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**COMMITTEE MEMBERS:**

All Trustees

**STAFF:**

Jennifer Adams, Director of Education and Secretary of the Board

**ASSOCIATION REPRESENTATIVES (NON VOTING):**

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternates: Brent Smith and Andrew Nordman

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Renald Cousineau, Alternates: Rupi Bergamin and Steven Spidell

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Mark Wylie, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Stacey-Ann Morris

**DISTRIBUTION:**

All Board Members, Senior Administration

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**ABOUT COMMITTEE OF THE WHOLE (PUBLIC):**

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

**ABOUT THIS AGENDA:**

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
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**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.*"

**HOW TO APPEAR AS A DELEGATION:**

- The following rules apply to members of the public who would like to address the Committee 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 Amanda Rock on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Amanda Rock, Committee Coordinator at (613) 596-8211, ext. 8363, or [amanda.rock@ocdsb.ca](mailto:amanda.rock@ocdsb.ca)
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



## COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, December 11, 2018, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1.	Call to Order - Chair of the Board	
2.	Approval of Agenda	
3.	Briefing from the Chair	
4.	Briefing from the Director	
5.	Delegations	
6.	Matters for Action:	
7.	Reports from Statutory and Other Committees	
7.1	Report, Special Education Advisory Committee, 14 November 2018	1
7.2	Report, Indigenous Education Advisory Council, 15 November 2018	15
7.3	Report, Audit Committee, 19 November 2018	21
	<i>Recommendations dealt with at Board meeting on 20 November 2018</i>	
7.4	Report, Parent Involvement Committee, 21 November 2018	63
7.5	Report, Advisory Committee on Equity, 29 November 2018	77
8.	Matters for Discussion:	
8.1	Report 18-118 Extended Day Program Daily Fee Rate 2019-2020 (O. Grigoriev, ext. 8287)	85
8.2	Report 18-124 Update on the 2019-2023 Strategic Planning Process & Consultations (M. Giroux, ext. 8310)	105

- 9. Information Items:
  - 9.1 Report from OPSBA (if required)
  - 9.2 New Ministry Initiatives Update
    - a. 2019-2020 Education Funding Consultation 113
  - 9.3 OSTA Update (if required)
- 10. New Business - Information and Inquiries
- 11. Adjournment



## SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, November 14, 2018, 7:00 pm**  
**Trustees' Committee Room**  
**133 Greenbank Road**  
**Ottawa, Ontario**

- Members:** Rob Kirwan (Community Representative), Tina Morden (Community Representative), Sonia Campbell-Nadon (Community Representative), Terry Warner (VOICE for deaf and hard of hearing children), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Dana Somayaji (Ottawa-Carleton Assembly of School Councils), Donna Owen (Ottawa-Carleton Assembly of School Councils), Mark Wylie (Down Syndrome Association), Katie Ralph (Autism Ontario, Ottawa Chapter), Keith Penny (Trustee), Anita Olsen Harper (Trustee), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Samantha Banning (Autism Ontario, Ottawa Chapter), Jim Harris (VOICE for deaf and hard of hearing children)
- Non Voting Members:** Catherine Houlden (Ontario Secondary School Teachers' Federation (Teachers)), Jean Trant (Ontario Secondary School Teachers' Federation (SSP)), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations)
- Staff and Guests:** Lynn Scott (Trustee), Chris Ellis (Trustee), Donna Blackburn (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services); Amy Hannah (System Principal of Learning Support Services), Jenny Dewan (System Vice-Principal of Learning Support Services), and Nicole Guthrie (Board/Committee Coordinator).

### 1. Call to Order

Chair Kirwan called the meeting to order at 7:13 p.m.

### 2. Approval of the Agenda

Moved by Trustee Penny,

That the agenda be approved.

An amendment moved by Linda Barbetta,

That the agenda exclude item 6.1

Defeated

**Moved by Trustee Penny,**

**THAT the agenda be approved.**

**Carried**

3. Delegations

There were no delegations.

4. Member Information

Ms. Barbetta advised that in June 2018 the Ontario Psychological Association released its Guidelines for Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities. She advised that the guidelines help ensure the alignment of assessment and evaluation. She added that the LD presentation in December will focus on the new working definition of LD.

On behalf of SEAC, Chair Kirwan thanked Trustee Olsen Harper for her support and dedication to SEAC over the past year and wished her well in her future plans.

Principal Symmonds advised that at the 05 December 2018 meeting SEAC members will be asked to volunteer to represent SEAC on other committees of the Board. He encouraged the members to consider the positions. He noted that it is helpful to have the voice of people with knowledge of special education lend their experience to the discussions at those committees.

4.1 VOICE Suggestions for Improving in-classroom supports for deaf and hard of hearing students

Further to a delegation by Derek Meester regarding Educational Assistants (EAs) and interpreter support gaps for deaf and hard of hearing students provided at the 9 May 2018 SEAC meeting, Principal Hannah advised that the District was able to increase the staffing for Deaf and Hard of Hearing to 10.3 FTE. Learning Support Services (LSS) central administration were also able to review staff portfolios, monitor effectiveness and re-target support staff to increase the District's ability to provide direct instruction. The District is providing newcomer students who present as deaf and hard of hearing (DHH) with direct instruction.

Principal Hannah advised that recruiting EAs with high-level sign language skills continues to be a challenge. She was pleased to report that she will be interviewing two candidates with these skills in the coming weeks. The new Director of Human Resources is aware of the need for trained staff and the and has made liaised with Algonquin College, Sign Language Interpreters Associates Ottawa and the Ontario Association of Sign Language Interpreters in an effort to attract and promote the need for skilled staff.

Principal Hannah noted that the congregated class for DHH students at Woodroffe High School presently has five students. Central LSS staff is working closely with the new principal to address concerns.

In response to a query from Mr. Harris regarding a recruitment plan, Principal Hannah responded that while there is no official plan, the Human Resources (HR) department take staff recruitment seriously and have attended job fairs to attract qualified EAs. The HR department has also actively marketed to Toronto based college graduates in an attempt to lure qualified staff to Ottawa.

In response to a query from Ms. Dlouhy regarding salaries, Principal Hannah advised that the salaries are the same for all EAs but those certified in American Sign Language (ASL) qualify for a skills shortage allowance.

## 5. Department Update

Superintendent Symmonds advised that the 30 October 2018 Board meeting featured a discussion on the work of the Gifted Advisory Group. The Board passed a motion to stand down the Gifted Advisory Group, to direct staff to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy. The Board also directed staff 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 report with an outline and timeline for the operational review is to be provided to the Board no later than February 2019. An operational review will identify a work plan for LSS to better meet the needs of exceptional learners.

Superintendent Symmonds noted that the 30 October 2018 Board motion also requested that staff produce a series of updates detailing the number of application and the number of children receiving assessment and placements in all congregated programs by exceptionality at both the elementary and secondary levels. The updates should also provide details of waitlists.

Superintendent Symmonds advised that the Ontario Municipal elections were held on 22 October 2018 and that the following new trustees were elected:

Wendy Hough - Zone 4, Rob Campbell - Zone 5, Jennifer Jennekens - Zone 7, and Lyra Evans - Zone 9. He noted that all trustees will be undertaking an orientation and which includes an LSS element.

Superintendent Symmonds announced that the District's annual Rainbow Youth Forum will be held on 15 November 2018 at the Confederation Education Centre and encouraged members to attend.

## 5.1 Special Education Plan (Standards)

### a. Special Education Staff

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

- Ms. Owen expressed concern on the allocation of Educational Assistants (EAs) for safety, medical or behavioural issues. She advised that bullet three on folio 2 be revised to include a statement regarding the allocation;
- Mr. Harris requested that the other special education teachers listed on folio 8 be further categorized into the specific numbers of itinerant teachers of Blind/Low Vision and Deaf and Hard of Hearing;
- The District was able to add two new positions to the Autism Spectrum Disorder (ASD) team, an Applied Behaviour Analysis (ABA) Coordinator and a Board Certified Behavioural Analyst (BCBA);
- With support from the Ministry, the District received a grant to implement a pilot project to improve school-based supports for students with ASD. A dedicated space within First Avenue Public School was created for external ABA providers to provide in-school ABA services to assist families with support and care. The pilot is available to any child who attends First Avenue PS, has a diagnosis of ASD and is receiving ABA service;
- In response to a query from Chair Kirwan, Principal Hannah advised that the development and implementation of Individual Education Plans (IEP) is a task performed by all the teams. She noted that the text could be revised to include both the general tasks and the tasks specific to the particular staff or team;
- Mr. Morris suggested that the Speech-Language Pathology section on folio 7 include a reference to the provision of services to parents, EAs and teachers;
- Ms. Dlouhy suggested the role of the classroom teacher include a reference to tiered interventions, particularly tier one;



- In response to a query from Chair Kirwan regarding Itinerant Educational Assistants (IEAs), Principal Hannah advised student safety plans and safe plan development is one the primary roles of the IEA. Sh noted their input is a valuable component to the work of the Multi-Disciplinary Team and their development of the student work plan;
- The Ontario College of Teachers offers an additional two-part Special Education course (Specialist). The specialist course is in addition to regular teacher training received concurrently or through the standard Bachelor of Education process. Teachers without the specialist designation would have a base knowledge of special education learners. The specialist courses are designed specifically to enhance professional practice in the area of special education;
- The staffing levels and qualifications outlined on folios 8-10 are provided as a result of Ministry requirements, and reflect the staffing numbers approved during the 2018-2019 budget process; and
- Trustee Penny advised that the staffing levels within the 2018-2019 Special Education Plan include a specific reference to the year.

b. The Identification, Placement, and Review Committee (IPRC) Process and Appeals

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

- Principal Hannah recognized that the Identification, Placement and Review Committee (IPRC) Process and Appeals section of the Special Education Plan can be challenging for the parent audience. She noted that, due to Ministry requirements some of the language is not negotiable and must be included. She added that she has created a sub-committee of staff that are in the process of reviewing the section in an effort to find solutions to make it more user-friendly;
- Staff hope to include screenshot images of the reports and a completed sample of the IEP;
- Ms. Elmer suggested that the language throughout this section referring to he/she and parent/guardian be made consistent;
- In response to a query from Ms. Ralph regarding psychological assessments, Principal Hannah responded that a psychological assessment is not required by the legislation for an IPRC, however, the IPRC needs to review and consider all relevant information. She provided an example indicating that it would

be difficult to diagnosis a Severe Learning Disability (SLD) without a psychological assessment;

- Superintendent Symmonds noted that most parents have sought supporting documentation when seeking a diagnosis. Long before the IPRC process commences, information on the student is gathered by the Multi-Disciplinary team to help build the case for a particular diagnosis. Often there is enough information in the student's file based on input from teachers and parents to begin the implementation of strategies to assist the student (i.e. use of assistive technology);
- Principal Hannah noted that information on the IPRC is provided to families when they request an IPRC. The pamphlet is sent directly to the parent and outlines the process. An online version is available on the District website. She noted that a revised version has been created and should replace the content currently available;
- Superintendency Based (SB) IPRC is available although there were no requests for an SB IPRC in the 2017-2018 school year. Members suggested the language of the SB IPRC be further clarified;
- Members suggested more information be provided on the process to waive an IPRC review. Staff noted that should parents waive the IPRC review, the IPRC will still convene to review the students' areas of need and strengths. Staff will continue to work on making the information more clear for parents;
- In reference to a comment by Ms. Owen regarding the use of tiered intervention strategies prior to a referral to an IPRC, staff noted that it is not a requirement and that parents may request an IPRC. The use of tiered-interventions is a way to begin to address some of the learning challenges noted by the school team;
- The principal must wait for the IPRC decision to place the student. An IPRC is not held until placement is available to ensure students are not on a waitlist;
- Ms. Barbetta noted that it would be helpful to combine the IEP and the IPRC. She also noted that information on the IPRC should be contained in the information on the IEP to ensure parents are aware that there is another process available to them. She suggested that a visual diagram noting the process may be a helpful addition to parents;
- Staff noted that they are working with the Communications department to improve the way information is communicated from LSS;

- Ms. Holden expressed the view that common language be used to refer to the student or pupil and that the use of the word "child" be limited;
- Staff advised that parents may only appeal the identification or the placement and noted that in both 2017-2018 and 2016-2017 there were zero complete appeals.
- In response to a query regarding the IPRC appeal process, Principal Hannah advised that she was unaware of any cases where the matter was not settled. She noted that there would not be minutes in cases which were settled; and
- IPRCs typically occur in the spring after the multi-disciplinary team, parents and teachers have had the opportunity to work on strategies for improvement. The appeal process begins after the formal IPRC process and happens towards the end of the school year and over the summer months. Through mediation at the school level, families issues are often resolved;

c. Transportation

Manager Kay advised that there would be no substantive changes to the Transportation section of the District's Special Education Plan for 2018-2019. Changes were made to the 2017-2018 plan to address single and solo transportation and modifications were made to walking distances. She advised that the document is shared with the Ottawa Student Transportation Authority (OSTA) and they review, comment and modify the standard as required. The District will be utilizing a new software application, a specialized transportation module, that will help to improve the process of transportation of special education students.

Ms. Houlden praised the support her staff receives from both LSS and OSTA in the arrangement of transportation for students with special needs.

d. Staff Development

Principal Hannah advised that LSS is committed to ongoing professional development for all staff but the District continues to face challenges due to an occasional teacher shortage. The District and LSS have had to be creative in the delivery of training for staff. Workshops offered by the District are listed on folio 26 and 27 of the agenda.

The District continues to invest in the Empower reading program. The release time costs dedicated to Empower outlined on folio 24, relate to the mandatory training required by the program. Staff implementing the Empower program must be trained by Hospital for Sick Children (SickKids) staff in a three-day off-site session.

In response to a query regarding the IEP Online training, staff advised that the amount represents the budget for the 2017-2018 school year and that a large amount of training coincided with the program launch in the fall of 2017. Training on the new software occurred centrally and in each school. The amount listed was for release time to enable further onsite training. Additional training was funding through the school operating budget.

Ms. Houlden noted that there was budget related to the development and work on the Quality Performance Indicators (QPI). Staff advised that they are developing best practices documents for each exceptionality and more information will be provided to SEAC for discussion and input.

Ms. Owen noted that the ways in which staff provide input for the plan are not provided in the text.

In response to a query regarding cost-sharing arrangements, Principal Hannah advised that the District often works with local partners, as outlined on folio 28 and 29, in the delivery of several special education-related programs and services. This includes the delivery of Section 23 programming through the M.F. McHugh Education Centre in partnership with the Ottawa Catholic District School Board.

In response to a query from Chair Kirwan regarding the term ePLC as noted on folio 28, Principal Hannah advised that ePLC is the name of the software platform used by the District to monitor and input requests for professional development. The ePLC platform also provides staff with a listing of available professional development (PD) opportunities. Staff is also informed of PD opportunities through system-wide memorandums.

