- 4.33 Each school shall develop a school policy and procedure on progressive discipline and the promotion of positive student behaviour.
- 4.34 The school policy shall focus on ensuring that a positive climate built on healthy relationships, character development, social inclusion, and good citizenship will prevail in the school community.
- 4.35 The school policy shall take into account the needs of individual students and will show sensitivity to diversity, cultural needs and special education needs of students.
- 4.36 The school ~~procedure~~ **policy** on progressive discipline shall outline a continuum of interventions, supports, consequences and strategies, in accordance with Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour.

Partnerships

- 4.37 ~~The Board believes that there should be c~~ Ongoing communication, consultation and co-operation among **schools**, students, parents, staff and community ~~All members of the school community play a role in~~ **are critical to** maintaining a safe and effective learning environment and promoting positive student behaviour.
- 4.38 The Board and schools shall work cooperatively and in shared responsibility with students, parents, school councils, staff, and the wider community to foster a safe and inclusive school environment and to fulfill the guiding principles and objectives of the Board.
- 4.39 The Board expects parents to support the efforts of school and District staff in maintaining a safe and respectful learning environment for all students.
- 4.40 The Board shall establish protocols with community agencies to support prevention and intervention programs.
- 4.41 All ~~Board~~ **District** staff shall cooperate with police services in ensuring that schools are and continue to be safe and orderly learning environments.

Communications

- 4.42 The ~~Board~~ **District** shall provide training to all administrators, teachers, occasional teachers and all support staff to ~~acquire the knowledge and skills necessary to address bullying~~ **support the implementation of this policy**. The ~~Board~~ **District** shall ensure that others (e.g., school bus drivers, school bus operators, support staff, parents, members of community agencies, and volunteers) are ~~trained and~~ made aware of the policy.
- 4.43 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.
- 4.44 The Director of Education shall ensure that there are appropriate responses to critical incidents and that critical incidents are reported to the police and to the Ministry of Education, and shall report annually to the Board, **in accordance with PR.528.SCO Critical Incident Review Process**. The summary reports to the Board shall be made public after removing any identification of individual students.
- 4.45 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

The Education Act

Education Amendment Act (Progressive Discipline and School Safety), 2007

Trespass to Property Act, R. S. O. 1990, Chapter T.21

Ontario Regulation 298 (as amended)

Ontario Regulation 472/07 Suspension and Expulsion of Students

Ontario Regulation 474/00, Access to School Premises

MOE Code of Conduct, 2007

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, ~~October 4, 2007~~ **October 17, 2018**

Policy/Program Memorandum 141, School Board Programs for Students on Long-Term Suspension, ~~August 23, 2007~~ **December 5, 2012**

Policy/Program Memorandum 142, School Board Programs for Expelled Students, ~~August 23, 2007~~ **December 5, 2012**

Policy/Program Memorandum 144, Bullying Prevention and Intervention, ~~October 4, 2007~~ **October 17, 2018**

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, ~~October 4, 2007~~ **October 17, 2018**

Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016

Board Policy P.026.SCO: Student Suspension and Expulsion

~~Board Policy P.029.SCO: Field Trips, Excursions and Educational Tours~~

Board Policy P.034.SCO: Substance Abuse

~~Board Policy P.036.SCO: Weapons~~

Board Policy P.041.SCO: Custody and Access to Students by Parents/Guardians

Board Policy P.043.SCO: Police Involvement in Schools

Board Policy P.060.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property

~~Board Policy P.106.SCO: Access to School/Board Premises~~

~~Board Policy P.123.SCO: Bullying Prevention and Intervention~~

~~Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour~~

Board Policy P.125.SCO: School Board **District** Code of Conduct

Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion

Board Procedure PR.521.SCO: Safe Schools

Board Procedure PR.522.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property

Board Procedure PR.523.SCO: Substance Abuse

Board Procedure PR.524.SCO: Access to School/Board Premises

Board Procedure PR.525.SCO: Weapons

Board Procedure PR.528.SCO: Critical Incident Review Process

Board Procedure PR.531.SCO: Custody and Access to Students by Parents/Guardians

Board Procedure PR.533.SCO: Police Involvement in Schools

Board Procedure PR.543.HR: Alleged Harassment of a Student

Board Procedure PR.659.SCO: Bullying Prevention and Intervention

Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour



MEMORANDUM

Memo No. 18-136

TO: Trustees
Student Trustees

FROM: Jennifer Adams, Director of Education and Secretary of the Board
Brett Reynolds, Associate Director

DATE: 16 November 2018

RE: **Consolidation of Safe Schools Policies: Questions and Responses**

The attached document contains the questions received prior to the presentation of the consolidation of the safe school policies at the Committee of the Whole on 6 November 2018.

Please direct questions or comments to Brett Reynolds, Associate Director at brett.reynolds@ocdsb.ca, 613-596-8211 ext. 8252.

Attach.

cc: Senior Staff
Manager, Board Services
Corporate Records

Q & A

- Q:** Pg 10 - 4.2 All participants in OCDSB schools - students, parents or guardians, volunteers, employees - are governed by this policy whether they are on school or Board property, on school buses, participating in school-authorized events or activities off school premises. Question - Where do bus drivers fit into this clause?
- A:** Bus drivers are governed by OSTA's [School Bus Safety policy](#), and not the OCDSB Safe Schools policy. Our policies and procedures intersect with OSTA's only in the case where information sharing is necessary (e.g. communicating information about students with severe or life-threatening conditions)
- Q:** Page 11 - 4.8 Taking out all of the directives to principals regarding school code. Comment. Will there be a procedure outlining the expectation of what the "at Least" annual review by the principal will consist of. Might that not be better in the policy so parents can see it easily. Not everyone understands that it might be in a procedure.
- A:** At this time we are not making substantive revisions to the associated policies, we are simply seeking to consolidate them for ease of use, clarity, reduce redundancy and facilitate future revisions. We do intend to undertake in the following year a review of the School District Code of Conduct and can at that time consider further clarification of the annual review requirement. We do not have a procedure associated with the School District Code of Conduct.
- 4.8 (a) in the attached policy is 4.11 in P.125.SCO School District Code of Conduct
 4.8 (b) in the attached policy is 4.3 in P.125.SCO School District Code of Conduct
 4.8 (c) in the attached policy is 4.2 (iv) in P.125.SCO School District Code of Conduct
- Q:** Page 11 - 4.12 Where will the detail of what this implementation be found. Procedure PR.659.SCO BULLYING PREVENTION AND INTERVENTION 4.2 has bullying prevention as part of the School Improvement plan (SIP). It has been my experience that the SIP now known as the School Learning Plan (SLP) development varies greatly from one school to another. Could staff comment on expectations for Principals to engage parents and school councils on the development/update of the SLP and specifically on bullying prevention and school safety?
- A:** The language in the draft policy has been amended to no longer link the Bullying Prevention and Intervention Plan to the school improvement plan. Principals no longer complete School Improvement Plans (SIPs). The practice for the last number of years is that principals submit:
- A School Learning Plan for Achievement;
 - A School Learning Plan for Well-being; and
 - A Bullying Prevention and Intervention Plan (BPiP).
- This warrants an update to s. 4.2 in PR.659.SCO Bullying Prevention and Intervention.

Q: Page 11 - 4.15 Where can what this team is expected to do be found? Could staff comment on what such a team would be looking at and advising on? How might this team interact with the School Learning Plan development for the safety and bullying component?

A: This team is responsible for supporting the principal in developing the Bullying Prevention and Intervention plan and may advise on other matters pertaining to school climate and student well-being.

Q: Page 13 - 4.31 This limits to only what is in the IEP. There might be mitigating factors other than those listed in the IEP. Could those factors be considered as this is currently written? 4.32 has a more expansive consideration of mitigating factors but deals only with expulsion/suspensions.

A: This section is intended to ensure that for those students with IEPs that any interventions, supports or discipline imposed will be consistent with the IEP. Mitigating and other factors (i.e. age of student, whether behaviour is a result of past bullying, family circumstances, etc) are considered for all discipline-related interventions, regardless whether or not a student has an IEP. These mitigating and other factors are discussed more fully in section 3.18 of P.026.SCO Student Suspension and Expulsion.

Q: Page 13 4.33 to 4.35 speak about a school policy and procedure on progressive discipline and the promotion of positive student behaviour. Is this policy available to parents either on the school website or at the school?

A: Schools are required to develop school level policies and protocols for applying progressive discipline and promoting a positive school climate. These are typically shared with staff and students through student and staff handbooks, assemblies, and school websites. There is no specific requirement to share these with parents. This would be an area revisited during a policy review.

Q: Page 13 4.36 Does every school need to develop a procedure or should this be a centralized document. The board procedure is referenced in this clause and it is expected that schools will be in accordance with it.

A: Schools are required to follow district policies and procedures. The word *procedure* in 4.36 appears to reference the *policy* mentioned in 4.33 to 4.35 and should be changed. This would be an area to address in a future policy review.

Q: Page 14 - 4.37 Would like to understand how this is implemented.

A: There are many ways and opportunities for collaboration and communication to occur. Communication and consultation between schools, and school and the district occur in many ways such as through operations meetings, case conferences, and individual student planning meetings. Cooperation between schools, parents and community can occur through school council meetings, collaboration with agencies such as the SRO program, and also through individual case conference and planning meeting.

Q: Page 14 - 4.43 Could staff outline what would be the minimum that would be a major violent event that would trigger a trustee being informed?

A: All incidents are unique and school and district responses to such incidents will vary. Information is shared with trustees as deemed appropriate by the Superintendent. Generally such an incident would be one that may lead to communication with the broader school community, has resulted in a Tragic Event, or may result in some liability being incurred by the board.

Q: Page 19 - 3.4 states in part “...*Behavioural expectations and the consequences of inappropriate behaviour should be clearly enunciated...*” I don’t believe this is in the draft. Staff comment why this was not retained?

A: It is retained; it is 4.5 in the new consolidated policy.

Q: It has been suggested that if a student has been the subject of bullying and then acts out in a physical manner that the previous bullying should be a mitigating factor especially if there was a racial element to the bullying. Could staff comment on if the policy would allow for this as a mitigating factor. If not how do we explore this issue and if it is decided to include it as a mitigating factor enshrine it in policy?

A: The concept of applying mitigating and other factors when considering student discipline originate from the Education Act in making a determination of suspension. They are developed more fully in P.026.SCO Student Suspension and Expulsion referenced above.



AD HOC COMMITTEE TO DEVELOP AN ADVOCACY STRATEGY

**November 6, 2018, 4:30 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members: Lynn Scott , Christine Boothby, Theresa Kavanagh, Keith Penny, Erica Braunovan, Shirley Seward

Staff: Michele Giroux (Executive Officer of Corporate Services), Katrine Mallan (Manager of Board Services), Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

Chair Braunovan called the meeting to order at 4:40 p.m.

2. Approval of the Agenda

Moved by Trustee Seward,

THAT the agenda be approved.

-Carried-

3. Matters for Discussion:

3.1 Response to Ministry Consultation

The provincial government launched a consultation on education reform in Ontario on 28 September 2018. The consultation asks for participants' input on a variety of subjects including:

- Improving Ontario students' performance in Science, Technology, Engineering and Math (STEM);
- Preparing students with job skills, including skilled trades or fields, such as coding;
- Graduating students with life skills like financial literacy;
- Providing age-appropriate health and physical education curriculum that includes subjects like mental health, sex-education, and legalization of cannabis;
- Improving standardized testing;

- Banning cell phone use in the classroom; and
- Developing a parents' bill of rights.

The government has provided for three methods for parent engagement: an online submission, an online survey and telephone town halls. The consultation closes on 15 December 2018.

The members, using the Ontario Public School Boards' Association (OPSBA) Consultation Resource for the Ministry of Education's Consultation: Education in Ontario, discussed the how the District may choose to respond.

Executive Officer Giroux advised that the Parent Involvement Committee (PIC) hosted a session on the Ministry Consultation at the recent Parent Conference. Over 20 parents attended the session which was facilitated by the PIC members.

Staff and trustees observed and participated in the session. Executive Officer Giroux and Trustee Penny provided the following observations on parent input:

- Parents found it difficult to engage in the discussion on Improving Ontario students' performance in Science, Technology, Engineering and Math (STEM) but encouraged the addition to the arts and revising the acronym to Science, Technology, Engineering, Arts and Math (STEAM);
- Parents were concerned about the political element and strongly believed in increased funding for improvements to critical thinking skills and apprenticeship;
- Parents expressed concern over the Parents' Bill of Rights and the Ministry documents related to it. Some saw a sample Bill of Rights from a Christian Reform group in the United States which was troubling;
- Parents queried the demand for a Parents' Bill of Rights and the rationale for its creation. They sought a comparison to current rights and queried whether or not the Parents' Bill of Rights would be produced by the Ministry or would boards be asked to develop it;
- Parents discussed the Health and Physical Education curriculum. Opinions were varied and the conversation was heated at times, there was no consensus on the issue;
- Some parents did not know what the Education Quality and Accountability Office (EQAO) was. Many were in favour of eliminating it;
- Parents felt that the issue of financial literacy was important enough to warrant it being a separate curriculum item;

- Parents expressed concern over the Parents' Bill of Rights and queried the types of elements that may be included and whether or not there is a need. Many did not know their current rights and where that information exists for their review; and
- The parents disliked the open-ended questions and felt that it will be difficult for the Ministry to provide qualitative results.

Trustee Seward expressed interest in the variety of viewpoints observed in the discussion on the health and physical education curriculum noting that the Board came together to prepare and issue a statement regarding their common belief that the 2015 curriculum was appropriate to 21st century learners.

Members discussed the Parents' Bill of Rights and noted that there are existing mechanisms and the Board has a comprehensive complaints' resolution policy. Hearing that parents still have limited knowledge of the policy would indicate that further communication of the policy is required.

Trustee Scott expressed the view that providing a District response will not be simple. She noted the diverse communities and opinions that exist across the District. She encouraged the members to provide their own perspective based on knowledge of their communities rather than amend and reuse the OPSBA response.

Trustee Braunovan expressed the view that the Board should make a submission to the Ministry consultation and ensure that the submission is made public. She noted that the importance of transparency and ensuring that the community is also apprised of the District response.

Executive Officer Giroux noted that the Board may choose to make a submission in a format other than what the Ministry have prescribed. She suggested that the Board respond to each of the topics in the consultation and provide an additional summary statement as a separate submission.

Trustee Scott advised that given the timing of the required submission, a special Board meeting would be required. She added that the advocacy work with local MPPs does not have a deadline and that the document prepared by the Board in response to the Ministry Consultation can be used as a focus for a discussion with MPPs in early January.

It will be important that the District provide information to parents on the consultation well before the deadline.

During the discussion of the Ministry Consultation categories, the following points were noted:

Topic 1: Improving student performance in Science, Technology, Engineering and Math (STEM)

- Trustee Penny noted his support for the OPSBA submission on this topic and suggested that the Arts committee be consulted for specific, District focused content;
- Executive Officer Giroux advised that the District response to this topic be based on the need for school resources;
- Trustee Boothby noted that resource allocations are important and that students need the ability to pursue STEM in flexible spaces and groupings. Students need more mentoring opportunities. Additional resources and funding for clubs and the provision of hands on opportunities should be made available for all students;
- Trustee Seward expressed concern that social sciences are not addressed;
- Executive Officer Giroux suggested that consideration could be given to the social science and humanities through an additional bullet. She noted the committee may wish to focus on the OCDSB exit outcomes, in particular the development of critical thinking skills;
- Trustee Scott expressed concern over the acronyms of STEM and STEAM and worried that a focus solely on these subject areas does little to promote learning all subjects. She added that she would suggest enhanced collaborative opportunities with local post-secondary organizations particularly in technology and the skilled trades;
- The quality of OCDSB graduates is high due to the District's focus on the development of critical thinking skills and this should be highlighted in the response; and
- Trustee Braunovan expressed the view that an Arts element is important as it speaks to creativity and innovation which are important elements of STEM.

Topic 2: Preparing students with needed job skills, such as skilled trades and coding

- Members queried the grouping of coding with skilled trades;
- Trustee Penny advised that partnerships with post-secondary and trade organizations be part of the District response;
- Executive Officer Giroux noted that it would be advisable to seek the input of Reg Lavergne on the issue of student success and Specialist High Skills Major (SHSM) renewal. She suggested that gaps in existing infrastructure and required resources be identified to optimize learning in trades;
- Trustee Seward expressed the view that topics 1 and 2 are related and that it is important that students have balance and that there must be an emphasis on the soft skills of collaboration and teamwork. She

noted that the District's approach and focus on exit outcomes could be used to influence a provincial approach;

- Executive Officer Giroux noted that the work force is changing and that some large employers are now more concerned with critical thinking skills, highlighting the IBM Skills Gateway program. The IBM Digital Badges are reinventing how credentials are used to recognize achievement and contribution;
- Trustee Boothby advised that all post-secondary program options be similarly valued and respected; and
- Trustee Penny noted that many of today's graduates will not have just one job and that students must be prepared as skills and requirement change. Today's students must be resilient and able to adapt to change.

Topic 3: Improving provincial standardized testing

- The members agreed there is a place for standardized testing. The District has now undertaken the task of collecting racialized data and should the EQAO be removed there would be nothing to measure the data against;
- Trustee Seward suggested the District response should address the modernization of the EQAO with an emphasis on performance, student voice and cultural relevancy; and
- Testing is important and can identify issues. The data must be utilized as justification for modification of curriculum.

Topic 4: Ensuring students graduate with important life skills, including financial literacy

- Trustee Seward expressed the view that financial literacy is not an add-on and should be incorporated into math and other subject areas;
- Manager Mallan noted that a response might contain suggestions of specific skills i.e. managing household budgets, savings, personal finance and home economics;
- Trustee Scott expressed the view that financial literacy does not belong within the math curriculum and noted that it may be better suited as a part of the health and physical education curriculum with a link to healthy living as it relates to managing life and finances;
- Trustee Braunovan suggested careers as an alternative location within the curriculum; and
- Trustee Kavanagh advised on the importance of teaching students financial literacy sighting the growing concern and threat of pay day loan companies.

Topic 5: Managing the use of technology in classrooms, such as cell phones

- Cell phone use in the classroom should not be banned and students must be educated in the appropriate use of cell phones and screen time management;
- Cell phones, if used properly, can enhance the education experience;
- A response could include reference to resources, highlighting the fact that if sufficient technology was available in the classroom, cell phones would not be required; and
- The issue of cell phone management could be addressed through local policy and individual teacher positions.

Topic 6: Building a new age-appropriate Health and Physical Education Curriculum

- The 2015 curriculum is sufficient but must be updated to include the legalization of cannabis, gambling addictions, tobacco use, the me-too movement, and a stronger emphasis on physical education; and
- Executive Officer Giroux noted that a District response may reference mental health supports as a part of well-being, funding for more after-school activities as well as the expansion of the urban priorities program.

Topic 7: Developing the first-ever Parents' Bill of Rights

- Trustee Kavanagh expressed the view that a District response can focus on the value and importance of trustees as they often speak with parents and provide assistance on a variety of issues. Another element of a District response could be a focus on the teachers college and the quality of teachers and mechanisms to support qualified teachers;
- Trustee Scott advised that parent's rights are embedded in many different pieces of existing legislation and school board district policies. She expressed the view that a solution must include a way to ensure more parents are able to access the appropriate documents when they have questions and to ensure the District can support their requests. A parent friendly, accessible platform is required;
- Trustee Penny highlighted the importance of the relationship between the school and parents and felt a Parents' Bill of Rights may upset the balance and impact local partnerships;
- Trustee Boothby suggested that every District in the province have a parent portal as a part of their website and that it should be a one stop shop for parents. She noted that there may be issues with cultural translation and understanding as many parents, particularly newcomers, feel as if they have no rights at all;

- Executive Officer Giroux noted that a District response may include reference to the funding and development of an online parent portal. She added that the French School Boards have a high-end solution and it was produced collectively, a similar approach may work for the public boards; and
- Equitable parental access is a primary concern.

Additional Feedback

- Support for the continuation of the Truth and Reconciliation curriculum revision writing sessions;
- The notion of the one school system;
- Reference to Ontario Regulation 274. Hiring practices must change to ensure that the staff structure within Ontario schools is reflective of the population of the District; and
- Use and modify the key priorities the Board produced as part of its advocacy work in 2017-2018. These recommendations included: sustainable capital funding, the provision of high-quality accessible child care, the autonomy of school boards and the availability of French teachers.

