



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Jennifer Adams
Director of Education/
Secretary of the Board

Lynn Scott
Trustee Zone 1
Chair of the Board

Katrine Mallan
Manager of
Board Services



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BOARD MEETING AGENDA

Tuesday, 11 December 2018

7:15 p.m. In Camera
8:30 p.m. Public

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

Jennifer Jennekens
Trustee Zone 7

Keith Penny
Trustee Zone 8

Lyra Evans
Trustee Zone 9

Erica Braunovan
Trustee Zone 10

Mark Fisher
Trustee Zone 11

Sandra Schwartz
Trustee Zone 12

Chris Ellis
Trustee Zone 6

Rob Campbell
Trustee Zone 5

Wendy Hough
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Isaac Glassman
Student Trustee

Samantha Lin
Student Trustee

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

ABOUT THE BOARD:

- The Board of Trustees is the formal decision making body of the Ottawa-Carleton District School Board. For the 2018-2019 school year, the Board is scheduled to meet on the fourth Tuesday of the month, during the school year at 7:30 pm.

ABOUT THE BOARD AND COMMITTEE MEETING AGENDAS:

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

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

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

PURPOSE OF IN CAMERA MEETINGS:

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



BOARD PUBLIC AGENDA

Tuesday, December 11, 2018, 8:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1. Call to Order -- Chair of the Board
2. Approval of the Agenda
3. Presentation to Dr. Jennifer Adams, Director of Education and Secretary of the Board
 - 3.1 Mostafizur Khan, Chair of the Parent Involvement Committee
 - 3.2 Presentation by Student Trustees
4. Student Trustee Report 1
5. Report from the Board (In Camera)
6. Briefing from the Chair
7. Briefing from the Director
8. Delegations
9. Matters for Action
 - 9.1 Confirmation of Board Minutes:
 - a. 20 November 2018, Board 11
 - b. 3 December 2018, Board Inaugural Meeting 105

- 9.2 Business Arising from Board Minutes
- 9.3 Non-Consent Items
- 9.4 Part 2 of Recommendation re Appointment of Community Representatives to the Special Education Advisory Committee, Deferred 3 December 2018 121
- 9.5 Report 18-125 OCDSB Draft Response to Ministry Consultation on Education in Ontario (M. Giroux, ext 8310) 123
- 10. Matters for Discussion
 - 10.1 Report from OPSBA Representatives (if required)
- 11. Matters for Information
- 12. New Business -- Information and Inquiries
- 13. Adjournment

TUESDAY, DECEMBER 11, 2018

Student Trustee Report Winter 2018

Prepared by:

Student Trustee
Samantha Lin
Grade 12
Colonel By S.S.

Student Trustee
Isaac Glassman
Grade 12
Lisgar C.I.

Intention

This report is intended to update OCDSB Trustees and Board Staff as to the activities and happenings of the OCDSB Student Trustees. Included are updates related to the initiatives and discussions of the OCDSB Student Senate, news regarding the work and conferences of the Ontario Student Trustees' Association, and information surrounding student trustee advocacy across Canada.

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3	Student Senate Updates
7	OSTA-AECO Happenings
9	Conclusion

INTRODUCTION & STUDENT SENATE UPDATES

INTRODUCTION

Student Trustees Samantha Lin and Isaac Glassman are pleased to present this report to the board to discuss the important work that is being done at the board level within their roles on Student Senate, and Student Presidents' Council, as well as the important provincial advocacy work accomplished through their membership of the Ontario Student Trustees' l'Ontario, (OSTA-AECO).



STUDENT SENATE RETREAT

We planned out our goals for the year at our Student Senate Retreat in mid-October, 2018. Together, we brainstormed the ideas and initiatives we wanted to put in our Student Senate Vision Document, containing potential Senate initiatives that can be chosen for future years (more on page 5). Our Student Senators had many ideas, and throughout the year they will be compiled into a cohesive document. The Senate Retreat was an inspirational start to the year — now, everyone is ready to get to work.



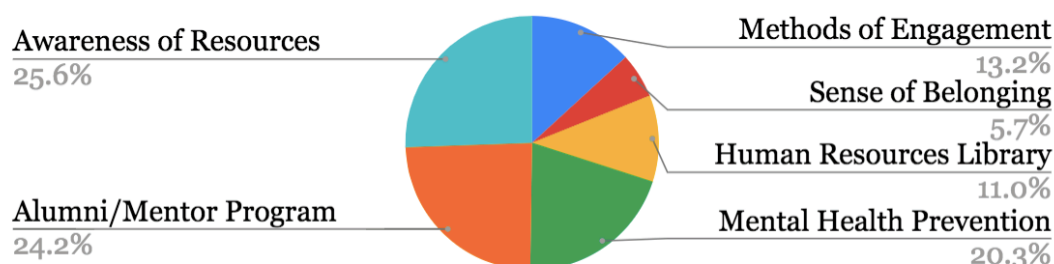
The OCSDB Student Senate for the 2018-2019 school year at the Bill Mason Outdoor Centre for their annual retreat. Each Student Senator represents a highschool from across the district at monthly Senate Meetings; consultations, initiative planning, and student engagement discussions are always hot topics. Alongside the 21 student senators are Director of Education Jennifer Adams, Superintendent Shawn Lehman, Vice-Principal Matthew Gagnier, and Trustee Erica Braunovan.

STUDENT SENATE UPDATES

SENATE GOALS FOR THE YEAR

We were able to highlight 6 potential areas of work for the year at our Student Senate retreat in October (see chart below).

Through a “dotmocratic” process (wherein student senators vote for initiatives based on the number of paper dots they stick on a voting option), Student Senate prioritized 6 potential solutions to issues facing students across the district. Initiatives are ranked based on feasibility of execution.



Although we are consistently able to identify specific issues facing students across the district, finding precise solutions has proven to be an immense task. From this, we have concluded that an overarching impediment to helping students lies in student engagement. Communication with, to, and from students is key to the functioning of schools and, by extension, the District. Problems arise when student communication is as follows:

- Lacking (i.e. when school/district resources exist but students are not notified or do not have direct access to the medium/media of communications)
- Unclear or confusing (i.e. when communication leads students to misconstrue resources, e.g. the role of guidance counsellors as “suicide and mental health-experts,” OCDSB Tiered Intervention as “arbitrary triaging”)
- Poorly targeted (i.e. schools using antiquated social media for communication, e.g. twitter and Facebook, overwhelming reliance on Google surveys)

STUDENT SENATE UPDATES

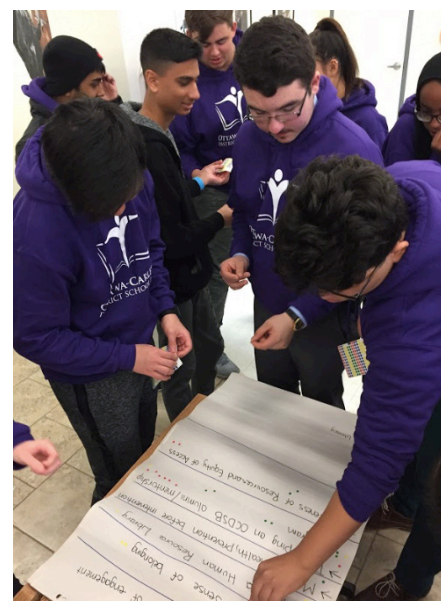
SENATE GOALS FOR THE YEAR: NEXT STEPS

Upon seeing these communicative issues, we asked ourselves:

“how can we, as a Student Senate, tackle this issue?” Understanding that change cannot be created everywhere, we decided to focus on creating standardized methods of engagement for Student Senators and councils within their school. From here, we asked a few more questions:

- What systems [for communication] are already in place? (e.g. lunch with the principal, “town hall” meetings)
- Are there inequities in the current distribution of communicative resources for Student Senators?

From this, we concluded that our goal is to create a consolidated and official framework for OCDSB students/teachers/administration to engage with students. How we might accomplish this is up to the discretion of our Student Senate team and their networks of students throughout the district. As well, OCDSB staff are always willing and ready to help - although student leadership is key in a situation such as ours, having help from institutionally-wise adults is a great help.



Student Senators participating in the “dotmocratic” system



Absolutely everyone contributes to the important discussion

OCDSB CONSULTATIONS

Consultations with Student Senate

OCDSB STRATEGIC PLAN PRE-CONSULTATION

Student Senate was consulted by Executive Officer Giroux and her team on the topic of the 2019-2023 Board Strategy plan. We gave advice on the formatting of the discussed various methods to engage with students, parents, and educators. Students from across the District have been eagerly submitting suggestions to the online ThoughtExchange platform- we hope the trend continues to grow.

Moving forward, Student Senate will be participating in the second stage of the Strategic Plan consultations via a large student focus group in January. Senators will each bring another student representative from their school to engage in further discussion of the plan.

OCDSB MENTAL HEALTH STRATEGIC PLAN CONSULTATION

We were also consulted by Dr. Petra Duschner and her team in regards to the new Mental Health programs that will be implemented into schools in the future. Senate provided feedback about which areas of mental health are most important to students and how they believe students are able to best access these resources.

The Mental Health Team also consulted the OCDSB Presidents Council - a group made up of the Student Council presidents from each school across the District. Samantha and Isaac attend their monthly meetings in order to update the presidents on board-wide matters.

OSTA-AECO FALL GENERAL MEETING

The OSTA-AECO (Ontario Student Trustees' Association - l'Association des élèves conseiller/ères de l'Ontario) Fall General Meeting occurred from October 25-28, 2018. We participated in and led various workshops and professional development sessions for new Student Trustees. We heard from many different educators and keynote speakers, receiving presentations from Norah Marsh, the Chief Executive Officer of the EQAO, as well as Patrick Daly, the Ontario Catholic School Trustees' Association President on the topic of managing board finances. We learned more about understanding boardroom basics and etiquette.

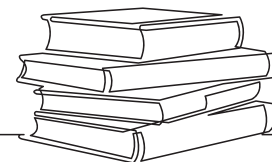


Isaac and Samantha with Hazel Pangilinan - a newly elected student trustee from Vancouver. OSTA-AECO conferences serve as opportunities for student trustees from across the province (and, increasingly, the country) to learn from each other and discuss student initiatives from their area.

MINISTRY OF EDUCATION CONSULTATIONS

As a response to the Open Submission facet of the Ministry of Education's consultations, OSTA-AECO drafted recommendations using suggestions from student trustees across the province. Backed up with facts and research, the submission is representative of the great diversity of Ontario students, and is publicly available for use. Students are encouraged to use the submission as a template for their own thoughts or as a direct response to the online forms.

OSTA-AECO's submission publication can be viewed at <https://www.osta-aeco.org/publications/publications-2/>



OSTA-AECO HAPPENINGS

MEETINGS WITH EDUCATION STAKEHOLDERS

Over the past two months, OSTA-AECO has met with major education stakeholders, stressing the importance of student voice in all forms of consultation. Most notably, OSTA-AECO met with the Minister of Education's team at Queen's Park in Toronto. Unfortunately, the Minister herself was unable to attend due to conflicts in timing with the Ontario FES. In her lieu, Matthew Bondy, the M.O.Ed. Chief of Staff provided OSTA-AECO with lots of great insight and suggestions for moving forward. As well, OSTA-AECO represented students at the first EQAO Stakeholder Advisory Committee meeting of the year and provided feedback on EQAO's short-term changes for 2018-19 and proposed long-term changes for 2019-20 and beyond.