## 6. Action/Discussion/Information Items

### 6.1 Minority Report Regarding Report 18-100 presented at October SEAC 2018

Your committee had before it a minority report regarding Report 18-100 presented at the 10 October 2018 SEAC which was prepared by Ms. Somayaji. In the report, Ms. Somayaji outlines her issues with both Report 18-100, the Gifted Advisory Group and the response to the volunteer members of Gifted Advisory Group. The minority report was provided as information.

Ms. Morden queried whether or not it should be called a minority report given that no decision was taken on the original report. She noted that the report had been distributed to trustees and labeled as a minority report on

behalf of the members of SEAC yet SEAC members were only provided with the report as a part of the 14 November 2018 agenda.

Ms. Somayaji argued that it was a minority report citing that SEAC did vote and make a decision on Report 18-100. She noted that she and several other members did not vote in favour of the motion. For that reason, she felt compelled to document her involvement in the process of the Gifted Advisory Group leading up to Report 18-100. She noted that she shared the report with trustees and requested that it be added to the 14 November 2018 SEAC agenda so that it would be shared with SEAC.

Ms. Morden expressed concern with the reference to the violation of the OCDSB Complaint policy outlined at the top of folio 32. Ms. Somayaji indicated that, after the initial letter of complaint from several members of the Gifted Advisory Group was submitted to the District in August of 2018, they did not receive a response until Report 18-100 was published on 5 October 2018 as part of the 10 October 2018 SEAC agenda. At that time she had two and half business days to address the response contained within Report 18-100.

Mr. Barbetta queried the intent of the minority report and the purpose of sharing it with SEAC. Ms. Somayaji indicated that she wished to alert the entire SEAC membership to the fact that the input of the SEAC members to the Gifted Advisory Group was ignored. She highlighted that the staff response to the process did not meet the mandate as specified in the motion passed by the Board on 20 December 2016. She expressed concern that the other members of SEAC passed a motion at the 10 October 2018 meeting that several of their own members disagreed strongly with.

Ms. Somayaji indicated that she would like an apology from both staff and SEAC. She noted that both staff and the other members of SEAC did not take the consideration of its members seriously and expressed the view that there had been a breach of trust. Ms. Barbetta suggested that Ms. Somayaji submit a formal complaint to staff. Ms. Somayaji advised that several members of the Gifted Advisory Group made a formal complaint in August of 2018 and that the only response they received was Report 18-100 which was received in October 2018 and violates the District's own Complaint Resolution Policy.

Ms. Somayaji acknowledged that some of the issues noted within in the minority report were based on personal experiences, but expressed the view that SEAC has been impacted by the process. SEAC ignored the recommendations and advice of its own members and that has implications for future consultations and work with other exceptionalities.

Trustee Penny advised that the minority report serves as a reminder that Board motions must be clear on deliverables and include time frames to ensure that expectations are understood and attainable.

Ms. Barbetta noted that the District uses restorative justice techniques to address matters within schools and proposed that SEAC use a similar process to restore communication.

Ms. Campbell-Nadon shared that Indigenous cultures use a talking circle, often facilitated by an Elder, to share their feelings. She noted that it is an excellent way to heal and bring the community together. She noted that SEAC may consider a similar process to help rebuild a collegial atmosphere. Ms. Somayaji indicated that she would welcome an opportunity to undertake a process to help amend and address the issues.

## 6.2 Memo 18-129, Response to Notice of Motion re: Tiered Interventions for Elementary Students with Giftedness

Memo-18-129, Response to Notice of Motion re: Tiered Interventions for Elementary Students with Giftedness, was provided for information.

## 6.3 Storefront Program Update

Principal Hannah noted that the Storefront program enables exceptional students between the ages of 19 to 21 the opportunity to participate in a co-operative education program combining life skills development and work experience outside of the school environment to develop community connections for their future. Presently, the life skills development portion of the day is provided separately in a commercial building, near the St. Laurent Shopping Centre.

In the 2017-2018 school year, LSS regained the oversight of the Storefront program including the referral process. The program application process allows students from across the District to be placed in the program via a Central Selection Committee and an Identification Placement and Review Committee (IPRC) process. The Storefront program is a specialized class placement for the General Learning Program (GLP).

The landlord, Morguard Properties, continues to offer the space to the District at reduced/lowered rent for the 2018-2019 school year and the program will remain at its location near St. Laurent Shopping Centre for the near future.

The Storefront teacher and educational assistant (EA) have been attached to the program for a number of years and an additional Learning Support Consultant (LSC) was added to the team for the 2018-2019 school year.

LSS is reviewing the Storefront Program and analyzing the space and leasing arrangements as well as program delivery. LSS is aware of the need to maintain and retain the program. A plan will be prepared and presented to SEAC. No date has been established for decisions related to the Storefront Program.

The District does not have any qualitative measures for the program's success rate. Anecdotal evidence from families and former students as presented at the 6 March 2018 Committee of the Whole meeting suggest it is an effective program.

Ms. Houlden noted that the Storefront Program teacher and EA are dedicated and passionate about the students and can provide information on the success rate of the program. She expressed concern about the stress these employees are under without a definitive plan or permanent location for the program. She requested that the item remains on the long range agenda.

## 7. Review of Special Education Advisory Committee Report

### 7.1 10 October 2018

Moved by Mark Wylie,

THAT the Special Education Advisory Committee report, dated 10 October 2018, be received.

Ms. Somayaji requested the last sentence of paragraph 3 of folio 68 be revised to read "The Letter was submitted to the Director and other staff in August and the only response the signatories received was Report 18-100."

**Moved by Mark Wylie,**

**THAT the Special Education Advisory Committee report, dated 10 October 2018, be received as amended**

**-Carried-**

### 7.2 Review of Long Range Agenda

The long range agenda was provided for information.

Ms. Barbetta queried how long LDAO-C would have for their presentation in December. Chair Kirwan advised the group could have 15 minutes.

Ms. Barbetta noted that the LDAO circular has a number of items that they recommend be added to SEAC agendas for discussion. She noted that she will share the circular with the members. Possible discussion topics for upcoming meetings could include the Ministry's Consultation on Education and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities.

### 7.3 Motion/Action Tracking Report, Business Arising

Superintendent Symmonds advised that Manager Kay will provide an update on the Special Needs Strategy at an upcoming meeting.

Ms. Houlden noted that item 4 should remain on the motion/action tracker. The recently released Annual Student Achievement Report (ASAR) does not include locally developed information. Chair Kirwan advised that the ASAR and the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) will be discussed at an upcoming meeting.

## 8. Committee Reports

### 8.1 Advisory Committee on Equity

Trustee Olsen Harper noted that the Advisory Committee on Equity is working on a recruitment campaign to attract new members.

### 8.2 Committee of the Whole

Chair Kirwan advised that the 16 October 2018 COW meeting featured a discussion on the congregated elementary Gifted program delivery and Report 18-100, Update to the Elementary Gifted Review.

### 8.3 Parent Involvement Committee

Ms. Campbell-Nadon noted that the PIC held their first meeting on 17 October 2018. PIC discussed the parent conference on 3 November 2018 and hosting a workshop at the conference to provide a PIC response to the Ministry of Education's Consultation: Education in Ontario. The next meeting is scheduled for 21 November 2018.

### 8.4 Board

Chair Kirwan advised that the 30 October 2018 Board meeting dealt with the standing down of the Gifted Advisory Group and the implementation of the Pilot Project as well as Trustee Boothby's notice of motion concerning changes to the congregated elementary Gifted program delivery. At that meeting, the motion referenced in Superintendent Symmonds Department Update, was passed.

## 9. New Business



Mr. Harris advised that VOICE may issue a notice of motion at an upcoming SEAC meeting to request that additional qualified teachers for Deaf and Hard of Hearing be included in the 2019-2020 budget.

Chair Kirwan reminded association representatives to provide Board Services with the names of their primary and alternate members so that the Board may approve the appointments at the inaugural meeting on 3 December 2018.

10. Adjournment

The meeting adjourned at 10:07 p.m.

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Rob Kirwan, Chair, Special Education Advisory Committee





## INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, November 15, 2018, 6:00 pm  
 Gloucester High School  
 2060 Ogilvie Road  
 Ottawa, Ontario

Attendees Present	Monique Monatch, Nina Stanton, Gail Bowen, Falicia Green, Romaine Mitchell, Sytukie Joamie, Jo VanHooser, Pauline Mousseau, Raiglee Alorut, Nicole Parsons, Kris Meawasige, Nopimng Inini McHugh, Karen Baker-Anderson, Elena Abel, Tracy Coates, Emily Casey, Grace Macmillan-Sayers, Theland Kicknosway, Jordyn Hendricks, and Gannaboute Gagné, .
Staff Present	Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Vice-Principal Paula Reynolds-Hall, Instructional Coach Nancy Henry, Educational Assistant Lili Miller, and Committee Coordinator Amanda Rock.
Non-Voting Representatives Present	Trustee Dr. Anita Olsen Harper.

### 1. Opening and Welcome

Vice-Principal Alexander called the meeting to order at 6:16 p.m.

Monique Monatch acknowledged that the meeting was taking place on unceded Algonquin territory and thanked the Algonquin Nations for hosting the meeting on their land.

Monique Manatch shared a story about the light of life needing to be protected. In the past, animals and humans could communicate with each other when bad spirits were coming. They decided to hide the light of life within everyone's heart. Ms. Monatch expressed the view that the IEAC should listen to the smallest or youngest voices among the group, as the IEAC was formed for the benefit of the younger generation.

## 2. Establishing Membership of IEAC

Superintendent Baker advised that the Board of Trustees believes that the process for establishing the membership of the IEAC should be created by the Council. She noted that a process was deliberately left out of the policy to allow the Council to decide on the process for electing members.

Superintendent Baker noted that several people expressed interest in being members of the Council after the inaugural meeting on 18 October 2018 meeting. She emphasized that the IEAC has a minimum of six meetings per year. Superintendent Baker reminded the attendees of the IEAC member representation as the following:

- Three members representing Elders, Senators, and Traditional Knowledge Keepers;
- Two members representing the First Nations community (inclusive of one member from the Algonquin Nation);
- Two members of the Inuit community;
- Two members of the Métis community;
- One trustee representative (Trustee Anita Olsen Harper);
- One Indigenous education lead (Vice-Principal Alexander);
- One Superintendent (Superintendent Baker);
- At least two and not more than three student representatives; and
- A maximum of two OCDSB staff members.

Vice-Principal Alexander recalled the discussion from the 18 October 2018 IEAC meeting. She explained that voting and non-voting members are Board structures. She reassured the attendees that, regardless of what the policy states, everyone's voice is equal in decision-making within the IEAC.

Superintendent Baker advised that creating the process for electing members of the IEAC does not have a deadline. She noted that identifying key aspects of the process and how membership is defined may take time.

Superintendent Baker advised that 16 people have expressed interest in being members of the Council. She stressed that the circle of discussion remains open to anyone who attends the IEAC meetings. Vice-Principal Alexander added that there were a greater number of people expressing interest in the First Nations community member than any other role. She noted that there are fewer expressions of interest in the Métis community members.

In response to a query from Tracey Coates, Vice-Principal Alexander advised that the decision-making that determined the membership structure was based on public consultations and information gathering with various long-standing committees. Superintendent Baker noted the intent is to have the current policy

revised in two years. At that time, proportional representation could be considered based on the recommendations of the IEAC.

Sytukie Joamie suggested that the Council make a recommendation with regards to the First Nations representation outlined in the policy. He added that the Council should show respect to the Algonquin Nation by recommending that they have more representation on the IEAC.

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

- The current policy will remain unchanged until it is revised in two years;
- IEAC could decide that the Algonquin Nation be given priority as First Nations members; and
- Proportional representation can be considered for the Algonquin Nation.

Nancy Henry noted that not all First Nations communities use the language of 'Elder'. She added that 'Elder' means any individual who imparts spiritual guidance in a community. Vice-Principal Alexander advised that there was not more than one Algonquin Elder who expressed interest in being a member of the IEAC. She added that understanding voting or having consensus on issues is important for the IEAC to make recommendations. Monique Manatch suggested that there should be a focus on the circle and the inclusion of everyone's voice when voting and/or coming to an agreement.

Jordyn Hendricks expressed concern that there are other issues that can be addressed immediately such as the curriculum for Indigenous Education and the classroom experience for Indigenous students.

The student attendees emphasized that they do not have an issue with the First Nation representation in the policy. They noted that there are time-sensitive issues to address that currently affect Indigenous students. Jordyn Hendricks expressed concern that teachers do not know how to discuss sensitive topics.

Gannaboute Gagné added that teachers may call upon Indigenous students for clarification or more in-depth knowledge of certain topics. Mr. Gagné noted that there are times when Indigenous students do not know certain parts of their culture, do not know how to respond to teachers, and are left feeling inadequate. Some Indigenous students did not have an upbringing that surrounded them with their culture. Learning resources need to be created for teachers by First Nations, Métis, and Inuit groups. Gannaboute Gagné explained that there are teachers who do not teach certain topics in History classes to avoid making Indigenous students feel uncomfortable. He also shared that there is a lack of intervention by teachers and principals when Indigenous students are bullied. He mentioned that teachers have been reported to school administration for claims of racism and/or discrimination. Mr. Gagné stressed that school principals have been dismissive of reported racism and discrimination and teachers are believed more than students.

Falicia Green added that the Indigenous population is affected by mental health issues, such as anxiety and depression. Indigenous students being called upon in the classroom to provide fulsome responses to their history and culture is an added pressure. She supported Gannaboute Gagné's suggestion of addressing the practice of teachers calling upon Indigenous students to provide knowledge in the classroom. Mr. Gagné stressed that these experiences affect Indigenous students throughout their school day and have an impact on how they identify as Indigenous in secondary school and later years.

Nina Stanton agreed that more workshops are needed for teaching Indigenous content in the classroom. She shared that Carleton University created a video about youth articulating the burden that is put on Indigenous students to teach their culture to their own classrooms. Superintendent Baker added that a similar video can be produced, by the District, as a resource on this topic in the future.

Superintendent Baker submitted that some teachers have fears of making mistakes when teaching course content. She noted that the Indigenous Education team has been working with teachers and the community to build capacity and connect teachers with resources that will help them in the classroom.

Sytukie Joamie expressed the opinion that teaching Indigenous youth about their culture should be a priority. He commented that teaching non-Indigenous people about Indigenous culture is the greater task. Raiglee Alorut shared that her grandchildren were told not to speak the Inuktitut language at their school in Ottawa. She expressed concern that her grandchildren will not want to identify with their Inuit culture and they no longer want to speak the Inuktitut language at home.

Ganaaboute Gagné suggested that the District have a mandatory workshop, with different Indigenous content, every school year. Superintendent Baker advised that every school has a School Learning Plan on Student Achievement and Well-Being where Indigenous Education can be embedded. The IEAC recommended that PA Days include school work spaces for students and teachers to be shown resources for teaching sensitive topics.