4. New Business -- Information and Inquiries

There was no new business.

5. Adjournment

The meeting adjourned at 6:03 p.m.

Erica Braunovan, Chair, Ad Hoc Committee to Develop an Advocacy Strategy

Draft OCDSB RESPONSE TO MINISTRY CONSULTATION

1. How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)

The purpose of public education is to develop a foundation of knowledge built on a comprehensive curriculum. STEM programming is vitally important, but so too are the Arts, Social Sciences and Humanities. Students who develop skills in critical thinking, writing, weighing evidence and empathy will be well-prepared to leverage their knowledge to face a range of future opportunities and challenges. With that in mind, in order to improve student performance in Science, Technology, Engineering, Arts and Math, the following is necessary:

- Ensure sufficient provincial funding and resources to support the building and/or renewal of specialized STEAM learning spaces in schools;
- Create opportunities for shared learning in flexible learning spaces, including commons and other flexible classroom space;
- Increase professional development to support new pedagogies for deep learning, digital lead learners;
- Provide funding for coding projects and/or programs for students including for clubs and extracurricular activities; and
- Create more opportunities for mentorship, community partnerships, and experiential learning.

2. How should our schools prepare students with needed job skills, such as skilled trades and coding?

It is imperative that all secondary program pathways are equally valued and respected. This requires a commitment to supporting student choice and opportunity and encouragement to pursue courses in a broad range of disciplines and pathway options. There has to be a collective commitment to changing the practices and social biases that direct students to particular pathways.

The challenge of preparing students with needed job skills is that jobs are changing – many students of today will have jobs tomorrow that currently don't exist. To prepare all students with necessary job skills, we have to develop critical thinking, problem-solving and other socio-emotional skills. The development of socio-emotional skills supports success in any pathway and the resiliency needed to adapt within an evolving workforce. It is important to differentiate the unique needs relative to preparing students for the skilled trades and widening career paths in computer programming.

Skilled trades are changing and the necessary skill sets are increasingly complex; the traditional perception of skilled trades lags behind the current and future complexities and value of the work. This has to be addressed both societally and academically.

The development of coding skills is important in addressing the increasing labour force need for employees with highly developed digital fluency. The curricular understanding and outcomes of coding must not only be considered in the context of developing hard skills, such as programming languages. To ensure readiness of students, it is essential that they also develop an understanding of the application and impact of artificial intelligence, big data and information management on shaping future needs. Addressing coding in the Curriculum expectations from Grades 4 - 12 will assist teachers in understanding how coding lessons can be integrated into the curriculum.

Partnerships play a key role in the student learning opportunities – this includes partnerships with post-secondary institutions, businesses, chambers of commerce, trade associations and others. We continue to resource experiential learning programs such as Secondary High Skills Majors, Dual Credit, Ontario Youth Apprenticeship programs and other similar programs. This requires not only funding for students, but appropriate funding and resources for school districts to ensure the right combination of skilled staff, technological infrastructure, and bandwidth to support the learning opportunities students need to acquire job skills.

3. What measures can be taken to improve provincial standardized testing?

EQAO was created to address concerns about the need for greater consistency and quality in the delivery of public education across Ontario. EQAO data provides an important mechanism to measure progress on student achievement year over year, by cohort, by district, between districts, and relative to the provincial average. Unlike standardized testing in many parts of the world, EQAO is based on the Ontario Curriculum. EQAO is currently involved in a multi-year modernization initiative which seeks to incorporate more digital tools, ensure assessments are culturally relevant to all students, and rooted in research and informed by student engagement. This work comes after a comprehensive study which included public consultation.

Improvements in provincial standardized testing will be achieved by allowing EQAO to complete its modernization work. In this regard, it is essential that school districts, educators, parents, and students have a fulsome understanding of value of EQAO data and how it supports student learning and well-being across Ontario. An important next step in the development of EQAO data will

4. What more can be done to ensure students graduate high school with important life skills, including financial literacy?

Life skills are broader than financial literacy. The OCDSB has defined 10 exit outcomes – the characteristics and skills we want for all learners – critical thinking, digital fluency, ethical decision-making, goal-oriented, effective communicators, innovative/creative, collaborative, resilient, academically diverse and globally aware. Internationally, there is a growing

recognition of the critical value these types of socio-emotional characteristics and skills play in success in life. The OCDSB educators embed the development of these skills and characteristics into the curriculum. Continuing to support community and industry partnerships at all grade levels would provide experiential learning opportunities for students to further develop these skills and deepen the connections between their learning, opportunities, and relationships throughout their lives.

Financial literacy is a life skill that combines an understanding of matters of personal finance (including income, taxes, mortgages, saving, investing, banking, budgeting, and household management) and economic principles (such as making rational choices with limited resources, the concepts of trade-offs and opportunity cost). There is an opportunity to reach all students by incorporating financial literacy into the required secondary Careers/Civics course. However, embedding the concepts of financial literacy throughout the curriculum will further benefit students by demystifying the concepts and making their application meaningful to their lives and futures.

5. What steps could schools take to ban cellphone use in the classroom?

Rather than a ban, educators must be empowered to manage device use in the classroom and model appropriate use. Personal cell phones should never be a substitute for access to district-funded technology. We must continue to resource classroom spaces with sufficient technology. Students today are denizens of the digital world; they do not need the assistance of their educators to learn how to use cell phones, computers or tablets. Although it is widely understood and acknowledged that cellphones are increasingly a nuisance and distraction in the classroom, outright banning their use misses the point.

The thoughtful and deliberate application of digital technology, including cell phones, computers and tablets, in the classroom is an opportunity to provide students with an appropriate and safe environment to learn many of the soft skills they need to negotiate in the constantly connected world, including:

- Managing digital distractions;
- Safety navigating the online world;
- Information literacy;
- Social media awareness;
- Constructively engaging in online dialogue (e.g. online forums, comments, chat);
- Developing appropriate use etiquette in social and work situations; and
- Self-regulation, such as knowing when to take a break from screen-time.

6. How can we build a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis?

The Ministry of Education developed a new, age-appropriate Health and Physical Education curriculum in 2015. We believe that the 2015 curriculum provides important learning opportunities for students about healthy relationships, consent, online safety, and mental health – issues that are quite different in today’s society than in 1998. The OCDSB supports and encourages the reinstatement of the 2015 curriculum in all of our classrooms.

The 2015 Health and Physical Education curriculum could be further enhanced with respect to:

- Tobacco and cannabis;
- Promoting physical activity through sport and other personal fitness pursuits;
- Emphasizing the relationship between physical activity and mental health/well-being;
- The role of nutrition in promoting health and wellness; and
- The impact of screen time, including social media, prolonged gaming and streaming of video on well-being;

We encourage increased funding for more after school activities and sports programs in all schools and the expansion of the Urban Priorities program to all schools. Resources and supports that encourage teachers to embed physical activity into their students learning environment and experiences will help students learn how to make physical activity a part of their everyday lives.

7. What elements should be included in a Ministry of Education Parents’ Bill of Rights?

There is little evidence that the Province of Ontario requires a ‘parents’ bill of rights’. The rights of students and their parents/guardians are thoroughly documented in the Education Act and related Ontario Regulations. The perception that parents require a ‘bill of rights’ reveals the need to:

- Develop accessible guides to understanding the existing rights and responsibilities of parents with respect to their children’s education. In addition to being provided in English and French, such guides should be made available in languages that reflect the diversity of language spoken at home by newcomers to the province;
- Fund the development of a shared online parent portal platform for school boards, allowing boards to combine their efforts to develop the online tools needed to manage the growing complexity of communicating with parents;
- Reinforce the role of school board trustees and local boards to provide support to parents at the local level and to act as parent representatives in provincial matters;
- Emphasize the partnership aspect between parents and schools;

- Maintain and protect funding for the Parent Reaching Out (PRO) grants which are an invaluable tool for helping school councils foster parent engagement in their child's education;
- Provide more information about the mechanisms that currently exist for managing and resolving parent complaints in the cases where they believe their rights are not being met, including local board complaint resolutions policy (required by all school boards), the Ontario College of Teachers, and the Ombudsman of Ontario; and
- Investigate and monitor the effectiveness of the existing mechanisms for complaint resolution.



AUDIT COMMITTEE **Report No. 18-081 (Revised)**

19 November 2018

Audit Committee Annual Report for 2017-2018

Key Contact: Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881

PURPOSE:

1. To seek Audit Committee approval of Report 18-081 as the 2017-2018 annual report of activities for submission to the Board in accordance with *Ontario Regulation 361/10, Audit Committees*. This report is being presented for consideration, as revised, following discussion at the 26 September 2018 meeting of the Audit Committee.

CONTEXT:

2. *Ontario Regulation 361/10, Audit Committees* requires that a summary of work performed by the Audit Committee be provided to the Board. This report is in compliance with the requirement set out in the regulation and covers the period 01 September 2017 to 31 August 2018.

KEY CONSIDERATIONS:

3. The Audit Committee is integral to the District's corporate governance framework. Reporting to the Board, the Audit Committee works with District management to ensure that matters affecting financial, compliance and risk management activities are conducted appropriately. The Audit Committee meets this mandate by providing oversight in ensuring that management has implemented an appropriate system of internal control, by liaising with internal and external auditors, by discussing risks that may have a significant effect on the District's operational and financial resources, and by reviewing specific financial reports.
4. **Audit Committee Governance**
Audit Committee is a statutory committee of the Board. It is established pursuant to *Ontario Regulation 361/10* and is supported by Board policy P.016.GOV. The regulations and policy stipulate various governance requirements including committee composition, maximum term of office for external members, the

minimum number of meetings that must be held during the year and the role and responsibilities of the Committee.

Five individuals serve on the Audit Committee. Prior to 01 December 2014, trustee members were appointed for terms commencing 01 December in each year as part of the Board's annual organizational meeting. The Board policy was updated and now allows for one trustee to be appointed for a two-year term while the others continue to serve one-year terms. In addition to trustee members, two external members are appointed for terms of up to three years.

The following table shows the names of committee members and meeting dates. As required by regulation, attendance at each meeting is also noted.

Committee Members for the Period 01 September 2017 to 30 November 2017

Trustees: Theresa Kavanagh, Lynn Scott and Sandra Schwartz

External Members: Annik Blanchard and Erik Husband

<u>Meeting Date</u>	<u>Attendance</u>
27 September 2017	Erik Husband, regrets
22 November 2017	All members present

Committee Members for the Period 01 December 2017 to 31 August 2018

Trustees: Sandra Schwartz, Lynn Scott and Keith Penny

External Members: Annik Blanchard and Erik Husband

<u>Meeting Date</u>	<u>Attendance</u>
22 January 2018	Annik Blanchard and Keith Penny, regrets
25 April 2018	All present
23 May 2018	All present

Audit Committee met five times during the year. The work performed during the year is summarized below. The work has previously been communicated to the Board through the provision of meeting minutes which are included in Committee of the Whole agenda packages.

5. Review of Draft Financial Statements

The *Education Act* requires that school boards prepare audited financial statements annually and make the statements available to the public. A primary responsibility of the Audit Committee is to review the draft consolidated financial statements and recommend them for Board approval.

Audit Committee reviewed the draft 2016-2017 Consolidated Financial Statements at its 22 November 2017 meeting and recommended that the financial statements be approved. The statements were presented to, and subsequently, approved by the Board.

6. **Liaising with the External Auditor**

The external auditor met with the Audit Committee and provided an engagement letter and audit plan to ensure that members of the Audit Committee were aware of the purpose, extent and limitations relating to the audit of the 2016-2017 Consolidated Financial Statements. Audit Committee also discussed the draft 2016-2017 Consolidated Financial Statements both publicly and in-camera with the external auditor and reviewed observations and recommendations identified in the auditor's Audit Findings Report. The in-camera meeting included a session restricted to the external auditor and Audit Committee members.

7. **Liaising with the Internal Auditor**

The regional internal audit team (RIAT) supports the Audit Committee by providing analyses, assessments, recommendations, and advice that contribute to the effectiveness of risk management, internal control, and governance processes. The RIAT is led by the RIAT manager who reports administratively to the senior business official of the host board (Ottawa Catholic School Board) and functionally to the audit committees in the region.

In June 2015, Audit Committee approved the risk-based 2015-2020 Internal Audit Plan which guides the work of the internal audit team. Audits identified in the plan focus on various policies and processes including those relating to school generated funds, health and safety, staffing and information technology.

The timing and scope of the anticipated work shown in the multi-year plan is, in consultation with Audit Committee, confirmed with the approval of the annual internal audit plan which is developed with consideration of emerging priorities.

The following initiatives were either completed or commenced during the reporting year:

- In September 2017, the RIAT presented the final report on the audit of processes supporting school council funds (SCF). The overall objectives of the audit, which was undertaken as part of the 2016-2017 Internal Audit Plan, were to verify compliance with the School Council Funds Management Guide; evaluate the controls in place over the planning, execution, collection and use of the funds; and assess cash handling practices. The audit confirmed that greater outreach to the school community is required to promote the practices that have been established for managing SCF.
- In November 2017, the RIAT presented the final report on the audit of Continuing Education (CE) programs. The overall objectives of the audit, which was undertaken as part of the 2016-2017 Internal Audit Plan, were to verify compliance with enrolment instructions, Board procedures and Ministry guidelines; and assess the overall efficiency and effectiveness of CE programs. The audit confirmed that staff's efforts to improve administrative practices over the last few years have been effective.

- In June 2018, the RIAT completed an audit of the Records and Information Management (RIM) program. The objectives of this audit were to verify compliance with Board policies, procedures, laws and regulations; assess the internal controls in place; and to examine the effectiveness and efficiency of the RIM process. The audit findings and management responses will be presented to Audit Committee in 2018-2019.
- In March 2018, the RIAT commenced an audit of key processes relating to the management of the Extended Day Program. The work is ongoing and the final report will be presented to Audit Committee in 2018-2019.
- The RIAT manager customarily conducts follow-up reviews to ascertain progress towards implementing changes in response to audit recommendations. In June 2018, the RIAT completed follow-up procedures on the audit of key processes relating to the audit of Patch and Release Management that had been performed in 2015-2016. The findings of the follow-up review will be presented to Audit Committee in 2018-2019.

In addition to approving the internal audit plan and discussing audit findings, Audit Committee provided the host board with an assessment of the work performed by the audit team in 2016-2017. Providing formal feedback to the internal audit team through a high-level performance evaluation contributes to continued improvement in the team's effectiveness. Additional feedback is provided to the audit team during Audit Committee meetings.

Additional information on the work of the RIAT is provided in Report 18-080, 2017-2018 Annual Report on Internal Audit Activity.

8. **Review of Financial Projections**

Monitoring actual performance against the Board's approved budget allows management to identify opportunities to reallocate resources to address emerging needs and to respond to changes in revenue streams and expense patterns.

Finance staff presented two forecasts to Audit Committee in 2017-2018. The forecasts confirmed that budget development practices have changed and that anticipated year-end results are now more consistent with the spending plans shown in the approved budget.

Audit Committee's work has encouraged staff to continue its efforts to enhance budgeting and financial monitoring practices. Three forecasts are planned for the coming year.

9. **Risk Management**

The duties of the Audit Committee related to the District's risk management activities include inquiring about significant risks, to review the District's policies for risk assessment and risk management and to ensure there is adequate insurance to cover risks. Significant risks are brought to the attention of the Audit Committee through the Director of Education and Chief Financial Officer through verbal reports as well as in external and internal auditor reports. Audit Committee also receives a staff report annually on the District's insurance coverage and associated costs.

In May 2018 the Audit Committee identified that an audit of enterprise risk management (ERM) practices should be considered. The Ministry of Education has developed a strategic enterprise risk management (SERM) framework for school boards and has piloted the framework with four school boards in the past year. This framework aligns with the new International Organization for Standardization (ISO) 31000 risk management guidelines. Risk Management staff has expressed interest in adopting the framework and are planning to start implementation and training on the ERM in January 2019. Information regarding the ERM framework will be shared with the Committee when it is released by the Ministry.

10. **Regulatory Compliance**

The Audit Committee is responsible to ensure that appropriate processes and controls are in place so that the District is in compliance with regulations and to monitor and correct instances of non-compliance. A report is provided annually to the Audit Committee on the key statutes and regulations governing the District, the associated substantial compliance or areas of partial or non-compliance, and the plan for becoming fully compliant.

11. **Oversight of Internal Controls and Regulatory Compliance Reporting**

Audit Committee recognizes that a system of internal control is essential to managing risk and to ensuring the provision of quality financial information. Audit Committee's oversight of internal controls included receiving formal presentations and having discussions on key areas including:

- responsibilities of Audit Committee and the role of the internal auditor;
- information technology and information security;
- adherence to purchasing policies and procedures including the effect of new trade treaties;
- management of school generated and school council funds;
- succession planning; and
- incidents that may result in significant financial and reputational risk.

12. **Mandatory Audit Committee Reports**

Ontario Regulation 361/10 requires that Audit Committee provide the Board with a summary of its activities for the previous fiscal year. A separate report summarizing the work of the RIAT during the previous fiscal year must also be provided to the Board and shared with the Ministry of Education.

In September 2017, Audit Committee approved the mandatory reports for 2016-2017 and the report summarizing the work of the RIAT was submitted to the Ministry.

13. Summary

Audit Committee performs work that contributes to the District's successful corporate governance framework. The work performed by the Audit Committee during 2017-2018 continues to enhance the District's internal control, risk management, and financial reporting processes.

RESOURCE IMPLICATIONS:

14. Approval of the report has no financial impact.

COMMUNICATION/CONSULTATION ISSUES:

15. The report was prepared by Finance staff. Public consultation was not undertaken.

STRATEGIC LINKS:

16. An effectively functioning Audit Committee and approach to risk management is a key component in the Board's efforts to allocate resources in a sustainable manner. Audit Committee works with District management to ensure that matters affecting financial, compliance and risk management activities are conducted efficiently and that an appropriate system of internal control exists.

RECOMMENDATION:

THAT Report 18-081 be approved as the Audit Committee Annual Report to the Board for 2017-2018.

Michael Carson
Chief Financial Officer

Jennifer Adams
Director of Education and
Secretary of the Board



**AUDIT COMMITTEE
Report No. 18-101**

19 November 2018

Draft 2017-2018 Consolidated Financial Statements

Key Contact: Mike Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To seek approval of the draft 2017-2018 Consolidated Financial Statements.

CONTEXT:

2. The *Education Act* requires that school boards prepare audited financial statements annually and to make the statements available to the public.

KEY CONSIDERATIONS:

3. The draft 2017-2018 Consolidated Financial Statements are attached as Appendix A. They have been prepared in accordance with requirements and standards established for school boards which include standards established by the Public Sector Accounting Board. The statements are referred to as draft until they are approved by the Board.

In compliance with the standards, the financial activity and balances of the Ottawa-Carleton Education Network (OCENET), school generated funds (SGF) held by individual schools and school councils, and the Ottawa Student Transportation Authority (OSTA) have been consolidated with the District's financial information. With regard to OSTA, the amounts have been proportionally consolidated representing the District's pro rata interest in the Authority. The District's share of OSTA costs is 61%.

On a consolidated basis, the 2017-2018 actual results showed expenses of close to \$952.3 million, revenues totaling more than \$978.4 million and a surplus approaching \$26.2 million. Table 1 compares the consolidated results and the consolidated budget.

Table 1 – Comparison of Consolidated Results and Consolidated Budget

	Actual	Consolidated Budget	Change	Change increase (decrease)
		\$	\$	%
Revenues	978,420,900	959,167,900	19,253,000	2.0
Expenses	952,262,200	943,169,600	9,092,600	1.0
Surplus	26,158,700	15,998,300	10,160,400	

4. **Accumulated Surplus**

Note 8 to the draft consolidated financial statements (page 19 of Appendix A) provides additional detail regarding the accumulated surplus and segregates amounts that are available for compliance from amounts that are restricted and not available for compliance. Amounts available for compliance can be used by the Board to balance future budgets within limits established by the Ministry of Education; however, the Board cannot direct the use of restricted amounts. Table 2 summarizes the information presented in Note 8 and shows the total accumulated surplus of \$77.7 million.