STUDENT TRUSTEES ACROSS CANADA REPORT

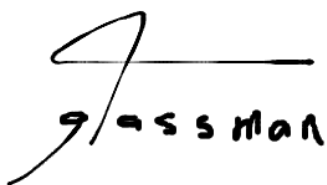
We are very fortunate to have systems in place to ensure that student voice is heard in Ontario. This, unfortunately, is not the case in every province of the country. To combat this, OSTA-AECO drafted a report titled "Student Representation Across Canada" to encourage provinces across the country to instate a student representative position similar to that of student trustee. The report covers areas such as: the state of student representation in school boards across the country, how Ontario's legislative changes in tandem with student activism created the position of student trustee, and an overview of what the role of student trustee is and how they are elec

The report serves as a guide to boards that may be interested in implementing the position of student trustee, and includes a call-to-action for school boards across Canada to consider the importance of student representation. The nationally-focused document is to be presented to the Canadian School Boards Association later this year. It can be viewed under "publications" on www.osta-aeco.org


Conclusion and Steps Moving Forward

Four months in, the position of student trustee has proven to be as rewarding as it is challenging. Being able to lead students in board consultations and discuss solutions to issues facing our district is the embodiment of student voice: simultaneously a beautiful and reckoning force. Talking to our adult trustee colleagues has allowed us to grow our education mindsets and truly absorb information, which we are then able to share with students, like a sponge. As well, the challenge of balancing our school, extra-curricular, and student-trustee lives has been an in-depth lesson on setting priorities; something that we will surely value for many years to come.

Most importantly, we have learned so much about ourselves, the OCDSB, and a multitude of other topics. We would be very lost without the support of Superintendent Lehman, Trustee Braunovan, Vice-Principal Gagnier, Myra Wells, and all the other fantastic OCDSB staff—we are extremely grateful for all the help. At first, the suggestion that the OCDSB is a “huge family” was outrageous to us; now, it seems perfectly appropriate.



Isaac Glassman
Student Trustee



Samantha Lin
Student Trustee



BOARD PUBLIC MINUTES

Tuesday, November 20, 2018, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

- Trustees Present Lynn Scott, Donna Blackburn, Theresa Kavanagh, Anita Olsen Harper, Chris Ellis, Keith Penny, Shawn Menard, Erica Braunovan, Shirley Seward, Sandra Schwartz, and Isaac Glassman (Student Trustee).
- Staff Present Jennifer Adams (Director), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Dorothy Baker (Superintendent), Mary Jane Farrish (Superintendent), Nadia Towaij (Superintendent), Janice McCoy (Superintendent), Peter Symmonds (Superintendent), Susan MacDonald (Superintendent), Shawn Lehman (Superintendent), Michèle Giroux (Executive Officer), Katrine Mallan (Manager), Diane Pernari-Hergert (Manager), Sharlene Hunter (Communications Coordinator), John MacKinnon (Audio Visual Specialist), and Amanda Rock (Committee Coordinator).

1. Call to Order -- Chair of the Board

Chair Seward called the public meeting to order at 7:11 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Menard

Seconded by Trustee Kavanagh

THAT the agenda be approved.

Carried

3. Presentation to Outgoing Board Members

Chair Seward advised that Trustee Kavanagh spent eight years on the Board. One of her proudest accomplishments was her work with parents to

transition Regina Street Public School to a successful elementary alternative school. Trustee Kavanagh, an advocate for physical activity, continued to seek opportunities to promote physical activity for all students. She has served as Chair of the Board's Budget and Audit Committees, and was elected to represent Bay Ward as a City of Ottawa Councillor. Trustee Kavanagh accepted a book from Superintendent Towaij that reflects the contribution that she made serving as a trustee.

Chair Seward advised that Anita Olsen Harper is Ojibwa from the Lac Seul First Nation whose expertise is in Aboriginal adult education and violence against aboriginal women. The Board has been grateful to have Anita's guidance and perspective when establishing and monitoring its strategic plan. Trustee Olsen Harper has represented the Board on the Advisory Committee on Equity, Special Education Advisory Committee, and the Indigenous Education Advisory Council. Trustee Olsen Harper accepted a book from Superintendent McDonald that reflects the contribution that she made serving as a trustee.

Chair Seward advised that Trustee Menard became a trustee in 2014. She noted that he brought his passion for working with communities and associations to assist the Board in scrutinizing its operating and capital budgets. He has served as Chair of the Budget Committee, and was a member of the Audit, Advocacy, Agenda Planning, and Environmental Steering Committees. Trustee Menard was elected to represent Capital Ward as a City of Ottawa Councillor. Trustee Menard accepted a book from CFO Carson that reflects the contribution that he made serving as a trustee.

Vice-Chair Scott advised that Chair Seward was first elected as the trustee for Zone 11, River Ward, in 2010, and established herself quickly. She noted that Chair Seward served as Chair of the Education Committee for two years, one year as Chair of the Audit Committee, followed by one year as Vice-Chair of the Board. Following her re-election in 2014, she became the Chair of the Board. In Chair Seward's role as the Chair she has worked to move the OCDSB forward through the implementation of the District's current four-year strategic plan. Chair Seward accepted a book from Director Adams that reflects the contributions that she made serving as a trustee.

4. Presentation to Director of Education

Chair Seward advised that Jennifer began her teaching career with the Lakehead District School Board, followed by promotions to curriculum coordinator, elementary principal and superintendent. In 2005, Jennifer joined the Ottawa-Carleton District School Board as a Superintendent of Instruction and Executive Superintendent. She was appointed to Director of Education 01 July 2011.

Director Adams is recognized for developing strategies to improve student achievement through research, instructional practice, and strong academic leadership. Director Adams' work on the French as a Second Language (FSL) Review, Diplôme d'Etudes en Langue Française (DELFI), and 50/50 Kindergarten

has been instrumental in improving the quality and access to FSL instruction across the District. Her leadership and vision for the development of the OCDSB Exit Outcomes will benefit generations of OCDSB graduates. Director Adams accepted a gift from Chair Seward as a token of the District's appreciation for her contributions to public education in Ontario.

5. Briefing from the Chair

Chair Seward advised that the provincial consultations on education are ongoing. An additional telephone town hall has been scheduled in Ottawa on 27 November 2018. Information on how to provide feedback is on the District's website. The Board's Ad Hoc Committee to Develop an Advocacy Strategy met on 06 November 2018 to discuss the Board's feedback. A draft response was provided in the agenda package of 20 November 2018.

Chair Seward announced that 20 November 2018 is Child Friendly Day in Ottawa, in observance of Canada's National Child Day, the United Nations International Child Day, and the adoption of the District's Convention on the Rights of the Child, on 20 November 1989. She noted that the theme of 2018 is, "Every child is sacred", which commemorates the Indigenous, African, and European child taught in Canada by Father Paul Le Jeune in 1632.

Chair Seward also announced that 20 November 2018 is also the Transgender Day of Remembrance, which memorializes those who have been murdered as a result of transphobia. She noted that the province of Ontario passed the *Trans Day of Remembrance Act* on 12 December 2017 to officially recognize this day.

6. Briefing from the Director

Director Adams advised that recent media reports have provided detailed information relating to sexual assault charges against three former teachers at Bell High School in the 1970s, 1980s and 1990s.

On behalf of the Ottawa-Carleton District School Board, Director Adams extended an apology to any current or former students who have experienced harm by an employee of the OCDSB. An open letter to the community has been posted on the District's website which includes information on professional boundaries, duty-to-report, and the Standards of Conduct to which employees are bound.

Director Adams advised that the District will launch a community-wide consultation for the 2018-2022 OCDSB Strategic Plan called "Building Better Futures Together at the OCDSB" on 21 November 2018. The District is seeking input on what it does well, where it can improve, and what students need to be successful both in learning and in life. This information will be used to help develop the strategic plan for the OCDSB over the next four years.

Director Adams advised that 19 - 23 November 2018 is Bullying Prevention Week. Students, staff, and parents are encouraged to learn more about the impact of bullying and prevention strategies.

7. Delegations

7.1 June Girvan re Child Day, November 20, 2018

June Girvan, a member of the J'Nikira Dinqinesh Education Centre, advised that 20 November 2018 is International Day of Child. Ms. Girvan advised that Madeline Tufts, the first female principal in the Carleton Board of Education, had passed away 30 May 2018 and bequeathed funds in her will to the OCDSB to fund five professional learning days to promote learning and equity. Ms. Girvan requested that the Board write words in the Record of Honour to highlight that "every child is sacred" and accept Ms. Tuft's gift to the Board of five professional development days.

7.2 Golam Sharif re Bus Transportation Eligibility

Golam Sharif is parent of two children in JK and Grade 1. He noted that only one of his children is eligible to take the school bus. His application for an empty seat on the school bus was denied. Mr. Sharif expressed concern about the distance required for a child to be eligible for bus transportation. He requested that his application for an empty seat on a school bus be reconsidered.

In response to a query from Trustee Menard, Mr. Sharif advised that he has not attended a public meeting of Ottawa Student Transportation Authority (OSTA).

7.3 Marc Leach re Teacher Bob Clarke

Marc Leach advised that he is a former Sir Robert Borden High School (SRB) student and a victim of OCDSB teacher Bob Clarke in the 1990s. Mr. Leach expressed concern over the discrepancy between the administrative review conducted by the OCDSB and the allegations of SRB students, parents, and teachers. Mr. Leach sought the removal of pictures of Mr. Clarke from the school and an assurance from the Board that abuse will not occur again.

8. Matters for Action

8.1 Confirmation of Board Minutes:

a. 30 October 2018, Board

Moved by Trustee Braunovan

Seconded by Trustee Ellis

THAT the Board minutes of 30 October 2018 be confirmed.

Carried

b. 6 November 2018, Special Board

Moved by Trustee Scott

Seconded by Trustee Ellis

THAT the report from the Special Board meeting, 06 November 2018, be received.

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 30 October 2018 Board and 06 November 2018 Special Board minutes.

8.3 Receipt of Committee of the Whole Minutes, 06 November 2018

Moved by Trustee Scott

Seconded by Trustee Schwartz

THAT the report from the Committee of the Whole, 06 November 2018, be received.

Carried

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

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

Moved by Trustee Braunovan, seconded by Trustee Scott,

A. THAT the changes to Policy P.032.SCO Safe Schools, as outlined in Appendix A to Report 18-115, as amended, be approved; and

B. THAT the following policies, be rescinded:

- P.036.SCO Weapons as attached in Appendix C to Report 18-115;

- P.106.SCO Access to Board Premises as attached in Appendix D to Report 18-115;
- P.123.SCO Bullying Prevention and Intervention as attached in Appendix E to Report 18-115; and
- P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour as attached in Appendix F to Report 18-115.

In response to queries, the following information was provided:

- The consolidation of the safe schools policies are not time-sensitive; and
- The proposed changes are to approve a consolidation of policies and not a review of the policies.

Moved by Trustee Ellis, seconded by Trustee Menard,

THAT the motion be deferred to the January Board meeting.