Kris Measwasige commended the students for sharing their experiences. He added that having circle discussions will amplify the voices of the students. Nicole Parsons expressed the opinion that cultural competency training is needed to fill the educational gaps for teachers. Ms. Parsons added that Indigenous culture needs to be infused at all levels of the District such as the School Learning Plan, the Board's Strategic Plan, and the IEAC. Superintendent Baker advised that focus groups will be held in January 2019 to help develop the 2019-2023 Board Strategic Plan. She shared that the IEAC is encouraged to participate in these focus groups.

Romaine Mitchell highlighted that the student attendees have given a mandate with their stories and suggestions. Professional development is one way to move the Council's recommendations forward.

Jordyn Hendricks reiterated that goal-setting is pertinent for the Council to accomplish meaningful work.

Monique Manatch identified the following three priorities:

- Goal-setting prior to the 17 January 2019 meeting;
- A group/body for students to report student-teacher incidents in the classroom; and
- Phrases that help students cope with being asked about their history and culture in the classroom.

Jordyn Hendricks added the opinion that ignorance stems from a lack of knowledge and a fear of teaching certain topics is not the sole reason why teachers are avoiding sensitive content.

In response to queries regarding the membership of IEAC, Superintendent Baker advised that the names of people who expressed interest can be provided at the 17 January 2019 meeting. She noted that the challenge of establishing the membership is that there are more people who expressed interest in becoming voting members than the policy allows. The positions for which only 1 person has expressed interest in can be confirmed at the 17 January 2019 meeting. Sytukie Joamie urged that the Council membership be established at the 17 January 2019 meeting. He expressed the opinion that the Chair of the IEAC should be an Algonquin Nation member. Mr. Joamie also suggested that sub-committees be formed to work on specific projects.

The attendees expressed interest in electing Albert Dumont as Chair of the IEAC.

Vice-Principal Alexander wished everyone a Merry Christmas. The next meeting is on 17 January 2019.

3. Overview of the components of the Board Action Plan for Indigenous Education

The Board Action Plan for Indigenous Education and goal-setting will be discussed at the 17 January 2019 meeting.

Superintendent Baker agreed to provide information to attendees on the 2019-2023 Strategic Plan Consultation Plan.

4. Closing

Following a closing prayer by Monique Manatch, the meeting adjourned at 8:26 p.m.







## AUDIT COMMITTEE REPORT (PUBLIC)

**Monday, November 19, 2018**

**7:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

Members: Sandra Schwartz (Trustee), Keith Penny (Trustee), Lynn Scott (Trustee), Annik Blanchard (External Member), Erik Husband (External Member)

Staff and Guests: Mike Carson (Chief Financial Officer), Jennifer Adams (Director of Education), Shawn Lehman (Superintendent of Instruction), Kevin Gardner, (Manager of Financial Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Kim Lebrun (Finance/Project Officer), Sandy Owens (Manager, Business and Learning Technologies), Sandra Lloyd (Manager of Risk and Supply Chain Management), Rob Clayton (KPMG), Rebecca Prophet (KPMG) Nicole Guthrie (Board/Committee Coordinator)

### 1. Call to Order

Trustee Schwartz called the public session to order at 7:02 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

### 2. Approval of Agenda

**Moved by Trustee Penny,**

**THAT the agenda be approved.**

**Carried**

### 3. Delegations

There were no delegations.

### 4. Superintendent's Report

Chief Financial Officer (CFO) Carson advised that recent media discussions on claims against the District will be discussed in the in camera session.

The District recently completed the upgrade of the K212 Finance system and the transition has been routine. Staff continues to work with the developers to resolve any issues as they arise. He noted that within the next several years the District will want to investigate a more robust product to meet its needs.

CFO Carson thanked Director Adams for her continuous support and commitment to the Audit Committee and its work. He noted that her support has been a key factor in the District's recognition as a leading-edge board of education.

## 5. Action Items

### 5.1 Review of Audit Committee Report

#### a. 26 September 2018

**Moved by Trustee Scott,**

**THAT the report from the Audit Committee, dated 26 September 2018, be received.**

**Carried**

#### b. Business Arising

There was no business arising.

### 5.2 Referred - Report 18-081, Audit Committee Annual Report for 2017-2018 (M. Carson ext. 8881)

Your Committee had before it Report 18-081 seeking approval of the 2017-2018 annual report on activities.

**Moved by Trustee Penny,**

**THAT the revised Report 18-081 be approved as the Audit Committee Annual Report to the Board for 2017-2018. (Attached as Appendix A)**

**Carried**

### 5.3 Report 18-101, Draft 2017-2018 Consolidated Financial Statements (M.Carson, ext. 8881)

Your Committee had before it Report 18-101 seeking approval of the draft 2017-2018 Consolidated Financial Statements.

During the presentation of the financial statements and in ensuing discussion, the following points were noted:

- The actual 2017-2018 Consolidated Financial Statements show a surplus of \$26.2 million;
- The 2017-2018 Budget identified a surplus of approximately \$15.0 million and staff are actively trying to identify the specific sources of the higher

than anticipated surplus. Early investigations indicate the use of occasional teaching staff as an area requiring further review;

- Table 3 on folio 4 identifies a carry forward amount of approximately \$2.1 million;
- With a larger than anticipated surplus, the District has some flexibility moving into the 2019-2020 budget planning process;
- Every effort will be made to identify and address issues of underspending; and
- KPMG have audited the consolidated financial statements and provided a clean and unmodified opinion. KPMG expressed no issues or reservations with the consolidated financial statements.

**Moved by Erik Husband,**

**THAT the Draft 2017-2018 Consolidated Financial Statements be approved. (Attached as Appendix B)**

**Carried**

6. Matters for Discussion

6.1 Report 18-102, Analysis of the District's 2017-2018 Financial Results (M. Carson, ext.8881)

Your Committee had before it Report 18-102 providing information regarding the District's financial results for the year ended 31 August 2018.

During the presentation and in ensuing discussion, the following points were noted:

- The District approved a balanced budget of \$928.0 million. Owing to an increase in revenue, the District anticipates an approximate surplus of \$15.0 million;
- Enrolment growth and expense control contributed to the higher than anticipated surplus;
- Other significant items include increased international student enrolment, additional funding through the receipt of special purpose grants and reduced instruction related compensation costs;
- Portable relocation costs of \$3.5 million were incurred whereas the 2017-2018 budget was \$900,000. These costs will normalize in future years;
- The Infant Toddler Preschool (ITP) program had a projected deficit of \$400,000 but ended the year with a deficit of \$233,000. The surplus in the Extended Day program (EDP) was used to offset the deficit in the ITP program. The ITP/EDP programs ended the 2017-2018 year with a net surplus of \$673,000;
- The District achieved significant savings related to compensation costs for instruction. Preliminary reviews suggest that the variance is due to new

staff commencing their tenure at a lower rate of pay, the use of occasional teachers and replacement staff during the staffing process, and a residual effect of the employee life and health trusts. Staff continue to investigate the variance and will provide more information as part of the finalized 2018-2019 Revised Estimates;

- Through the increased enrolment and an increase in the Language grant the District was able to address English as a Second Language (ESL) staffing shortages;
- There has been a significantly larger than expected decrease in the liability associated with employee future benefits. Although the decrease works in favour of the District, staff need a better understanding of the issue to be able to plan for coming years;
- Director Adams noted that the issue of replacement staff is an area the District must focus on. The cost of replacement staff is more than financial in that the replacement staff affects the continuity of learning for students. She noted that the District and other school boards across the province have made overtures to the Ministry noting the lack of availability of staff and absentee rates. The District must continue to investigate solutions to lower the absentee rate;
- In response to a query from Trustee Scott, Director Adams noted that casual staff is employed during the staffing process to comply with Regulation 274. The replacement staff are paid at the casual rate until the hiring process is finalized. While it is more cost effective to employ casual staff, it is disruptive to learning as students may have multiple teachers before full-time staff are hired. Trustee Scott requested that information on this matter be provided to the trustees to assist in their advocacy efforts;
- Trustee Scott queried whether or not the District anticipates a reduction in retirement gratuity payouts over time. CFO Carson responded that the payouts have been reducing annually but it still represents a significant cost. Some of the decreases in the amount are the result of a freeze on entitlements;
- In response to a query from Trustee Scott, CFO Carson responded that the Human Resources department has a detailed understanding of the number and nature of pending retirements in all employee groups and provides the Finance department with the information;
- Trustee Scott requested that staff provide the Board and Audit Committee with a summary of the overall trends. She noted there may be a potential liability within retirement gratuities;
- Trustee Penny suggested that staff provide clear language regarding the larger than anticipated surplus to ensure public confidence;
- Director Adams noted that the surplus will enable the District to allocate funding to specific areas of need;
- In response to a query from Trustee Penny regarding the provision of equipment and support for special education students, CFO Carson noted that Learning Support Services (LSS) and Business and Learning

Technologies (B&LT) staff work diligently to shorten any wait lists experienced in the acquisition of needed technology and training for special education students. He noted that staff resources have been added to B&LT and that staff continue to address the issues as they arise;

- Chair Schwartz highlighted the EDP surplus as a function of the fee increase owing to deficits in previous years. The surplus will be used to cover the losses in ITP and invest in much-needed software for the department. She queried whether or not staff felt the trend of an EDP surplus would continue and advised that the Board may need to revisit the fee structure;
- CFO Carson noted that the planned investment in the software for the EDP department, approximately \$300,000, has been carried forward to the 2018-2019 school year and staff are optimistic the program will be in place for the start of the 2019-2020 school year. Changes to the support and level of staff within the EDP are being monitored and a report on the fee structure for 2018-2019 will be presented for further discussion by the Board in December 2018; and
- CFO Carson cautioned trustees to be mindful of possible future fee increases and noted the surplus is a valuable safety net.

## 6.2 Report 18-107, Regulatory Compliance Register (M. Carson, ext. 8881)

Your Committee had before it Report 18-107 to provide information on the processes and controls in place to ensure that the District is in compliance with key regulations and statutes.

During the presentation of the report and in ensuing discussion, the following points were noted:

- Staff are working with all internal departments to better understand the regulations used by each department to determine compliance;
- The District continues to work toward an Enterprise Risk Management (ERM) system ;
- In areas where partial compliance or noncompliance is identified, the noncompliance is documented and the corrective actions taken;
- Chair Schwartz highlighted the examples staff provided on folio 16 as evidence of the District's efforts towards full compliance. She understood the list will not be exhaustive but is satisfied with the annual review;
- In response to a query regarding compliance with the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities, Superintendent Grigoriev noted that Learning Support Services staff are reviewing District procedures and practices with respect to accommodations for students with special education needs to assess alignment with the policy. She noted that the policy references more than just physical disabilities but does not reference all of the exceptionalities presently defined by the District. For example, those identified with a

disability, including a communication or a learning disability (LD), would be captured by the policy;

- The register provided in Appendix A to Report 18-107 captures the key statutes and regulations of the 2016-2017 and 2017-2018 school years;
- CFO Carson noted that the regulatory net is vast and constantly changing through Ministry Directives and Policy/Program Memorandum (PPM). Staff is constantly working on processes and controls to achieve compliance;
- Mr. Husband advised that it is the role of the Audit committee to review the processes and controls in place to ensure the District is in compliance. He added that it would be helpful if the Audit Committee could see a list of all the statutes and regulations so that they can confirm compliance; and
- CFO Carson noted that resources are a factor and that an ERM system would help staff prioritize processes and controls.

## 7. Information Items

### 7.1 Long Range Agenda

The long range agenda was provided for information. CFO Carson advised that he will review and revise the long range agenda with the new Chair of the Audit Committee.

In response to a query from Trustee Scott regarding item 13, Self Evaluation of the Audit Committee, CFO Carson noted that staff has been investigating this item and possible solutions on the development of a tool to conduct the evaluation. Trustee Scott noted the importance of the item and hoped that it would remain on the long range agenda for the new Audit Committee to address in 2019.

## 8. New Business

There was no new business.

## 9. Adjournment

The public meeting adjourned at 7:58 p.m.

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Sandra Schwartz, Chair, Audit Committee



**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.

<u>Committee Members for the Period 01 September 2017 to 30 November 2017</u>	
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
<u>Committee Members for the Period 01 December 2017 to 31 August 2018</u>	
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.

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Michael Carson  
Chief Financial Officer

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Jennifer Adams  
Director of Education and  
Secretary of the Board

Consolidated Financial Statements of

**OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD**

Year ended August 31, 2018

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# 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

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Director of Education/Secretary of the Board

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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

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### 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

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## 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 <sup>st</sup> issue), maturity date November 17, 2031	32,369,601	34,072,508
bearing interest at a rate of 4.90% per annum (2 <sup>nd</sup> issue), maturity date March 31, 2033	11,342,008	11,854,045
bearing interest at a rate of 5.06% per annum (3 <sup>rd</sup> issue), maturity date March 31, 2034	8,027,542	8,352,216
bearing interest at a rate of 5.232% per annum (4 <sup>th</sup> issue), maturity date April 13, 2035	15,400,244	15,956,049
bearing interest at a rate of 4.833% per annum (5 <sup>th</sup> issue), maturity date March 11, 2036	5,797,675	5,999,130
bearing interest at a rate of 3.97% per annum (6 <sup>th</sup> issue), maturity date November 17, 2036	603,404	625,154
bearing interest at a rate of 3.564% per annum (7 <sup>th</sup> issue), maturity date March 9, 2037	10,963,423	11,366,681
bearing interest at a rate of 3.799% per annum (8 <sup>th</sup> issue), maturity date March 19, 2038	10,552,496	10,903,652
bearing interest at a rate of 4.003% per annum (9 <sup>th</sup> issue), maturity date March 11, 2039	4,079,159	4,202,793
bearing interest at a rate of 3.242% per annum (10 <sup>th</sup> issue), maturity date March 15, 2041	480,971	495,016
	<b>\$ 132,078,175</b>	<b>\$ 139,028,478</b>

# 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

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## 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
<b>Total</b>	<b>\$ 1,179,272,385</b>	<b>\$ 82,161,688</b>	<b>\$ (2,412,814)</b>	<b>\$ 1,259,021,259</b>

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
<b>Total</b>	<b>\$ 418,730,384</b>	<b>\$ 48,611,506</b>	<b>\$ (2,361,710)</b>	<b>\$ 464,980,180</b>

# 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
<b>Total</b>	<b>\$794,041,079</b>	<b>\$ 760,542,001</b>

## 8. Accumulated surplus:

Accumulated surplus consists of the following:

	2018	2017
<b>Available for compliance - unappropriated</b>		
Operating accumulated surplus	\$ 14,362,296	\$ 793,932
<b>Available for compliance - internally appropriated by Board:</b>		
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
<b>Total internally appropriated</b>	<b>20,506,883</b>	<b>18,938,105</b>
<b>Total accumulated surplus available for compliance</b>	<b>34,869,179</b>	<b>19,732,037</b>
<b>Unavailable for compliance:</b>		
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
<b>Total externally appropriated</b>	<b>42,834,521</b>	<b>31,812,935</b>
<b>Total accumulated surplus</b>	<b>\$ 77,703,700</b>	<b>\$ 51,544,972</b>

# OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

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## 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

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## 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
	<b>\$ 840,230,118</b>	<b>\$ 799,720,917</b>

# 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	\$ —	\$ —





## PARENT INVOLVEMENT COMMITTEE

**Wednesday, November 21, 2018**

**6:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

Members: Mostafizur Khan , Carm Janneteau, John Marshall, Gita Nurlaila, Diana Mills, Geneviève Harte , Malaka Hendela (OCASC Member), Susan Fullerton

Non-Voting Members: Chris Ellis (Trustee), Brett Reynolds (Associate Director), Shannon Smith (Principal)

Staff and Guests: Michele Giroux (Executive Officer of Corporate Services), Donna Blackburn (Trustee), Engy Abdel Masieh (Policy Analyst), Martyn Reid (OCASC), Amber LaBelle (OCASC), and Nicole Guthrie (Board Committee Coordinator)

1. Call to Order

Chair Khan call the meeting to order at 6:14 p.m.