Table 2 – Summary of Note 8 – Consolidated Accumulated Surplus

	Actual as at 31 Aug 2018	Actual as at 31 Aug 2017	Change increase (decrease)
	\$	\$	\$
<u>Available for compliance</u>			
Restricted-committed capital	471,600	513,200	(41,600)
Internally appropriated			
Extended Day Program	886,300	213,100	673,200
Budgets carried forward	2,149,000	2,211,800	(62,800)
Contingencies	17,000,000	16,000,000	1,000,000
Unappropriated	14,362,300	793,900	13,568,400
	34,869,200	19,732,000	15,137,200
<u>Unavailable for compliance</u>			
OCENET	3,861,300	2,408,200	1,453,100
School generated funds	8,894,200	8,191,600	702,600
Employee future benefits	(47,798,600)	(55,793,000)	7,994,400
Revenue recognized for land	77,877,600	77,006,200	871,400
	42,834,500	31,813,000	11,021,500
Total accumulated surplus	77,703,700	51,545,000	26,158,700

As shown in the summary, the accumulated surplus available for compliance at the end of 2018 was \$34.9 million. Of this amount, \$471,600 is restricted by Ministry directive and is used to offset the amortization expense relating to capital assets acquired using the accumulated surplus.

Amounts have also been internally appropriated as follows:

- \$886,300 is the accumulated surplus established through the activities of the Extended Day and Infant Toddler Preschool Child Care programs. A portion of this amount has been identified to support the acquisition of computer software to manage participant registration and billing. The remainder will be used to offset future budget variances;
- \$2.1 million has been identified as a budget carryforward and will be used to support school, department and trustee costs to be incurred in 2018-2019. These are itemized in Section 5; and
- \$17.0 million has been identified for contingencies relating to revenue shortfalls or increased expenses relative to the budget. The amount is aligned with the Ministry recommendation that a provision equal to 2% of the annual operating allocation be established to respond to unanticipated budget variances.

The remaining \$14.4 million of the District's accumulated surplus available for compliance has not been appropriated.

Amounts reported in the summary as unavailable for compliance relate to the accumulated surplus of OCENET, SGF fund balances and revenue recognized for the purchase of land. These amounts total \$90.6 million. The District's unfunded liability relating to employee future benefits (EFB) was \$47.8 million. When combined, these amounts result in an externally appropriated (or restricted) net deficit of \$42.8 million. Additional detail on each component is provided in the sections that follow.

5. **Ottawa-Carleton District Results**

The District's 2017-2018 actual results on a non-consolidated (compliance) basis showed expenses of \$937.2 million, revenues of \$952.3 million and a surplus of \$15.1 million.

The approval of the draft 2017-2018 Consolidated Financial Statements includes the provision that certain unspent budgets be carried forward for use in 2018-2019. The amounts carried forward act as a draw on the accumulated surplus and are used to acquire supplies and services in the subsequent year. Table 3 summarizes the amounts carried forward from each of years 2017-2018 and 2016-2017.

Table 3 – Budgets Carried Forward

	2017-2018	2016-2017	Increase (Decrease)
	\$	\$	\$
French immersion arts programs	143,200	277,600	(134,400)
Music repairs and consumables	125,200	155,600	(30,400)
Net school operating budgets	1,602,400	1,702,400	(100,000)
Department operating budgets	238,400	-	238,400
Trustees and Committees	39,800	76,300	(36,500)
	2,149,000	2,211,900	(62,900)

Changes in revenues and expenses since the passing of the District's 2017-2018 Budget are expanded upon in Report 18-102, Analysis of the District's 2017-2018 Financial Results.

6. **OCENET**

OCENET is a not-for-profit organization whose principal activity is to market products, programs, services and expertise to international students and to generate tuition revenue for the District. OCENET's activities are overseen by a Board of Directors (BOD). The BOD makes decisions regarding the use of OCENET's accumulated surplus.

OCENET's activities in 2017-2018 resulted in an operating surplus of close to \$1.5 million. The accumulated surplus at the end of the year is just under \$3.9 million.

7. **School Generated Funds**

SGF are monies collected by school communities and are used for the benefit of students and the school. Uses vary by school and may include activities such as yearbook publications, student excursions that are not part of the curriculum, graduation events and charitable fundraising. Individual school principals are responsible for overseeing the management of SGF for their respective school. School councils, in collaboration with school principals, are responsible for the management of school council funds.

The balances shown in the draft consolidated financial statements reflect the activities and fund balances of all schools in the District and include funds raised and administered by school councils.

In 2017-2018, SGF activities resulted in an operating surplus of \$702,600. The surplus increased the related accumulated surplus to \$8.9 million.

8. **Employee Future Benefits**

The District provides retirement and other EFB to certain groups of employees hired prior to specified dates.

As a result of a plan change imposed by the provincial government, the amount of the gratuities payable to eligible employees at retirement is now based on their salary, accumulated sick days and years of service as at 31 August 2012. The Board provides these benefits through an unfunded defined benefit plan and the liability as of the plan change date is being amortized over 12 years. The amortization period is based on the estimated average remaining service life (EARSL) of eligible employees. The annual amortization of the unfunded liability is \$7.9 million and the unamortized balance of the unfunded liability as at 31 August 2018 is close to \$47.5 million. The remaining amortization period is six years.

In addition to retirement gratuities, the District provides life insurance, dental and health care benefits to certain employee groups after retirement until the age of 65. The plan change imposed by the provincial government as at 31 August 2012 also established an unfunded liability for these payments. The liability is being funded over 10 years and is also based on the EARS of eligible employees. The annual amortization is \$83,700 and the unamortized balance as at 31 August 2018 is \$334,800. The remaining amortization period is four years.

Although the EFB liability is reported as unfunded, the Board provides for the annual costs as part of the District's annual operating budget and the amortized amounts discussed above are reported as an expense in the District's non-consolidated (compliance) financial results; however, they are adjusted upon consolidation and are shown as a reduction in the unfunded liability.

The total unfunded liability for EFB is \$47.8 million.

9. Revenue Recognized for Land

The District collects Education Development Charges (EDC) at rates approved by the Board. The use of EDC revenue is restricted to the acquisition of land and amounts collected are reported as deferred revenue until used.

In 2017-2018, EDC revenue of \$6.9 million was collected. Of this amount, \$871,400 was used to acquire land during the year and \$71,900 was used to offset EDC related operating costs.

As at 31 August 2018, EDC revenue of \$77.9 million has been used to acquire land.

10. Summary

KPMG LLP, the District's external auditors, has conducted the audit in accordance with Canadian generally accepted auditing standards and has provided an opinion which is shown in the draft 2017-2018 Consolidated Financial Statements.

With the support of the Board, in recent years staff has pursued improvements in the management of school council funds and this has allowed the auditors to continue to obtain satisfactory audit verification as to the completeness of related fund balances, revenues and expenses for 2017-2018.

The opinion expressed in the Independent Auditors Report is without qualification and states "the consolidated financial statements of the Ottawa-Carleton District School Board as at and for the year ended August 31, 2018, are prepared, in all material respects, in accordance with the basis of accounting described in note 1(a) to the consolidated financial statements."

Changes to the draft consolidated financial statements resulting from Audit Committee or Board discussions are subject to further audit.

RESOURCE IMPLICATIONS:

11. The cost of the year-end audit has been provided for in the annual budget.

COMMUNICATION/CONSULTATION ISSUES:

12. The draft consolidated financial statements were prepared by Finance staff in consultation with other departments.

The external auditor met with members of the senior management team including the Director of Education, Superintendent of Human Resources, Chief Financial Officer and various staff from the Finance and Business and Learning Technologies departments when conducting the audit. The external auditor's attendance at this meeting provides the opportunity for members of the Audit Committee to discuss any issues or areas of concern that may have been identified during the audit.

STRATEGIC LINKS:

13. An effectively functioning Audit Committee and approach to risk management is a key component of the focus on sustainably allocating resources, in particular by enhancing operational practices to effectively and responsibly manage human and financial resources in support of students. The external audit contributes to ensuring effective financial management practices have been established by the District and supports the information presented in the draft consolidated financial statements.

RECOMMENDATION:

THAT the Draft 2017-2018 Consolidated Financial Statements attached as Appendix A to Report 18-101 be approved.

Mike Carson
Chief Financial Officer

Jennifer Adams
Director of Education and Secretary of
the Board

Appendices:

Appendix A - Consolidated Financial Statements of the Ottawa-Carleton District School Board for the Year Ended August 31, 2018 (Draft)

Consolidated Financial Statements of

**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**

Year ended August 31, 2018

DRAFT

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Financial Statements

Year ended August 31, 2018

Management Report

Independent Auditors' Report

Consolidated Financial Statements

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2017-2018 MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Ottawa-Carleton District School Board are the responsibility of Board management and have been prepared in compliance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act as described in note 1(a) to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Board of Trustees and the Audit Committee meet with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, independent external auditors appointed by the Board of Trustees. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Ottawa-Carleton District School Board's consolidated financial statements.

Concerns Regarding Provincial Funding of Education

The Board of Trustees continue to express their concerns on the level of funding provided by the provincial government to Ontario's school boards. Under the existing requirements of the Education Act, school boards are almost completely dependent on provincial government funding and must approve balanced budgets. The government's multi-year plan to deal with the provincial deficit indicates overall restraints in funding growth to less than the rate of inflation. If the application of the plan to the education sector results in a loss of existing purchasing power, the only significant action a school board will be able to implement to balance its budget is to reduce spending, thereby impacting the level of service provided to its students.

Jennifer Adams

Michael Carson, CPA, CA

Director of Education/Secretary of the Board

Chief Financial Officer

November 20, 2018

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Ottawa-Carleton District School Board

We have audited the accompanying consolidated financial statements of the Ottawa-Carleton District School Board, which comprise the consolidated statement of financial position as at August 31, 2018, the consolidated statements of operations and accumulated surplus, change in net debt and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in note 1(a) to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements of the Ottawa-Carleton District School Board as at and for the year ended August 31, 2018 are prepared, in all material respects, in accordance with the basis of accounting described in note 1(a) to the consolidated financial statements.

Emphasis of Matter

Without modifying our opinion, we draw attention to note 1(a) to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

Ottawa, Canada

November 20, 2018

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Financial Position

August 31, 2018, with comparative information for 2017

	2018	2017
Financial assets:		
Cash	\$ 60,981,213	\$ 16,030,780
Accounts receivable:		
Government of Ontario - approved capital funding (note 2)	175,874,384	188,239,824
Municipality	37,662,536	38,323,395
Other	29,136,427	25,902,542
Total financial assets	303,654,560	268,496,541
Financial liabilities:		
Accounts payable and accrued liabilities	79,752,323	67,656,814
Other accounts payable	7,239,022	7,633,195
Net long-term liabilities (note 3)	132,078,175	139,028,478
Deferred revenue (note 4)	37,910,254	26,721,185
Employee future benefits liability (note 5)	55,067,640	60,741,294
Deferred capital contributions (note 6)	715,691,875	683,022,613
Total financial liabilities	1,027,739,289	984,803,579
Net debt	(724,084,729)	(716,307,038)
Non-financial assets:		
Prepaid expenses	6,572,934	5,929,438
Inventories of supplies	1,174,416	1,380,571
Tangible capital assets (note 7)	794,041,079	760,542,001
Total non-financial assets	801,788,429	767,852,010
Commitments and contingent liabilities (note 9)		
Accumulated surplus (note 8)	\$ 77,703,700	\$ 51,544,972

See accompanying notes to consolidated financial statements.

Jennifer Adams
Director of Education/Secretary of the Board

Shirley Seward
Chair of the Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Operations and Accumulated Surplus

Year ended August 31, 2018, with comparative information for 2017

	2018 Budget	2018 Total	2017 Total
Revenue:			
Provincial grants:			
Grants for student needs (note 10)	\$ 826,214,222	\$ 840,230,118	\$ 799,720,917
Program specific	6,679,722	15,120,429	7,837,693
Ontario Youth Apprenticeship Program	184,282	180,248	184,284
Amortization of deferred capital contributions	45,782,874	48,620,997	44,800,102
Federal grants and fees	2,168,731	2,569,858	2,108,627
Other school boards	576,509	615,834	598,612
Other fees and revenue	54,270,603	45,090,671	46,551,779
Interest income	250,000	752,271	286,314
School-funded activities	23,041,000	25,240,470	24,040,830
	959,167,943	978,420,896	926,129,158
Expenses (note 11):			
Instruction	689,850,515	688,012,250	646,709,622
School operations and maintenance	140,628,607	146,501,925	133,586,157
Transportation (note 14)	40,132,990	39,809,918	38,109,453
Administration	20,756,861	20,210,859	16,024,846
Other	28,759,631	34,642,563	29,466,925
School-funded activities	23,041,000	23,084,653	24,151,198
	943,169,604	952,262,168	888,048,201
Annual surplus	15,998,339	26,158,728	38,080,957
Accumulated surplus, beginning of year	24,700,813	51,544,972	13,464,015
Accumulated surplus, end of year (note 8)	\$ 40,699,152	\$ 77,703,700	\$ 51,544,972

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Change in Net Debt

Year ended August 31, 2018, with comparative information for 2017

	2018	2017
Annual surplus	\$ 26,158,728	\$ 38,080,957
Tangible capital assets (note 7):		
Acquisition of tangible capital assets	(82,161,688)	(73,149,354)
Amortization of tangible capital assets	48,611,506	42,974,601
Loss on disposal of tangible capital assets	51,104	1,894,183
	(33,499,078)	(28,280,570)
Non-financial assets:		
Acquisition of inventories of supplies	(637,336)	(664,306)
Acquisition of prepaid expenses	(8,639,720)	(4,801,958)
Consumption of inventories of supplies	843,491	557,157
Use of prepaid expenses	7,996,224	1,983,737
	(437,341)	(2,925,370)
Increase (decrease) in net debt	(7,777,691)	6,875,017
Net debt, beginning of year	(716,307,038)	(723,182,055)
Net debt, end of year	\$ (724,084,729)	\$ (716,307,038)

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Cash Flows

Year ended August 31, 2018, with comparative information for 2017

	2018	2017
Operating transactions:		
Annual surplus	\$ 26,158,728	\$ 38,080,957
Items not involving cash:		
Amortization of tangible capital assets	48,611,506	42,974,601
Loss on disposal of tangible capital assets	51,104	1,894,183
Amortization of deferred capital contributions	(48,620,997)	(44,800,102)
Change in non-cash assets and liabilities:		
Increase in accounts receivable	(2,573,026)	(14,058,543)
Increase in accounts payable and accrued liabilities	12,095,509	1,579,967
Increase (decrease) in other accounts payable	(394,173)	1,632,869
Increase in deferred revenue	11,189,069	7,018,340
Decrease in employee future benefits liability	(5,673,654)	(23,948,469)
Increase in prepaid expenses	(643,496)	(2,818,221)
Decrease (increase) in inventories of supplies	206,155	(107,149)
Cash applied to operating transactions	40,406,725	7,448,433
Capital transactions:		
Acquisition of tangible capital assets	(82,161,688)	(73,149,354)
Financing transactions:		
Principal repayments of net long-term liabilities	(6,950,303)	(6,619,083)
Decrease in accounts receivable -		
Government of Ontario approved capital funding	12,365,440	7,884,901
Additions to deferred capital contributions	81,290,259	72,299,354
Cash applied to financing transactions	86,705,396	73,565,172
Increase in cash	44,950,433	7,864,251
Cash, beginning of year	16,030,780	8,166,529
Cash, end of year	\$ 60,981,213	\$ 16,030,780

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies:

The consolidated financial statements of the Ottawa-Carleton District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below. The consolidated financial statements contain the following significant accounting policies:

(a) Basis of accounting:

These consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations and accumulated surplus over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than amortization, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions included government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

As a result, revenue recognized in the consolidated statement of operations and accumulated surplus and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Ottawa-Carleton District School Board (the "Board") and which are controlled by the Board.

The consolidated financial statements include the following organizations:

- (i) The Ottawa-Carleton Education Network ("OCENET"): OCENET is consolidated in the financial statements. OCENET is a not-for-profit organization separately incorporated without share capital under the laws of Ontario. OCENET's principal activity is to market products, programs, services and expertise to international students, and generate tuition revenue for the Board.
- (ii) The Ottawa Student Transportation Authority ("OSTA"): OSTA is included in the consolidated financial statements using the proportionate consolidation method of accounting and reporting, whereby the Board's pro-rata share of each of the assets, liabilities, revenues and expenses is combined on a line-by-line basis in the consolidated financial statements. The Board is a member of OSTA with the Ottawa Catholic School Board. OSTA is a not-for-profit organization separately incorporated without share capital under the laws of Ontario. OSTA's principal activity is to facilitate, organize and deliver safe, effective and efficient school transportation services to students in the Ottawa area on behalf of the member school boards.
- (iii) School generated funds: the assets, liabilities, revenues, expenses, and fund balances of various organizations that exist at the school level and which are deemed to be controlled by the Board, have been reflected in the consolidated financial statements.

Inter-departmental and inter-organizational transactions and balances are eliminated in these consolidated financial statements.

(c) Trust funds:

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

(d) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(e) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, excluding land, are amortized on a straight-line basis over their estimated useful lives as follows:

Rate	Estimated Useful Lives
Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
First-time equipping of schools	10 years
Furniture	10 years
Equipment	5 to 15 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5 to 10 years
Leasehold improvements	Over term of lease

Assets under construction and assets that relate to pre-acquisition and pre-construction are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized and the carrying value is written down to its residual value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded in these consolidated financial statements.

(f) Deferred revenue:

The Board receives certain amounts pursuant to legislation, regulation or agreement that may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(g) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues which were historically used to fund capital assets

(h) Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, retirement gratuity, service awards, and worker's compensation. The Board accrues its obligation for these employee benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with principals and vice-principals associations, Employee Life and Health Trusts (ELHTs) were established between 2016 and 2018 for all employee groups. Additionally, retirees belonging to the Principal/Vice Principal and Non-union employee groups have transitioned to the ELHT in 2017-18. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. School boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment. The Board continues to be responsible for its share of the cost of benefits based on the cost sharing arrangement prior to the transition to the ELHT.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(h) Retirement and other employee future benefits (continued):

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days (if applicable) and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the event occurs. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period;
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(i) Accumulated surplus - available for compliance, internally appropriated:

Certain amounts, as approved by the Board of Trustees, are set aside as internally appropriated funds for future operating and capital purposes. Transfers to and/or from internally appropriated funds are an adjustment to the respective fund when approved.

(j) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for the purchase or development of tangible capital assets are recorded as deferred capital contributions as described in note 1(g).

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(k) Interest income:

Interest income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation and education development charges forms part of the respective deferred revenue balances.

(l) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the trustees.

The budget approved by the trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

The Board approves its budget annually. The operating budget for 2017-2018 was approved on June 12, 2017, and is reflected on the consolidated statement of operations and accumulated surplus.

(m) Property tax revenue:

Under Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

(n) Use of estimates:

The preparation of the consolidated financial statements in conformity with the basis of accounting described in note 1(a) requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these current estimates.

Significant estimates include assumptions used in performing actuarial valuations of employee future benefits liabilities. These estimates are reviewed annually and, as adjustments become necessary, they are recorded in the period in which they become known.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

2. Accounts receivable - Government of Ontario approved capital funding:

The Province of Ontario (the "Province") replaced variable capital funding with a one-time debt support grant in 2009-2010. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that supports the capital programs as of that date. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. In any year, the Board may also receive additional capital grants to support new capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of \$175,874,384 (2017 - \$188,239,824) as at August 31, 2018 with respect to capital grants.