Trustee Ellis stressed the importance of capturing all the policies that belong in the consolidation. He expressed concern with the way parents are engaged with the School Improvement Plan, which is referred to in one of the policies, and would prefer more time for staff to provide clarity on this issue. Staff advised that the nature of Trustee Ellis' concerns would be addressed during the planned comprehensive review following the consolidation of the policies.

Trustee Ellis withdrew his motion to defer.

Moved by Trustee Ellis, seconded by Trustee Blackburn,

To refer the motion to a 2019 Committee of the Whole meeting.

Staff advised that the intent is to consolidate five policies into one which will facilitate and simplify future consultation on the policy. A referral of the motion would delay consultation and implementation.

Trustee Blackburn argued that there were no compelling reasons to refer the motion as the consolidation of policies does not impact practice.

Trustee Ellis maintained that he is requesting staff take more time to ensure that all the related policies are captured in the consolidation and added that the Board does not know the timeline for the full review of the safe schools policies.

Moved by Trustee Ellis, seconded by Trustee Blackburn,

THAT the motion be referred to a 2019 Committee of the Whole meeting.

Defeated

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

FOR: Ellis, Menard, Olsen Harper, Penny, Braunovan (5)

AGAINST: Scott, Blackburn, Kavanagh, Schwartz, Seward (5)

ABSTENTION: Nil (0)

**Moved by Trustee Ellis, seconded by Trustee Braunovan,
THAT the Board adopt the rules of the Committee.**

Carried

Trustee Ellis advised that Policy P.123.SCO section 3.1 references the school-wide bullying prevention intervention plan as part of the school learning plan. He noted that this intervention plan is in the current policy but not reflected in the proposed consolidation. Associate Director Reynolds advised that the school learning plan is separate from the school-wide bullying prevention intervention plan. The reference to the school learning plan no longer reflects practice and is an example of the kinds of changes that will come forward during the comprehensive review of the consolidated policy.

Trustee Ellis noted that the proposed consolidation does not reference training for bus drivers. Director Adams clarified that bus drivers receive their direction and training from their employer, the Ottawa Student Transportation Authority (OSTA).

**Moved by Trustee Ellis, seconded by Trustee Menard,
THAT the Board end the rules of Committee.**

Carried

An amendment moved by Trustee Ellis, seconded by Trustee Menard,

THAT a Part C be added to the motion:

C. THAT staff bring a plan of the review and consultation of Policy P.032 SCO by 30 November 2019.

Trustee Scott noted that staff already intend to review the consolidated policy and take it for consultation in 2019. Staff clarified that a deadline for the review and consultation had not been established, but a work plan and timeline can be provided and the proposed date of 30 November 2019 is attainable. Trustee

Scott expressed concern over Trustee Ellis' proposed amendment with regard to a 'review'. Trustee Ellis stressed his concern that there are elements of the policies missing from the proposed consolidation.

A sub-amendment moved by Trustee Scott, seconded by Trustee Schwartz,

THAT staff bring forward a revised draft policy Policy P.032.SCO and a consultation plan no later than 30 November 2019.

Carried

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

FOR: Trustees Blackburn, Braunovan, Ellis, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Trustee Ellis requested separate votes for each part of the motion.

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the changes to Policy P.032.SCO Safe Schools, as outlined in Appendix A to Report 18-115, as amended, be approved. (Attached as Appendix A);

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

FOR: Trustees Blackburn, Braunovan, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (9)

AGAINST: Ellis (1)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the following policies, be rescinded:

P.036.SCO Weapons as attached in Appendix C to Report 18-115;

P.106.SCO Access to Board Premises as attached in Appendix D to Report 18-115;

P.123.SCO Bullying Prevention and Intervention as attached in Appendix E to Report 18-115; and

P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour as attached in Appendix F to Report 18-115.

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

FOR: Trustees Blackburn, Braunovan, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (9)

AGAINST: Ellis (1)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT staff bring forward a revised draft policy P.032.SCO and consultation plan no later than 30 November 2019.

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

FOR: Trustees Blackburn, Braunovan, Ellis, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

8.4 Receipt of Report from Ad Hoc Committee to Develop an Advocacy Strategy, 6 November 2018

Moved by Trustee Braunovan

Seconded by Trustee Blackburn

THAT the report of the Ad Hoc Committee to Develop an Advocacy Strategy, dated 6 November 2018, be received.

Carried

a. Draft Response to the Ministry Consultation on Education Reform

Trustee Braunovan indicated that the last sentence of the third question, on page 106, is incomplete.

8.5 Oral Report, Audit Committee, 19 November 2018

Trustee Schwartz advised that the Audit Committee met on 19 November 2018 and recommends as follows:

a. Approval of Audit Committee Annual Report for 2017-2018

Moved by Trustee Penny

Seconded by Trustee Schwartz

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

Carried

b. Approval of OCDSB 2017-2018 Consolidated Financial Statements

Moved by Trustee Scott

Seconded by Trustee Schwartz

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

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

FOR: Trustees Blackburn, Braunovan, Ellis, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

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

Notice of motion having been given in keeping with Section 13.1 of the Board's By-Laws and Standing Rules, Trustee Braunovan moved as follows:

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

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

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

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

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

THEREFORE BE IT RESOLVED,

1. THAT the proposed revisions to the OCDSB By-laws and Standing Rules as set out in Appendix A of Report 18-105, be approved (Attached as Appendix A);
2. THAT the proposed revisions to Board Policy P.012.GOV Board Governance as set out in Appendix B of Report 18-105, be approved (Attached as Appendix B);
3. THAT the Agenda Planning Committee be stood down; and
4. THAT the Board, at its annual organizational meeting, appoint or elect a member-at-large and an alternate for the purpose of consulting with the Chair on agenda planning matters.

An amendment moved by Trustee Ellis to add language to section 6.2a did not receive a seconder.

An amendment was moved by Trustee Ellis, seconded by Trustee Menard,

THAT the words "and as appropriate" be deleted from Policy P.012 GOV section 4.20c of the proposed revisions.

In response to a query, Executive Officer Giroux advised that "and as appropriate" was incorporated to align the policy with the *Education Act*.

She noted that the language was meant to be consistent with the authority for agenda planning vested to the Chair by the Act.

Trustee Blackburn commented that she feels she has potential for equal input into the agenda regardless of her having an official role on the Agenda Planning Committee (APC).

In response to a query from Trustee Menard, Executive Officer Giroux advised that, based on recent conversations with OCDSB legal counsel, the responsibility for agenda-setting should be vested with the Chair. The Board was non-compliant with provisions for open meetings. Executive Officer Giroux clarified that the agenda planning meetings will continue to have the same structure and practices.

Chair Seward expressed concern that the amendment can be interpreted by another Chair as having exclusive authority for agenda-setting. Executive Officer Giroux advised that the key factor is changing the agenda planning process from a committee of the Board to a meeting of the Chair. She proposed that the language in section 8.8 of the By-laws can be duplicated in the governance policy to reinforce the Board's commitment to this process.

Executive Officer Giroux advised that the agenda planning committee will be conducted as a business meeting going forward. The rationale for having the wording "and as appropriate" in the By-laws is because the Chair is not legally obligated to consult with trustees or staff with respect to agenda planning.

Trustee Scott expressed concern that adding language to policy to enforce collaboration will send the wrong message. She added that spontaneous collaboration already exists with regard to agenda planning. Trustee Ellis noted that the *Education Act* can have restrictive language. He debated that part of the Board's culture should come from the By-laws and governance policies. He added that policy should be clear on what the expectations are which will help to foster and maintain the culture of the Board.

An amendment moved by Ellis, seconded by Trustee Menard,

THAT the words "and as appropriate" be deleted from Policy P.012 GOV section 4.20c of the proposed changed to the Board By-laws.

A recorded vote was held and the amendment was defeated on the following division:

FOR: Trustees Ellis, Menard, Olsen Harper, and Seward (4)

AGAINST: Trustees Blackburn, Kavanagh, Penny, Schwartz, and Scott (5)

ABSTENTION: Braunovan (1)

Defeated

Trustee Ellis requested separate votes on each part of the motion.

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the proposed revisions to the OCDSB By-laws and Standing Rules as set out in Appendix A of Report 18-105, be approved (Attached as Appendix C);

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

FOR: Trustees Blackburn, Braunovan, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (9)

AGAINST: Ellis (1)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the proposed revisions to Board Policy P.012.GOV Board Governance as set out in Appendix B of Report 18-105, be approved (Attached as Appendix D);

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

FOR: Trustees Blackburn, Braunovan, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (9)

AGAINST: Ellis (1)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Braunovan

Seconded by Trustee Scott

THAT the Agenda Planning Committee be stood down; and

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

FOR: Trustees Blackburn, Braunovan, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (9)

AGAINST: Ellis (1)

ABSTENTION: Nil (0)

Carried

Moved by Trustee Braunovan

Seconded by Trustee Scott

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

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

FOR: Trustees Blackburn, Braunovan, Ellis, Kavanagh, Menard, Olsen Harper, Penny, Scott, Schwartz, and Seward (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

9. Matters for Discussion

9.1 Report 18-110, Progress Report on the 2015-2019 Strategic Plan

Your Committee had before it Report 18-110 providing an update on progress of the objectives outlined in the 2015-2019 strategic plan at the end of year three of the plan.

In presenting the report, Executive Officer Giroux highlighted the following key accomplishments for the Equity, Learning, and Well-being objectives:

- The achievement gap has narrowed for First Nations, Métis, and Inuit (FNMI) and special education students;
- The development and implementation of the Elementary & Secondary School Program Frameworks;

- The implementation of the 50/50 Bilingual Kindergarten program;
- The progression of a second International Baccalaureate (IB) school site;
- Implemented changes to the Secondary High Skills Major (SHSM) Program;
- Development and implementation of a mental health strategy with a designated District mental health lead; and
- Growing recognition that healthy physical activity contributes to healthy minds.

Strategic Analyst Joseph-Clost highlighted the following key accomplishments for the Stewardship and Engagement objectives:

- Progression in energy reduction with a total cost avoidance of \$6.2 million;
- An increase in school utilization rates; and
- A new OCDSB website that receives 100,000-150,000 visits per week.

Executive Officer Giroux highlighted that a major objective is the renewal of the Strategic Plan. She noted that the strategic planning process is underway and the ThoughtExchange will be launched on 21 November 2018. An email invitation will be sent to stakeholders to participate in the OCDSB ThoughtExchange. There is an option to participate in a text exchange to enable users, whose primary language is not English, to text a number and participate in the ThoughtExchange in their preferred language.

Trustee Menard expressed the opinion that the next Board of Trustees should develop more specific metrics on initiatives that relate to the Strategic Plan. Trustee Kavanagh expressed hope that the District will continue to recognize that physical activity is crucial to mental health.

In response to a query from Trustee Olsen Harper, Director Adams advised that many schools focus on well-being to increase students' sense of belonging. Executive Officer Giroux added that the two pieces of data outlined on page 207 come from the Student Climate Survey and the Parent Climate Survey that covered different periods of time. She noted that follow-up discussions will ensue from this data.

9.2 Report from OPSBA Representatives (if required)

There was no OPSBA update.

10. Matters for Information

There were no matters for information.