2. Approval of Agenda

**Moved by Susan Fullerton,**

**THAT the agenda be approved.**

**Carried**

3. Approval of Minutes

**Moved by Malaka Hendela,**

**THAT report from the 17 October 2018 PIC meeting be received.**

**Carried**

4. Chair's Report

Chair Khan advised that the 2018 Parent Conference and School Council Training Day held on 3 November 2018 was a success thanks to the staff, presenters, and participants. He was pleased to report that over 300 parents and guardians were in attendance for the annual event.

Chair Khan noted that the event had a festival atmosphere and was well organized and planned. He expressed the view that all parents who attended learned many new things which will contribute to their children's higher academic achievements.

Chair Khan advised that a video of the keynote speaker and the powerpoint presentations from the workshops are available on the District's website.

Ms. Janneteau was impressed with the PIC Workshop on the Ministry Consultation. She enjoyed the workshop and suggested staff consider similar workshops which feature active parent participation and conversation at future events.

Ms. Hendela thanked the staff for their effort in organizing the PIC Workshop on the Ministry Consultation. She was encouraged by the diverse cross-section of parents who attended the workshop and gave of their time.

Ms. Hendela appreciated the video recording of the keynote speaker and suggested that this media channel be explored for future speaker series presentations.

Executive Officer Giroux advised that the keynote speaker was amenable to the recording, but added that many speakers are not. The District must also consider the topic and whether or not parents will be comfortable with video recordings. Staff will investigate the option and provide the service when possible.

## 5. Director's Report

Associate Director Reynolds advised that as a result of the recent media attention surrounding the historical sexual assault allegations made at Bell High School, Director Adams has issued an open letter to parents and community members. In the letter, Director Adams expresses her sympathies for the victims and reassures parents and community members that their children are safe. He noted that today there are many safeguards in place to help reduce the possibility of incidents of abuse.

Associate Director Reynolds advised that the District will officially welcome a new Board on 3 December 2018 at its inaugural meeting. He noted that several new members were elected to the Board and the Parent Involvement Committee may have a new Trustee member in January 2019.

Associate Director Reynolds noted that Camille Williams-Taylor, the new Director, will be working alongside current Director Jennifer Adams for the month

of December. Camille Williams-Taylor will assume the role of Director in January 2019.

Associate Director Reynolds noted that report cards will be sent home before 22 November 2018 and Parent-Teacher interviews will be conducted on that date.

Associate Director Reynolds indicated that secondary staff recently participated in Professional Development (PD) focused on math and student well-being.

Associate Director Reynolds advised that the Ottawa Student Transportation Authority (OSTA) driver shortage continues and they are taking active measures to recruit new drivers and to consolidate routes to ensure the efficient transportation of students.

In response to a query from Ms. Janneteau, Associate Director Reynolds noted that the driver shortage has resulted in some routes having multiple drivers. OSTA makes every effort to minimize driver transitions as they work to consolidate routes in the face of the shortage. He added that new drivers may take longer to learn the route which may cause delays.

In response to a query from Ms. Janneteau regarding access to the PD exercises, Associate Director Reynolds noted that for Ministry Priority days agendas are posted. The PD sessions are often designed by the school teams and presented by school staff based on professional learning needs and Ministry priorities.

Associate Director Reynolds indicated he would follow up with principals to investigate the possibility of including information on PD sessions in the school newsletter.

Executive Officer Giroux noted that within each school's School Learning Plan (SLP), there are several areas of focus specific to the school. Typically, PD relates to these areas of focus. She noted that Parent Councils can further SLP success by hosting parent nights featuring activities to learn about and engage in these subject areas.

## 6. Action Items

### 6.a Report 18-119, Parent Involvement Committee Membership Confirmation (M. Giroux, ext. 8310)

#### 1. Confirm the members

**Moved by Malaka Hendela,**

**THAT the following persons be appointed to the PIC for the term identified:**

**Mostafizur Khan (Parent Member, Two-year Term)**  
**John Marshall (Parent Member, Two-year Term)**

**Gita Nurlaila (Parent Member, One-year Term)**  
**Carm Janneteau (Parent Member, Two-year Term)**  
**Diana Mills (Parent Member, One-year Term)**  
**Susan Fullerton (Parent Member, One-year Term)**  
**Malaka Hendela Parent Member (OCASC Representative, One-year Term)**  
**Martyn Reid Parent Member (OCASC Representative, One-year Term)**  
**Amber Labelle Parent Member (OCASC Representative, Alternate, One-year Term)**  
**Marisa Moher (Community Representative, Ottawa Child and Youth Initiative, One-year Term)**  
**Susan Ingram Community Representative, Big Brothers Big Sisters, One-year Term)**

**Carried**

2. Election of Chair

Mostafizur Khan nominated himself.

Genevieve Harte nominated Malaka Hendela

Following an election, Executive Officer Giroux declared Mostfizur Khan was elected Chair.

3. Election of Vice-Chair

Chair Khan nominated Carm Janneteau for the position of Vice-Chair.

**Moved by Susan Fullerton,**

**THAT the nominations be closed.**

**Carried**

By acclamation, Chair Khan declared Carm Janneteau Vice-Chair of the Parent Involvement Committee.

6.b Report 18-120, Ministry Consultation on Education Reform in Ontario - Next Steps (M.Giroux ext.8310)

Your committee had before it Report 18-120, Ministry Consultation on Education Reform in Ontario-Next Steps, summarizing the feedback received from parents at the PIC workshop on the Ministry Consultation held at the 2018 Parent Conference and School Council Training Day

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

- The Board reviewed a draft response to the Ministry Consultation prepared by the Ad-Hoc Committee to Develop an Advocacy Strategy. The Committee was made aware of the PIC workshop and used some of the feedback in their response;
- Executive Officer Giroux advised that the PIC respond to each question individually. She noted the cap on each of the sections is 500 words;
- The Board's submission will be formatted with an introductory paragraph responding to each question with additional key points in bullet format;
- In response to a query from Mr. Reid regarding the STEM/STEAM response and evidence to support the addition of the arts, Ms. Harte indicated that within the group that discussed this item at the PIC workshop there was a general consensus that the arts are connected to critical thinking and the acronym should be changed to reflect this;
- The members expressed concern about the communication from the Ministry regarding the results and the types of feedback that will be provided;
- Members discussed the possibility of fraudulent responses noting that if the online consultation does not include IP specific blocks, the same person may submit more than one submission which could significantly impact the outcome;
- Executive Officer Giroux advised that members could include questions regarding the survey methodology and the communication of survey results in an opening statement within an email submission to the Ministry Consultation. Local MPPs could also be contacted to provide answers to these questions;
- Executive Officer Giroux advised that the District has received limited communication on the consultation from the Ministry and that no direction was provided to school boards;
- In response to a query from Ms. Janneteau, Associate Director Reynolds indicated that he would speak with senior staff regarding the request to have school principals link to the Ministry Consultations in direct school communications to parents;
- Ms. Hendela advised that OCASC members have been asked to engage with the media to promote the consultation and will be actively seeking media time to begin a dialogue to encourage parent participation;
- A link to the Ministry Consultation is available on every school website;
- The members requested that the sentence "where this approach became, in their opinion, a tool for extremists" be replaced with "noting that a parent bill of rights may be inconsistent with Canadian values for public education and the Canadian Charter of Human Rights and Freedoms."

- The District has shared information on the consultation at the Chair and Director's briefing at Committee of the Whole and Board meeting, on its social media channels, on its website and in the school council newsletter;
- Ms. Hendela offered the OCASC social media sites and websites as a repository to house sample answers to the questions for parents who may be unsure of responses but would like to participate;
- Ms. Labelle indicated that an op-ed is scheduled to be printed in the Ottawa Citizen which further references the parent's bill of rights and its use in the United States;
- In response to a query from Ms. Nurlaila regarding the role of the District in the Ministry Consultation, Executive Officer Giroux noted the District and the Board may choose to further promote the consultation to broaden awareness and encourage participation. The Board, through their advocacy efforts, have requested that parents be alerted to their opportunity to participate in consultation;
- Executive Officer Giroux indicated that PIC may choose to add a third statement to the motion advising staff to share the PIC statement on the District website to provide parents with a frame of reference for their own submissions and promote further awareness of the consultation;
- Ms. Hendela expressed concern that comments on the Health and Physical Education Curriculum as outlined on folio 19 contain no reference to the LGBTQ community and their rights;
- The members requested that the word "instated" in the second sentence of the Health and Physical Education Curriculum be revised to read "reinstated" and the word "several" be changed to read "all but one";
- Ms. Janneteau shared that she participated in the breakout group that discussed the Health and Physical Education Curriculum and most parents inferred support for the LGBTQ community through the request for the reinstatement of the 2015 curriculum;
- Ms. Hendela requested that a specific reference to LGBTQ and gender rights be added to the PIC response;
- Executive Officer Giroux suggested that the statement also reference Human Rights; and
- Trustee Blackburn indicated that the District and all her fellow trustees are supportive of LGBTQ students and assured the members their rights are well protected in the District.

Ms. Hendela rose on a point of order and requested that the Chair be respectful of her voice and refrain from restating her comments.

**Moved by Genevieve Harte,**



**THAT PIC submits the summary from Report 18-120 to the Board of Trustees in order to inform the OCDSB's submission to the Ministry on the provincial consultation on education in Ontario, as amended (Attached as Appendix A); and**

**THAT PIC provides a submission with the summary from Report 18-120, on behalf of the parents of the District, to the Ministry of Education via [fortheparents@ontario.ca](mailto:fortheparents@ontario.ca). and**

**THAT PIC encourages posting of both the Board and PIC response to the District website and the use of additional outreach efforts to promote parent's awareness and participation in the Ministry Consultation.**

**Carried**

## **7. Presentation and Discussion**

### **7.a Parent and School Council Conference Update**

Executive Officer Giroux circulated the preliminary results of the 2018 OCDSB Parent Conference and School Council Training Day post event evaluation survey.

Ms. Janneteau expressed concern that there were only 33 respondents. She suggested that the link to the survey be distributed at the conference and that laptops or iPads be available onsite to allow participants to complete the survey onsite.

Executive Officer Giroux noted that staff will investigate ways to incorporate the event evaluation at the 2019 event.

### **7.b Strategic Plan 2019-2023: Pre-Consultation (M.Giroux, ext.8310)**

Executive Officer Giroux noted that the District has begun the conversation on the 2019-2023 Strategic Plan. She noted that staff has presented and engaged with OCASC, the Advisory Committee on Equity, the Student Senate, the federation representatives and school principals seeking ideas and strategies on how best to reach communities and people who are traditionally less engaged in District consultations.

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

- The District was encouraged to make the Thoughtexchange questions simple and easy to understand;

- Between 21 November 2018 and 12 December 2018 students in grades 7-12, parents and guardians, employees and community partners will share ideas to help set the direction for District schools from 2019-2023;
- Invitations to participate in the Thoughtexchange have been emailed to over 185,000 people;
- The Thoughtexchange process encourages all participants to answer three open-ended questions. Participants may provide multiple thoughts and ideas, they can view other participant's ideas and rank or star those ideas. Participants may return and contribute to the process as often as they wish until the 12 December 2018 close;
- Thoughexchange is available in English, French or Spanish. People may also participate by SMS text message in any language available in Google translate;
- The Family Reception Centre (FRC) has made technology and staff available at their site to encourage family participation. Multi-Cultural Liaison Officers (MLOs) are also providing assistance to families in schools;
- Principals are hosting information sessions and making technology and support available in their schools;
- A Thoughtexchange summary has been translated into multiple languages and is available on the District website. Schools administrators are being encouraged to send a translated summary sheet home with children in their backpacks;
- The District will also accept written submissions;
- Focus groups will be held in January to discuss the Thoughexchange feedback and begin and strategies;
- Ms. Hendela encouraged the District to engage future OCDSB parents;
- Ms. Hendela queried how the priorities identified through the Thoughtexchange process would come back to the PIC. Executive Officer Giroux noted that the District will engage with focus groups in January and that the information can be shared with PIC. The PIC may also choose to host a focus group;
- Executive Officer Giroux noted that the District's current strategic priorities are connected to exit outcomes. Annually, the Board and the Director of Education develop work plans which identify the key work planned for the school year that will help to realize the objectives. Each year, the Board receives the Annual Student Achievement Report (ASAR) and the Board Improvement Plan for Student Achievement and Well-being (BIPSAW) which provide both qualitative and quantitative analysis of the progress. She added that the PIC will review the ASAR and the BIPSAW in 2019.

## 8. Member Information

8.a OCASC Report

Ms. Hendela noted the Ministry Consultation on Education was a key focus for the 15 November 2018 General Assembly meeting of OCASC. OCASC also discussed parent participation on OCDSB Board authorized committees and advisory groups, highlighting the recent Gifted Advisory Group process which, in the opinion of several OCASC members, was flawed. She shared that complaints from several members of the Gifted Advisory Group went unacknowledged and were in direct violation of the District's Complaints Resolution Policy.

Ms. Hendela indicated that OCASC has formed a working group to discuss the issues of the Gifted Advisory Group in an effort to improve governance and transparency to ensure the continued participation of parents in District consultations and processes. The working group will also be reviewing the matter of engagement in an effort to improve community involvement. She will report back to the PIC and welcomed PIC members to participate in the working group.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 8:20 p.m.

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Mostafizur Khan, Chair, Parent Involvement Committee



On November 3 2018, the Parent Involvement Committee (PIC) held a workshop as part of the OCDSB's annual Parent Conference and School Council Training Day open to all parents to receive parent input to the PIC response to the Ministry Consultation on the education system in Ontario. The one hour session was attended by approximately 30 participants.

The valuable input received at the workshop was consolidated and presented to the PIC at the 21 November 2018 meeting for further discussion and approval.

PIC encourages all parents and guardians to submit a response to the [Ministry consultation](#) and hopes that the PIC response will be a helpful starting point for parents' own understanding and making a contribution to decision making regarding the future of education in Ontario.