3. Net long-term liabilities and temporary borrowing:

(a) Net long-term liabilities:

The Board's long-term liabilities result from new school construction and major school renewal renovation projects. The provincial government has committed to fully funding the annual payments for this debt as disclosed in note 2. Net long-term liabilities consist of the following:

	2018	2017
Bank loan for new school construction, bearing interest of 5.55% per annum, maturity date July 15, 2019	\$ 32,461,652	\$ 35,201,234
Ontario Financing Authority capital debenture debt:		
bearing interest at a rate of 4.56% per annum (1 st issue), maturity date November 17, 2031	32,369,601	34,072,508
bearing interest at a rate of 4.90% per annum (2 nd issue), maturity date March 31, 2033	11,342,008	11,854,045
bearing interest at a rate of 5.06% per annum (3 rd issue), maturity date March 31, 2034	8,027,542	8,352,216
bearing interest at a rate of 5.232% per annum (4 th issue), maturity date April 13, 2035	15,400,244	15,956,049
bearing interest at a rate of 4.833% per annum (5 th issue), maturity date March 11, 2036	5,797,675	5,999,130
bearing interest at a rate of 3.97% per annum (6 th issue), maturity date November 17, 2036	603,404	625,154
bearing interest at a rate of 3.564% per annum (7 th issue), maturity date March 9, 2037	10,963,423	11,366,681
bearing interest at a rate of 3.799% per annum (8 th issue), maturity date March 19, 2038	10,552,496	10,903,652
bearing interest at a rate of 4.003% per annum (9 th issue), maturity date March 11, 2039	4,079,159	4,202,793
bearing interest at a rate of 3.242% per annum (10 th issue), maturity date March 15, 2041	480,971	495,016
	\$ 132,078,175	\$ 139,028,478

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

3. Net long-term liabilities and temporary borrowing (continued):

(a) Net long-term liabilities (continued):

Future principal and interest payments relating to the net long-term liabilities are due as follows:

	Principal	Interest	Total
2018-2019	\$ 7,300,472	\$ 6,197,292	\$ 13,497,764
2019-2020	7,667,109	5,830,755	13,497,864
2020-2021	8,057,126	5,440,738	13,497,864
2021-2022	8,462,839	5,035,025	13,497,864
2022-2023	8,890,770	4,607,524	13,498,294
Thereafter	91,699,859	23,752,473	115,452,332
	\$ 132,078,175	\$ 50,863,807	\$ 182,941,982

Principal and interest payments made on the net long-term liabilities in the year are as follows:

	2018	2017
Principal payments	\$ 6,950,303	\$ 6,619,081
Interest payments	6,547,455	6,878,679
	\$ 13,497,758	\$ 13,497,760

(b) Maturing loan:

The schedule of net long-term liabilities and schedule of future principal and interest payments include amounts relating to the bank loan for new school construction, bearing interest of 5.55% per annum and maturing July 15, 2019. The Ministry of Education has confirmed its intention to assume the outstanding obligation upon maturity. The liability at that date will be \$30,118,544.

(c) Temporary borrowing:

The Board has credit facilities available to a maximum of \$95,000,000 to address operating requirements and to bridge funding of capital expenditures. Interest on the credit facilities is determined based on the bank's prime lending rate discounted pursuant to the agreement with the bank. All loans are unsecured and due on demand. There was no temporary borrowing as at August 31, 2018 (2017 - \$Nil) and, accordingly, no liability is reported.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

4. Deferred revenue:

Deferred revenue consists of amounts received by the Board that are restricted for specific purposes by the funder and amounts that are required to be set aside for specific purposes by legislation, regulation or agreement. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

Deferred revenue is comprised of:

	2018	2017
By legislation, regulation or agreement:		
Proceeds of disposition - school buildings	\$ 1,544,673	\$ 1,520,234
Amounts restricted by external funders	36,365,581	25,200,951
	<u>\$ 37,910,254</u>	<u>\$ 26,721,185</u>
Balance, beginning of year	\$ 26,721,185	\$ 19,702,845
Amounts received during the year (note 4(b))	52,066,929	40,352,745
Amounts recognized as revenue or transferred to deferred capital contributions	(40,877,860)	(33,334,405)
Balance, end of year	<u>\$ 37,910,254</u>	<u>\$ 26,721,185</u>

(a) Proceeds of disposition - school buildings:

The proceeds of disposition deferred revenue balance consist of proceeds from the sale of schools. The Board is required to use this amount with Ministry of Education approval to fund future capital costs related to Board facilities.

(b) Detail of amounts received during the year:

	2018	2017
School renewal	\$ 14,282,274	\$ 14,321,695
Temporary accommodations	900,000	1,434,000
Special education	2,589,105	2,546,891
Grants from other provincial ministries	3,001,235	2,469,111
Other various Ministry of Education	20,006,481	12,392,469
Education development charges	6,950,705	5,453,635
School generated funds, OCENET and other	4,312,690	1,720,256
Proceeds of disposition	24,439	14,688
Total	<u>\$ 52,066,929</u>	<u>\$ 40,352,745</u>

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

5. Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuity, service awards, worker's compensation and long-term disability benefits.

(a) Retirement benefits:

(i) Ontario Teacher's Pension Plan:

Teachers and related employee groups are eligible to be members of the Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Ontario Municipal Employees Retirement System:

All administrative and support employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2018, the Board contributed \$12,261,477 (2017 - \$11,593,212) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

The OMERS pension plan had a deficit as at December 31, 2017, based on the actuarial valuation of the pension benefit obligation resulting in the plan being 94.0% funded (2016 – 93.4% funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

(iii) Retirement gratuity benefits:

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

5. Retirement and other employee future benefits (continued):

(b) Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Plan changes made in 2012 require the Board to provide a salary top-up to a maximum of 4 ½ years for employees receiving payments from the Workplace Safety and Insurance Board, where previously negotiated collective agreements included such provision.

(ii) Sick leave top-up benefits:

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$553,402 (2017 - \$486,031).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as at August 31, 2018. This actuarial valuation is based on assumptions about future events and is based on the average daily salary and banked sick days of employees as at August 31, 2018.

(iii) Long-term disability life insurance:

The Board provides group life insurance benefits to employees on long-term disability leave that are not yet members of an Employee Life Health Trust ("ELHT"). The premiums are waived for the employee and the Board. The costs are reflected in the experience of the plan. The Board provides these benefits through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

(iv) Post-employment life insurance and health care benefits:

The Board continues to provide life insurance, dental and health care benefits to employee groups after retirement until the age of 65. The premiums are based on the Board's experience and retirees' premiums are subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2012, employees retiring on or after this date no longer qualify for Board subsidized premiums or contributions.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

5. Retirement and other employee future benefits (continued):

(c) Accrued benefit liability:

The accrued benefit obligations for employee future benefit plans are based on the most recent actuarial valuation completed for accounting purposes as at August 31, 2018. The actuarial valuation was based on assumptions about future events. During the year, an assumption relating to the eligibility of certain teachers to receive a gratuity payment upon retirement was amended. The amended assumption resulted in an increase to the accrued employee future benefit obligation reported at August 31, 2018. The increase in the obligation is reported as an unamortized actuarial loss which will be recognized over the remaining service life of employees eligible for a gratuity payment.

The Board is no longer responsible for providing health, dental and life insurance benefits for employees as a result of the ELHTs established for all employee groups. Accordingly, the liability for such benefits has been eliminated as at August 31, 2018.

The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2018	2017
Discount rate	2.95% per annum	2.55% per annum
Health benefit escalation	no longer applicable	7.2% in 2017 grading down to 4.5% thereafter
Dental benefit escalation	no longer applicable	4.5% per annum

Information with respect to the Board's retirement and other employee future benefit obligations is as follows:

	Retirement gratuities	Other employee future benefits	2018 Total employee future benefits	2017 Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 59,869,457	\$ 583,514	\$ 60,452,971	\$ 57,408,055
Unamortized actuarial gains (losses) at August 31	(3,427,490)	636	(3,426,854)	5,497,117
	56,441,967	584,150	57,026,117	62,905,172
Current portion of retirement gratuities included in other accounts payable	(1,958,477)	—	(1,958,477)	(2,163,878)
Employee future benefits liability at August 31	\$ 54,483,490	\$ 584,150	\$ 55,067,640	\$ 60,741,294

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

5. Retirement and other employee future benefits (continued):

(c) Accrued benefit liability (continued):

	Retirement gratuities	Other employee future benefits	2018 Total employee future benefits	2017 Total employee future benefits
Current year benefit cost	\$ 300,474	\$ (87,906)	\$ 212,568	\$ (15,090,815)
Interest on accrued benefit obligation	1,672,364	18,434	1,690,798	1,629,007
Benefits paid	(7,243,007)	(539,414)	(7,782,421)	(10,042,517)
Change in employee future benefits liability	\$ (5,270,169)	\$ (608,886)	\$ (5,879,055)	\$ (23,504,325)

6. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset.

	2018	2017
Opening balance, September 1	\$ 683,022,613	\$ 655,523,361
Additions to deferred capital contributions	81,290,259	72,299,354
Amortization of deferred capital contributions	(48,620,997)	(44,800,102)
Closing balance, August 31	\$ 715,691,875	\$ 683,022,613

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

7. Tangible capital assets:

Cost	Balance at August 31, 2017	Additions	Disposals, write-offs and adjustments	Balance at August 31, 2018
Land	\$ 77,006,163	\$ 871,430	\$ –	\$ 77,877,593
Land improvements	21,006,416	3,677,096	–	24,683,512
Buildings	1,030,233,750	63,501,359	7,226,046	1,100,961,155
Portable structures	15,024,988	985,620	–	16,010,608
First-time equipping of schools	12,319,944	724,366	(215,640)	12,828,670
Furniture	752,666	104,125	–	856,791
Equipment	9,487,924	1,217,269	(372,946)	10,332,247
Computer hardware	5,853,862	2,431,930	(900,565)	7,385,227
Computer software	784,280	131,576	(364,544)	551,312
Vehicles	1,739,592	131,329	(488,559)	1,382,362
Leasehold improvements	193,946	–	(70,560)	123,386
Construction-in-progress	4,868,854	8,385,588	(7,226,046)	6,028,396
Total	\$ 1,179,272,385	\$ 82,161,688	\$ (2,412,814)	\$ 1,259,021,259

Accumulated amortization	Balance at August 31, 2017	Amortization	Disposals write-offs and adjustments	Balance at August 31, 2018
Land improvements	\$ 9,927,438	\$ 2,536,538	\$ –	\$ 12,463,976
Buildings	389,795,134	41,295,242	–	431,090,376
Portable structures	4,612,339	786,414	–	5,398,753
First-time equipping of schools	6,057,390	1,257,431	(215,640)	7,099,181
Furniture	256,498	77,870	–	334,368
Equipment	3,475,337	899,975	(372,946)	4,002,366
Computer hardware	3,039,605	1,323,909	(900,565)	3,462,949
Computer software	459,419	134,459	(364,544)	229,334
Vehicles	1,027,644	289,874	(488,559)	828,959
Leasehold improvements	79,580	9,794	(19,456)	69,918
Total	\$ 418,730,384	\$ 48,611,506	\$ (2,361,710)	\$ 464,980,180

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

7. Tangible capital assets (continued):

	Net book value August 31, 2018	Net book value August 31, 2017
Land	\$ 77,877,593	\$ 77,006,163
Land improvements	12,219,536	11,078,978
Buildings	669,870,779	640,438,616
Portable structures	10,611,855	10,412,649
First-time equipping of schools	5,729,489	6,262,554
Furniture	522,423	496,168
Equipment	6,329,881	6,012,587
Computer hardware	3,922,278	2,814,257
Computer software	321,978	324,861
Vehicles	553,403	711,948
Leasehold improvements	53,468	114,366
Construction-in-progress	6,028,396	4,868,854
Total	\$794,041,079	\$ 760,542,001

8. Accumulated surplus:

Accumulated surplus consists of the following:

	2018	2017
Available for compliance - unappropriated		
Operating accumulated surplus	\$ 14,362,296	\$ 793,932
Available for compliance - internally appropriated by Board:		
Provision for contingencies	10,000,000	10,000,000
Employee future benefits	5,000,000	5,000,000
Computer systems replacement	2,000,000	1,000,000
School budget carry-forwards	1,602,376	1,702,359
Department budget carry-forwards	546,615	509,459
Extended Day and Child Care Programs	886,279	213,061
Committed capital projects	471,613	513,226
Total internally appropriated	20,506,883	18,938,105
Total accumulated surplus available for compliance	34,869,179	19,732,037
Unavailable for compliance:		
OCENET	3,861,282	2,408,187
School generated funds	8,894,273	8,191,551
Employee future benefits (note 5)	(47,798,627)	(55,792,966)
Revenue recognized for land	77,877,593	77,006,163
Total externally appropriated	42,834,521	31,812,935
Total accumulated surplus	\$ 77,703,700	\$ 51,544,972

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

8. Accumulated surplus (continued):

Available for compliance - unappropriated:

(a) Total operating accumulated surplus:

This amount is the sum of the net annual surpluses and deficits from the start of the school year less any transfers to internally appropriated accumulated surpluses. The Board is able to use the amount to balance future years' budgets within limits set by the Ministry of Education.

Available for compliance - internally appropriated:

(b) Provision for contingencies:

A provision for contingencies has been established to respond to reduced revenues and increased expenses in comparison to the annual budget.

(c) Employee future benefits:

The Board has set aside an amount for use in years when actual employee future benefit costs (retirement gratuities and Workplace Safety and Insurance Board costs) exceed the annual budget.

(d) Computer systems replacement:

A provision has been established to provide for the replacement of financial, human resources, payroll and student management systems.

(e) School budget carry-forwards:

The Board has approved the carry-forward of certain unspent budget amounts for use in the subsequent year.

(f) Department budget carry-forwards:

The Board has approved the carry-forward of certain unspent budget amounts for use in the subsequent year.

(g) Extended Day and Child Care Programs:

The Board has approved the carry-forward of the combined net operating surplus of the Extended Day and Child Care programs. A portion of this amount has been identified to support the acquisition of computer software to manage participant registration and billing. The remainder will be used to respond to reduced revenues and increased expenses in comparison to the annual budget.

(h) Committed capital projects:

The Ministry of Education required school boards to establish appropriated accumulated surplus amounts equal to their spending on non-Ministry funded capital projects. There is an annual transfer to unappropriated accumulated surplus of an amount equal to the amortization of the relevant capital assets.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

8. Accumulated surplus (continued):

Unavailable for compliance:

(i) OCENET:

The balance is OCENET's accumulated surplus. The Board of OCENET determines its use.

(j) School generated funds:

Schools and school councils operate various fundraising activities during the year. The proceeds are used for the benefit of the students in the schools.

(k) Employee future benefits:

The basis of accounting described in note 1(a), requires school boards to record the annual deemed impact of employee earning benefits that will not actually be paid to them until future years. This balance is the offset to the accumulated annual expense entries.

(l) Revenue recognized for land:

The amount of revenue recognized for the purchase of land.

9. Commitments and contingent liabilities:

(a) Litigation:

The Board is involved with pending litigation and claims, which arose in the normal course of operations. In the opinion of the administration, any additional liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the Board. Any adjustments, arising from these matters, will be provided for in future years.

(b) Capital construction:

Letters of credit totalling \$6,785,732 (2017 - \$5,979,239) were issued on behalf of the Board as required by the City of Ottawa for ongoing school construction projects.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

9. Commitments and contingent liabilities (continued):

(c) Contractual obligations:

The Board has a total of \$44,599,902 (2017 - \$27,006,811) of contractual obligations at year end relating to the construction or renovation of buildings, which are funded from government grants, existing deferred revenues and reserves and the issuance of new debt during the year.

(d) Ontario School Board Insurance Exchange ("OSBIE"):

The school board is a member of OSBIE, a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks for this school board, and as such the Board shares in the pooled risk of all OSBIE members.

The ultimate premiums over a five-year period are based on the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five-year term expires December 31, 2021.

10. Grants for student needs:

School boards in Ontario receive the majority of their funding from the provincial government. This funding comes in two forms: direct grants from the provincial government and education property taxes. The provincial government sets the education property tax rate. Eighty-six percent of the consolidated revenues of the Board are directly controlled by the provincial government through the grants for student needs. The payment methods of this funding are as follows:

	2018	2017
Local property taxation	\$ 292,652,992	\$ 304,045,751
Ministry of Education direct funding	547,577,126	495,675,166
	\$ 840,230,118	\$ 799,720,917

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

11. Expenses by object:

The following is a summary of the expenses reported on the "Consolidated Statement of Operations" by object:

	2018 Budget	2018 Actual	2017 Actual
Salary and wages	\$ 642,518,650	\$ 643,889,063	\$ 620,909,498
Employee benefits	104,490,651	108,659,349	98,739,852
Total salary and benefits	747,009,301	752,548,412	719,649,350
Staff development	2,472,756	1,383,380	1,529,599
Supplies and services	40,951,768	36,295,952	32,750,014
Utilities	16,233,396	17,315,676	17,327,302
Rentals/leases	1,584,591	929,735	960,902
Fees/contracts/provincial schools	17,648,578	21,016,871	19,797,362
Transportation contracts	38,299,771	38,301,493	36,432,605
Other	3,559,115	14,077,635	4,928,359
Transfers to Other Boards	—	92,635	—
Interest on debt	6,547,455	6,547,455	6,878,679
Amortization of tangible capital assets	45,821,873	48,611,506	42,974,601
Loss on disposal of tangible capital assets	—	51,104	1,894,183
School-funded activities	23,041,000	23,084,653	24,151,198
Subtotal other operating expenses	196,160,303	207,708,095	189,624,804
Decrease in employee future benefits	—	(7,994,339)	(21,225,953)
Total expenses	\$ 943,169,604	\$ 952,262,168	\$ 888,048,201

12. School council activities:

The cash balance on the consolidated statement of financial position includes \$1,772,615 (2017 - \$1,794,538) relating to school councils whose activities were included in these consolidated financial statements. The school-funded activities revenue and school-funded activities expenses respectively include \$3,518,853 (2017 - \$3,820,783) and \$3,540,777 (2017 - \$3,846,579) of school council activities.

13. Trust funds:

Trust funds administered by the Board amounting to \$3,104,857 (2017 - \$3,112,851) have not been included in the consolidated statement of financial position, nor have their operations been included in the consolidated statement of operations and accumulated surplus, in accordance with the basis of accounting described in note 1(c).

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

14. Ottawa Student Transportation Authority:

The Board is a member of the Ottawa Student Transportation Authority ("OSTA") with the Ottawa Catholic School Board ("OCSB"). Related party transactions and balances with OSTA include the following:

- (a) The Board had expenditures of \$39,809,918 (2017 - \$38,109,453) for student transportation services of OCSB students in the year.
- (b) The Board has a payable to OSTA of \$297,405 (2017 - \$283,619) for student transportation services.
- (c) The Board has a receivable from OSTA of \$329,857 (2017 - \$227,966).

OSTA's assets, liabilities, revenue, expenses and surplus for the year ended August 31, 2018 are as follows:

	2018	2017
Financial assets	\$ 2,711,192	\$ 2,694,772
Financial liabilities	(2,943,876)	(3,012,079)
Net debt	(232,684)	(317,307)
Non-financial assets	232,684	317,307
Accumulated surplus	\$ —	\$ —
	2018	2017
Revenue	\$ 61,191,322	\$ 58,388,290
Expenses	61,191,322	58,388,290
Annual deficit	\$ —	\$ —



TO: Chair and Members
of the Board

DATE: 6 November 2018

**RE: Revisions to OCDSB By-laws and Standing Rules and
Policy P.012.GOV Board Governance**

Trustee Braunovan has given notice that she will move as follows at the Board meeting of 20 November 2018, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS improving the effective and strategic use of meeting time and committees to support the well-being of staff, trustees, and community partners is a key priority under Stewardship and Well-being in the Board's strategic plan;

WHEREAS the members of the Board continue to indicate their desire to elevate the work of the Board to a higher level of governance, focused on setting strategic direction, monitoring and providing oversight to the work of the District;

WHEREAS the Board will discuss proposed revisions to the OCDSB By-laws and Standing Rules at its meeting on 30 October 2018;

WHEREAS two weeks' notice in writing will be included as part of the agenda for the 6 November 2018 meeting of Committee of the Whole;

WHEREAS the Board will consider approval of the proposed revisions at its meeting on 20 November 2018;

THEREFORE BE IT RESOLVED,

- A. THAT the proposed revisions to the OCDSB By-laws and Standing Rules as set out in Appendix A of Report 18-105, be approved (Attached as Appendix A);
- B. THAT the proposed revisions to Board Policy P.012.GOV Board Governance as set out in Appendix B of Report 18-105, be approved (Attached as Appendix B);
- C. THAT the Agenda Planning Committee be stood down; and



- D. THAT the Board, at its annual organizational meeting, appoint or elect a member-at-large and an alternate for the purpose of consulting with the Chair on agenda planning matters.