11. New Business -- Information and Inquiries

Trustee Braunovan referred to a letter written to Dr. Adams from the Elementary Teachers' Federation of Ontario (ETFO). She referenced revisions, that were supposed to be implemented in January 2018, which will not be going forward. She interpreted the letter as a request that the District not overturn any of the gains made by employee groups. She queried whether the District is aware of any updates. Director Adams agreed to provide a memo update on the letter.

Trustee Blackburn commended staff and students who organized the Rainbow Youth Forum.

12. Report from the Board (In Camera)

Trustee Scott reported that the Board met in-camera following the public session and recommends as follows:

Moved by Trustee Blackburn

Seconded by Trustee Seward

THAT staff be authorized to proceed as directed in Board, in camera, with respect to a supervisory officer selection process.

Carried

13. Adjournment

The public session of the meeting adjourned at 10:26 p.m.

Shirley Seward, Chair of the Board



POLICY P.032.SCO

TITLE: SAFE SCHOOLS

Date Issued: May 2008

Last Revised: 06 November 2018

Authorization: Board: 13 May 2008

1.0 OBJECTIVE

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

2.0 DEFINITIONS

In this policy,

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

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

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

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

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

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

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

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

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

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

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

3.0 GUIDING PRINCIPLES

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

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

4.0 SPECIFIC DIRECTIVES

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

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

Bullying

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

Access to Board Premises

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

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

Weapons

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

Progressive Discipline Practices

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

Partnerships

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

Communications

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

5.0 REFERENCE DOCUMENTS

The Education Act

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

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

Ontario Regulation 298 (as amended)

Ontario Regulation 472/07 Suspension and Expulsion of Students

Ontario Regulation 474/00, Access to School Premises

MOE Code of Conduct, 2007

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

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

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

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

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

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

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

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

Board Policy P.034.SCO: Substance Abuse

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

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

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

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

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

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

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

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

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

Board Procedure PR.521.SCO: Safe Schools

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

Board Procedure PR.523.SCO: Substance Abuse

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

Board Procedure PR.525.SCO: Weapons

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

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

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

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

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

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

Consolidated Financial Statements of

**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**

Year ended August 31, 2018

DRAFT

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Financial Statements

Year ended August 31, 2018

Management Report

Independent Auditors' Report

Consolidated Financial Statements

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2017-2018 MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

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

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

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

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

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

Concerns Regarding Provincial Funding of Education

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

Jennifer Adams

Michael Carson, CPA, CA

Director of Education/Secretary of the Board

Chief Financial Officer

November 20, 2018

INDEPENDENT AUDITORS' REPORT

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

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

Management's Responsibility for the Consolidated Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

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

Emphasis of Matter

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

Chartered Professional Accountants, Licensed Public Accountants

Ottawa, Canada

November 20, 2018

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Financial Position

August 31, 2018, with comparative information for 2017

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

See accompanying notes to consolidated financial statements.

Jennifer Adams
Director of Education/Secretary of the Board

Shirley Seward
Chair of the Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Operations and Accumulated Surplus

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

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

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Change in Net Debt

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

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

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Cash Flows

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

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

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies:

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

(a) Basis of accounting:

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

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

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

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

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

(b) Reporting entity:

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

The consolidated financial statements include the following organizations:

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

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

(c) Trust funds:

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

(d) Non-financial assets:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(e) Tangible capital assets:

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

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

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

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

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

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

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

(f) Deferred revenue:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(g) Deferred capital contributions:

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

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

(h) Retirement and other employee future benefits:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

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

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

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

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

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

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

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

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

(j) Government transfers:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

1. Significant accounting policies (continued):

(k) Interest income:

Interest income is reported as revenue in the period earned.

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

(l) Budget figures:

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

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

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

(m) Property tax revenue:

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

(n) Use of estimates:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

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

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

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

3. Net long-term liabilities and temporary borrowing:

(a) Net long-term liabilities:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

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

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

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

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

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

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

(b) Maturing loan:

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

(c) Temporary borrowing:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

4. Deferred revenue:

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

Deferred revenue is comprised of:

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

(a) Proceeds of disposition - school buildings:

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

(b) Detail of amounts received during the year:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

5. Retirement and other employee future benefits:

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

(a) Retirement benefits:

(i) Ontario Teacher's Pension Plan:

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

(ii) Ontario Municipal Employees Retirement System:

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

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

(iii) Retirement gratuity benefits:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

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

(b) Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

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

(ii) Sick leave top-up benefits:

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

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

(iii) Long-term disability life insurance:

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

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

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

(c) Accrued benefit liability:

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

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

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

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

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

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

(c) Accrued benefit liability (continued):

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

6. Deferred capital contributions:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

7. Tangible capital assets:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

7. Tangible capital assets (continued):

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

8. Accumulated surplus:

Accumulated surplus consists of the following:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

8. Accumulated surplus (continued):

Available for compliance - unappropriated:

(a) Total operating accumulated surplus:

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

Available for compliance - internally appropriated:

(b) Provision for contingencies:

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

(c) Employee future benefits:

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

(d) Computer systems replacement:

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

(e) School budget carry-forwards:

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

(f) Department budget carry-forwards:

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

(g) Extended Day and Child Care Programs:

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

(h) Committed capital projects:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

8. Accumulated surplus (continued):

Unavailable for compliance:

(i) OCENET:

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

(j) School generated funds:

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

(k) Employee future benefits:

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

(l) Revenue recognized for land:

The amount of revenue recognized for the purchase of land.

9. Commitments and contingent liabilities:

(a) Litigation:

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

(b) Capital construction:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

9. Commitments and contingent liabilities (continued):

(c) Contractual obligations:

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

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

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

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

10. Grants for student needs:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

11. Expenses by object:

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

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

12. School council activities:

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

13. Trust funds:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2018

14. Ottawa Student Transportation Authority:

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

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

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

	2018	2017
Financial assets	\$ 2,711,192	\$ 2,694,772
Financial liabilities	(2,943,876)	(3,012,079)
Net debt	(232,684)	(317,307)
Non-financial assets	232,684	317,307
Accumulated surplus	\$ —	\$ —

	2018	2017
Revenue	\$ 61,191,322	\$ 58,388,290
Expenses	61,191,322	58,388,290
Annual deficit	\$ —	\$ —



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

BY-LAWS AND STANDING RULES

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

BY-LAWS AND STANDING RULES

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BY-LAWS AND STANDING RULES

PREAMBLE

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

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

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

1.0 INTERPRETATION

In these by-laws and standing rules:

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

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

2.0 NAME

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

3.0 HEADQUARTERS

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

4.0 SEAL AND SYMBOL

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

5.0 BOARD OF TRUSTEES

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

6.0 DUTIES OF OFFICERS

Officers of the Corporation

6.1 The officers of the corporation shall be:

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

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

Duties of the Chair

6.2 The Chair shall:

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

Duties of the Vice-Chair

6.3 The Vice-Chair shall:

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

Duties of the Director/Secretary

6.4 The Director/Secretary shall:

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

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

Duties of the Treasurer

6.5 The Treasurer shall:

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

7.0 SIGNING OFFICERS

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

8.0 MEETINGS OF THE BOARD

Location

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

Organizational Meeting

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

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

Election or Appointment of Members

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

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

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

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

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

Regular Meetings

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

Special Meetings

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

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.

Alternate Chair of Board Meetings

- 8.7 Where the Chair is not able to preside over a Board meeting, the Vice-Chair shall preside over the meeting. In the event that neither the Chair nor Vice-Chair is able to preside over a Board meeting, the Chair of the Board may appoint another member to preside over the meeting. The Chair shall select the member for appointment from a schedule of alternate chairs.

- 8.8 **Agenda Planning**
The Board recognizes the importance and value of the planning the annual agenda cycle with respect to governance priorities, including monitoring the application of Board governance policies, reviewing meeting agendas for compliance, timing and content, reviewing monthly feedback and meeting effectiveness, and responding as necessary to emerging Board issues.

The Board shall annually appoint one trustee elected at large and one alternate who will work with the Chair and the Vice-Chair to discuss agenda planning matters and ensure effective agenda planning.

9.0 COMMITTEES

Committees - General

- 9.1 (a) The Board may establish by resolution such standing, statutory, special purpose and *ad hoc* committees as it deems appropriate or as required under legislation or through contractual obligations, and subject to any relevant legislation or contract:
- i. determine their composition and the manner of selecting Chairs and members;
 - ii. fix their terms of reference, reporting relationships and expected date of completion of mandate;
 - iii. alter their composition, terms of reference, reporting relationships and expected date of completion of mandate, as it may deem appropriate from time to time; and
 - iv. dissolve committees.
- (b) The Director of Education shall assign appropriate staff and other resources to support the work of standing, statutory, special purpose and *ad hoc* committees of the Board in accordance with Board policy where applicable.
- (c) The rules of the Board with respect to the delivery of notices, agendas and supporting documentation shall apply, with necessary changes only (*mutatis mutandis*), to standing, statutory, special purpose and *ad hoc* committees.
- (d) With the Board's approval, standing and special purpose committees may establish sub-committees, determine their composition which may include Board members and non-Board members, and fix their terms of reference.
- (e) Staff resources will not normally be assigned to support sub-committees but may be authorized by the Board.
- (f) Sub-committees shall provide written reports to the committee that established them and shall be stood down at the conclusion of their work.

Committee Structure

9.2 The Board's committee structure consists of the following:

- (a) Standing committees - A standing committee is a regular permanent committee established by the Board to consider and make recommendations to assist the Board in fulfilling its obligations (see Section 9.3);
- (b) Statutory committees - A statutory committee is a committee established in accordance with the Education Act, regulations or other legislation for the purpose specified (Section 9.4);
- (c) Special purpose committees are committees that are established to provide advice in a specific area (Section 9.5); and
- (d) Ad hoc committees are established for a limited time to complete a specific mandate (Section 9.6).

Standing Committees

9.3 (a) The Board shall establish the following standing committee:

i. Committee of the Whole

The Committee of the Whole shall meet to discuss and consider any matters referred to it by the Board including, but not limited to, policy development and evaluation; educational programs and services; facilities and sites; student transportation; demographic planning; capital construction programs; safety and security; budgeting; human resource management; collective bargaining; strategic planning and corporate goal setting.

- (b) The Board, by resolution, may create additional standing committees and may appoint a trustee member other than the Vice-Chair of the Board to fulfill the duties of Chair.
- (c) All members of the Board shall be members of the Committee of the Whole and shall be entitled to attend meetings of the committee, to receive all materials circulated to the committee, and to participate fully in debates including the making of motions and voting.
- (d) Non-voting representatives shall be appointed to the Committee of the Whole in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. Non-voting representatives shall be entitled to receive materials circulated to the committee, and to participate fully in debates at public meetings. Only Board members may make and vote on motions.
- (e) A quorum for a standing committee is a majority of its voting members.
- (f) The Vice-Chair of the Board shall ~~be the Chair of~~ **preside over** Committee of the Whole meetings. Where the Vice-Chair is not able to preside over a Committee of the Whole meeting, the Vice-Chair may appoint another member to preside over the Committee of the Whole meeting. The Vice-Chair shall select the

member for appointment from a schedule of alternate Committee of the Whole chairs.