The following is the PIC approved response:

#### Improving Students' Performance in STEM

Parents prefer to focus on STEAM (Science, Technology, Engineering, Arts, and Math) rather than STEM. They stress the importance of arts in children's education and well-being as it helps improving the executive skills in children (e.g. sustained attention, goal-directed persistence, and metacognition). Participants believe that integrating arts in curriculum will guarantee better academic performance in the other curricular areas of focus, i.e., STEM.

#### Skilled Trades

Parents believe the government and the media have a role to play in addressing the negative stereotypes surrounding skilled trades and better informing parents about the well-paid job opportunities available for apprentices. Parents believe that the preparation for an apprenticeship should start from the early years in the secondary level by expanding experiential learning, courses options, and cooperative education.

#### Financial Literacy

Parents believe that financial literacy is one example of the many life skills their children will need when they exit the school system and their homes. Parents are concerned because the only financial literacy course at the high school level is optional and few students register. They suggest integrating those life skills (e.g., taxes, income, mortgages, savings, banking, budgeting, and shopping) in the Careers and Civics course, which is required for all students.

Parents also encourage spreading these life skills throughout the curriculum of all grades starting from kindergarten, especially given that not all students are taught such skills at home.

### Health and Physical Education Curriculum

To parents, child safety is of the utmost importance and they request that decisions need to be based on best practices and current research. At this workshop, all but one parent agreed that the 2015 curriculum should be reinstated recognizing LGBTQ and gender rights to all persons while also considering the following:

- Adopting the curriculum to include recent developments (e.g. “#MeToo movement);
- Making it consent-based and giving parents the option to opt out when specific topics are discussed in class;
- Including topics such as body image, eating disorders, social networking safety; and
- Training all staff on the curriculum.

### Standardized Testing

It is not clear whether this topic is focused on standardized testing in general or on EQAO specifically. Parents raise a number of concerns on EQAO testing including, but not limited to the following:

- The purpose of the test and if it is meeting its purpose;
- Whether it is meant to test students or the teachers;
- The validity of the results for students who receive accommodations during tests;
- Teachers’ perceived reluctance to take on grade 3 and 6 classes due to the pressure on teachers for good results and the time they have to take to interrupt teaching the curriculum to solely prepare the students for the test; and
- The way testing results are shared and used (e.g. real estate valuation, and connection to school funding).

### Cellphone Use in Schools

Participants do not agree with banning cell phones use in schools, rather they prefer a healthy, proactive approach to using technology in classrooms, where teachers are empowered to use professional judgement based on the situation in class. Parents inquired about the use of jammers in schools and if these are legal or helpful.

Should the decision be made to not ban technology, parents suggest that consideration be given to students who do not have access to it and to apply an equity lens to address this issue. Parents request clear rules and consequences being communicated to the whole community to ensure adoption of the rules.

### Parents’ Bill of Rights

Parents are not well-versed on the rights they currently have as per the existing legislation and are not sure when to exercise such rights. Some therefore support the development of a parents’ bill of rights on the following grounds:

- a need for a central source of information that clarifies the rights, systems, and processes available, especially for parents of children with special needs, and how to navigate and access them, instead of creating a whole new/additional system;
- to include both rights and responsibilities of all parties in such document;
- to give parents the right to see annual teaching plans and to access the materials used in class; and
- to give explicit rights to different communities.

There is no consensus on the benefits a parents' bill of rights would leverage in the presence of other systems that currently protect parents' rights (e.g., complaints resolution policy at the board level, reporting systems, parent interviews, Ontario College of Teachers, etc.). At the session, some warned against following the example of the USA, noting that a parent bill of rights may be inconsistent with Canadian values for public education and the Canadian Charter of Human Rights and Freedoms.

#### Parents' Concerns

At the three PIC sessions, parents expressed their concerns about the lack of information provided by the Ministry in order for parents to make informed answers to the Ministry's questions. For example, some parents were not clear on the difference between 2010 and 2015 Health and Physical Education Curriculum, and those of young children who have not yet experienced EQAO tests did not know what the tests involve and how they work in practice.

Parents feel strongly about the way the consultation is executed, for example:

- Phone Town Halls are not perceived as an effective way for feedback; and
- The three methods available to make a submission can be used by certain groups to push forward mass entries that serve particular interest groups.

Parents concluded the sessions by requesting information regarding the methodology the Ministry will use to synthesize and analyze the collected responses, especially given that all the questions are open-ended. Parents questioned the sustainability of decisions based on the results of this consultation as they may be overturned by future changes in the Government.







## ADVISORY COMMITTEE ON EQUITY

**November 29, 2018  
6:00 pm  
Mezzanine (2nd Floor)  
133 Greenbank Road**

Members: Elaine Hayles  
 Non-Voting Members: Dorothy Baker (Superintendent of Curriculum Services), Erica Braunovan (Trustee), Tim Stanley (University of Ottawa), Jacqueline Lawrence (Equity and Diversity Coordinator)  
 Staff and Guests: Michele Giroux (Executive Officer); (Donna Blackburn (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee), Anita Olsen Harper (Trustee), Rob Campbell (Trustee Elect), Milo Salem (Student Senator), Sue Rice (Equity and Diversity Coach), Lisa Montroy (Family Services Ottawa), Bob Dawson (Community Member), Raigelee Alorut (Tungasuvvingat Inuit), Clara Morgan (Community Member), David Sutton (OCDSB), David Wildman (OCEOTA), Joanna Jackson Kelly (OCDSB), Nicole Guthrie (Board/Committee Coordinator)

### 1. Welcome

Chair Hayles called the meeting to order at 6:08 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.

Quorum could not be achieved. It was considered important to proceed with an information session.

### 2. Approval of the Agenda

Superintendent Baker suggested that item 6.1 a become 4.1 a.

### 3. Community Voice (delegations)

There were no delegations.

### 4. Department Update

#### 4.1 District Equity Update

##### a. Identity Based Data Collection

Executive Officer Giroux provided the committee with an update on identity-based data collection.

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

- The Research, Evaluation, Analytics and Data Division is responsible for identity-based data collection within the District;
- The Anti-Racism Act and the Data Standards issued by the Province of Ontario govern the work of the District;
- The Act acknowledges four groups most adversely impacted by racism, including Indigenous, Black and Jewish communities and those communities impacted by Islamophobia;
- The Act requires the province to set targets which will inform the work and identify responsibilities. The targets are not presently available;
- The Act extends to all public sector organizations who want to collect or have a need to collect the data. All of the organizations will be subject to the same legislative framework. This will be helpful as the District can engage and learn from other agencies who are doing like-minded work;
- The data standards include requirements that the District must follow. Each standard includes a rationale and guidance about exemplary practices. The Standards set out requirements for the collection, use, disclosure, de-identification, management, publication and reporting of information, including personal information;
- The first standard is Assess, Plan and Prepare and requires the District to:
  - Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
  - Determine organizational priorities and resources and conduct a privacy impact assessment.
  - Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
  - Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
  - Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.

- The current focus of the work is capacity building ensuring a complete understanding of the seven standards. Standards one through five emphasize the importance of organizational planning and readiness prior to the data collection. This includes identification of organizational objectives, responsibilities, training on both anti-racism and responsibilities under the Anti-Racism Act, data governance and an organizational needs assessment;
- Those collecting data must have the resources and capacity to securely store and access the data. The Information and Privacy Commissioner (IPC) is a partner and can review the District's work at any time;
- The District applied for funding from the Education Equity Secretariat of the Ministry of Education last year. The application was initially approved but the funding has not yet been made available. The District has begun the readiness work on data infrastructure and qualitative research through conversations with the community on lived experiences in schools regarding systemic racism;
- The District intends to begin a community conversation in February-March 2019;
- In advance of the community conversation, the READ team has communicated with Superintendent Baker and her team to ensure those community based agencies with established business relationships with the District and those with expertise are contacted and invited to participate. The District is also interested in consulting with these groups to gather perspective and advice on how the data collection can proceed;
- READ intends to work with ACE, Indigenous Education Advisory Council and the Parent Involvement Committee to provide an advisory link and a bridge to their respective communities;
- The District plans to begin the collection of identity-based data in the fall of 2019. The methodology has yet to be determined;
- There is specificity within the standard for the types of questions and as well as specific language and the order in which the questions are asked. The standards advise the best practice of data collection be at the first point of contact with the organization, for the District that would be at the time of registration. However, if registration is the suggested primary source, the District must identify an alternate method to gather the data from current students;
- In response to a query from Trustee Olsen Harper regarding the Ministry funding, Executive Officer Giroux advised that the grant was for an amount of \$130,000 which would enable a 1.0 FTE

and a 0.5 FTE Researcher to be added to the READ team to assist with the added workload. The grant would cover the work the District has planned for the 2018-2019 school year. If the funding is not received the scope of the work plan and the project will have to be reviewed during the budget process;

- The data standards on the Ministry website will be shared with ACE;
- The District must clearly communicate the purpose and use for the collection of identity-based data;
- Dr. Stanley queried whether or not the data collection would extend to staff. Executive Officer Giroux noted that the legislation speaks only about the collection of data and does not specify from whom to collect it. The District seeks to use the information to assist students and therefore intends to collect the data from a student lens, but there is nothing that would preclude data collection from staff, providing the same standards of collection are adhered to;
- Dr. Stanley expressed the view that self-identity is not necessarily about self, but more about how other people perceive you. He noted that ascribed identities cannot be gleaned from personal information;
- The social categories within the standards may help the District differentiate questions about race and ethnic origins;
- Dr. Stanley noted the recent study on Ottawa Police road stops as evidence to support ascribed identity. He noted that capacity building and training are critical to ending systemic racism;
- Executive Officer Giroux advised that the work is governed by the Anti-Racism Act and the data standards are framed in this way. The District must have a clearer understanding to enable the collection of data beyond the four identified groups;
- In response to a query from Trustee Olsen Harper, Executive Officer Giroux noted that she could not comment on how the application of the Ownership, Control, Access and Possession (OCAP™) principle pertaining to Indigenous groups would relate to the data collection;
- In response to a query from Chair Hayles, Executive Officer Giroux noted that there is a role for both local agencies and individuals in the process. The work of the District can be enhanced through the participation of knowledge experts;
- Executive Officer Giroux advised that the City of Ottawa has an interesting and informative guiding framework which could provide the District staff with structure;
- In response to a query from Trustee Scott, Executive Officer Giroux noted that all boards across the province are subject to the same data standards, however, the Toronto District School

Board (TDSB) has been the most advanced in the data collection process. Some other area school districts in the Greater Toronto Area (GTA) have used the TDSB data as a baseline for their community. This, along with some collaboration has allowed them to make good progress on their equity work; and

- Trustee Blackburn noted that the Ottawa-Carleton District is particularly distinct as it a rural, suburban and urban board.

## 5. Review of Advisory Committee on Equity Report

### 5.1 25 October 2018

The 25 October 2018 Report of the Advisory Committee on Equity will be reviewed at a future meeting.

### 5.2 Review of Long Range Agenda

The long range agenda was provided for information.

### 5.3 Motion/Action Tracking Report, Business Arising

The motion-action tracker was provided for information.

## 6. For Decision

### 6.1 Establishment of an ACE Membership-Subcommittee

Trustee Scott suggested that staff prepare the notice to solicit individual members and community agencies. She urged those in attendance to consider volunteering for the membership sub-committee which will make important decisions on the applications received to ensure the committee is strong and able to actively participate.

Chair Hayles agreed with Trustee Scott's suggestion and advised that ACE form the membership sub-committee in January to review the applications and make membership recommendations.

Superintendent Baker advised that sooner the information can be prepared and sent to the community the better. ACE can provide input and leadership in the decision-making process. Staff can prepare the necessary outreach material and circulate to the committee by email prior to its release. ACE can then share the invitation to as many community members as possible.

In response to a query from Ms. Morgan, Diversity Coordinator Lawrence noted that ACE and the District have a direct relationship with the Ottawa Community Immigrant Services Organization (OCISO) and the Multi-Cultural Liaisons through the Family Resource Centre (FRC) and will ensure they are aware of the search for new members.

Diversity Coordinator Lawrence noted that she will work with the Communications department and provide ACE with a draft communication plan and timeline for the membership campaign.

Dr. Stanley commented that the last question within the skills matrix on folio 18 should not be checkboxes. He advised that applicants be required to complete and fill in each of the elements that apply to them.

## 6.2 Nyansapo Statement of Support

Diversity Coordinator Lawrence indicated that Nyansapo had made a presentation to ACE at the 27 September 2018 meeting and the group followed up the presentation with a request for support of the statement on folio 22.

Diversity Coordinator Lawrence indicated that the members of ACE could not sign the statement of support but could pass a motion in support of the statement which would be brought forward to the Committee of the Whole.

Chair Hayles expressed the view that before ACE can support the statement they require further clarification on its meaning.

Mr. Sutton noted that Nyansapo wished to provide their support and assistance in the collection of identity-based data as it relates to African Caribbean Black Canadian (ACBC) students.

Diversity Coordinator Lawrence advised that she would contact Nyansapo to provide clarification on the request and will also invite them to submit an application for committee membership.

## 7. Committee Reports

### 7.1 Committee of the Whole

ACE had no representation at the 6 November 2018 Committee of the Whole (COW) meeting.

Mr. Salem indicated that the 6 November 2018 COW meeting featured a discussion on the Annual Student Achievement Report (ASAR) and the Board Improvement Plan on Student Achievement Well-being (BIPSAW). Superintendent Baker indicated the ACE will have an opportunity to review the ASAR and the BIPSAW in 2019.

In response to a query from Chair Hayles regarding the timing of the COW meetings, Trustee Braunovan advised that COW is held on the first and third Tuesday of each month. The meetings ordinarily begin at 7 p.m. ACE representatives should plan for the meetings to run approximately three and a half hours in length.

Diversity Coordinator Lawrence noted that Chair Hayles and Harvey Brown will be the alternates for Stacey-Ann Morris.

## 8. New Business

Trustee Ellis apologized to the members of ACE for his disruptive behavior at the 27 October 2018 meeting. He noted his actions were distractions to the important work of the committee.

Executive Officer Giroux thanked the members for their contributions to the pre-consultation on the 2019-2023 Strategic Plan. She noted that the Thoughtexchange process has begun and to date, there has been significant uptake and participation. She encouraged the members to invite members of their community to participate.

Ms. Alorut noted that she is an Education Officer for Tungasuvvingat Inuit and is actively engaged in the support of Inuit students in the District.

Trustee Blackburn thanked Equity Instructional Coach Sue Rice for her efforts in the organization and execution of the Rainbow Youth Forum held on 15 November 2018. The members requested that a summary of the event be added to the long range agenda.

Ms. Jackson Kelly explained the District offers both ESL (English Literacy Development) and ELD (English Literacy Development) support. She noted that the Family Reception Centre (FRC) determines whether or not a student requires ELD support. ELD students are those recently arrived, who, due to various factors, have not yet developed age-appropriate literacy skills and/or numeracy skills in their first language. These learners receive support for both language acquisition and academic upgrading.