Jennifer Adams
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



BOARD (PUBLIC) Report 18-105

30 October 2018

Proposed Revisions to the OCDSB By-laws and Standing Rules and Policy P.012 Board Governance

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (ext. 8607)

PURPOSE:

1. To propose revisions to the Board's By-laws and Standing Rules and Policy P.012.GOV Board Governance with respect to the Agenda Planning Committee.

CONTEXT:

2. The Agenda Planning Committee (APC) was created as a special purpose committee by resolution at the Board meeting of 12 June 2012 at the time of approving the implementation of a Committee of the Whole model for Board governance.

Section 9.5 (b) of the By-Laws sets out the mandate, membership, and frequency of meetings. Members of APC include the Chair and Vice-Chair, one trustee elected at large, one trustee alternate, and the Director of Education. The mandate of the APC was determined by resolution: "to facilitate the development of the annual agenda cycle and governance priorities, monitor the application of Board governing policies, review meeting agendas for compliance, timing and content, and review monthly meeting feedback and annual evaluation."

A recent review of the legislative authority for the Committee identified a need to revise how APC is addressed in the Board By-laws. This report outlines a draft by-law change which would allow for the work done at APC to continue within the legislative authority of the Board.

KEY CONSIDERATIONS:

3. Role of the Chair
The Education Act (Section 218.4) establishes the duties of the Chair which includes the following:

- 218.4** In addition to any other duties under the Act, the chair of a board shall,
- a) preside over meetings of the board;
 - b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
 - c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
 - d) ensure that members of the board have the information needed for informed discussion of the agenda items;
 - e) act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
 - f) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
 - g) provide leadership to the board in maintaining the board's focus on the multi-year plan established under section 169.1;
 - h) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
 - i) assume such other responsibilities as may be specified by the board. 2009, c. 25, s. 25.

The authority for setting agendas is clearly established in section (c) as a responsibility of the Chair of the board, in consultation with the board's Director of Education.

In a recent discussion with legal counsel regarding the authority for committees of the Board, staff became aware that the current structure of the Board By-laws relating to the Agenda Planning Committee may actually infringe of the legal authority and duty of the Chair to set agendas. Essentially, the Board does not have the ability to reassign the legal responsibility of the Chair for agenda setting to a committee of the Board. In addition, setting up APC as a committee of the Board extends to it requirements relating to the calling of meetings, voting, minute taking, etcetera which are not consistent with the function of agenda planning. For example, as a committee of the Board, procedural rules apply regarding motions and voting, but APC is not in the practice of requiring motions and voting to approve the planning of the agenda.

Recognizing the value of the work of the Agenda Planning Committee, staff consulted with counsel to develop some alternate language for the by-laws which would allow for the work done by APC to continue, but in a manner that was within our legislative authority.

4. Proposed Revisions

To be fully compliant with the *Education Act* with respect to duties of the Chair, and the requirement for notice of public and in camera meetings of the Board or its committees, staff is proposing changes to the OCDSB By-Laws and Standing Rules and Policy P.012.GOV Board Governance which would be effective 30 November 2018. Under these changes, the Board would still annually appoint a trustee and an alternate trustee who would consult with the Chair and Vice Chair

on the setting of agendas. However, the authority for this would be addressed under the Meetings section of the By-laws rather than under the Committee section of the by-laws. Specifically, the following changes are proposed:

- a) To delete Sections 9.5 (b), and 11.7 of the Board By-laws with respect to the Agenda Planning Committee and add a new section (proposed Section 8.8) which recognizes of the value and importance of agenda planning and the setting and monitoring of governance priorities; and provides for the annual appointment of one trustee at large and one alternate trustee to work with the Chair and Vice Chair to ensure effective agenda planning;
- b) Revise Section 6.2 (a) to clarify the duties of the Chair with respect to agenda planning for all regular, special or extraordinary meetings of the Board and Standing Committees; and
- c) Revise the duties of the Chair in Section 4.20 (c) of Policy P.012.GOV Board Governance to provide the opportunity for the Chair to informally consult with the Director of Education, and as appropriate the Vice-Chair of the Board and a duly appointed Board member at large or alternate.

The member at large, and an alternate, would be appointed or elected by the Board at the annual organizational meeting. These changes would respect both the role and responsibility of the Chair as provided in the Education Act and the legislative requirements with respect to meetings.

5. Additional Housekeeping Changes to OCDSB By-Laws and Standing Rules
Clarify that the Vice-Chair is responsible for chairing both Committee of the Whole meetings and In Camera Board meetings.

- a) This can be achieved by revising the Duties of the Vice-Chair, Section 6.3 (b), to replace “meetings of the Board when meeting as Committee of the Whole” with “Committee of the Whole and meetings of the Board *in camera*”; and
- b) Revising Section 9.3 (f) to clarify the role of the Vice Chair with respect to presiding over Committee of the Whole and Board in camera meetings;
- c) There are some minor clarifications to Sections 9.5 (d) and (e) to identify the policies governing the Advisory Committees to the Board.

The proposed revisions to the above-noted sections of the OCDSB By-Laws and Standing Rules are attached as Appendix A. Also attached is a companion revision to Policy P.012.GOV Board Governance, which are attached as Appendix B.

6. Process for Making Revisions to the By-laws

The OCDSB By-Laws and Standing Rules require two weeks’ notice in writing to all Board members in order to make any changes. Staff has presented this report

for discussion and it will be necessary for a trustee to provide notice of motion at the meeting on October 30, 2018 in order to make these changes. A sample is attached as Appendix C. This notice would then be included as part of the agenda package for the Committee of the Whole meeting on 6 November 2018, allowing the proposed revisions to be submitted for approval by the Board on 20 November 2018. Under this timeline, the Board will be in a position to appoint the trustees at the organizational meeting on December 3, 2018.

RESOURCE IMPLICATIONS:

7. There are no financial implications anticipated with the adoption of revised By-laws. From time to time costs are incurred for legal services to assist with procedural questions that may arise.

COMMUNICATION/CONSULTATION ISSUES:

8. The proposed revisions to the By-laws have been developed based on input received from trustees and the requirement in the By-Laws to provide notice and agenda material to for all in camera and public meetings of committees of the Board.

STRATEGIC LINKS:

9. The adoption of the revised By-laws and Board governance policy will continue to help to move the work of the Board to a higher level of governance.

GUIDING QUESTIONS:

10. The following question is provided to support the discussion of this item by the Board:
 - Do the proposed revisions to the By-Laws and Standing Rules and to Policy P.012.GOV Board Governance address the current issues with regard to the Chair's responsibility for agenda setting and respecting the meeting notification provisions of the Board?

Michele Giroux
Executive Officer
Corporate Services

Jennifer Adams
Director of Education and Secretary of
the Board

Attachments:

Attachment A	Proposed Revisions to OCDSB By-laws and Standing Rules
Attachment B	Proposed Revisions to Policy P.012.GOV Board Governance
Attachment C	Sample Notice of Motion to Revise the By-Laws and Standing Rules and Policy P.012 Board Governance



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

BY-LAWS AND STANDING RULES

APPROVED: 17 December 1997
REVISED: 26 May 2004
REVISED: 14 November 2006
REVISED: 09 June 2009
REVISED: 08 February 2011
REVISED: 25 June 2012 (ANNEX 6 ONLY)
REVISED: 28 January 2014
Proposed Revisions: November 2018

BY-LAWS AND STANDING RULES

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BY-LAWS AND STANDING RULES

PREAMBLE

The Board of Trustees is elected by constituents to govern the affairs of the Ottawa-Carleton District School Board. The Board recognizes the importance of by-laws and standing rules to govern the conduct of meetings and establishes these rules in support of its governance commitments:

- (a) The Board recognizes that it is bound by all applicable laws.
- (b) The Board is committed to providing leadership and good governance to benefit public education, and is mindful of the impact of its decisions on individual communities and society at large.
- (c) The Board shall focus decision-making on the educational outcomes of student achievement and well-being, and support programs and services that seek to provide equity of access and successful outcomes for all students.
- (d) The Board shall maintain a strategic focus on the work of the District and shall govern with long term vision.
- (e) The Board is committed to transparency, ensuring compliance with legislative requirements and making every reasonable effort to hold all deliberations, debate and decision-making in public.
- (f) The Board is committed to ensuring an effective Board culture of collaboration, respect, trust, candour and open expression of diverse and divergent viewpoints.
- (g) The Board shall render all decisions with integrity, based on available facts, and in the best interests of the entire district without undue influence from individuals or special interest groups.
- (h) The Board shall engage in board professional development to increase the collective capacity of the Board as a whole.
- (i) The Board recognizes that there is a division of responsibility between the Board and the Director of Education as the Chief Executive Officer.

BEING the rules governing the establishment and composition of the Board under the *Education Act of Ontario*, and regulations made thereunder, which rules shall apply to the structure and proceedings of the Board from 1 January 1998, unless or until amended by resolution of the Board.

1.0 INTERPRETATION

In these by-laws and standing rules:

- 1.1. **Appeal for an Improvement to the Physical Environment** means an appeal on a matter raised by a member during a meeting with respect to physical conditions which are interfering with the efficient conduct of the meeting or the member's ability to participate in the meeting, for example seating, hearing, lighting, heating, etc. [ref. K&K p. 214, § 187];
- 1.2. **Board** means the Board of Trustees of the Ottawa-Carleton District School Board;
- 1.3. **Chair** means the Chairperson of the Board;
- 1.4. **Committee Chair** means the Chairperson of a standing, statutory, ad hoc or other special purpose committee;
- 1.5. **Consent Agenda** means the portion of the agenda where items may be approved by the Board without debate;
- 1.6. **Director** means the Director of Education/Secretary of the Board and Chief Executive Officer;
- 1.7. **District** means the Ottawa-Carleton District School Board;
- 1.8. **Member** means an elected or appointed member of the Ottawa-Carleton District School Board including the Chair;
- 1.9. **Minutes** mean a record of proceedings of a meeting of the Board of Trustees, duly confirmed by the Board, and signed by the Chair or presiding member;
- 1.10. **Minute Book** means a collection of records of proceedings of every meeting of the Board of Trustees, duly confirmed by the Board, and signed by the Chair or presiding member;
- 1.11. **Notice** includes Saturday, Sunday, and statutory holidays;
- 1.12. **Point of Order** means a question by a member on any matter then before the Board as to whether the matter is in order;
- 1.13. **Point of Personal Privilege** means an appeal by a member during a meeting with respect to comments made by the previous speaker on the rights and reputation of the Board collectively, or which reflect on the position and conduct of individual members in their representative character;

- 1.14. **Property of the Board** means buildings and sites, moveable property including furniture and equipment, documents, financial assets, and information resources;
- 1.15. **Secretary** means the Secretary of the Board, and may also mean an Assistant Secretary of the Board if the Director delegates part of his or her duties as Secretary to an Assistant Secretary;
- 1.16. **Student Trustee** means a student representative elected by the Student Senate and Students' President Council to represent the interest of students on the Board;
- 1.17. **Treasurer** means the Treasurer of the Board, or the Chief Financial Officer, and may also mean an Assistant Treasurer of the Board if the Director is also Treasurer and delegates part of his or her duties as Treasurer to an Assistant Treasurer;
- 1.18. **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*; and
- 1.19. **Vice-Chair** means the Vice-Chairperson of the Board.

2.0 NAME

- 2.1. The official name of the corporation shall be The Ottawa-Carleton District School Board (as confirmed by Ontario Regulation 185/97 issued under the *Education Act*).

3.0 HEADQUARTERS

- 3.1 The headquarters of the Board shall be located at 133 Greenbank Rd., Ottawa, Ontario.

4.0 SEAL AND SYMBOL

- 4.1 The corporate seal and the official corporate logo shall be in such form as approved by the Board, provided that the seal shall bear the full official name of the corporation.

5.0 BOARD OF TRUSTEES

- 5.1 The affairs of the corporation shall be governed by an elected Board of Trustees consisting of twelve members elected in accordance with the Ontario *Municipal Elections Act* or as may otherwise be prescribed in Ontario Regulations made under the *Education Act*.
- 5.2 The Board shall have two student trustees elected annually by the student body, who shall share in attending Board meetings to represent students in a non-voting capacity in accordance with Board Policy P.017 GOV; Student Trustees.

6.0 DUTIES OF OFFICERS

Officers of the Corporation

6.1 The officers of the corporation shall be:

- (a) The Chair;
- (b) The Vice-Chair;
- (c) The Director/Secretary; and
- (d) The Treasurer;

except that where the Director appoints an Assistant Secretary, the Assistant Secretary shall be an officer; and, where the Director is also Treasurer, the Assistant Treasurer shall be an officer.

Duties of the Chair

6.2 The Chair shall:

- (a) in consultation with the Director, prepare and approve the agenda for all regular, special or extraordinary meetings of the Board **and Committee of the Whole**;
- (b) call the meetings of the Board to order having established that quorum is present, and preside thereat; and
- (c) sign such corporate documents as require the signature of the Chair.

Duties of the Vice-Chair

6.3 The Vice-Chair shall:

- (a) fulfill the duties of Chair when the Chair is temporarily absent or otherwise unable to perform the duties of office; and
- (b) preside at meetings of the Board when meeting as Committee of the Whole **and meetings of the Board in camera**.

Duties of the Director/Secretary

6.4 The Director/Secretary shall:

- (a) collaborate with the Chair in the preparation of agendas for meetings of the Board and ensure the preparation of timely and accurate staff reports as may be required;
- (b) render such advice and assistance to the Chair and members as may be required during meetings;
- (c) ensure that the decisions and the policies of the Board are implemented;

- (d) be responsible for circulating notices, agendas and reports, and minutes of meetings to the Board and others who are entitled to receive such materials;
- (e) ensure that accurate minutes are prepared of all Board meetings, and that the minutes, when confirmed, are signed by the Chair or presiding member and are safeguarded in a Minute Book provided for that purpose; and
- (f) produce the Minute Book at any reasonable time during normal business hours to anyone entitled to see the Minute Book.

Duties of the Treasurer

6.5 The Treasurer shall:

- (a) receive and account for all money of the Board, and deposit all money received on account of the Board into a bank account or accounts opened in the name of the Board in such place of deposit as may be approved by the Board;
- (b) disburse all money as directed by the Board in accordance with the annual budget plan or by other resolutions or directions;
- (c) prepare and submit to the Board or a Committee or Committees of the Board such financial reports as the Board may direct by policy or by resolution; and
- (d) produce, when required by the Board, the auditors, or other competent authority, all papers and money in the Treasurer's possession, power or control belonging to the Board.

7.0 SIGNING OFFICERS

- 7.1 The Board may, by resolution or in policy, appoint any officer, officers or other persons to sign contracts, documents or instruments in writing generally, or to sign any specific contract, document or instruments, or class thereof; may amend or repeal such signing authority from time to time by resolution; and attach such conditions to signing authority as it deems appropriate.

8.0 MEETINGS OF THE BOARD

Location

- 8.1 The meetings of the Board shall be held at the headquarters of the Board, unless otherwise determined by resolution of the Board, or by the Chair of the Board with the consent in writing, by electronic means or by voice, of a majority of Board members.

Organizational Meeting

- 8.2 (a) Annually, the Board shall hold a meeting in the first week of December which shall be known as the organizational meeting.

- (b) The organizational meeting of the Board shall be held on such date and at such time as agreed by a majority of Board members, as prescribed in legislation or by regulation.
- (c) At the appointed hour, the Director shall call the meeting to order and, in the year following a municipal election, shall read into the record the official returns from the designated municipal election officer, whereupon the elected members shall take their places and subscribe to declarations of office and oaths of allegiance as prescribed in legislation. The Director shall preside until a Chair has been elected.

Election or Appointment of Members

- 8.3
- (a) The Director shall appoint such assistants to conduct the election as necessary, but no fewer than two.
 - (b) The Board shall proceed to elect the following in order and by separate elections:
 - i. Chair of the Board;
 - ii. Vice-Chair of the Board;
 - iii. Chairs of Standing Committees (if required); and
 - iv. Chair of Committee of the Whole Budget.
 - (c) The Board shall then proceed to elect or appoint members or other persons to such standing, statutory, ad hoc, special purpose, or other committees as have been established, and its representatives to other organizations and agencies. Where it has been determined that selection to committee membership or as Board representative is by means of election, the procedure outlined in 8.3 (d) shall be followed.
 - (d) Nominations shall be received from the floor and shall be seconded. A member may move or second his or her own nomination. In the event a member nominated for office is not present, the nominator or nominators shall satisfy the presiding officer that the member's consent to nomination has been obtained. The vote shall take place by closed ballot.
 - (e) Election shall require a majority of valid votes cast. If no member receives a clear majority, a second ballot shall be held. Should no member receive a clear majority on the second ballot, the name of the person receiving the fewest votes shall be dropped from the ballot and the members shall vote anew and so continue until a member receives a majority vote. The Director shall announce the results of the vote for the election of the Chair, but shall not declare the count. The Chair shall announce the results of the votes for all subsequent offices, but shall not declare the count.
 - (f) Where during an election a tie vote occurs, a second ballot shall be held between or amongst the members involved in the tie, to break the tie. If a vote results

again in a tie, the members involved shall draw cards to determine the results, using Bridge Convention to determine ranking of cards.

- (g) To ensure continuity of the work of an ad hoc committee, the trustee membership of any ad hoc committee that has not completed its mandate as of the date of the Board's annual organizational meeting shall remain the same until the mandate of the committee has been completed, with the proviso that trustee members shall be replaced at the time of the annual Board organizational meeting if:
 - i. the basis for their membership in the ad hoc committee changes as a result of the election or appointment of the Chair or Vice-Chair of the Board and Chairs of Standing Committees, thereby creating a vacancy among the non-ex *officio* trustee members, or
 - ii. a member tenders his or her resignation from the ad hoc committee as of the date of the annual Board organizational meeting.

Notwithstanding the principle of continuity noted herein, the appointment of members to an ad hoc committee must be confirmed by the newly elected board at the start of a new term of office.

- (h) By resolution of the Board, all ballots shall be destroyed after the elections have been completed and the results declared.
- (i) If a vacancy should arise in any of the above offices during the course of the term of office, the Board shall elect another member to fulfill the unexpired term in the manner set out above.

Regular Meetings

- 8.4 (a) Unless otherwise directed by resolution of the Board, the regular meetings of the Board shall normally be held on the fourth Tuesday of each month, except for the months of July and August where regular meetings of the Board shall be held at the call of the Chair as required, or as pre-determined by resolution of the Board. Meetings shall regularly be scheduled to commence at 6:30 p.m. for an in camera session, and at 7:30 p.m. for an open public session. Where a meeting would fall on a recognized statutory holiday, it shall normally be held on the closest available date.
- (b) The times and sequencing of Board meetings may be varied in advance of the meeting by the Chair, provided always that each member shall be notified of such change 48 hours in advance of the meeting.
- (c) The Secretary shall notify each member of regular meetings of the Board, by written notice delivered to his or her residence and/or by electronic mail, at least 48 hours in advance of the meeting, together with the agenda for such meeting and, insofar as is practicable, all reports and other written documentation to be considered thereat.

Special Meetings

- 8.5 (a) Special meetings of the Board shall be held at the call of the Chair, or on the written request of at least six members filed with the Secretary, subject to confirmation that a quorum will be present. The printed notice of every special meeting shall state all the business to be transacted or considered thereat, and no other business shall be considered unless all members of the Board are present and consent.
- (b) At least 48 hours' written notice of all special meetings shall be given to each member at his or her residence and/or by electronic mail.

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.

Alternate Chair of Board Meetings

- 8.7 Where the Chair is not able to preside over a Board meeting, the Vice-Chair shall preside over the meeting. In the event that neither the Chair nor Vice-Chair is able to preside over a Board meeting, the Chair of the Board may appoint another member to preside over the meeting. The Chair shall select the member for appointment from a schedule of alternate chairs.

- 8.8 **Agenda Planning**
The Board recognizes the importance and value of the planning the annual agenda cycle with respect to governance priorities, including monitoring the application of Board governance policies, reviewing meeting agendas for compliance, timing and content, reviewing monthly feedback and meeting effectiveness, and responding as necessary to emerging Board issues.

The Board shall annually appoint one trustee elected at large and one alternate who will work with the Chair and the Vice-Chair to discuss agenda planning matters and ensure effective agenda planning.