- (g) Meetings of Committee of the Whole shall normally be held on the first and third Tuesday of each month except for the months of July and August, commencing at 6:30 p.m. for the in camera session, and at 7:30 p.m. for the open public session.

Statutory Committees

9.4 The Board shall establish the following statutory committees:

- (a) Special Education Advisory Committee (in accordance with Ontario Regulation 464/97, and as per Board Policy P.019.GOV);
- (b) Parent Involvement Committee (PIC) (in accordance with Ontario Regulation 330/10, and as per the By-Laws and Standing Rules of the Parent Involvement Committee);
- (c) Audit Committee (in accordance with Ontario Regulation 361/10, R.R.O. 2010 as per Board Policy P.016.GOV); and
- (d) Supervised Alternative Learning (SAL) (in accordance with Ontario Regulation 374/10, and as per Board Policy P.044.CUR).

Special Purpose Committees

9.5 The Board may establish the following special purpose committees by resolution or policy:

- (a) Committee of the Whole Budget

The Board may establish a special purpose Committee of the Whole Budget for budget deliberations comprised of all twelve trustee voting members and such non-voting representatives in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. The Board may appoint a trustee member(s), other than the Vice-Chair of the Board, to fulfill the duties of the Committee of the Whole Budget Chair;

- ~~(b) Agenda Planning Committee~~

~~The Board shall establish an Agenda Planning Committee to facilitate the development of the annual agenda cycle and governance priorities, monitor the application of Board governance policies, review meeting agendas for compliance, timing and content, review monthly feedback and meeting effectiveness, and respond as necessary to emerging Board issues.~~

~~The Agenda Planning Committee shall be comprised of the Chair and Vice-Chair of the Board, one trustee elected at large, and the Director of Education.~~

~~The Agenda Planning Committee shall normally meet twice per month, two weeks prior to the scheduled Committee of the Whole meeting;~~

- (c) Committee of the Whole (Special Purpose)
For the specific purpose of accommodation reviews or other special purposes, the Committee of the Whole may be constituted as an accommodation review or other special purpose committee and shall be chaired by the Vice-Chair or by another trustee elected by the Committee;
- (d) Advisory Committees to the Board (***as per Board policies P.065.GOV for the Advisory Committee on the Arts and the Alternative Schools Advisory Committee; P.008.GOV for the Advisory Committee on Equity; P.111.GOV for Advisory Committee for Extended Day and Child Care Programs; and P.140.GOV for the Indigenous Education Advisory Council***);
- (e) Appeals Hearing Panels (in accordance with the *Education Act* and as per Board policy P.022.SCO) ***to hear appeals of cross boundary transfer decisions, and suspension decisions***;
- (f) Expulsion Hearing Panels (in accordance with the *Education Act* and as per Board policy P.023.SCO); and
- (g) Such other special purpose committees as the Board may from time to time determine by resolution or policy.

Ad Hoc Committees

9.6 The Board may, from time to time, establish ad hoc committees.

- (a) An ad hoc committee shall have a specific, defined mandate and be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.
- (b) The Chair of the Board shall be, ex officio, a member of all ad hoc committees of the Board with full privileges of committee membership.
- (c) The membership of an ad hoc committee shall include one or more trustees in addition to the Chair of the Board, and may include such members of staff and/or members who are neither trustees nor staff, as determined by the Board at the time of establishing the ad hoc committee.
- (d) An ad hoc committee shall be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.
- (e) An ad hoc committee shall automatically be stood down when the Board determines it has completed its assigned task in accordance with its terms of reference.

10.0 ORDER OF AGENDA

Agenda for Regular Board Meetings

- 10.1 The agenda for the regular meetings of the Board shall be in the order set out in Annex 1.

Agenda for Regular Meetings of Committee of the Whole

- 10.2 The agenda for the regular meetings of the Committee of the Whole shall be in the order set out in Annex 2.

11.0 DELEGATIONS

- 11.1 Any citizen or group within the area of jurisdiction of the Board may appear as a delegation before the Board or Committee to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. The delegation will be allocated time as follows:

- (a) Up to four minutes for a first appearance where the request was made in advance of the meeting and in accordance with these rules; and
- (b) Up to two minutes if the delegation has already appeared before a Committee, or if the request was made after the publication of the agenda and prior to the start of the meeting and in accordance with these rules.

Requests to Appear as a Delegation:

- 11.2
- (a) A delegation shall be granted up to four minutes where the delegation has registered with the Secretary and provided a written submission outlining the delegation's concerns or views and any remedies sought from the Board or Committee not later than 4:00 p.m. on the Thursday prior to the meeting for inclusion in the printed agenda for the meeting.
 - (b) A delegation shall be granted up to two minutes where the delegation has registered prior to the start of the meeting using a sign-up sheet provided at the meeting to state their topic.
 - (c) A delegation which has appeared previously at Committee on a particular topic may be provided with a further opportunity of up to two minutes to address the Board when the matter comes forward for a Board decision. Substantial repetition of the previous presentation will be ruled out of order.
 - (d) The Chair of the Board may, in advance of the meeting, direct that a delegation requesting a hearing before the Board be heard instead by an appropriate Committee of the Board.
 - (e) Notwithstanding the requirement for notice, a delegation shall be permitted to circulate printed material to the Board or Committee members at a meeting.

- (f) Once the Board has made a decision on a matter raised by a delegation, the Board will not entertain a further delegation on substantially the same issue within the ensuing six-month period unless the Chair is of the opinion there is sufficient new information to warrant a review or unless the Board has agreed to re-open the matter.

Scheduling Delegations at Regular Board or Committee Meetings

- 11.3 (a) At regular Board or Committee meetings, a maximum of 20 minutes will be allotted for delegations. Where the number of requests for delegations exceeds the time available, the Chair may increase the time allotted for delegations.
- (b) To ensure that delegations on various topics, or with different points of view on the same topic, can be heard, the Chair, may limit the number of delegations and/or the time for each delegation.

Appearing as a Delegation

- (a) Delegations may appoint up to two spokespersons to address the Board or Committee. Board or Committee members may ask a maximum of three questions for clarification only and will not enter into debate or discussion.
 - (b) Where appropriate, the Chair may respond immediately, or request a response through the Director, to questions posed by a delegation. Where a response cannot be given at the meeting, the delegation's name and address will be recorded, and a written or verbal response provided as soon as possible, but normally within two weeks. Written responses to questions posed at a committee meeting may be posted to the Board's website and/or attached to a subsequent agenda as supplemental information.
 - (c) Questions or comments concerning the performance or character of identifiable individuals will not be allowed in public meetings. If inappropriate remarks are made about Trustees or staff, the Chair will immediately rule the remarks "out of order" and will request a retraction. If a retraction is not forthcoming and the inappropriate behavior continues, the Chair may expel the speaker(s) from the meeting.
- 11.4 Delegations will be provided with a copy of the rules before the meeting at which they are to appear.

In Camera Delegations

- 11.5 (a) Delegations regarding issues which must be heard in camera will be heard in a closed session. Meetings of the Board and its Committees shall be open to the public except when the subject matter under consideration involves:
 - i. the security of the property of the Board;
 - ii. the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;

- iii. the acquisition or disposal of a school site;
- iv. decisions in respect of negotiations with employees of the Board; or
- v. litigation affecting the Board.

Special Meetings for Delegations

- 11.6 Special meetings of the Board or Committees may be scheduled from time to time for the purpose of hearing delegations on a particular item, for example, the Board's budget or an accommodation review.

Presentations

- 11.7 Presentations of up to 15 minutes on a matter of interest to the Board may be scheduled with the permission of the ~~Agenda Planning Committee~~ **Chair** or by decision of the Board at the time of approval of the agenda.

12.0 RULES OF ORDER

Interpretation

- 12.1 In any situation for which there is no specific provision in these rules of order, or for matters of interpretation, the Board shall adopt as its parliamentary authority the latest edition of *Procedures for Meetings and Organizations* by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto. As a secondary source, reference may be made to the latest edition of *Roberts Rules of Order, Newly Revised*.

Call to Order and Presiding Officer

- 12.2 (a) At the appointed hour, the Chair shall call the meeting to order, a quorum of a majority of Board members being present, and shall preside at the meeting. In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and Vice-Chair, the Director or Acting Director shall call the meeting to order and the Board shall, by resolution, appoint another member to preside at the meeting.
- (b) If a quorum is not present after one-half hour beyond the appointed time for the meeting, the Chair shall order the Secretary to record the names of those members present, and may determine a time at which to convene the meeting again.
- (c) A Board member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting.

Approval of Agenda

- 12.3 (a) The Chair may alter the regular pattern of business as circumstances warrant, subject to confirmation by the Board under the item "Approval of Agenda". Any Board member may request changes to the proposed order of business prior to the vote to approve the agenda.

- (b) A majority vote of the members present shall be required to add a non-substantive item, including the addition of a delegation, to the agenda provided that the item does not require a decision of the Board.
- (c) To safeguard the rights of members who may be absent from a meeting, a three-quarters majority vote of the elected or appointed members shall be required to add any item(s) of a substantive nature to the agenda prior to approval of the agenda. The addition of a substantive item(s) to the agenda is debatable.
- (d) A three-quarters majority vote of the elected or appointed members shall be required to add an urgent substantive item to the approved agenda during the course of a meeting because a matter of extreme urgency has arisen. The addition of a substantive item(s) to the agenda is debatable.
- (e) Such a proposed addition to an agenda during the course of a Special Meeting of the Board is not permitted unless all members of the Board are present and consent (see 8.5 (a), By-laws and Standing Rules).
- (f) Notwithstanding the above, any member may bring forward a motion that was defeated at a committee meeting when the committee report comes forward to the Board. At the Approval of the Agenda, the member shall indicate his or her intent to bring forward a motion that was defeated at a committee meeting. The motion shall be added to the agenda as a non-consent item.
- (g) Substantive items, including motions and staff reports that are urgent or time sensitive, as determined by the Chair of the Board in consultation with the Director, may be dealt with at Board meetings. For the purpose of this by-law, urgent or time sensitive is defined as a matter which cannot be completed if not dealt with at a Board meeting prior to the next scheduled meeting of the appropriate committee. If a motion or staff report comes directly to Board, without first going to committee, the rules of committee, on the topic of the motion or staff report will apply, as outlined in section 12.15.

Consent Agenda

- 12.4 (a) The Board may utilize a consent agenda to approve recommendations from a committee report without debate.
- (b) The Chair shall ask for a motion to receive a report from committee and call for errors or omissions. Upon the adoption of a motion to receive the committee report, the Chair shall ask whether any of the listed recommendations are non-consent and require debate. Any item that requires debate shall be moved to the non-consent section of the agenda. The Chair shall call the question on the remaining items with a single motion.
 - (c) Any member may request an item be debated and moved to the non-consent section of the agenda.

- (d) The consent agenda items shall be separately recorded in the minutes as items carried by consent.

Adjournment

- 12.5 (a) At 10:30 p.m., the Chair shall interrupt any item under discussion to call a vote on whether to continue the meeting. The vote is subject to limited debate on whether to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless two-thirds of those Board members present for the vote cast a vote in favour of continuing the meeting.
- (b) At 11:00 p.m., the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting past 11:00 p.m. Board members will vote to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless there is unanimous consent from those Board members present to continue.
- (c) The Chair shall declare a meeting adjourned when:
- i. there is no other business to be transacted;
 - ii. the Chair observes lack of quorum; or
 - iii. a motion to adjourn has been adopted by the Board.
- (d) During the course of a meeting, the Chair may declare one or more recesses of up to fifteen minutes, as circumstances warrant, which shall not be construed as adjourning the meeting.