Chair Hayles advised that the next meeting of ACE is scheduled for 24 January 2019. Ms. Morgan suggested that the members and those present commit to bringing a guest from their community to that meeting.

## 9. Adjournment

The meeting adjourned at 7:30 p.m.

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Stacey Ann Morris, Chair, Advisory Committee on Equity







## **COMMITTEE OF THE WHOLE (PUBLIC)** **Report No. 18-118**

**11 December 2018**

### **Extended Day Program Fee Rates for the 2019-2020 School Year**

**Key Contact: Olga Grigoriev, Superintendent of Instruction**  
**613-596-8287**

#### **PURPOSE:**

1. To discuss the basic daily fee rate and the full-day fee rate for optional days for the Extended Day Program (EDP) operated by the Ottawa-Carleton District School Board (OCDSB) for the 2019-2020 school year, as well as to provide details regarding the costing and accounting model for the program.

#### **CONTEXT:**

2. In January 2017, the Ministry of Education released Before-and-After School Programs (Kindergarten to Grade 6) – Policies and Guidelines for School Boards. These provisions require that school boards charge fees to parents of students enrolled in the EDP to recover costs incurred by the District. Further, school boards are required to ensure that costs associated with accommodating students with special needs are incorporated into the cost of the program. Third-Party Operators (TPO) set their own fee structures based on their existing business models.

Before the start of May each year, school boards are required to provide the following information to parents and guardians and post on the District's website:

- The fees for before-and-after school programs;
- The process and approach for determining sufficient demand and viability;
- Schools that will and will not be offering a before and/or after school program;
- Information on how to apply for financial assistance from the City of Ottawa for the before-and-after school program; and,
- Notice that if a TPO ceases to operate, the school board will ensure another program will be available.

Appendices A and B provide a summary of the 2018-2019 EDP fees for the OCDSB and examples of TPO fees as provided to date. Appendix C provides a summary of the Ottawa Catholic School Board's fee structure for the EDP.

As of September 2018, the OCDSB provides 63 EDP programs with an additional 31 before-and-after school programs provided by TPOs. As of 01 November 2018, there are 5478 children from the ages of 3.8 to 12 years of age in EDPs operated by the OCDSB (see Appendix D for student enrolment by number of sections chosen by parents/guardians). The OCDSB is one of the largest providers of before-and-after school programs in the province.

Parents have the option of enrolling their children in District-operated EDPs that are offered on professional activity (PA) days, as well as specified days during the winter break and the March break. Summer programs are also available at a number of sites. Parents are surveyed for their interest in these additional programs in a timely fashion during the school year, and where interest warrants, the program is provided.

The District continues to offer a highly flexible program that responds to the varying needs of parents. The EDP parent survey indicated that parents were satisfied with the program and the program fees. The chart below summarizes the EDP fees charged to parents over the last several years.

<b>School Year</b>	<b>EDP Full-Day Fee</b>
2010-2011	\$23.30
2011-2012	\$20.00
2012-2013	\$20.00
2013-2014	\$20.00
2014-2015	\$22.00
2015-2016	\$22.00
2016-2017	\$22.50
2017-2018	\$22.50
2018-2019	\$22.50

The cost for a full day of care on PA days, winter break and March break is \$35.00 per day.

#### Optional Days EDP Enrolment

<b>Type of Day</b>	<b>Enrolment</b>
PA Days (6)	1161 (avg)
Winter Break 2017 (4)	459
March Break 2018 (5)	500

## KEY CONSIDERATIONS:

3. The *Education Act* requires boards to charge and collect fees for the EDP to recover the operating costs incurred by the Board as set out in regulation O.Reg.221/11 (Extended Day and Third-Party Programs). This reflects the statutory requirements that the fees have a reasonable connection to the operating costs incurred.

The Extended Day Policy P.035.SCO issued on 22 April 2014 provides direction for the EDP staffing model used in the before-and-after school portion of the program which impacts salaries. Included in the policy is Board-approved direction that an EDP will be offered at any school site where three or more students register and pay for the program.

Subsidies are managed through a 'purchase of service' agreement with the City of Ottawa, which allows the District to offer subsidized care to children whose families are eligible and approved by the City of Ottawa. In January 2016, subsidies became attached to a family rather than being provided to the service provider. This change provides families with the option of registering their children at their location of choice for child care services rather than where a subsidized space is available. The City of Ottawa determines the number of subsidized spaces available in the city and places families until the maximum amount has been allocated to families. The "floating" subsidy system has had a positive impact on the EDP as we have been able to offer care to more families that qualify for a subsidy. Due to the fluctuating nature of subsidies, the OCDSB had a range from 493 to 499 families receiving a subsidy in the 2017-2018 school year. The OCDSB currently has 643 children with subsidies enrolled in the EDP this school year.

Effective September 2016, the EDP implemented a registration fee of \$50 for each new child registered and \$25 for each returning child.

The EDP conducted a parent survey in the spring of 2018, and the results indicated that 72.07% of parents indicated that they thought the fee for the EDP was reasonable. 20.79% of parents indicated they thought the fee was high, and 0.55% of parents indicated they thought the fee was low.

### **2017-2018 Financial Results**

Appendix E provides a summary of revenues and expenditures for the 2017-2018 school year as well as projections for 2018-2019 and 2019-2020.

As shown in the summary, in 2017-2018 the EDP had an operating surplus of \$905,000. Although there was a modest increase in revenue of \$58,000, the majority of the surplus was derived from cost savings. The significant cost variances were:

- savings of \$300,000 which resulted from the decision to defer the project to acquire program management software until 2018-2019;
- the elimination of \$127,000 in program support costs in recognition of the receipt of Ministry funding for early learning leadership positions;

- savings of \$89,000 related to professional development activities and other small cost variances; and
- savings of \$331,000 related primarily to early learning assistants (ELAs) compensation costs.

A key assumption in the development of the 2017-2018 Budget was that ELAs would participate in the newly established Employee Life and Health Trust (ELHT). It was subsequently confirmed that they would not receive ELHT benefits which resulted in substantial savings relative to the budget.

The EDP's operating surplus has been used to fully support the \$232,000 deficit incurred in 2017-2018 by the Infant Toddler and Preschool (ITP) Child Care program. The net surplus of \$673,000 has been added to the \$213,000 of accumulated surplus that resulted from last year's EDP activities. The net accumulated surplus of the two programs as at 31 August 2018 was \$886,000. The amount has been internally appropriated by the Board for use in supporting the future needs of the two programs.

An initiative that will draw upon the accumulated surplus is the project to implement EDP management software. Features of the new system will result in the automation of various activities including program registration, parent engagement, attendance tracking, and billing and account management. The project is estimated to cost \$300,000.

The accumulated surplus will also be used to offset any net operating deficit that may result from EDP and ITP activities in future years.

Additional financial information on the EDP and ITP programs can be found in Report No.18-102 Analysis of the District's 2017-2018 Financial Results presented to the Audit Committee on 19 November 2018.

## RESOURCE IMPLICATIONS

4. The analysis of the 2017-2018 financial results provided insight into various aspects of the program and this was used in preparing the projections for 2018-2019 and 2019-2020 as shown in Appendix E. The projections assume stable enrolment and staffing levels, except for the increased provision which will be used to support children with special needs to fully participate in EDP activities.

The base daily fee and the optional days of care fee are based on projected salary and benefits costs, supply and snack costs, an allowance for administrative support and additional support for children with special needs. Staff is recommending that the full-day rate for OCDSB provided EDP programs remains unchanged for 2019-2020 at \$22.50 per day.

Staff is also recommending that the full-day rate for optional days of care offered by the OCDSB, including PA days and summer holidays, remain unchanged for 2019-2020 at \$35.00 per day.

The net operating results of the EDP and ITP programs in 2019-2020 will be combined with the net accumulated surplus or deficit reported for 2018-2019.

## COMMUNICATION/CONSULTATION ISSUES:

5. The Advisory Committee for Extended Day and Child Care Programs has been consulted on the recommendations.

Approval of the fee recommendation will be sought at Committee of the Whole on 15 January 2019 and subsequent approval by the Board on 29 January 2019.

School boards are required to inform all coterminous boards in writing of the annual rate, once approved by the Board.

Fees for EDP will be communicated annually through information provided at kindergarten registration and through school newsletters. In addition, fees will be posted on the OCDSB website.

## STRATEGIC LINKS:

6. The District is committed to its strategic plan as a culture that practices ethical decision-making, and social, economic and environmental sustainability. The recommendations proposed have been established to enhance operational practices in relation to the EDP, and to effectively and responsibly manage human and financial resources in support of students registered in the program.

## GUIDING QUESTIONS:

7. Is the current fee structure an appropriate costing and accounting model for the Extended Day Program?

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Olga Grigoriev  
Superintendent of Instruction

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Jennifer Adams  
Director of Education and  
Secretary of the Board

## APPENDICES

Appendix A – 2018-2019 OCDSB Extended Day Program Fees  
 Appendix B – 2018-2019 Third-Party Operator EDP Fees  
 Appendix C – 2018-2019 Ottawa Catholic School Board EDP Fees  
 Appendix D – EDP Enrolment by Number of Sessions per Week  
 Appendix E – Extended Day Program Comparative Results



# 2018-2019 – Extended Day Program Fees

The Fee for the 2017-2018 school year will be in the range of \$22.50-\$27.00 per day, for both before and after school care, depending on the amount of sessions a child is registered in per week. Fees for only before or after will be site specific based on the start time of the school day at the site. Please see the fee breakdown for schools, based on the school hours below. Locate your child's school time below to view the fee breakdown.

The full day fee for optional days of care, not included in the monthly fees, will be \$35.00 per day.

Fees will continue to be payable monthly by automatic deductions to your bank account. Fees will be calculated based on the schedule you register for, using the site specific fee breakdowns listed below. A session refers to either a morning or an afternoon, each week, with 2 as the minimum and 10 being a complete week of both mornings and afternoons.

## School Hours: 8:00-2:30

CHURCHILL

DUNLOP

KARS ON THE RIDEAU

KNOXDALE

ROBERT HOPKINS

SAWMILL CREEK

STEPHEN LEACOCK

VISCOUNT ALEXANDER

WE GOWLING

WO MITCHELL

School Hours:	8:00-2:30		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$5.94	\$21.06
3	\$27.00	\$5.94	\$21.06
4	\$27.00	\$5.94	\$21.06
5	\$24.75	\$5.45	\$19.30
6	\$27.00	\$5.94	\$21.06
7	\$27.00	\$5.94	\$21.06
8	\$27.00	\$5.94	\$21.06
9	\$25.00	\$5.50	\$19.50
10	\$22.50	\$4.95	\$17.55

## School Hours: 8:15-2:45

ELGIN STREET

HUNTLEY CENTENNIAL

MANOTICK

METCALFE

OSGOODE

School Hours:	8:15-2:45		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$7.56	\$19.44
3	\$27.00	\$7.56	\$19.44
4	\$27.00	\$7.56	\$19.44
5	\$24.75	\$6.93	\$17.82
6	\$27.00	\$7.56	\$19.44
7	\$27.00	\$7.56	\$19.44
8	\$27.00	\$7.56	\$19.44
9	\$25.00	\$7.00	\$18.00
10	\$22.50	\$6.30	\$16.20

## School Hours: 8:30-3:00

AGINCOURT  
 BAYVIEW  
 BERRIGAN  
 CASTLEFRANK  
 CHAPMAN MILLS  
 CONNAUGHT  
 CONVENT GLEN  
 DUNNING-FOUBERT  
 HALF MOON BAY  
 HENRY LARSON  
 JOCKVALE  
 KANATA HIGHLANDS  
 LAKEVIEW  
 LE PHARE  
 MANORDALE  
 MAPLE RIDGE  
 MEADOWLANDS  
 PINECREST  
 ROBERT BATEMAN  
 ROCH CARRIER  
 ROCKCLIFFE PARK  
 SUMMERSIDE  
 VINCENT MASSEY  
 WOODROFFE

School Hours:	8:30-3:00		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$8.91	\$18.09
3	\$27.00	\$8.91	\$18.09
4	\$27.00	\$8.91	\$18.09
5	\$24.75	\$8.17	\$16.58
6	\$27.00	\$8.91	\$18.09
7	\$27.00	\$8.91	\$18.09
8	\$27.00	\$8.91	\$18.09
9	\$25.00	\$8.25	\$16.75
10	\$22.50	\$7.43	\$15.07

## School Hours: 8:45-3:15

JOHN YOUNG

School Hours:	8:45-3:15		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$10.53	\$16.47
3	\$27.00	\$10.53	\$16.47
4	\$27.00	\$10.53	\$16.47
5	\$24.75	\$9.65	\$15.10
6	\$27.00	\$10.53	\$16.47
7	\$27.00	\$10.53	\$16.47
8	\$27.00	\$10.53	\$16.47
9	\$25.00	\$9.75	\$15.25
10	\$22.50	\$8.78	\$13.72



## School Hours: 8:50-3:20

BAYSHORE

School Hours:	8:50-3:20		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$10.99	\$16.01
3	\$27.00	\$10.99	\$16.01
4	\$27.00	\$10.99	\$16.01
5	\$24.75	\$10.08	\$14.67
6	\$27.00	\$10.99	\$16.01
7	\$27.00	\$10.99	\$16.01
8	\$27.00	\$10.99	\$16.01
9	\$25.00	\$10.18	\$14.82
10	\$22.50	\$9.16	\$13.34

## School Hours: 8:55-3:25

CAMBRIDGE

School Hours:	8:55-3:25		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$11.50	\$15.50
3	\$27.00	\$11.50	\$15.50
4	\$27.00	\$11.50	\$15.50
5	\$24.75	\$10.54	\$14.21
6	\$27.00	\$11.50	\$15.50
7	\$27.00	\$11.50	\$15.50
8	\$27.00	\$11.50	\$15.50
9	\$25.00	\$10.65	\$14.35
10	\$22.50	\$9.59	\$12.91

## School Hours: 9:00-3:30

NORTH GOWER  
ORLEANS WOODS  
ROBERTA BONDAR  
STEVE MACLEAN

School Hours:	9:00-3:30		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$11.88	\$15.12
3	\$27.00	\$11.88	\$15.12
4	\$27.00	\$11.88	\$15.12
5	\$24.75	\$10.89	\$13.86
6	\$27.00	\$11.88	\$15.12
7	\$27.00	\$11.88	\$15.12
8	\$27.00	\$11.88	\$15.12
9	\$25.00	\$11.00	\$14.00
10	\$22.50	\$9.90	\$12.60

## School Hours: 9:10-3:40

BARRHAVEN

School Hours:	9:10-3:40		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$12.99	\$14.01
3	\$27.00	\$12.99	\$14.01
4	\$27.00	\$12.99	\$14.01
5	\$24.75	\$11.90	\$12.85
6	\$27.00	\$12.99	\$14.01
7	\$27.00	\$12.99	\$14.01
8	\$27.00	\$12.99	\$14.01
9	\$25.00	\$12.03	\$12.97
10	\$22.50	\$10.82	\$11.68