9.0 COMMITTEES

Committees - General

- 9.1 (a) The Board may establish by resolution such standing, statutory, special purpose and *ad hoc* committees as it deems appropriate or as required under legislation or through contractual obligations, and subject to any relevant legislation or contract:
- i. determine their composition and the manner of selecting Chairs and members;
 - ii. fix their terms of reference, reporting relationships and expected date of completion of mandate;
 - iii. alter their composition, terms of reference, reporting relationships and expected date of completion of mandate, as it may deem appropriate from time to time; and
 - iv. dissolve committees.
- (b) The Director of Education shall assign appropriate staff and other resources to support the work of standing, statutory, special purpose and *ad hoc* committees of the Board in accordance with Board policy where applicable.
- (c) The rules of the Board with respect to the delivery of notices, agendas and supporting documentation shall apply, with necessary changes only (*mutatis mutandis*), to standing, statutory, special purpose and *ad hoc* committees.
- (d) With the Board's approval, standing and special purpose committees may establish sub-committees, determine their composition which may include Board members and non-Board members, and fix their terms of reference.
- (e) Staff resources will not normally be assigned to support sub-committees but may be authorized by the Board.
- (f) Sub-committees shall provide written reports to the committee that established them and shall be stood down at the conclusion of their work.

Committee Structure

9.2 The Board's committee structure consists of the following:

- (a) Standing committees - A standing committee is a regular permanent committee established by the Board to consider and make recommendations to assist the Board in fulfilling its obligations (see Section 9.3);
- (b) Statutory committees - A statutory committee is a committee established in accordance with the Education Act, regulations or other legislation for the purpose specified (Section 9.4);
- (c) Special purpose committees are committees that are established to provide advice in a specific area (Section 9.5); and
- (d) Ad hoc committees are established for a limited time to complete a specific mandate (Section 9.6).

Standing Committees

9.3 (a) The Board shall establish the following standing committee:

i. Committee of the Whole

The Committee of the Whole shall meet to discuss and consider any matters referred to it by the Board including, but not limited to, policy development and evaluation; educational programs and services; facilities and sites; student transportation; demographic planning; capital construction programs; safety and security; budgeting; human resource management; collective bargaining; strategic planning and corporate goal setting.

- (b) The Board, by resolution, may create additional standing committees and may appoint a trustee member other than the Vice-Chair of the Board to fulfill the duties of Chair.
- (c) All members of the Board shall be members of the Committee of the Whole and shall be entitled to attend meetings of the committee, to receive all materials circulated to the committee, and to participate fully in debates including the making of motions and voting.
- (d) Non-voting representatives shall be appointed to the Committee of the Whole in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. Non-voting representatives shall be entitled to receive materials circulated to the committee, and to participate fully in debates at public meetings. Only Board members may make and vote on motions.
- (e) A quorum for a standing committee is a majority of its voting members.
- (f) The Vice-Chair of the Board shall ~~be the Chair of~~ **preside over** Committee of the Whole meetings. Where the Vice-Chair is not able to preside over a Committee of the Whole meeting, the Vice-Chair may appoint another member to preside over the Committee of the Whole meeting. The Vice-Chair shall select the

member for appointment from a schedule of alternate Committee of the Whole chairs.

- (g) Meetings of Committee of the Whole shall normally be held on the first and third Tuesday of each month except for the months of July and August, commencing at 6:30 p.m. for the in camera session, and at 7:30 p.m. for the open public session.

Statutory Committees

9.4 The Board shall establish the following statutory committees:

- (a) Special Education Advisory Committee (in accordance with Ontario Regulation 464/97, and as per Board Policy P.019.GOV);
- (b) Parent Involvement Committee (PIC) (in accordance with Ontario Regulation 330/10, and as per the By-Laws and Standing Rules of the Parent Involvement Committee);
- (c) Audit Committee (in accordance with Ontario Regulation 361/10, R.R.O. 2010 as per Board Policy P.016.GOV); and
- (d) Supervised Alternative Learning (SAL) (in accordance with Ontario Regulation 374/10, and as per Board Policy P.044.CUR).

Special Purpose Committees

9.5 The Board may establish the following special purpose committees by resolution or policy:

- (a) Committee of the Whole Budget

The Board may establish a special purpose Committee of the Whole Budget for budget deliberations comprised of all twelve trustee voting members and such non-voting representatives in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. The Board may appoint a trustee member(s), other than the Vice-Chair of the Board, to fulfill the duties of the Committee of the Whole Budget Chair;

- ~~(b) Agenda Planning Committee~~

~~The Board shall establish an Agenda Planning Committee to facilitate the development of the annual agenda cycle and governance priorities, monitor the application of Board governance policies, review meeting agendas for compliance, timing and content, review monthly feedback and meeting effectiveness, and respond as necessary to emerging Board issues.~~

~~The Agenda Planning Committee shall be comprised of the Chair and Vice-Chair of the Board, one trustee elected at large, and the Director of Education.~~

~~The Agenda Planning Committee shall normally meet twice per month, two weeks prior to the scheduled Committee of the Whole meeting;~~

- (c) Committee of the Whole (Special Purpose)
For the specific purpose of accommodation reviews or other special purposes, the Committee of the Whole may be constituted as an accommodation review or other special purpose committee and shall be chaired by the Vice-Chair or by another trustee elected by the Committee;
- (d) Advisory Committees to the Board (***as per Board policies P.065.GOV for the Advisory Committee on the Arts and the Alternative Schools Advisory Committee; P.008.GOV for the Advisory Committee on Equity; P.111.GOV for Advisory Committee for Extended Day and Child Care Programs; and P.140.GOV for the Indigenous Education Advisory Council***);
- (e) Appeals Hearing Panels (in accordance with the *Education Act* and as per Board policy P.022.SCO) ***to hear appeals of cross boundary transfer decisions, and suspension decisions***;
- (f) Expulsion Hearing Panels (in accordance with the *Education Act* and as per Board policy P.023.SCO); and
- (g) Such other special purpose committees as the Board may from time to time determine by resolution or policy.

Ad Hoc Committees

9.6 The Board may, from time to time, establish ad hoc committees.

- (a) An ad hoc committee shall have a specific, defined mandate and be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.
- (b) The Chair of the Board shall be, ex officio, a member of all ad hoc committees of the Board with full privileges of committee membership.
- (c) The membership of an ad hoc committee shall include one or more trustees in addition to the Chair of the Board, and may include such members of staff and/or members who are neither trustees nor staff, as determined by the Board at the time of establishing the ad hoc committee.
- (d) An ad hoc committee shall be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.
- (e) An ad hoc committee shall automatically be stood down when the Board determines it has completed its assigned task in accordance with its terms of reference.

10.0 ORDER OF AGENDA

Agenda for Regular Board Meetings

- 10.1 The agenda for the regular meetings of the Board shall be in the order set out in Annex 1.

Agenda for Regular Meetings of Committee of the Whole

- 10.2 The agenda for the regular meetings of the Committee of the Whole shall be in the order set out in Annex 2.

11.0 DELEGATIONS

- 11.1 Any citizen or group within the area of jurisdiction of the Board may appear as a delegation before the Board or Committee to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. The delegation will be allocated time as follows:

- (a) Up to four minutes for a first appearance where the request was made in advance of the meeting and in accordance with these rules; and
- (b) Up to two minutes if the delegation has already appeared before a Committee, or if the request was made after the publication of the agenda and prior to the start of the meeting and in accordance with these rules.

Requests to Appear as a Delegation:

- 11.2
- (a) A delegation shall be granted up to four minutes where the delegation has registered with the Secretary and provided a written submission outlining the delegation's concerns or views and any remedies sought from the Board or Committee not later than 4:00 p.m. on the Thursday prior to the meeting for inclusion in the printed agenda for the meeting.
 - (b) A delegation shall be granted up to two minutes where the delegation has registered prior to the start of the meeting using a sign-up sheet provided at the meeting to state their topic.
 - (c) A delegation which has appeared previously at Committee on a particular topic may be provided with a further opportunity of up to two minutes to address the Board when the matter comes forward for a Board decision. Substantial repetition of the previous presentation will be ruled out of order.
 - (d) The Chair of the Board may, in advance of the meeting, direct that a delegation requesting a hearing before the Board be heard instead by an appropriate Committee of the Board.
 - (e) Notwithstanding the requirement for notice, a delegation shall be permitted to circulate printed material to the Board or Committee members at a meeting.

- (f) Once the Board has made a decision on a matter raised by a delegation, the Board will not entertain a further delegation on substantially the same issue within the ensuing six-month period unless the Chair is of the opinion there is sufficient new information to warrant a review or unless the Board has agreed to re-open the matter.

Scheduling Delegations at Regular Board or Committee Meetings

- 11.3 (a) At regular Board or Committee meetings, a maximum of 20 minutes will be allotted for delegations. Where the number of requests for delegations exceeds the time available, the Chair may increase the time allotted for delegations.
- (b) To ensure that delegations on various topics, or with different points of view on the same topic, can be heard, the Chair, may limit the number of delegations and/or the time for each delegation.

Appearing as a Delegation

- (a) Delegations may appoint up to two spokespersons to address the Board or Committee. Board or Committee members may ask a maximum of three questions for clarification only and will not enter into debate or discussion.
 - (b) Where appropriate, the Chair may respond immediately, or request a response through the Director, to questions posed by a delegation. Where a response cannot be given at the meeting, the delegation's name and address will be recorded, and a written or verbal response provided as soon as possible, but normally within two weeks. Written responses to questions posed at a committee meeting may be posted to the Board's website and/or attached to a subsequent agenda as supplemental information.
 - (c) Questions or comments concerning the performance or character of identifiable individuals will not be allowed in public meetings. If inappropriate remarks are made about Trustees or staff, the Chair will immediately rule the remarks "out of order" and will request a retraction. If a retraction is not forthcoming and the inappropriate behavior continues, the Chair may expel the speaker(s) from the meeting.
- 11.4 Delegations will be provided with a copy of the rules before the meeting at which they are to appear.

In Camera Delegations

- 11.5 (a) Delegations regarding issues which must be heard in camera will be heard in a closed session. Meetings of the Board and its Committees shall be open to the public except when the subject matter under consideration involves:
 - i. the security of the property of the Board;
 - ii. the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;

- iii. the acquisition or disposal of a school site;
- iv. decisions in respect of negotiations with employees of the Board; or
- v. litigation affecting the Board.

Special Meetings for Delegations

- 11.6 Special meetings of the Board or Committees may be scheduled from time to time for the purpose of hearing delegations on a particular item, for example, the Board's budget or an accommodation review.

Presentations

- 11.7 Presentations of up to 15 minutes on a matter of interest to the Board may be scheduled with the permission of the ~~Agenda Planning Committee~~ **Chair** or by decision of the Board at the time of approval of the agenda.

12.0 RULES OF ORDER

Interpretation

- 12.1 In any situation for which there is no specific provision in these rules of order, or for matters of interpretation, the Board shall adopt as its parliamentary authority the latest edition of *Procedures for Meetings and Organizations* by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto. As a secondary source, reference may be made to the latest edition of *Roberts Rules of Order, Newly Revised*.

Call to Order and Presiding Officer

- 12.2 (a) At the appointed hour, the Chair shall call the meeting to order, a quorum of a majority of Board members being present, and shall preside at the meeting. In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and Vice-Chair, the Director or Acting Director shall call the meeting to order and the Board shall, by resolution, appoint another member to preside at the meeting.
- (b) If a quorum is not present after one-half hour beyond the appointed time for the meeting, the Chair shall order the Secretary to record the names of those members present, and may determine a time at which to convene the meeting again.
- (c) A Board member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting.

Approval of Agenda

- 12.3 (a) The Chair may alter the regular pattern of business as circumstances warrant, subject to confirmation by the Board under the item "Approval of Agenda". Any Board member may request changes to the proposed order of business prior to the vote to approve the agenda.

- (b) A majority vote of the members present shall be required to add a non-substantive item, including the addition of a delegation, to the agenda provided that the item does not require a decision of the Board.
- (c) To safeguard the rights of members who may be absent from a meeting, a three-quarters majority vote of the elected or appointed members shall be required to add any item(s) of a substantive nature to the agenda prior to approval of the agenda. The addition of a substantive item(s) to the agenda is debatable.
- (d) A three-quarters majority vote of the elected or appointed members shall be required to add an urgent substantive item to the approved agenda during the course of a meeting because a matter of extreme urgency has arisen. The addition of a substantive item(s) to the agenda is debatable.
- (e) Such a proposed addition to an agenda during the course of a Special Meeting of the Board is not permitted unless all members of the Board are present and consent (see 8.5 (a), By-laws and Standing Rules).
- (f) Notwithstanding the above, any member may bring forward a motion that was defeated at a committee meeting when the committee report comes forward to the Board. At the Approval of the Agenda, the member shall indicate his or her intent to bring forward a motion that was defeated at a committee meeting. The motion shall be added to the agenda as a non-consent item.
- (g) Substantive items, including motions and staff reports that are urgent or time sensitive, as determined by the Chair of the Board in consultation with the Director, may be dealt with at Board meetings. For the purpose of this by-law, urgent or time sensitive is defined as a matter which cannot be completed if not dealt with at a Board meeting prior to the next scheduled meeting of the appropriate committee. If a motion or staff report comes directly to Board, without first going to committee, the rules of committee, on the topic of the motion or staff report will apply, as outlined in section 12.15.

Consent Agenda

- 12.4 (a) The Board may utilize a consent agenda to approve recommendations from a committee report without debate.
- (b) The Chair shall ask for a motion to receive a report from committee and call for errors or omissions. Upon the adoption of a motion to receive the committee report, the Chair shall ask whether any of the listed recommendations are non-consent and require debate. Any item that requires debate shall be moved to the non-consent section of the agenda. The Chair shall call the question on the remaining items with a single motion.
 - (c) Any member may request an item be debated and moved to the non-consent section of the agenda.

- (d) The consent agenda items shall be separately recorded in the minutes as items carried by consent.

Adjournment

- 12.5 (a) At 10:30 p.m., the Chair shall interrupt any item under discussion to call a vote on whether to continue the meeting. The vote is subject to limited debate on whether to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless two-thirds of those Board members present for the vote cast a vote in favour of continuing the meeting.
- (b) At 11:00 p.m., the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting past 11:00 p.m. Board members will vote to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless there is unanimous consent from those Board members present to continue.
- (c) The Chair shall declare a meeting adjourned when:
- i. there is no other business to be transacted;
 - ii. the Chair observes lack of quorum; or
 - iii. a motion to adjourn has been adopted by the Board.
- (d) During the course of a meeting, the Chair may declare one or more recesses of up to fifteen minutes, as circumstances warrant, which shall not be construed as adjourning the meeting.

Moving In Camera

- 12.6 (a) The Board shall meet *in camera* to deal with the following matters in accordance with the *Education Act*:
- i. the security of the property of the Board;
 - ii. the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
 - iii. the acquisition or disposal of a school site;
 - iv. decisions in respect of negotiations with employees of the Board; or
 - v. litigation affecting the Board.
- (b) At any time during a meeting a member may move a motion "That the Board move in camera". The motion shall be put without debate. If resolved in the affirmative, the Board shall immediately move in camera, with the Vice-Chair presiding. The rules of committee shall be applied once a motion to move in camera has been carried (Section 12.15 below).

- (c) At the conclusion of debate, the committee shall rise and report with the proviso that, with the consent of the majority of members present, a recommendation from the in camera session may be withheld for presentation to the Board at either of its next two meetings.

Adopting the Rules of Committee

- 12.7 (a) At any time during a Board meeting a member may move a motion “to adopt the rules of committee” in order to allow more discussion on an item. The motion shall be put without debate. If resolved in the affirmative, the rules of committee shall be immediately applied (Section 12.15 below) and the Chair will continue to preside.
- (b) At any time during discussion or at the conclusion of debate, a member may move to “end the rules of committee”. When the Board meeting resumes, the Chair shall summarize the discussion and clarify the status of the item. If a vote was taken, the Chair may ask the mover to summarize the action taken. Any motion carried during the rules of committee shall require ratification by the Board.

Substantive Motions

- 12.8 (a) Substantive or main motions include propositions to act upon proposals, policies, statements of opinion, recommendations and modifications to previous decisions. Examples of a substantive motion include the following:
 - i. To approve the minutes of a previous meeting;
 - ii. To approve, accept or adopt a stated action, opinion or policy;
 - iii. To approve in principle;
 - iv. To establish an ad hoc committee;
 - v. To receive or accept a report;
 - vi. To concur with decisions made in the committee of the whole;
 - vii. To renew a previously rejected substantive motion;
 - viii. To amend a previously approved substantive motion;
 - ix. To rescind a previously approved substantive motion; and
 - x. To set the date, time and place of the next meeting.
- (b) Every substantive issue shall be decided by motion, moved and seconded by members of the Board.
- (c) A substantive motion, once read to the meeting by the Chair and then recorded in the minutes as duly moved and seconded, belongs to the meeting, and its movers can only withdraw it by making a procedural motion to withdraw (see 12.11 (h) iii below).
- (d) Substantive issues may only be moved at a meeting arising from reports circulated with the agenda as action items, or by way of notice from individual Board members duly filed with the Secretary, or by approval of the Board in accordance with Section 12.3.

Notices of Motion

- 12.9 (a) A Board member may provide notice of motion on any topic at least one full working day before the agenda is posted electronically, or by notice of motion filed by a member at a previous meeting.
- (b) Notices of Motions from Trustees and staff reports will normally be considered at the appropriate Committee meeting prior to consideration by the Board.

Debate

- 12.10 (a) A member wishing to speak shall raise his or her hand to be acknowledged by the Chair. Those members participating by electronic means shall indicate their wish to speak by voice. Members shall normally be called on in the order of their requests to speak.
- (b) A member must wait until he or she is assigned the floor to begin debate, and shall not be interrupted except on a point of order, a point of personal privilege, or an appeal for an improvement to the physical environment.
- (c) At Board meetings, members shall be entitled to speak once on each debatable motion, amendment or sub-amendment. Members may speak for up to five minutes to each main motion, three minutes to an amendment and two minutes to each sub-amendment. The Board, may, by resolution, establish rules for an extended debate on an issue. The mover of the motion shall, additionally have the right to speak a second time to conclude debate.
- (d) If a motion or staff report comes directly to Board, without going to committee, then the rules of committee with respect to speaking times will apply, as outlined in section 12.15.

Sequence of Debate on Substantive Motions

- (e) The Board shall debate and vote upon motions in the reverse order of their movement, as follows:
- i. Motion to sub-amend;
 - ii. Motion to amend; and
 - iii. Main motion.
- i. Motion to Amend or Sub-Amend
- 1. An amendment must be germane to the motion it seeks to amend. Such an amendment may be contrary to the intention of the main movers, that is, provide an alternative to part of the substantive motion before the meeting, but it must not convert this motion into its direct negative, that is, be directly hostile to the main motion. An amendment that is the direct negative of the main motion is not in order because this intention can be achieved directly by defeating the motion as it stands.

2. If the proposed alternative alters the intention of the movers' motion to the extent that they wish to withdraw it, unanimous consent of the meeting is required to do so (see 12.10 (h) below), as the motion belongs to the meeting not the movers, and all members have the right to propose changes to make it more generally acceptable before proceeding to a vote. [ref. K&K p. 115 § 95].
3. A sub-amendment shall likewise be germane to an amendment. Only one amendment and one sub-amendment may be on the floor at the same time.
4. An amendment may be accepted as friendly when it meets all of the following conditions:
 - it clarifies the main motion but does not change its substance or intent;
 - the mover and seconder of the main motion accept the amendment as friendly; and
 - no other member objects to the amendment being accepted as friendly.
 Otherwise, the amendment should be moved, seconded, debated and voted on as a formal amendment.

(f) Procedural Motions

A Board member may move a procedural motion at any time during the debate or decision on a substantive motion to modify the conditions for debate or decision, or the conditions for the conduct of a vote on a motion or election.

Procedural motions include the following:

- i. To close or limit debate;
- ii. To divide a compound motion;
- iii. To consider a complex motion clause by clause;
- iv. To request that a named person be heard;
- v. To defer to another stated time;
- vi. To postpone indefinitely;
- vii. To postpone temporarily;
- viii. To withdraw a substantive motion;
- ix. To refer to a committee;
- x. To require an open quantitative vote;
- xi. To require a written vote;
- xii. To reveal a vote count after a quantitative vote;
- xiii. To require a particular multiple choice voting method;
- xiv. To require approval by other than a majority of votes cast; and
- xv. To make a previously decided vote unanimous.