Moving In Camera

- 12.6 (a) The Board shall meet *in camera* to deal with the following matters in accordance with the *Education Act*:
- i. the security of the property of the Board;
 - ii. the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
 - iii. the acquisition or disposal of a school site;
 - iv. decisions in respect of negotiations with employees of the Board; or
 - v. litigation affecting the Board.
- (b) At any time during a meeting a member may move a motion "That the Board move in camera". The motion shall be put without debate. If resolved in the affirmative, the Board shall immediately move in camera, with the Vice-Chair presiding. The rules of committee shall be applied once a motion to move in camera has been carried (Section 12.15 below).

- (c) At the conclusion of debate, the committee shall rise and report with the proviso that, with the consent of the majority of members present, a recommendation from the in camera session may be withheld for presentation to the Board at either of its next two meetings.

Adopting the Rules of Committee

- 12.7 (a) At any time during a Board meeting a member may move a motion “to adopt the rules of committee” in order to allow more discussion on an item. The motion shall be put without debate. If resolved in the affirmative, the rules of committee shall be immediately applied (Section 12.15 below) and the Chair will continue to preside.
- (b) At any time during discussion or at the conclusion of debate, a member may move to “end the rules of committee”. When the Board meeting resumes, the Chair shall summarize the discussion and clarify the status of the item. If a vote was taken, the Chair may ask the mover to summarize the action taken. Any motion carried during the rules of committee shall require ratification by the Board.

Substantive Motions

- 12.8 (a) Substantive or main motions include propositions to act upon proposals, policies, statements of opinion, recommendations and modifications to previous decisions. Examples of a substantive motion include the following:
 - i. To approve the minutes of a previous meeting;
 - ii. To approve, accept or adopt a stated action, opinion or policy;
 - iii. To approve in principle;
 - iv. To establish an ad hoc committee;
 - v. To receive or accept a report;
 - vi. To concur with decisions made in the committee of the whole;
 - vii. To renew a previously rejected substantive motion;
 - viii. To amend a previously approved substantive motion;
 - ix. To rescind a previously approved substantive motion; and
 - x. To set the date, time and place of the next meeting.
- (b) Every substantive issue shall be decided by motion, moved and seconded by members of the Board.
- (c) A substantive motion, once read to the meeting by the Chair and then recorded in the minutes as duly moved and seconded, belongs to the meeting, and its movers can only withdraw it by making a procedural motion to withdraw (see 12.11 (h) iii below).
- (d) Substantive issues may only be moved at a meeting arising from reports circulated with the agenda as action items, or by way of notice from individual Board members duly filed with the Secretary, or by approval of the Board in accordance with Section 12.3.

Notices of Motion

- 12.9 (a) A Board member may provide notice of motion on any topic at least one full working day before the agenda is posted electronically, or by notice of motion filed by a member at a previous meeting.
- (b) Notices of Motions from Trustees and staff reports will normally be considered at the appropriate Committee meeting prior to consideration by the Board.

Debate

- 12.10 (a) A member wishing to speak shall raise his or her hand to be acknowledged by the Chair. Those members participating by electronic means shall indicate their wish to speak by voice. Members shall normally be called on in the order of their requests to speak.
- (b) A member must wait until he or she is assigned the floor to begin debate, and shall not be interrupted except on a point of order, a point of personal privilege, or an appeal for an improvement to the physical environment.
- (c) At Board meetings, members shall be entitled to speak once on each debatable motion, amendment or sub-amendment. Members may speak for up to five minutes to each main motion, three minutes to an amendment and two minutes to each sub-amendment. The Board, may, by resolution, establish rules for an extended debate on an issue. The mover of the motion shall, additionally have the right to speak a second time to conclude debate.
- (d) If a motion or staff report comes directly to Board, without going to committee, then the rules of committee with respect to speaking times will apply, as outlined in section 12.15.

Sequence of Debate on Substantive Motions

- (e) The Board shall debate and vote upon motions in the reverse order of their movement, as follows:
- i. Motion to sub-amend;
 - ii. Motion to amend; and
 - iii. Main motion.
- i. Motion to Amend or Sub-Amend
- 1. An amendment must be germane to the motion it seeks to amend. Such an amendment may be contrary to the intention of the main movers, that is, provide an alternative to part of the substantive motion before the meeting, but it must not convert this motion into its direct negative, that is, be directly hostile to the main motion. An amendment that is the direct negative of the main motion is not in order because this intention can be achieved directly by defeating the motion as it stands.

2. If the proposed alternative alters the intention of the movers' motion to the extent that they wish to withdraw it, unanimous consent of the meeting is required to do so (see 12.10 (h) below), as the motion belongs to the meeting not the movers, and all members have the right to propose changes to make it more generally acceptable before proceeding to a vote. [ref. K&K p. 115 § 95].
3. A sub-amendment shall likewise be germane to an amendment. Only one amendment and one sub-amendment may be on the floor at the same time.
4. An amendment may be accepted as friendly when it meets all of the following conditions:
 - it clarifies the main motion but does not change its substance or intent;
 - the mover and seconder of the main motion accept the amendment as friendly; and
 - no other member objects to the amendment being accepted as friendly.
 Otherwise, the amendment should be moved, seconded, debated and voted on as a formal amendment.

(f) Procedural Motions

A Board member may move a procedural motion at any time during the debate or decision on a substantive motion to modify the conditions for debate or decision, or the conditions for the conduct of a vote on a motion or election.

Procedural motions include the following:

- i. To close or limit debate;
- ii. To divide a compound motion;
- iii. To consider a complex motion clause by clause;
- iv. To request that a named person be heard;
- v. To defer to another stated time;
- vi. To postpone indefinitely;
- vii. To postpone temporarily;
- viii. To withdraw a substantive motion;
- ix. To refer to a committee;
- x. To require an open quantitative vote;
- xi. To require a written vote;
- xii. To reveal a vote count after a quantitative vote;
- xiii. To require a particular multiple choice voting method;
- xiv. To require approval by other than a majority of votes cast; and
- xv. To make a previously decided vote unanimous.

(g) Regulatory Motions

A Board member may move a regulatory motion to control the agenda of the meeting, the form of the meeting, and the adjournment of the meeting.

Regulatory motions include the following:

- i. To approve the agenda;
- ii. To amend the agenda;
- iii. To resume consideration of a temporarily postponed motion;
- iv. To reconsider a motion previously approved during the meeting;
- v. To consider a matter in a closed, informal or committee session;
- vi. To rise from a special session;
- vii. To take a recess;
- viii. To set or change the time of adjournment;
- ix. To adjourn the meeting to another day and time; and
- x. To adjourn.

Order of Precedence for Procedural and Regulatory Motions

- (h) A procedural or regulatory motion shall take precedence over the main motion and any pending amendments, and shall be decided before the debate on the main motion and amendments resumes.

When a motion is on the floor, no other motion shall be in order except, in reverse order of precedence

- i. Postpone indefinitely;
- ii. Amend;
- iii. Sub-amend;
- iv. Refer to Committee;
- v. Postpone to a certain time;
- vi. Limit or extend debate;
- vii. Lay on the table (temporary postponement);
- viii. Withdraw;
- ix. Adjourn; and
- x. Fix the time to which to adjourn.

i. Postpone Indefinitely

A motion to postpone indefinitely is a procedural motion that is debatable, but not amendable. If carried, the motion to which it applies and any pending related motions shall be laid aside, and may only be reintroduced by way of notice of motion at some future meeting.

ii. Refer or Postpone

A motion to refer or to postpone to a certain time is a procedural motion that shall be debatable and amendable only with respect to the place and conditions of referral, or the time and conditions of postponement. Remarks about the substance of the motion to be referred or postponed will be ruled out of order.

iii. Limit or Extend Debate

A motion to limit or extend debate is a procedural motion. Since any limitation of the time of the debate on a particular motion may prevent some members from speaking, this motion requires a two-thirds majority vote which may be amended only with respect to the stated time or numbers of speakers, and is not debatable. [K&K §152]

iv. Lay on the Table (temporary postponement)

A motion to lay on the table is a procedural motion that is not debatable or amendable. This motion requires a two-thirds majority and, if carried, the motion to which it applies and all pending related motions shall be laid aside immediately, and may be taken up again only by motion "To take from the Table" after some other business shall have intervened.

v. Withdraw

A motion to withdraw a substantive motion is a procedural motion that is not debatable or amendable, can only be moved by the original movers, and requires the unanimous consent of the meeting. [ref. K&K p.194, § 159 and p. 103, § 86 d)].

vi. Adjourn

A motion to adjourn is a regulatory motion that shall be in order at any time and shall be put without debate. If rejected, no second motion to adjourn may be made until another item of business on the agenda has been reached.

vii. Fix the time to which to adjourn

A motion to adjourn the meeting to another time and/or date is a regulatory motion that suspends the meeting to another stated day or to a later time on the same day. The proposed day must be such that there is no time to give notice for another regular meeting. If this motion is approved, the meeting takes an extended recess. No new items can be added to the agenda upon resumption because there was not time to give proper notice. Debate is restricted to amendments as to stated time and dates; approval is by majority of votes cast. [ref. K&K p. 209, §178]

viii. Raise a question under point of order, privilege or question

A Board member may make an appeal to the Chair on a point of order or privilege, or the admissibility or inadmissibility of motions, or the conduct of a member or members, without debate, having first stated the applicable rule or rules. The Chair shall provide a rationale and rule immediately on an appeal.

The member who raised the point of order has the right to appeal the ruling of the Chair. The Chair shall ask the members "is the ruling of the Chair upheld?" and shall call the vote immediately and without debate.

The Chair does not vote on the appeal. The decision of the Chair is upheld on a tie or majority of votes cast.

- (i) Debate on motions, including amendments and sub-amendments to substantive motions, shall address the issue or issues under debate and no individual shall make speeches or comments which reflect on the character, reputation or integrity of other members, or of staff. If inappropriate remarks are made, the Chair will immediately rule the remarks "out of order" and will request a retraction.
- (j) A member has the right to request that a motion be read clearly and completely before a vote is taken, but not so as to interrupt a speaker.
- (k) A member has the right, for the purpose of voting, to have a multi-part motion divided into parts where the various parts of the motion can stand alone.
- (l) Once a question has been put by the Chair, members may not speak to the motion or make another motion until the result is declared.
- (m) Once a question has been decided by the Board, members shall not speak again to the issue or reflect on the decision of the Board, except to file a motion of reconsideration or rescission as provided in Section 12.13 below.