## School Hours: 9:15-3:45

A LORNE CASSIDY  
 BELLS CORNERS  
 BRIARGREEN  
 BROADVIEW  
 CASTOR VALLEY  
 FEATHERSTON  
 GENERAL VANIER  
 GLEN OGILVIE  
 GREELY  
 JACK DONOHUE  
 RICHMOND  
 SIR W CHURCHILL  
 STONECREST  
 VIMY RIDGE  
 WE JOHNSTON  
 WESTWIND

School Hours:	9:15-3:45		
Sessions Per Week	Daily Rate	AM	PM
2	\$27.00	\$13.50	\$13.50
3	\$27.00	\$13.50	\$13.50
4	\$27.00	\$13.50	\$13.50
5	\$24.75	\$12.38	\$12.37
6	\$27.00	\$13.50	\$13.50
7	\$27.00	\$13.50	\$13.50
8	\$27.00	\$13.50	\$13.50
9	\$25.00	\$12.50	\$12.50
10	\$22.50	\$11.25	\$11.25

## Appendix B to Report #18-118

## Third Party Operator Fees (as provided by 23 November 2018 \*)

Location	Name of Provider	Hours of Operation	Fees (blended unless otherwise stated)
Adrienne Clarkson*	Children's Village 170 Stoneway Dr. Nepean, Ontario K2G 6R2 613- 823-2200	7:00 a.m. – 5:45 p.m.	\$22.75 kindergarten \$22.50 school age
Alta Vista*	Alta Vista KSAP 2605 Alta Vista Drive Ottawa, Ontario K1V 73T  613- 733-0868	7:00 a.m. – 6:00 p.m.	\$31.76 kindergarten \$22.72 school age
Avalon	YMCA Child Care 2080 Portobello Blvd. Orleans, Ontario K4A 0K5 613.824.2681	7:00 a.m. – 6:00 p.m.	\$23.81 full-day kindergarten \$9.25 AM only kindergarten \$19.51 PM only kindergarten \$18.37 full-day school age \$8.75 AM only school age \$14.95 PM only school age
Bridlewood*	Children's Village 63 Bluegrass Dr. Kanata, Ontario K2M 1G2 613- 254-9393	7:00 a.m. – 5:45 p.m.	\$22.75 kindergarten \$22.50 school age
Carleton Heights*	Andrew Fleck Child Care 260 Knox Crescent Ottawa, Ontario K1G 0K8 613-526-1541	7:30 a.m. – 5:30 p.m.	\$30.96 kindergarten \$23.09 school age
Centennial	Centretown Parent's Co-op 94 James Street, Ottawa, Ontario K1R 5M3 613-235-7473	7:30 a.m. – 5:30 p.m.	\$22.00 kindergarten \$20.00 School Age
Charles Hulse*	Alta Vista KSAP 2605 Alta Vista Dr Ottawa, Ontario, K1V 73T 613- 733-0868	7:00 a.m. – 5:45 p.m.	\$30.96 kindergarten \$23.09 school age
D.R. Kennedy*	Whitehaven Kindergarten School Age Center 919 Woodroffe Avenue Ottawa, Ontario K2A 3G9 613-759-8364	7:15 a.m.- 5:30 p.m.	\$24.61 kindergarten \$16.77 school age

Location	Name of Provider	Hours of Operation	Fees (blended unless otherwise stated)
Devonshire*	Devonshire School Age 100 Breezehill Ave, Ottawa, Ontario K1Y 2H5 613-722-6969	7:30 a.m. – 5:30 p.m.	\$25.10 kindergarten \$17.04 school age
Elmdale	Canadian Mothercraft 49 Iona St Ottawa, Ontario K1Y 3L9 613-798-2273	7:30 a.m. – 6:00 p.m.	\$25.96 mornings and afternoons including all non- instructional days \$9.60 mornings only \$16.36 afternoons only \$22.00 mornings and afternoons not including non- instructional days
Fallingbrook*	Global Child Care Services Fallingbrook School Age Program 679-B Deancourt Crescent Orleans, Ontario K4A3E1 613-8306971	7:05 a.m. – 5:55 p.m.	\$23.35 kindergarten \$20.05 school age
Farley Mowatt	Canadian Mothercraft 75 Waterbridge Dr Nepean, Ontario K2G 6T3 613-825-3110	7:00 a.m. – 5:45 p.m.	\$25.96 AM & PM including all non-instructional days \$9.60 AM only \$16.36 PM only \$22.00 AM & PM not including instructional days \$35.00 non-instructional days only, space permitting
First Avenue*	Glebe Parents Day Care 10 Fifth Ave. Ottawa, Ontario K1S 5N5 613-233-9268	7:30 a.m. – 6:00 p.m.	\$24.66 kindergarten \$21.55 school age
Forest Valley*	Global Child Care Services (Forest Valley School Age Program) 1570-A Forest Valley Dr. Orleans, K1C 6X7 613-841-8559	7:00 a.m. – 5:45 p.m.	\$23.35 kindergarten \$19.40 school age
Hawthorne*	Aladin Child Care 2240 Russell Road Ottawa, Ontario K1G 1B3 613-863-0590	7:00 a.m.– 2:30 p.m.	\$23.07 kindergarten \$19.20 school age

Location	Name of Provider	Hours of Operation	Fees (blended unless otherwise stated)
Heritage*	Children's Village 1375 Colonial Rd. Navan, Ontario K4B 1N1 Phone: (613) 835-1583 Fax: (613) 835-1649 <a href="mailto:navan@childrensvillage.on.ca">navan@childrensvillage.on.ca</a>	7:00 a.m. – 5:45 p.m.	\$22.75 kindergarten \$22.40 school age
Hilson*	The Children's Center 407 Hilson Ave Ottawa, Ontario K1Z 6B9 (613) 728-1797	7:30 a.m. – 5:30 p.m.	\$24.51 kindergarten \$23.70 school age
Hopewell*	Glebe Parents Day Care 10 Fifth Ave. Ottawa, Ontario K1S 5N5 :613-233-9268	7:30 a.m.- 6:00 p.m.	\$24.66 kindergarten \$21.55 school age
Lady Evelyn*	Carleton Preschool (Rainbow Kidschool) 63 Evelyn Avenue, Ottawa, Ontario K1S 0C6 (613) 235-2255	7:30 a.m. – 5:30 p.m.	\$20.36 kindergarten \$20.36 school age
Manor Park	Manor Park Community Council 100 Braemar Street, Ottawa, Ontario K1K 3C9 613-741-4776	7:15 a.m.– 6:00 p.m.	\$24.10 kindergarten/school age (instructional days only) 17.70 after school only \$55.00 for PA days *partial weeks available
Mary Honeywell	Barrhaven Child Care 56 Kennevale Drive Nepean, ON, K2J 3B2 613- 825-938	7:00 a.m.- 6:00 p.m.	\$13.00 AM part time \$15.00 PM part time \$32.00 part time - PD/holidays \$25.00 Blended rate all year
Mutchmor*	Glebe Parents Day Care 10 Fifth Ave. Ottawa, Ontario K1S 5N5 :613-233-9268	7:30 a.m.- 6:00 p.m.	\$24.66 kindergarten \$21.55 school age
Pleasant Park*	Aladin 564 Pleasant Park Road Ottawa, Ontario K1H 5N1 613- 733-0553	7:00 a.m.- 6:00 p.m.	\$23.07 kindergarten \$19.20 school age

Location	Name of Provider	Hours of Operation	Fees (blended unless otherwise stated)
Regina*	REKSAP (Kindergarten and School Age Program) 2599 Regina St. Ottawa, Ontario K2B 6X3, 613-828-8743	7:30 a.m. – 5:30 p.m.	\$24.67 kindergarten \$16.95 school age
Riverview*	Andrew Fleck Child Care 260 Knox Crescent Ottawa, Ontario K1G 0K8 613-526-1541	7:30 a.m. – 5:30 p.m.	\$34.95 kindergarten \$23.09 school age
Severn*	REKSAP (Kindergarten and School Age Program) 2553 Severn Ave. Ottawa, Ontario K2B 7V8 613-828-3039	7:30 a.m. – 5:30 p.m.	\$24.67 kindergarten \$16.95 school age
South March*	Children's Village 63 Bluegrass Dr. Kanata, Ontario K2M 1G2 613- 254-9393	7:00 a.m. – 5:45 p.m.	\$22.75 kindergarten \$22.50 school age
Stittsville Public School*	Andrew Fleck Child Care <a href="#">40 Granite Ridge Drive</a> Stittsville, Ontario K2S1Y9 Tel. 613-836-0325	7:15 a.m.- 5:30 p.m.	\$34.95 full-day kindergarten \$13.14 AM only kindergarten \$21.24 PM only kindergarten \$22.37 full-day school age \$8.93 AM only school age \$14.55 PM only school age \$33.75 kinder no holidays \$21.82 school age no holidays
Trillium*	Global Child Care Services (Forest Valley School Age Program) 1515-B Varennes Blvd.Orleans, K4A 3S1 613-841-5497	7:05 a.m. – 5:55 p.m.	\$23.35 kindergarten \$20.05 school age

## **Appendix C to Report #18-118**

### **Ottawa Catholic School Board Extended Day Program Fees 2018-2019**

The daily fee for the morning program is \$9.75. The daily fee for the afternoon program is \$12.75 or 22.50 for both am and pm. Families will also have the option to register for full days (one week at Christmas, PD days, March Break). This process will take place in September and the daily rate will be \$35.00.





## Appendix D to Report No. 18-118

<b>2018-2019 Extended Day Program</b> <b>Total number of sessions enrolled/week</b>		
<b>Sessions</b>	<b>Students Enrolled*</b>	<b>% of Total</b>
1	0	0.0%
2	343	6.3%
3	333	6.1%
4	258	4.7%
5	2,742	50.1%
6	63	1.2%
7	30	0.5%
8	64	1.2%
9	18	0.3%
10	1,627	29.7%
<b>Total Students</b>	<b>5,478</b>	<b>100.0%</b>

\* Data as at October 26, 2018



### Extended Day Program Comparative Results

	2017-2018			2018-2019		2019-2020
	Budget	Year End		Budget	Projection	Projection *
<b>Extended Day Program</b>	<b>\$</b>	<b>\$</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>
Compensation (salaries)	14,732,977	14,299,752		15,392,773	15,305,477	15,819,651
Supplies, Snacks, ITP System & Operations	852,667	566,020		740,000	762,976	769,106
Program Support Costs	1,023,884	896,584		906,689	906,689	921,716
Sub-Total	16,609,528	15,762,356		17,039,462	16,975,142	17,510,472
Support for children with special needs (NEW)**						
Compensation					275,000	275,000
Professional Development					25,000	25,000
					300,000	300,000
<b>Total Extended Day Program</b>	<b>16,609,528</b>	<b>15,762,356</b>		<b>17,039,462</b>	<b>17,275,142</b>	<b>17,810,472</b>
Revenues (Fees & Subsidies)	16,609,528	16,667,642		16,646,017	17,361,791	17,950,606
<b>EDP (Shortfall) / Surplus</b>	<b>0</b>	<b>905,286</b>		<b>(393,445)</b>	<b>86,649</b>	<b>140,134</b>
Use of EDP surplus to support Infant Toddler Preschool Child Care Costs		(232,067)		(500,000)	(238,000)	(245,000)
<b>Net EDP-ITP (Shortfall) / Surplus</b>		<b>673,219</b>		<b>(893,445)</b>	<b>(151,351)</b>	<b>(104,866)</b>
<b>Combined EDP-ITP Accumulated Surplus at End of Year</b>		<b>886,280</b>		<b>(7,165)</b>	<b>734,929</b>	<b>630,063</b>

\* Based on 2018-2019 Students and Staff FTE

\*\* There are 13 Early Learning Assistants that are currently supporting children with special needs





## **COMMITTEE OF THE WHOLE (PUBLIC)** **Report No. 18-124**

**11 December 2018**

### **Update on the 2019-2023 Strategic Planning Process**

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

#### **PURPOSE:**

1. To provide an overview of the OCDSB strategic planning process and an update on consultations for the 2019-2023 strategic plan development.

#### **CONTEXT:**

2. The Education Act requires school boards to adopt multi-year plans that are three to five years in length. The OCDSB uses a four-year planning cycle which aligns with both legal requirements and business needs. The current plan is scheduled to expire in August 2019.

The District has an established strategic planning process which has been used for the development of the past three strategic plans. The six-step process, as outlined in Appendix A, begins in the spring of one school year, with consultation in the fall and the approval of a new plan the following spring. This timeline allows for a full cycle of research, consultation, analysis and plan development and it ensures we benefit from the experience of the outgoing Board of Trustees, and provides for the input and ownership of the newly elected Board of Trustees.

The current strategic plan is built on five key strategic priorities – equity, learning, stewardship, well-being and engagement. The plan has been an excellent strategy document and the Board has made considerable investment and progress in these areas over the past three years. This work will continue over the next year and consideration will be given to identifying which of our key priorities are complete, which require additional work and will carry forward, and what other priorities might need to be considered for the next four year cycle.

The strategic planning process is designed to ensure that the OCDSB benefits from the experience of the outgoing Board of Trustees, while also providing opportunities for input and ownership from the newly-elected Board.

## KEY CONSIDERATIONS:

### Timelines

3. The new Board of Trustees is provided with an introduction to the strategic planning process through this briefing document which reviews the process and work to date.

The following key dates outline the planning process:

<i>June 2018</i>	<i>Approval of the Strategic Planning Process</i>
<i>June – October 2018</i>	<i>Development of Environmental Scan</i>
<i>November 2018 - Jan 2019</i>	<i>Public Consultation Period</i>
<i>February – March 2019</i>	<i>Board Senior Staff Discussion and Plan Development</i>
<i>April – May 2019</i>	<i>Consultation on Draft Plan</i>
<i>June 2019</i>	<i>Discussion and Approval of Plan</i>

### Methodology for Consultation

4. The Board approved the strategic plan consultation process in the fall of 2018. The consultation has four (4) stages:
  - I. **Preconsultation** through meetings with key stakeholder groups to develop outreach strategies for target populations (Completed);
  - II. **Idea Exchange** through online consultation with the entire community to gather input from students, staff, and parents/community (November/December);
  - III. **Developing Strategies and Actions** through focus groups/forum, both community wide and with key stakeholder groups. These sessions will build on the feedback received in the idea exchange and will be designed to explore and discuss results from the online consultation and define strategies for achieving identified goals (January 2019); and
  - IV. **Feedback on Draft Plan** invites community to provide feedback on the draft strategic plan (May 2019).