(g) Regulatory Motions

A Board member may move a regulatory motion to control the agenda of the meeting, the form of the meeting, and the adjournment of the meeting.

Regulatory motions include the following:

- i. To approve the agenda;
- ii. To amend the agenda;
- iii. To resume consideration of a temporarily postponed motion;
- iv. To reconsider a motion previously approved during the meeting;
- v. To consider a matter in a closed, informal or committee session;
- vi. To rise from a special session;
- vii. To take a recess;
- viii. To set or change the time of adjournment;
- ix. To adjourn the meeting to another day and time; and
- x. To adjourn.

Order of Precedence for Procedural and Regulatory Motions

- (h) A procedural or regulatory motion shall take precedence over the main motion and any pending amendments, and shall be decided before the debate on the main motion and amendments resumes.

When a motion is on the floor, no other motion shall be in order except, in reverse order of precedence

- i. Postpone indefinitely;
- ii. Amend;
- iii. Sub-amend;
- iv. Refer to Committee;
- v. Postpone to a certain time;
- vi. Limit or extend debate;
- vii. Lay on the table (temporary postponement);
- viii. Withdraw;
- ix. Adjourn; and
- x. Fix the time to which to adjourn.

i. Postpone Indefinitely

A motion to postpone indefinitely is a procedural motion that is debatable, but not amendable. If carried, the motion to which it applies and any pending related motions shall be laid aside, and may only be reintroduced by way of notice of motion at some future meeting.

ii. Refer or Postpone

A motion to refer or to postpone to a certain time is a procedural motion that shall be debatable and amendable only with respect to the place and conditions of referral, or the time and conditions of postponement. Remarks about the substance of the motion to be referred or postponed will be ruled out of order.

iii. Limit or Extend Debate

A motion to limit or extend debate is a procedural motion. Since any limitation of the time of the debate on a particular motion may prevent some members from speaking, this motion requires a two-thirds majority vote which may be amended only with respect to the stated time or numbers of speakers, and is not debatable. [K&K §152]

iv. Lay on the Table (temporary postponement)

A motion to lay on the table is a procedural motion that is not debatable or amendable. This motion requires a two-thirds majority and, if carried, the motion to which it applies and all pending related motions shall be laid aside immediately, and may be taken up again only by motion "To take from the Table" after some other business shall have intervened.

v. Withdraw

A motion to withdraw a substantive motion is a procedural motion that is not debatable or amendable, can only be moved by the original movers, and requires the unanimous consent of the meeting. [ref. K&K p.194, § 159 and p. 103, § 86 d)].

vi. Adjourn

A motion to adjourn is a regulatory motion that shall be in order at any time and shall be put without debate. If rejected, no second motion to adjourn may be made until another item of business on the agenda has been reached.

vii. Fix the time to which to adjourn

A motion to adjourn the meeting to another time and/or date is a regulatory motion that suspends the meeting to another stated day or to a later time on the same day. The proposed day must be such that there is no time to give notice for another regular meeting. If this motion is approved, the meeting takes an extended recess. No new items can be added to the agenda upon resumption because there was not time to give proper notice. Debate is restricted to amendments as to stated time and dates; approval is by majority of votes cast. [ref. K&K p. 209, §178]

viii. Raise a question under point of order, privilege or question

A Board member may make an appeal to the Chair on a point of order or privilege, or the admissibility or inadmissibility of motions, or the conduct of a member or members, without debate, having first stated the applicable rule or rules. The Chair shall provide a rationale and rule immediately on an appeal.

The member who raised the point of order has the right to appeal the ruling of the Chair. The Chair shall ask the members "is the ruling of the Chair upheld?" and shall call the vote immediately and without debate.

The Chair does not vote on the appeal. The decision of the Chair is upheld on a tie or majority of votes cast.

- (i) Debate on motions, including amendments and sub-amendments to substantive motions, shall address the issue or issues under debate and no individual shall make speeches or comments which reflect on the character, reputation or integrity of other members, or of staff. If inappropriate remarks are made, the Chair will immediately rule the remarks "out of order" and will request a retraction.
- (j) A member has the right to request that a motion be read clearly and completely before a vote is taken, but not so as to interrupt a speaker.
- (k) A member has the right, for the purpose of voting, to have a multi-part motion divided into parts where the various parts of the motion can stand alone.
- (l) Once a question has been put by the Chair, members may not speak to the motion or make another motion until the result is declared.
- (m) Once a question has been decided by the Board, members shall not speak again to the issue or reflect on the decision of the Board, except to file a motion of reconsideration or rescission as provided in Section 12.13 below.

Voting

- 12.11 (a) All motions shall be decided by majority vote, by show of hands of those members present and/or by voice of those members participating by electronic means and voting. A motion on which there is a tie vote is defeated, with the exception of the vote regarding an appeal against a ruling of the Chair.

In limited circumstances, where a Board member is participating by electronic means, he or she may communicate his or her vote to a voting proxy as appointed by the Director/Secretary or designate.

- (b) The Chair or presiding member of the Board may vote with the other members, but shall not have a casting or deciding vote after the other members have voted.
- (c) When in doubt as to the outcome of a vote, the Chair or presiding member may immediately call for a second vote, without debate.
- (d) Votes on all substantive motions at board meetings shall be recorded.
- (e) Notwithstanding section (d) votes on the following motions shall be recorded only at the request of a member made before voting commences:
 - i. substantive motions presented in the form of:
 - amendments;
 - sub-amendments;

- approval of minutes;
 - receipt of reports; and
 - ii. procedural motions and regulatory motions.
- (f) During a recorded vote, members shall vote at the same time when the chair calls for those in favour, those opposed and those abstaining. Members present in the room shall keep their hands raised, and members participating by electronic means shall vote by voice, until their names have been read by the Director/Secretary or designate, who shall record them as being in support of or against the motion, or abstaining.

Reconsider

- 12.12 (a) A motion to reconsider a previous vote, duly moved and seconded, may be made:
- i. during the meeting at which the previous vote was taken;
 - ii. at a subsequent meeting with due notice in writing. Such notice must include the rationale(s) for moving the motion to reconsider.
- (b) A motion to reconsider can be made with respect to a motion which was either adopted or defeated in the previous vote.

The purpose of a motion to reconsider is to allow second thoughts on a vote when a decision on an issue has been made in haste, or some further relevant information comes to light later in the same meeting. However, staff work towards implementation of an adopted motion will not be suspended by the Notice of Motion to reconsider. The procedural motion to reconsider is open to limited debate, in order to give its movers a chance to explain why they wish the meeting to re-examine the substantive issue. The motion is not amendable. A motion that has been reconsidered once during a meeting cannot be reconsidered again. [K&K p. 205 § 172]

- (c) This rule does not prevent a motion to reconsider a previously defeated motion at a subsequent meeting [ref. K&K p. 205 § 172]. However, such a subsequent motion to reconsider is not in order when the results of the previous vote have already been substantially put into effect.
- (d) Any member may introduce a motion to reconsider, regardless of which way he or she voted on the original motion.
- (e) If adopted, a motion to reconsider returns the original motion to the status it held immediately prior to the previous vote.
- (f) A motion to reconsider may only be made once in any six-month period.

Rescind

- 12.13 (a) A motion to rescind something previously adopted may be made only with due notice in writing, which should set out new information or reasons in support of the motion. Such a motion enables repeal of a previously approved substantive motion if it has outworn its usefulness or is demonstrated not to achieve its intended purpose. [K&K p. 181 § 145]
- (b) A motion to rescind something previously adopted may not breach a contractual or other legal obligation entered into by or on behalf of the Board on the strength of the previous motion.

Amend Something Previously Adopted

- 12.14 (a) A motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion. A motion which does not accomplish precisely what was intended by its movers and supporters, to correct its weaknesses, may be moved at a subsequent meeting provided proper notice has been given. A motion to amend a previously adopted motion cannot be made at the same meeting, because in this instance the correct procedure would be to move a motion for reconsideration (see 12.12 above) [K&K p. 181, § 144].
- (b) A motion to amend something previously adopted may not breach a contractual or other legal obligation entered into by or on behalf of the Board on the strength of the previous motion.

Rules of Committee

- 12.15 (a) These rules shall be observed in meetings of Committees of the Board, insofar as they are applicable, except that:
- i. no motion made in committee shall require a seconder;
 - ii. members may speak more than once to an issue and for up to five minutes each time, subject to such reasonable limitations as the Chair of the committee may determine in the interest of expediency and with due and fair consideration to the rights and privileges of all members;
 - iii. Where the Board adopts the rules of committee, a member may, upon request, seek clarification or ask a question of a non-voting representative where the representative is in attendance;
 - iv. votes shall not be recorded in committee except by request of a trustee at Committee of the Whole Budget; and
 - v. at Audit Committee in the event of a tie vote, the chair is entitled to cast a second and deciding vote.
- (b) Except as provided in the By-laws or by Board resolution, the members of a Committee shall elect one of their members as Chair of the Committee.

- (c) The Special Education Advisory Committee and the Board's other Advisory Committees are exempted from the requirement to provide prior notice to move substantive issues arising from reports circulated with the agenda as action items, or by way of notice from individual Committee members filed with the Secretary at least one full working day before the agenda is to be circulated to members, or by notice of motion filed by a member at a previous meeting.

13.0 AMENDMENTS TO BY-LAWS AND STANDING RULES

- 13.1 These By-laws and Standing Rules may be amended only by approval of two-thirds of all members present and voting, at a regular or special meeting of the Board, provided that at least two weeks' notice in writing has been given to all Board members.

14.0 RELATED POLICIES

- P.008.GOV: Advisory Committee on Equity
- P.010.GOV: Community Involvement on Board Standing Committees
- P.012.GOV: Board Governance
- P.016.GOV: Audit Committee
- P.017.GOV: Student Trustees
- P.018.GOV: Electronic Meetings of the Board and Committees
- P.019.GOV: Special Education Advisory Committee
- P.025.GOV: Board Member Conflict of Interest
- P.048.GOV: Board Guiding Principles
- P.050.GOV: Board Member Removal/Resignation from Office
- P.065.GOV: Advisory Committees to the Board
- P.073.GOV: Board Member Code of Ethics
- P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community
- P.130.GOV: Evaluation Process for the Board of Trustees
- Parent Involvement Committee: By-Laws and Standing Rules

APPROVED BY THE BOARD: 17 December 1997

LAST REVISED: 28 January 2014

ANNEX 1

Agenda for Regular Board Meetings

The agenda for the regular meetings of the Board shall be in the order set out below.

In-Camera Agenda Items:

1. Call to Order – Chair of the Board
2. Resolve into In Camera Session – (Vice-Chair assumes the Chair)
3. Approval of In Camera Agenda
4. Briefing from the Chair
5. Briefing from the Director
6. Confirmation of In Camera Minutes
7. Business Arising from In Camera Minutes
8. Matters for Action
 - a. Receipt of Committee of the Whole In Camera Minutes
 - i. Approval of Resolutions (by consent)
 - b. Non-Consent Items
 - c. Other Reports
9. Matters for Discussion
10. New Business – Information and Inquiries
11. Motion to Rise and Report

Public Agenda Items:

1. Call to Order – Chair of the Board
2. Report from In Camera Session
3. Approval of Agenda
4. Briefing from the Chair
5. Briefing from the Director
6. Delegations
 - a. Registered in Advance of the Meeting – Four Minutes
 - b. Registered in Advance of the Meeting – Two Minutes (for delegations who previously appeared at committee on the same topic)
 - c. Registered at the Meeting - Two Minutes
7. Confirmation of Board Minutes
8. Business Arising from Board Minutes
9. Unfinished Business from Previous Meetings
10. Matters for Action
 - a. Receipt of Committee of the Whole Minutes
 - i. Approval of Resolutions (by consent)
 - b. Non-Consent Items
 - c. Other Reports
11. Strategic Priorities Discussion
12. New Business – Information and Inquiries
13. Adjournment

ANNEX 2

Agenda for Regular Meetings of Committee of the Whole

The agenda for the regular meetings of the Committee of the Whole shall be in the order set out below.

In-Camera Agenda Items:

1. Call to Order – Vice-Chair of the Board
2. Approval of In Camera Agenda
3. Briefing from the Chair
4. Briefing from the Director
5. Matters for Action
6. Reports from Statutory Committees
7. Matters for Discussion
8. Long Range In Camera Agenda (second monthly meeting only)
9. New Business – Information and Inquiries
10. Adjournment

Public Agenda Items:

1. Call to Order – Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair
4. Briefing from the Director
5. Delegations
 - a. Registered in Advance of the Meeting – Four Minutes
 - b. Registered at the Meeting - Two Minutes
6. Matters for Action
7. Reports from Statutory Committees
8. Matters for Discussion
9. Information Items
10. Long Range Agenda (second monthly meeting only)
11. New Business - Information and Inquiries
12. Adjournment



POLICY P.012.GOV
TITLE: BOARD GOVERNANCE
Date issued: 06 June 2012
Revised:
Authorization: Board: 12 June 2012

1.0 OBJECTIVE

To establish principles for Board governance to encourage and support effective Board decision-making.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act and the Education Act*. Student trustees are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.
- 2.3 **Board Governance** is the way in which the Board provides leadership, stewardship and oversight of the school district and its resources.
- 2.4 **District** means the Ottawa-Carleton District School Board.
- 2.5 **Upholding** means to respect and to ask for respect for Board decisions as an expression of collective community democratic will.
- 2.6 **Monitoring** refers to the process whereby the Board of Trustees oversee the progress of District goals, policies, priorities and performance targets to determine if they are on-schedule and meeting the pre-set objective.
- 2.7 **Governance Commitments** are the expression of values and beliefs to which the Board subscribes in the undertaking of its duties.
- 2.8 **Guiding Principles** are value statements that guide, influence, direct or support any action, decision or practice to which they are related.

3.0 POLICY

Governance Commitments

- 3.1 The Board recognizes that it is bound by all applicable laws.
- 3.2 The Board is committed to providing leadership and good governance to benefit public education, and is mindful of the impact of its decisions on individual communities and society at large.
- 3.3 The Board shall focus decision-making on the educational outcomes of student achievement and well-being, and support programs and services that seek to provide equity of access and successful outcomes for all students.
- 3.4 The Board shall maintain a strategic focus on the work of the District and shall govern with long term vision.
- 3.5 The Board is committed to transparency, ensuring compliance with legislative requirements and making every reasonable effort to hold all deliberations, debate and decision-making in public.
- 3.6 The Board is committed to ensuring an effective Board culture of collaboration, respect, trust, candor and open expression of diverse and divergent viewpoints.
- 3.7 The Board shall render all decisions with integrity, based on available facts, and in the best interests of the entire district without undue influence from individuals or special interest groups.
- 3.8 The Board shall engage in board professional development to increase the collective capacity of the Board as a whole.
- 3.9 The Board recognizes that there is a division of responsibility between the Board and the Director of Education as the Chief Executive Officer (see section 4.0).

Guiding Principles

- 3.10 When setting policy direction and making decisions the Board shall be guided by the following principles:
 - a) Making students the primary focus and ensuring the District's schools and programs meet the diverse educational needs of students in their communities;
 - b) Ensuring equity, accessibility and fairness of learning opportunities;
 - c) Recognizing, valuing, and celebrating the diversity of its community;
 - d) Considering the input of students, parents, staff and the wider community as appropriate through a meaningful consultation process;

- e) Making efficient, effective and innovative use of its resources, based on sound planning and best available information;
- f) Fostering vital and mutually beneficial relationships between schools, the populations they serve and the communities in which they are situated; and
- g) Being professional, transparent, and acting with integrity and respect for all.

4.0 SPECIFIC DIRECTIVES

Roles and Responsibilities of the Board

Responsibility

- 4.1 The Board is responsible for promoting student achievement and well-being; ensuring effective stewardship of the board's resources; and ensuring the delivery of effective and appropriate education programs to its students.

Policy Development and Monitoring

- 4.2 The Board shall develop and maintain policies and make decisions that promote the goals of student achievement and well-being, stewardship of resources, and effective program delivery and encourages students to pursue their educational goals. The Board shall monitor and evaluate the effectiveness of its policies, directions and priorities in achieving the Board's goals and the efficiency of the implementation of these policies. The Board shall monitor the extent to which the direction, policies and priorities it has set have been met.

Multi-Year Planning

- 4.3 The Board shall consult with parents, students, supporters and employees in the development of a multi-year plan aimed at achieving the goals of student achievement and well-being, stewardship of resources, and effective program delivery and encourages students to pursue their educational goals. The plan shall include measures with respect to the allocation of resources to improve student outcomes. The Board shall annually review the plan with the Director of Education and ensure that the plan and progress reports on implementation of the plan are brought to the attention of parents, students, supporters and employees of the Board.

Director Evaluation

- 4.4 The Board shall monitor and evaluate the performance of the Board's Director of Education in accordance with its policies and have regard for his or her duties under the *Education Act*.

Board/Director Relations

- 4.5 The Board shall realize the potential of an effective Board-Director relationship; exercise its right to delegate authority to the Director for operational management; monitor the extent to which the direction, policies and priorities it has set have been met; and conduct annual performance appraisals of the Board and the Director.

Communication

- 4.6 The Board shall ensure effective communication with the community. It shall ensure the sharing of information on the activities and events taking place in the District, as well as

the policies, procedures and decisions adopted by the Board. The Chair of the Board is the only spokesperson for the Board.

Stewardship of Resources

- 4.7 The Board shall demonstrate fiscal accountability and effectively use the resources entrusted to it for the purposes of delivering effective and appropriate education in a manner that upholds public confidence.

Advocacy

- 4.8 The Board shall make every effort to increase Board influence through political advocacy.

Roles and Responsibilities of Board Members

- 4.9 Board members are publicly elected and ultimately bear responsibility to the community as a whole.
- 4.10 Board members are responsible for bringing community members' concerns forward to the attention of the Board and balance their responsibility to the community with their duties as members of the board, collectively making decisions in the interests of all students.
- 4.11 Board members shall make themselves aware of the legislative, policy and operational requirements of the school board, and to be aware of current and emerging issues.
- 4.12 Board members shall respect the dignity of their office and shall not use their position for personal advantage or advancement.
- 4.13 Board members shall review agenda materials, arrive on time, regularly attend Board and committee meetings to which they have been appointed, and participate to the best of their ability.
- 4.14 Board members shall respect their colleagues and shall not contribute to unproductive debate or actions.
- 4.15 Once a decision has been reached by the Board, each member shall uphold the decision. Members are expected to be able to explain the rationale for a Board decision as required.
- 4.16 Board members shall respect and maintain confidences and confidential information.
- 4.17 Board members shall manage community communications effectively and diligently respond to requests for information.
- 4.18 Board members shall entrust the day to day management of the District to its staff through the Director of Education.
- 4.19 Board members shall comply with the Board's Code of Conduct.

Roles and Responsibilities of the Chair of the Board

- 4.20 In addition to any other duties under the *Education Act*, the Chair shall:

- a) Preside over meetings of the Board;
- b) Conduct the meetings in accordance with the Board's procedures and practices for the conduct of board meetings;
- c) Establish agendas for Board meetings, in consultation with the Director of Education **and, as appropriate, the Vice-Chair of the Board, and a duly appointed Board member or alternate;**
- d) Ensure that members of the Board have the information needed for informed discussion of the agenda items;
- e) Act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
- f) Convey the decisions of the Board to the Director of Education;
- g) Provide leadership to the Board in maintaining the Board's focus on its mission and vision; and
- h) Assume such other responsibilities as may be specified by the Board.

Roles and Responsibilities of the Director of Education

- 4.21 The Director of Education is responsible for and accountable to the Board for the effective functioning of the school system in accordance with the strategic priorities and policies established by the Board and with any relevant statutory or regulatory requirements.
- 4.22 The Director of Education shall:
- a) Provide educational leadership to the District and advising and counseling the Board on all educational matters;
 - b) Maintain a strategic focus and managing policy implementation;
 - c) Enhance communications and community relations;
 - d) Manage human resources and professional development;
 - e) Demonstrate fiscal accountability; and
 - f) Demonstrate a strong relationship with provincial officials, including advocacy for the District's needs.
- 4.23 In addition to his or her other duties under the *Education Act*, the Director of Education shall:
- a) Annually review with the Board the multi-year plan;
 - b) Ensure that the multi-year plan establishes the Board's priorities and identifies specific measures and resources that shall be applied in achieving those priorities and in carrying out duties and responsibilities for student achievement;

- c) Implement and monitor the implementation of the multi-year plan;
- d) Act as Secretary to the Board;
- e) Bring to the attention of the Board any act or omission by the Board that may result in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- f) If the Board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of Education of the act or omission.