Voting

- 12.11 (a) All motions shall be decided by majority vote, by show of hands of those members present and/or by voice of those members participating by electronic means and voting. A motion on which there is a tie vote is defeated, with the exception of the vote regarding an appeal against a ruling of the Chair.
- In limited circumstances, where a Board member is participating by electronic means, he or she may communicate his or her vote to a voting proxy as appointed by the Director/Secretary or designate.
- (b) The Chair or presiding member of the Board may vote with the other members, but shall not have a casting or deciding vote after the other members have voted.
 - (c) When in doubt as to the outcome of a vote, the Chair or presiding member may immediately call for a second vote, without debate.
 - (d) Votes on all substantive motions at board meetings shall be recorded.
 - (e) Notwithstanding section (d) votes on the following motions shall be recorded only at the request of a member made before voting commences:
 - i. substantive motions presented in the form of:
 - amendments;
 - sub-amendments;

- approval of minutes;
 - receipt of reports; and
 - ii. procedural motions and regulatory motions.
- (f) During a recorded vote, members shall vote at the same time when the chair calls for those in favour, those opposed and those abstaining. Members present in the room shall keep their hands raised, and members participating by electronic means shall vote by voice, until their names have been read by the Director/Secretary or designate, who shall record them as being in support of or against the motion, or abstaining.

Reconsider

- 12.12 (a) A motion to reconsider a previous vote, duly moved and seconded, may be made:
- i. during the meeting at which the previous vote was taken;
 - ii. at a subsequent meeting with due notice in writing. Such notice must include the rationale(s) for moving the motion to reconsider.
- (b) A motion to reconsider can be made with respect to a motion which was either adopted or defeated in the previous vote.

The purpose of a motion to reconsider is to allow second thoughts on a vote when a decision on an issue has been made in haste, or some further relevant information comes to light later in the same meeting. However, staff work towards implementation of an adopted motion will not be suspended by the Notice of Motion to reconsider. The procedural motion to reconsider is open to limited debate, in order to give its movers a chance to explain why they wish the meeting to re-examine the substantive issue. The motion is not amendable. A motion that has been reconsidered once during a meeting cannot be reconsidered again. [K&K p. 205 § 172]

- (c) This rule does not prevent a motion to reconsider a previously defeated motion at a subsequent meeting [ref. K&K p. 205 § 172]. However, such a subsequent motion to reconsider is not in order when the results of the previous vote have already been substantially put into effect.
- (d) Any member may introduce a motion to reconsider, regardless of which way he or she voted on the original motion.
- (e) If adopted, a motion to reconsider returns the original motion to the status it held immediately prior to the previous vote.
- (f) A motion to reconsider may only be made once in any six-month period.

Rescind

- 12.13 (a) A motion to rescind something previously adopted may be made only with due notice in writing, which should set out new information or reasons in support of the motion. Such a motion enables repeal of a previously approved substantive motion if it has outworn its usefulness or is demonstrated not to achieve its intended purpose. [K&K p. 181 § 145]
- (b) A motion to rescind something previously adopted may not breach a contractual or other legal obligation entered into by or on behalf of the Board on the strength of the previous motion.

Amend Something Previously Adopted

- 12.14 (a) A motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion. A motion which does not accomplish precisely what was intended by its movers and supporters, to correct its weaknesses, may be moved at a subsequent meeting provided proper notice has been given. A motion to amend a previously adopted motion cannot be made at the same meeting, because in this instance the correct procedure would be to move a motion for reconsideration (see 12.12 above) [K&K p. 181, § 144].
- (b) A motion to amend something previously adopted may not breach a contractual or other legal obligation entered into by or on behalf of the Board on the strength of the previous motion.

Rules of Committee

- 12.15 (a) These rules shall be observed in meetings of Committees of the Board, insofar as they are applicable, except that:
- i. no motion made in committee shall require a seconder;
 - ii. members may speak more than once to an issue and for up to five minutes each time, subject to such reasonable limitations as the Chair of the committee may determine in the interest of expediency and with due and fair consideration to the rights and privileges of all members;
 - iii. Where the Board adopts the rules of committee, a member may, upon request, seek clarification or ask a question of a non-voting representative where the representative is in attendance;
 - iv. votes shall not be recorded in committee except by request of a trustee at Committee of the Whole Budget; and
 - v. at Audit Committee in the event of a tie vote, the chair is entitled to cast a second and deciding vote.
- (b) Except as provided in the By-laws or by Board resolution, the members of a Committee shall elect one of their members as Chair of the Committee.

- (c) The Special Education Advisory Committee and the Board's other Advisory Committees are exempted from the requirement to provide prior notice to move substantive issues arising from reports circulated with the agenda as action items, or by way of notice from individual Committee members filed with the Secretary at least one full working day before the agenda is to be circulated to members, or by notice of motion filed by a member at a previous meeting.

13.0 AMENDMENTS TO BY-LAWS AND STANDING RULES

- 13.1 These By-laws and Standing Rules may be amended only by approval of two-thirds of all members present and voting, at a regular or special meeting of the Board, provided that at least two weeks' notice in writing has been given to all Board members.

14.0 RELATED POLICIES

- P.008.GOV: Advisory Committee on Equity
- P.010.GOV: Community Involvement on Board Standing Committees
- P.012.GOV: Board Governance
- P.016.GOV: Audit Committee
- P.017.GOV: Student Trustees
- P.018.GOV: Electronic Meetings of the Board and Committees
- P.019.GOV: Special Education Advisory Committee
- P.025.GOV: Board Member Conflict of Interest
- P.048.GOV: Board Guiding Principles
- P.050.GOV: Board Member Removal/Resignation from Office
- P.065.GOV: Advisory Committees to the Board
- P.073.GOV: Board Member Code of Ethics
- P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community
- P.130.GOV: Evaluation Process for the Board of Trustees
- Parent Involvement Committee: By-Laws and Standing Rules

APPROVED BY THE BOARD: 17 December 1997

LAST REVISED: 28 January 2014

ANNEX 1

Agenda for Regular Board Meetings

The agenda for the regular meetings of the Board shall be in the order set out below.

In-Camera Agenda Items:

1. Call to Order – Chair of the Board
2. Resolve into In Camera Session – (Vice-Chair assumes the Chair)
3. Approval of In Camera Agenda
4. Briefing from the Chair
5. Briefing from the Director
6. Confirmation of In Camera Minutes
7. Business Arising from In Camera Minutes
8. Matters for Action
 - a. Receipt of Committee of the Whole In Camera Minutes
 - i. Approval of Resolutions (by consent)
 - b. Non-Consent Items
 - c. Other Reports
9. Matters for Discussion
10. New Business – Information and Inquiries
11. Motion to Rise and Report

Public Agenda Items:

1. Call to Order – Chair of the Board
2. Report from In Camera Session
3. Approval of Agenda
4. Briefing from the Chair
5. Briefing from the Director
6. Delegations
 - a. Registered in Advance of the Meeting – Four Minutes
 - b. Registered in Advance of the Meeting – Two Minutes (for delegations who previously appeared at committee on the same topic)
 - c. Registered at the Meeting - Two Minutes
7. Confirmation of Board Minutes
8. Business Arising from Board Minutes
9. Unfinished Business from Previous Meetings
10. Matters for Action
 - a. Receipt of Committee of the Whole Minutes
 - i. Approval of Resolutions (by consent)
 - b. Non-Consent Items
 - c. Other Reports
11. Strategic Priorities Discussion
12. New Business – Information and Inquiries
13. Adjournment

ANNEX 2
Agenda for Regular Meetings of Committee of the Whole

The agenda for the regular meetings of the Committee of the Whole shall be in the order set out below.

In-Camera Agenda Items:

1. Call to Order – Vice-Chair of the Board
2. Approval of In Camera Agenda
3. Briefing from the Chair
4. Briefing from the Director
5. Matters for Action
6. Reports from Statutory Committees
7. Matters for Discussion
8. Long Range In Camera Agenda (second monthly meeting only)
9. New Business – Information and Inquiries
10. Adjournment

Public Agenda Items:

1. Call to Order – Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair
4. Briefing from the Director
5. Delegations
 - a. Registered in Advance of the Meeting – Four Minutes
 - b. Registered at the Meeting - Two Minutes
6. Matters for Action
7. Reports from Statutory Committees
8. Matters for Discussion
9. Information Items
10. Long Range Agenda (second monthly meeting only)
11. New Business - Information and Inquiries
12. Adjournment



POLICY P.012.GOV**TITLE: BOARD GOVERNANCE****Date issued: 06 June 2012****Revised:****Authorization: Board: 12 June 2012**

1.0 OBJECTIVE

To establish principles for Board governance to encourage and support effective Board decision-making.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act and the Education Act*. Student trustees are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.
- 2.3 **Board Governance** is the way in which the Board provides leadership, stewardship and oversight of the school district and its resources.
- 2.4 **District** means the Ottawa-Carleton District School Board.
- 2.5 **Upholding** means to respect and to ask for respect for Board decisions as an expression of collective community democratic will.
- 2.6 **Monitoring** refers to the process whereby the Board of Trustees oversee the progress of District goals, policies, priorities and performance targets to determine if they are on-schedule and meeting the pre-set objective.
- 2.7 **Governance Commitments** are the expression of values and beliefs to which the Board subscribes in the undertaking of its duties.

- 2.8 **Guiding Principles** are value statements that guide, influence, direct or support any action, decision or practice to which they are related.

3.0 POLICY

Governance Commitments

- 3.1 The Board recognizes that it is bound by all applicable laws.
- 3.2 The Board is committed to providing leadership and good governance to benefit public education, and is mindful of the impact of its decisions on individual communities and society at large.
- 3.3 The Board shall focus decision-making on the educational outcomes of student achievement and well-being, and support programs and services that seek to provide equity of access and successful outcomes for all students.
- 3.4 The Board shall maintain a strategic focus on the work of the District and shall govern with long term vision.
- 3.5 The Board is committed to transparency, ensuring compliance with legislative requirements and making every reasonable effort to hold all deliberations, debate and decision-making in public.
- 3.6 The Board is committed to ensuring an effective Board culture of collaboration, respect, trust, candor and open expression of diverse and divergent viewpoints.
- 3.7 The Board shall render all decisions with integrity, based on available facts, and in the best interests of the entire district without undue influence from individuals or special interest groups.
- 3.8 The Board shall engage in board professional development to increase the collective capacity of the Board as a whole.
- 3.9 The Board recognizes that there is a division of responsibility between the Board and the Director of Education as the Chief Executive Officer (see section 4.0).

Guiding Principles

- 3.10 When setting policy direction and making decisions the Board shall be guided by the following principles:
- a) Making students the primary focus and ensuring the District's schools and programs meet the diverse educational needs of students in their communities;
 - b) Ensuring equity, accessibility and fairness of learning opportunities;
 - c) Recognizing, valuing, and celebrating the diversity of its community;
 - d) Considering the input of students, parents, staff and the wider community as appropriate through a meaningful consultation process;

- e) Making efficient, effective and innovative use of its resources, based on sound planning and best available information;
- f) Fostering vital and mutually beneficial relationships between schools, the populations they serve and the communities in which they are situated; and
- g) Being professional, transparent, and acting with integrity and respect for all.

4.0 SPECIFIC DIRECTIVES

Roles and Responsibilities of the Board

Responsibility

- 4.1 The Board is responsible for promoting student achievement and well-being; ensuring effective stewardship of the board's resources; and ensuring the delivery of effective and appropriate education programs to its students.