### Preconsultation

5. The preconsultation stage was designed to get feedback from our most engaged stakeholders about barriers to participation and strategies to increase participation particularly with communities which may be traditionally less engaged. In October and November, staff attended several advisory committee meetings (PIC, OCASC, ACE, IEAC, Student Senate), met with the federations, principals and Multi-Cultural Liaison Officers. These meetings were very helpful and resulted in a number of improvements to the consultation. A summary of the key messages includes:

<b>Barriers to participation</b>	<b>Strategies to increase participation</b>
Language	Increased translation of documents; introduction of SMS translation feature; Use of the MLOs to support families;
Access to technology	Use multiple methods to

	communicate information and collect feedback; Allow use of school computers; Extended hours at Family Reception Centre
Time	Extend timeline the exchange is open; Communicate 24/7 accessibility of the exchange; Facilitate access to exchange through website and social media
Confidentiality/anonymity	Communicate anonymity feature in the Exchange
Lack of knowledge	Tip Sheet on how to participate; Encourage word of mouth; Direct contact to community agencies

### **Community Wide Idea Exchange**

6. This stage began on November 21 and will close on December 12, 2018. At this stage, using Thoughtexchange, all stakeholders were invited to share their thoughts about the key issues and challenges facing the district, what we do well, what should be our priorities over the next four (4) years, and to learn about the thoughts of others. The advantage of this platform is that stakeholders can share their ideas, learn about the ideas of others, and prioritize all of the input.

Approximately 125,000 participants were invited to participate in this stage of the consultation. To allow for us to better address the unique needs of each audience, the consultation was created as one large conversation divided into four audience streams – one for parents, one for community at large, one for staff and one for students. Those conversations were subdivided as follows:

- Parent exchanges - Elementary and Secondary; sub-divided into 4 conversations for each panel to ensure comparable sized conversations;
- Staff exchange - Elementary, Secondary, and District Office/Centrally Assigned
- Students - Grade 7-8; Grade 9-12
- Community exchange

The output of this stage will be used at the focus group sessions to further develop priorities and strategies for the draft strategic plan.

### **Strategies and Action-Focus Groups**

7. This stage of the consultation is designed to allow for small-group discussion on the feedback received in the Idea Exchange in order to identify possible strategies and actions. The challenge has been to determine a structure for these sessions which ensures they remain focus groups with a specified purpose rather than a series of public meetings at which similar feedback is collected.

The focus group sessions are intended to be representative of the community. Participation will be by invitation and participants will be asked to pre-register. The participants will be asked to review the current strategic plan and the feedback from the consultation. The goal is to get feedback on the following two inquiries:

- Looking at the 5 objectives in the current OCDSB strategic plan; identify any key actions for each objective that you believe should be carried forward in any future strategic plan.
- Looking at the feedback from the Idea Exchange consultation, identify any key strategies and/or actions that you believe should be included in the district's next strategic plan.

Structuring the questions in this way will bring some consistency and clarity of purpose to the current strategic objectives. It will also provide a format which allows interested individuals who do not attend a focus group but want to share ideas at this stage to do so.

<b>Audience</b>	<b>Description</b>	<b>Date</b>
Parents	4 sessions in Total 1 @ PIC for PIC members and other advisory committee chair	January 9 <sup>th</sup>
	3 parent focus groups located West, Central and East – participation to be representative of diversity of community, using the PIC membership matrix as a guideline	January 14 <sup>th</sup> January 23 <sup>rd</sup> January 31 <sup>st</sup>
Students	One joint meeting with the Student Senate and Student Council Presidents. This ensures representation from all secondary schools and from a range of student perspectives.	January 10 <sup>th</sup>
Staff	One session to include representative from all employee groups.	January 30 <sup>th</sup>
Community	One daytime session for community partners; invitations to be sent using the list of community partners included in the consultation	January 21 <sup>st</sup>

During the preconsultation with OCASC, it was suggested that consideration be given to a 'Meet & Greet' with the new Director and area Trustees wherever possible at the parent sessions.

### **Using Feedback to Inform Priorities**

8. Using the information generated in the idea exchange and strategy stages, between February and April, the Board of Trustees and senior staff will develop a draft strategic plan. That draft will be shared with the community who will be invited to provide feedback prior to the final approval of the plan. This is scheduled to occur in May in order to allow for final approval in June.

### **Work Continues on Current Plan**

9. While the strategic planning process is being implemented, work on the current plan continues. On November 20, 2018, a report on the progress at Year 3 of the 2015-2019 Strategic Plan was presented to the Board (Report 18-110). Also, the Board work-plan and Director's work-plan for the current school year were



developed. In addition, monitoring reports will continue to be developed and presented periodically to the Board during the year.

## **RESOURCE IMPLICATIONS:**

10. There are costs associated with the development of the strategic plan. Some are one-time costs and some are investments that allow for multiple uses. The nature of the costs includes software, consulting, meeting accommodations, materials and supplies and release time as required for staff participation. There are budget funds available for strategic planning.

## **COMMUNICATION/CONSULTATION ISSUES:**

11. Consultation is an essential component of the strategic planning process and our process encourages consultation at the front-end. A key objective of this process is to increase the level of public input into the development of the plan. The preconsultation was very useful in identifying strategies to support participation. The following steps have been taken:
- Information shared on the District and school websites;
  - Invitation emails and reminders to approximately 125,000 participants;
  - Meeting and training sessions for MLOs during two (2) evening sessions at the Family Reception Centre;
  - Translation of key documents;
  - Introduction of SMS text to support participation in other languages (Appendix A shows instructions shared on how to participate);
  - Work with OCENET to increase participation of international students and parents
  - Reach out to community partner organizations such as OCISO, OLIP, post-secondary institutions, cultural organizations, and CAS.

## **STRATEGIC LINKS:**

12. The development of a new strategic plan is a legal responsibility and major priority of the Board. Effective consultation connects to the engagement and stewardship objectives, as outlined in the current strategic plan. Therefore, by seeking input from a variety of stakeholders, the OCDSB is able to demonstrate its commitment to enhancing engagement and demonstrating accountability through stewardship of resources.

## **SUMMARY:**

13. The strategic planning process is a substantial organizational commitment and an essential tool to provide an overarching rationale and purpose to guide the direction and decisions of the Board of Trustees, the Director of Education, and staff in the discharge of their duties and responsibilities.

The strategic planning framework builds on the organizational strengths and integrates operational reviews, budget, evaluation, and long-term planning process. A viable

strategic planning process must be focused and relevant. Keeping in mind the competing obligations and responsibilities internally, a viable process must be manageable and reasonable.

## DISCUSSION QUESTIONS:

14. The following questions are provided to support the discussion of this item by the Board:

- What strategies could help to ensure the focus groups are representative of our community?
- What key information from the focus group sessions would help to inform the Board of Trustees in developing the next strategic plan?

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Michele Giroux  
Executive Officer, Corporate Services  
(ext. 8310)

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Jennifer Adams  
Director of Education and  
Secretary of the Board

## APPENDICES

Appendix A: How to Participate in the Thought Exchange in another language

## Appendix A: How to participate in the Thought Exchange in another language

There are 2 ways to participate in another language:

1. To participate in English, French or Spanish, you can do so by changing the language settings in your browser.
2. To participate in any other language, use the SMS text feature.

Text the name of your language or “Hello” in that language to 728-55 and enter the code for the conversation that is right for you:

- Elementary Parent - Use this code 203288536
- Secondary Parent - Use this code 320705614
- Community Member - Use this code 135420334
- Students - Check your OCDSB email account
- Staff - Check your OCDSB email account or find more information in the Staff Portal.

If you need assistance and/or have questions contact us by email at [buildingbrighterfutures@ocdsb.ca](mailto:buildingbrighterfutures@ocdsb.ca) or by phone at 613-596-8211 extension 8402.





## MEMORANDUM

**Memo No. 18-138**

**TO:** Trustees  
Student Trustees

**FROM:** Jennifer Adams, Director of Education and Secretary of the Board  
Mike Carson, Chief Financial Officer

**DATE:** 23 November 2018

**RE:** **Initiation to Provide Feedback--Consultation on Education Funding**

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Staff received the attached memorandum providing an invitation to respond to the Ministry's consultation on education funding. Attached is the memorandum and the Funding Engagement Guide.

Mike Carson, Chief Financial Officer, will be submitting comments from a staff perspective prior to the deadline of 14 December 2018.

Considering the very brief timeline, it is unlikely that a Board submission would be possible, other than perhaps a response indicating frustration with a deadline so soon after the investiture of new trustees.

There is an opportunity for individuals to comment, and the memo and guide will also be made available on the District website.

If you have any questions, please contact Mike Carson, Chief Financial Officer at [michael.carson@ocdsb.ca](mailto:michael.carson@ocdsb.ca) or at 613-596-8211 ext. 8881.

Attach.

cc: Senior Staff  
Manager Board Services  
Corporate Records



## Ministry of Education

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

## Ministère de l'Éducation

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



November 16, 2018

Dear Colleagues,

This is an invitation to our education partners to provide your input on education funding for the upcoming 2019–20 school year through written electronic submissions.

The government has announced its intention to seek greater accountability and value for money as part of the line-by-line review of government expenditures. Consistent with this goal, the ministry is seeking feedback from our education partners as a starting point to education funding reform.

Attached is the Education Funding Engagement Guide. This guide is structured around four areas that the ministry has identified as having the potential to make more efficient use of education funding.

- Efficient Price Setting;
- Outcomes-Based Funding;
- Accountability and Value-for-Money; and
- Other Education Funding Efficiencies.

The ministry is interested in receiving your responses to the questions in the guide and your suggestions about the topics highlighted. You are also welcome to share your insight about other topics within the funding formula that you feel deserve consideration for this or future planning cycles.

To ensure that your feedback is taken into consideration, please forward your submission by **Friday, December 14, 2018** to: [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca).

Your participation in this exercise is greatly appreciated as we work toward the government's goal of ensuring that public spending provides best value.

*Original signed by*

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division





# 2019-20 Education Funding Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Since coming to office, we have taken a number of positive steps to improve our province's education system. Currently, we are engaging in broad public consultations that will ensure that everyone interested has an opportunity to provide feedback and help shape the future of education in Ontario.

I believe educating our children is the most important job in the world. Here at the Ministry of Education we are committed to working together to achieve student success, while spending taxpayer dollars efficiently and with greater accountability. We are also looking to our education partners to provide input on how we can achieve these efficiencies throughout the sector.

Together, we will prepare Ontario students for success, improve their academic achievement and equip them with the tools they need to face the realities of today and the possibilities of the future.

Sincerely,

The Honourable Lisa Thompson,  
Minister of Education

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Each year, using the expertise and insight of our partners, the ministry works to address funding challenges and opportunities for Ontario's students and families. Using this engagement guide, we are again requesting feedback that will help us to deliver vital education programs and services efficiently.

Ontario's education system is strong in large part because of the leadership and advocacy of our school boards and education stakeholders. As Deputy Minister, I look forward to further strengthening our partnership and working collaboratively on behalf of students.

Thank you in advance for sharing your valuable insights and ideas as part of this year's education funding engagement.

Sincerely,

Nancy Naylor  
Deputy Minister of Education

## Introduction

The government recently released a line-by-line review of government spending, [\*Managing Transformation - A Modernization Action Plan for Ontario\*](#), undertaken by Ernst & Young LLP. The review reveals rapid expenditure growth across key sectors and public programs under the previous government. The review was based on analysis of government financial and program data, and builds on the work of Ontario's Auditor General and the Financial Accountability Officer.

The government is committed to improving accountability and making efficient and effective use of taxpayer dollars. The EY review outlined an objective of efficiency gains in the order of four cents on the dollar to be found in the governments' expenditures. As such, the government will be looking to our partners in the education sector to find efficiencies and improve accountability.

As Ontario's deficit has ballooned to \$15-billion, the line-by-line review recommends a number of large-scale opportunities to transform programs and services to ensure sustainability and value for money. This discussion guide will ask questions about how to start thinking about education funding reform in Ontario, including more efficient price setting and outcomes-based funding.

For more information about the current education funding model, please see the [2018-19 Education Funding](#) page of the Ministry of Education's website.

## About this Engagement

Education partners are being provided with an opportunity to submit feedback about education funding, through written electronic submissions, on the following four topics:

- Efficient Price Setting;
- Outcomes-Based Funding;
- Accountability and Value-for-Money; and
- Other Education Funding Efficiencies.

You may also submit feedback on education funding topics not outlined in this guide. In order to ensure your feedback is considered, please forward your electronic submission by **Friday, December 14, 2018** to: [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca) arranged by topic.

Should you have any questions about this engagement guide, please send them to: [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca).

## Other Education Engagements

The government has recently embarked on the largest education consultation in Ontario's history and is inviting everyone – parents, students, educators and interested individuals or organizations – to provide feedback on the education system in Ontario. The consultation includes open submissions, an online survey and telephone town halls.

For more information, please visit the consultation [website](#).

## Efficient Price Setting

The modern role of the ministry is as a system funder and steward. One of the best ways to ensure strong delivery of service and return on investment is to set efficient prices. Parts of the Grants for Student Needs (GSN) are already consistent with the concept of efficient price, for example, class size funding based on averages and funding based on the efficient use of space.

### Considerations

1. Are there areas of the GSN which currently use efficient price setting which could be re-evaluated for further efficiencies?
2. Are there allocations of the GSN which currently do not use efficient price setting, but should be considered for reform?

## Outcomes-Based Funding

Outcomes-based funding is intended to aid students by encouraging schools to focus more on providing supports and clearing the obstacles that prevent some students from achieving their full potential and graduating.

Although the GSN was not designed as an outcomes-based model, portions of it could be targeted to reducing gaps in student outcomes, which could result in better and more equitable results for students and their families.

### Considerations

1. Are there areas of the GSN which could be reformed to an outcomes-based model (e.g. Learning Opportunities Grant)? How would the outcome be measured?
2. How can the funding model do a better job of indicating whether the investments made have maximized returns in achievement?

## Accountability and Value-For-Money

The ministry is focused on ensuring that taxpayers get the best possible service for their money. It is also focused on ensuring that funding is being used for its intended purpose. With limited resources, it means keeping the focus on key priorities and making strategic choices about how best to use resources to improve student achievement.

### Considerations

1. Are there parts of the funding formula that are not core to the delivery of education in Ontario? If so, what are they?
2. Should the government explore ways for alternative access to non-core programming?
3. Should the ministry undertake a review of targeted areas of the funding formula to increase accountability and value-for-money? If so, what are they?

## Other Education Funding Efficiencies

The ministry continues to evaluate opportunities to streamline, review and strategically bundle education funding – both in the GSN and through other transfer payments – that support the delivery of education in Ontario.

### Considerations

1. Are there areas of overlap or duplication within the GSN? If so, what are they?
2. Are there areas of overlap or duplication with other funding streams (e.g. Education Programs – Other, other ministries, other levels of government)? If so, what are they?

## Conclusion

As all effective organizations do, we must continue to look for best practices in managing resources and continue to work collaboratively to develop future strategies for achieving greater efficiencies. Going forward, program funding in the education sector will need to be managed carefully with the goal of preparing Ontario students for success, improving their academic achievement and equipping them with the tools needed to enter the working world.

Thank you for taking the time to read this guide, and we look forward to receiving your submission.