5.0 REFERENCE DOCUMENTS

Education Act of Ontario and Regulations under the Education Act

Bylaws and Standing Rules

Policy P.073.GOV: Board Member Code of Ethics

Policy P.025.GOV: Board Member Conflict of Interest

Policy P.130.GOV: Evaluation Process for the Board of Trustees

Policy P.051.GOV: Evaluation of Director of Education and Secretary of the Board

Policy P.001.GOV: Policy Development and Management

Policy P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community

Policy P.114.GOV: Advocacy

Policy P.006.HR: Delegation of Authority – Human Resources

Policy P.007.FIN: Signing Authority and Spending Controls

Job Description for Board Member

Job Description for Director of Education and Secretary of the Board



BOARD (PUBLIC)
Report No. 18-110

20 November 2018

Progress Report at Year 3 of the Strategic Plan 2015-2019

Key Contact: Michele Giroux, Executive Officer, 613-596-8211 x8310

PURPOSE:

To provide an update on progress of the objectives outlined in the 2015-2019 strategic plan at the end of year three of the plan.

CONTEXT:

1. The OCDSB has a 4-year cycle for our strategic plan. Currently, we are in the fourth and final year of the 2015-2019 strategic plan. The following overview is provided to guide your reflection on the progress made on each of the strategic objectives, thus far in the life of the plan. The report includes a heat map which identifies overall progress by objective and a one page summary of the work to date on each objective.

KEY CONSIDERATIONS:

2. The attached heat map provides a snapshot of where we are in terms of progress on each objective. The purple shading indicates progress in that particular area, while the grey depicts work still needed to be done. While these levels may vary to some degree based on the value placed on the different pieces of evidence, they are informative for big-picture reflection and for identifying opportunities for growth prior to the end of the plan.

Considerable progress has been made on each of the five objectives. The heat map identifies that both the learning objective and the well-being objective are the areas where the District still has the most opportunity for progress. Over the past three years, the District has made a number of major policy decisions in support of student learning. Our achievement data shows progress in terms of our results, but similar to the results provincially, there is room for improvement particularly in terms of mathematics and closing achievement gaps. These were areas explained in detail in our recent Annual Student Achievement Report and Board Improvement Plan for Student Achievement and Well-Being.

3. The attached one-page summaries provide a bird's-eye view of the major accomplishments for each objective over the last three years. They also identify key pieces of evidence related to progress each objective, and opportunities for future growth in this final year of the strategic plan. These summaries are provided to guide your reflection on the big pieces of work that have been accomplished and the impact that we have seen. The items highlighted are far from an exhaustive list, but serve as reminders of some of the significant undertakings in the strategic areas. This information has been discussed in detail over the past three years in the annual measurement reports, which can be found on the OCDSB's website.
4. Thus far, over the course of the strategic plan, the Board has made significant progress on the strategic objectives. Some key accomplishments include:
 - Development and implementation of Elementary and Secondary School Frameworks;
 - Review of school accommodations in two geographic areas;
 - Establishment and implementation 50/50 Bilingual Kindergarten;
 - Improved understanding and awareness of issues related to equity;
 - Indigenous Education;
 - UN declaration: International Decade for People of African Descent;
 - Advisory Committee on Equity;
 - Improved engagement through new websites and portals;
 - Provision of in-depth supports to schools to build data literacy capacity;
 - Implementation of a financial plan that addressed deficits and re-established an accumulated surplus; and
 - Other noteworthy achievements, as outlined in the attached summaries.
5. Reflecting on the progress thus far in the strategic plan demonstrates significant advancement for the OCDSB. However, there is still work to be done. Some of the key work that will be carried out this year to further our progress on the strategic objectives includes:
 - Develop process for the collection and use of identity-based data (Equity);
 - Implement Exit Outcomes self-reflection tool (Learning);
 - Develop technology plan, including enhancements to IT infrastructure (Stewardship);
 - Implement orientation program for new Board and Director (Engagement); and
 - Develop OCDSB Mental Health Action Plan, with a focus on self-regulation and Early Years (Well-being).
6. We have learned a lot from the existing strategic plan, which will help guide our work as we move into the next plan. The measurement and reporting structure for progress on the strategic objectives has evolved significantly over the past few years and has led to valuable discussions among the Board about the priority areas. Many of these discussions have focused on the importance of the specific goals and strategies that were identified to move the work forward. In developing the next plan, it will be beneficial to stay goal-oriented and to be clear in terms of what the target achievements are. To do so, it would be beneficial to identify some overarching benchmarks against which we can assess our growth.

The measurement of our progress is often complex, given the intersectionality of the objectives. This intersectionality is important to not only keep in mind, but to embrace when determining priorities for the upcoming strategic plan. This may impact the presentation of the plan and/or the language we use to refer to the objectives, as they are not stand-alone pillars but rather they are goals which relate to and depend on one another.

RESOURCE IMPLICATIONS:

7. Existing District resources support the monitoring and measurement of the strategic plan and support the implementation of strategic initiatives. As such, the District is able to undertake the measurement and reporting of progress within established departmental budgets. These reports are then used to help inform meaningful investments in the future.

COMMUNICATION/CONSULTATION ISSUES:

8. Progress on the strategic objectives has been shared and will continue to be shared with the community through regular reporting. This includes annual measurement reports on each strategic objective, as well as an overview each fall in the Director's Annual Report to the community. The information outlined in this report is a consolidation of that evidence, and will be posted to the District website.

One of the OCDSB's key stakeholders, the Ottawa-Carleton Assembly of School Councils (OCASC), recently expressed a keen interest in reviewing the measurement reports, and in using these reports to inform engagement on the 2019-2023 strategic plan development. This request demonstrates that there is community interest in our strategic priorities and the key work underway in the District; this may also be important for our stakeholders, to inform their input into the strategic planning process for the District.

STRATEGIC LINKS:

9. This overview identifies key accomplishments, evidence of progress, and opportunities for growth under our current strategic plan. Now in the final year of this plan, we are in a position to forecast what the status of the strategic objectives might look like by the end of the four-year cycle. This helps us assess our progress and informs priorities for the current year.

GUIDING QUESTIONS:

10. The following questions are provided to support the discussion of this item by the Board:
 - Has the information presented provided a clear indication of progress for each of the strategic objectives?
 - Does the evidence shared speak to satisfactory progress in each of the identified areas?
 - How will this overview inform our thinking about the next strategic plan?

- What lessons can be learned from the implementation of this plan that would improve our capacity for multi-year planning going forward?

Michele Giroux
Executive Officer, Corporate Services
(ext. 8310)

Jennifer Adams
Director of Education and
Secretary of the Board

APPENDICES

Appendix A: Progress Report: Strategic Plan 2015-2019



Progress Report: Strategic Plan 2015-2019

The OCDSB has a four-year cycle for our strategic plan. We are currently in the final year of the 2015-2019 strategic plan. The objectives identified in this plan are:

- **Equity** - By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students.
- **Learning** - By 2019, the District will improve the achievement of students in all educational pathways.
- **Stewardship** - By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources.
- **Engagement** - By 2019, the District will increase opportunities for engagement with and among our students, staff, families and broader community.
- **Well-being** - By 2019, the District will enhance the use of resources and supports to improve the well-being of all learners and staff.

Reflecting On Our Progress:

The following overview can be used to guide our reflection on the progress made on each of the strategic objectives, thus far in the life of the plan. This document includes:











- A heat map demonstrating progress on each of the strategic objectives; and
- A one-page summary of achievements, evidence, and opportunities for each objective.

Take-Home Message:

As shown in the heat map, we have seen substantial growth in the area of engagement since the start of this strategic plan. The amount progress on the engagement objective is followed by progress in the areas of equity and stewardship. Although we want to ensure continued progress in all five areas prior to the end of this strategic plan, the areas needing additional attention are learning and well-being. The progress in each of these areas can be discussed in light of the details provided in the attached summaries.

Next Steps:

Key work this year will continue to move us forward on all five priority areas, with a particular focus on learning and well-being.

 EQUITY	 LEARNING	 STEWARDSHIP	 ENGAGEMENT	 WELL-BEING
				

Equity Objective:

By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students.



Strategies & Actions:

'Develop and implement enhanced methodologies to differentiate the allocation of resources to improve equity of opportunity for all students'

- Updated RAISE index;
- Reviewed school fees;
- Increased efficiencies in school budgets/finances;
- Differentiated staffing;

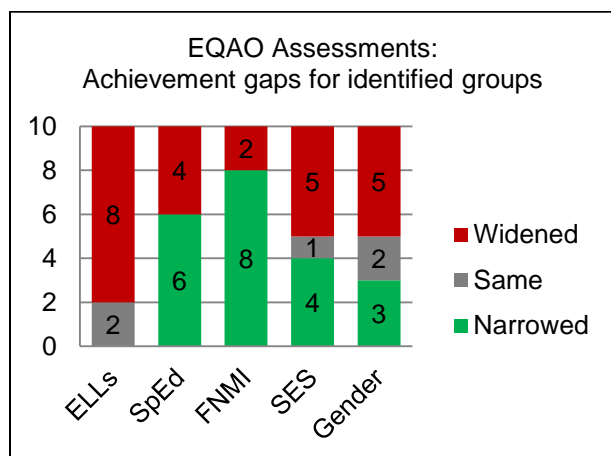
'Identify students and groups of students who face barriers to learning and differentiate supports to close achievement gaps'

- Established Black Youth Conference;
- Hosted A Date with Diversity;
- Increased supports for English Language Learners;
- Adopted the UN declaration for People of African Decent;

'Review and ensure effective use of FNMI funding to increase FNMI graduation rates'

- Began phase-in of grade 11 English course with Indigenous focus;
- Expanded Indigenous Education team;
- Established Indigenous Education Advisory Council;
- Piloted Indigenous STEM.

Evidence of Progress:



1423 students identify as FNMI, compared to 1382 in 2015.



70% of sites have inclusive washrooms.

Opportunities:

- Formalize methodology for differentiated support for school budgets;
- Provide cultural-proficiency and bias-aware training for all involved in employee selection processes;
- Develop process for the collection and use of identity-based data;
- Implement English Indigenous Education courses and increase the number of sites offering the program.



Learning Objective:

By 2019, the District will improve the achievement of students in all educational pathways.

Strategies & Actions:

'Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners'

- Promoted awareness of the Exit Outcomes, and developed educator resources;
- Implemented a superintendency data support model;

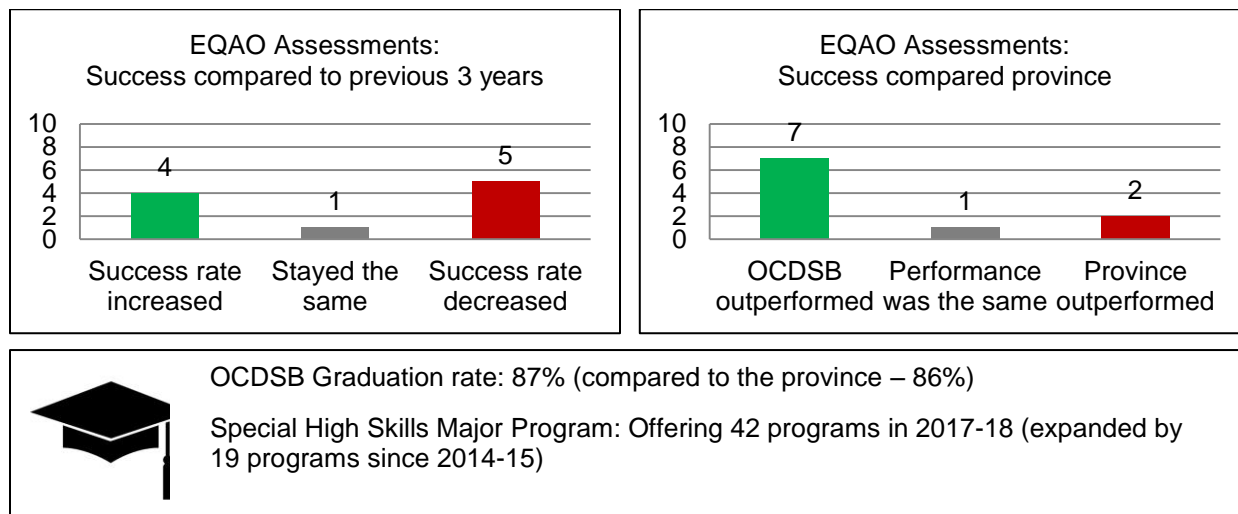
'Improve and increase access to the educational pathways for every student'

- Developed and implemented Elementary & Secondary School Program Frameworks;
- Implemented 50/50 Bilingual Kindergarten;
- Initiated expansion of the International Baccalaureate Program;
- Revised the 7-12 Student Success Model;
- Rolled-out geographic model for special education;
- Implemented changes to the Secondary High Skills Major (SHSM) Program;
- Expanded the Extended Day Program;
- Updated Secondary School Program Delivery;

'Optimize School Learning Plans to develop strategies to support achievement in targeted areas'

- Included math as a target area in all School Learning Plans.

Evidence of Progress:



Opportunities:

- Develop professional learning models in a range of formats;
- Implement Exit Outcomes self-reflection tool;
- Implement revised Student Success Model 7-12;
- Develop and implement framework for business partnerships for SHSM;
- Identify goals aligned with the Focus on Fundamentals of Mathematics in all School Learning Plans;
- Ensure School Learning Plans are posted on school websites.



Stewardship Objective:

By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources.

Strategies & Actions:

'Improve access to learning environments and optimize the use of resources through school accommodation and program review planning'

- Reviewed boundaries and program locations for 29 schools;
- Allowed targeted investments in schools to enhance learning spaces;
- Declared surplus properties;

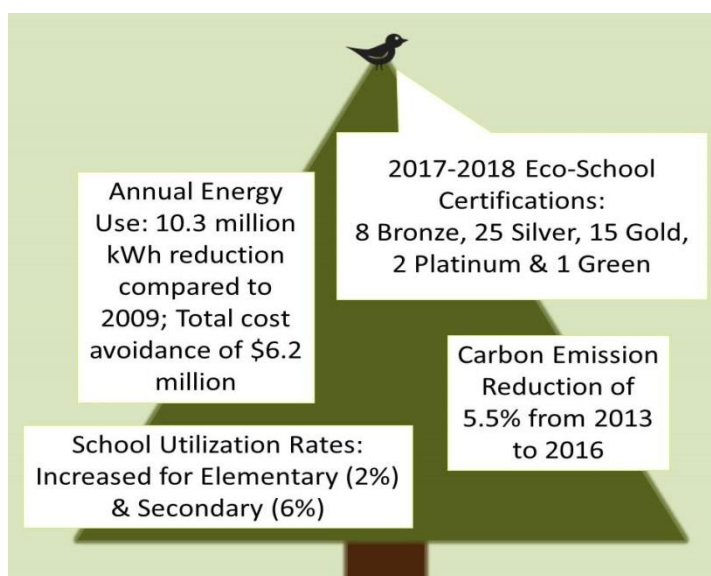
'Enhance operational practices to effectively and responsibly manage human and financial resources in support of students'

- Eliminated deficit and balanced budget;
- Invested in learning spaces and school-based supports;
- Provided operational training for principals;
- Developed School Council Funds Management Guide;
- Enhanced process for management of Designated Occasional Teachers;

'Model sustainability, smart energy use and sound environmental practices for students'

- Supported opportunities for students (e.g., Growing Up Organic; Forest School; Nearby Nature; Indoor Garden Pilot; Outdoor Education Centers);
- Reduced carbon emissions.

Evidence of Progress:



Opportunities:

- Initiate boundary review for new Stittsville High School;
- Develop 3-year technology plan;
- Develop and implement succession planning strategies within individual departments and school operations;
- Implement changes to support improved service/ efficiency in EDP/Childcare;
- Collaborate with school councils and principals to improve accountability for school council finances;
- Automate business processes, including forms;
- Examine strategies to support reduction of carbon emissions.



Engagement Objective:

By 2019, the District will increase opportunities for engagement with and among our students, staff, families, and broader community.

Strategies & Actions:


'Develop tools to support parent involvement in learning and well-being'

- Renewed District website;
- Renewed all school websites;
- Created and published parent, staff, and student portals;
- Developed an OCDSB app;
- Obtained a license agreement for a platform for interactive engagement;
- Established the Keeping You Connected Newsletter;


'Develop strategies to enhance communication and dialogue with and among staff, students, families and community partners to improve the delivery of public education'

- Initiated an annual Parent Conference and regular Speaker Series;
- Engaged in professional collaboration with federations;
- Developed and implemented a Complaint Resolution Policy;
- Targeted engagement of at-risk populations;
- Supported initiatives funded through the Ministry of Education's Parents Reaching Out Grant.

Evidence of Progress:




Participation in consultation
Accommodation reviews: n = 4134
Kindergarten changes: n = 8697



Social Media presence
20.3K Twitter followers



New Websites
www.ocdsb.ca
receives 100k-150k views/week



School Climate Survey
Parent participation:
net increase of 49% since 2014

Opportunities:

- Expand functionality of parent and staff portals;
- Implement revised assessment tools to monitor parent engagement in School Learning Plans;
- Implement orientation program for new Board and Director;
- Undertake consultation and develop new strategic plan.



Well-being Objective:

By 2019, the district will enhance the use of resources and supports to improve the well-being of all learners and staff.

Strategies & Actions:

'Build capacity to improve mental health supports'

- Designated a District Mental Health Lead;
- Developed and implemented a Mental Health Strategy;
- Provided staff training in the area of mental health;
- Supported student mental health programs (e.g., Sources of Strength; Kids Have Stress Too; Healthy Transitions);
- Conducted Autism Spectrum Disorder Pilots;

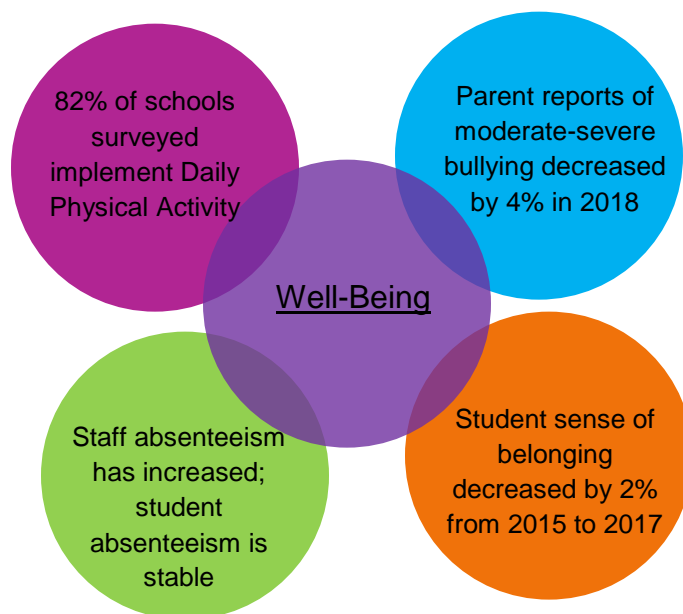
'Increase opportunities to support and encourage creative expression, physical health and physical literacy'

- Implemented Daily Physical Activity;
- Increased funding for after-school sports;
- Targeted funding for the arts;

'Develop and implement the well-being framework and School Well-Being Plans to enhance school climate'

- Distributed well-being kits and decision-making tool to all principals;
- Supported the development of a well-being goal in School Learning Plans for Student Achievement and Well-being.

Evidence of Progress:



Opportunities:

- Develop OCDSB Mental Health Action Plan, including a focus on self-regulation and Early Years;
- Focus on Teaching Games for Understanding, as part of DPA;
- Promote awareness of concussion management for students and staff;
- Integrate achievement and well-being goals in School Learning Plans;
- Develop awareness and revise policies/ procedures for legalization of cannabis.