Policy Development and Monitoring

- 4.2 The Board shall develop and maintain policies and make decisions that promote the goals of student achievement and well-being, stewardship of resources, and effective program delivery and encourages students to pursue their educational goals. The Board shall monitor and evaluate the effectiveness of its policies, directions and priorities in achieving the Board's goals and the efficiency of the implementation of these policies. The Board shall monitor the extent to which the direction, policies and priorities it has set have been met.

Multi-Year Planning

- 4.3 The Board shall consult with parents, students, supporters and employees in the development of a multi-year plan aimed at achieving the goals of student achievement and well-being, stewardship of resources, and effective program delivery and encourages students to pursue their educational goals. The plan shall include measures with respect to the allocation of resources to improve student outcomes. The Board shall annually review the plan with the Director of Education and ensure that the plan and progress reports on implementation of the plan are brought to the attention of parents, students, supporters and employees of the Board.

Director Evaluation

- 4.4 The Board shall monitor and evaluate the performance of the Board's Director of Education in accordance with its policies and have regard for his or her duties under the *Education Act*.

Board/Director Relations

- 4.5 The Board shall realize the potential of an effective Board-Director relationship; exercise its right to delegate authority to the Director for operational management; monitor the extent to which the direction, policies and priorities it has set have been met; and conduct annual performance appraisals of the Board and the Director.

Communication

- 4.6 The Board shall ensure effective communication with the community. It shall ensure the sharing of information on the activities and events taking place in the District, as well as the policies, procedures and decisions adopted by the Board. The Chair of the Board is the only spokesperson for the Board.

Stewardship of Resources

- 4.7 The Board shall demonstrate fiscal accountability and effectively use the resources entrusted to it for the purposes of delivering effective and appropriate education in a manner that upholds public confidence.

Advocacy

- 4.8 The Board shall make every effort to increase Board influence through political advocacy.

Roles and Responsibilities of Board Members

- 4.9 Board members are publicly elected and ultimately bear responsibility to the community as a whole.
- 4.10 Board members are responsible for bringing community members' concerns forward to the attention of the Board and balance their responsibility to the community with their duties as members of the board, collectively making decisions in the interests of all students.
- 4.11 Board members shall make themselves aware of the legislative, policy and operational requirements of the school board, and to be aware of current and emerging issues.
- 4.12 Board members shall respect the dignity of their office and shall not use their position for personal advantage or advancement.
- 4.13 Board members shall review agenda materials, arrive on time, regularly attend Board and committee meetings to which they have been appointed, and participate to the best of their ability.
- 4.14 Board members shall respect their colleagues and shall not contribute to unproductive debate or actions.
- 4.15 Once a decision has been reached by the Board, each member shall uphold the decision. Members are expected to be able to explain the rationale for a Board decision as required.
- 4.16 Board members shall respect and maintain confidences and confidential information.
- 4.17 Board members shall manage community communications effectively and diligently respond to requests for information.
- 4.18 Board members shall entrust the day to day management of the District to its staff through the Director of Education.
- 4.19 Board members shall comply with the Board's Code of Conduct.

Roles and Responsibilities of the Chair of the Board

4.20 In addition to any other duties under the *Education Act*, the Chair shall:

- a) Preside over meetings of the Board;
- b) Conduct the meetings in accordance with the Board's procedures and practices for the conduct of board meetings;
- c) Establish agendas for Board meetings, in consultation with the Director of Education **and, as appropriate, the Vice-Chair of the Board, and a duly appointed Board member or alternate;**
- d) Ensure that members of the Board have the information needed for informed discussion of the agenda items;
- e) Act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
- f) Convey the decisions of the Board to the Director of Education;
- g) Provide leadership to the Board in maintaining the Board's focus on its mission and vision; and
- h) Assume such other responsibilities as may be specified by the Board.

Roles and Responsibilities of the Director of Education

4.21 The Director of Education is responsible for and accountable to the Board for the effective functioning of the school system in accordance with the strategic priorities and policies established by the Board and with any relevant statutory or regulatory requirements.

4.22 The Director of Education shall:

- a) Provide educational leadership to the District and advising and counseling the Board on all educational matters;
- b) Maintain a strategic focus and managing policy implementation;
- c) Enhance communications and community relations;
- d) Manage human resources and professional development;
- e) Demonstrate fiscal accountability; and
- f) Demonstrate a strong relationship with provincial officials, including advocacy for the District's needs.

4.23 In addition to his or her other duties under the *Education Act*, the Director of Education shall:

- a) Annually review with the Board the multi-year plan;

- b) Ensure that the multi-year plan establishes the Board's priorities and identifies specific measures and resources that shall be applied in achieving those priorities and in carrying out duties and responsibilities for student achievement;
- c) Implement and monitor the implementation of the multi-year plan;
- d) Act as Secretary to the Board;
- e) Bring to the attention of the Board any act or omission by the Board that may result in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- f) If the Board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of Education of the act or omission.

5.0 REFERENCE DOCUMENTS

Education Act of Ontario and Regulations under the Education Act

Bylaws and Standing Rules

Policy P.073.GOV: Board Member Code of Ethics

Policy P.025.GOV: Board Member Conflict of Interest

Policy P.130.GOV: Evaluation Process for the Board of Trustees

Policy P.051.GOV: Evaluation of Director of Education and Secretary of the Board

Policy P.001.GOV: Policy Development and Management

Policy P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community

Policy P.114.GOV: Advocacy

Policy P.006.HR: Delegation of Authority – Human Resources

Policy P.007.FIN: Signing Authority and Spending Controls

Job Description for Board Member

Job Description for Director of Education and Secretary of the Board



BOARD PUBLIC MINUTES

Monday, December 3, 2018, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees: Donna Blackburn, Christine Boothby, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Isaac Glassman (Student Trustee)

Staff: Camille Williams-Taylor (Director Designate), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Instruction), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Coordinator), Susan Baker (Senior Board Coordinator), John MacKinnon, Audio-Visual Technician

1. O Canada -- Elena Bensten, Student, Sir Robert Borden High School

Elena Bensten, a student at Sir Robert Border High School, opened the meeting with the National Anthem.

2. Call to Order -- Associate Director of Education

Associate Director Reynolds called the meeting to order at 7:06 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Associate Director Reynolds welcomed everyone to the meeting and thanked Elena Bensten for the singing of O Canada.

3. Opening Remarks -- Monique Monatch, Algonquin Knowledge Keeper, and Sytukie Joamie, Inuit Knowledge Keeper

Monique Monatch, Algonquin Knowledge Keeper and Sytukie Joamie, Inuit Knowledge Keeper, provided opening remarks, stories, and prayers. Associate Director Reynolds thanked them for their contributions to the meeting.

4. Honour Song -- Theland Kicknosway

Theland Kicknosway performed an honour song. Associate Director Reynolds thanked Theland Kicknosway for his musical performance.

5. Official Declaration of Election Results

Associate Director Reynolds read into the record the official declaration of election results naming the following as the members of the Board for the term of office from December 3, 2018 to November 30, 2022:

Zone 1 - Lynn Scott

Zone 2 - Christine Boothby

Zone 3 - Donna Blackburn

Zone 4 - Wendy Hough

Zone 5 - Rob Campbell

Zone 6 - Chris Ellis

Zone 7 - Jennifer Jennekens

Zone 8 - Keith Penny

Zone 9 - Lyra Evans

Zone 10 - Erica Braunovan

Zone 11 - Mark Fisher

Zone 12 - Sandra Schwartz

6. Administration of Oaths of Office and Allegiance - Associate Director of Education

Associate Director Reynolds administered the *Declaration of Office* and the *Oath of Allegiance* to members of the newly elected Board.

7. Approval of the Agenda

Moved by Trustee Penny, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

8. Director's Annual Report to the Community, 2017-2018

Associate Director Reynolds advised that copies of the 2017-2018 Director's Annual Report to the Community were provided to the Board members this evening. The format of the annual report reflects the Board's focus on the five

objectives of the 2015-2019 OCDSB Strategic Plan, including examples of the objectives in action, and highlights the milestones achieved in the past year.

9. Appointment of Election Assistants - Associate Director of Education

Executive Officer Giroux and Superintendent McCoy were appointed as election assistants for all elections to be held during the meeting.

10. Election of Chair of the Board - Associate Director of Education relinquishes the Chair

Associate Director Reynolds explained the nomination process and noted that nominated candidates who choose to stand for the office of Chair and Vice-Chair will be permitted two minutes to address the Board. Associate Director Reynolds then called for nominations for the position of chair of the Board.

Trustee Schwartz, seconded by Trustee Fisher, nominated Trustee Scott.

Trustee Penny, seconded by Trustee Boothby, nominated Trustee Braunovan.

Moved by Trustee Blackburn, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

Trustee Braunovan spoke about her passion for education and working with the Board and staff to do what is best for all students. She pledged to work collaboratively and respectfully to build a strong team and a strategic plan which articulates the collective vision of the Board. Trustee Braunovan advised that her personal vision centres on equity, particularly in the areas of the cost to parents for field trips, and work that needs to be done for the Black, Indigenous, and LGBTQ communities.

Trustee Scott noted her commitment to working with the Board to improve public education by considering new strategies for old problems and advocating with the Ministry for the benefit of all students. She noted the upcoming work on the new strategic plan and Ministry challenges with respect to special education. Although she will bring her experience as a chair, she also delights in new ideas, particularly if they are rooted in evidence.

Following an election, Associate Director Reynolds declared Trustee Scott Chair of the Board.

Trustee Scott thanked the Board members for their support and pledged to do everything she could to fulfill her commitment to lead an inclusive board that is respectful of everyone's opinion.

Trustee Scott assumed the chair for the remainder of the meeting.

11. Election of Vice-Chair of the Board

Trustee Blackburn, seconded by Trustee Jannekens, nominated Trustee Braunovan.

Moved by Trustee Braunovan, seconded by Trustee Schwartz,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Braunovan Vice-Chair of the Board.

Trustee Braunovan thanked Board members for this honour and noted that she looks forward to working with Chair Scott and all Board members in the coming year.

12. Recess for Reception

Chair Scott invited everyone to join the Board in the atrium for a brief reception.

13. Election or Appointment of Chair of Committee of the Whole Budget

Trustee Boothby, seconded by Trustee Braunovan, nominated Trustee Penny.

Moved by Trustee Boothby, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Penny Chair of the Committee of the Whole Budget.

14. Election or Appointment of Trustee Members to Statutory Committees

Chair Scott called for nominations or volunteers to serve as members on the Board's statutory committees.

14.1 Special Education Advisory Committee (SEAC) (3)

Executive Officer Giroux advised that a trustee has raised a question with respect to the term of office for trustee members of the Special Education Advisory Committee (SEAC). She suggested that the Board proceed based on past practice while staff seeks further clarification. If further action is required, staff will bring forward a report to the Board meeting in January.

Trustee Boothby, seconded by Trustee Ellis, nominated Trustee Evans.

Trustee Penny, seconded by Trustee Campbell, nominated Trustee Boothby.

Trustee Campbell, seconded by Trustee Schwartz, nominated himself.

Trustee Schwartz, seconded by Trustee Jennekens, nominated Trustee Blackburn.

Trustee Jennekens, seconded by Trustee Schwartz, nominated herself.

Moved by Trustee Ellis, seconded by Trustee Hough,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustees Boothby, Campbell and Evans members of the Special Education Advisory Committee (SEAC).

14.2 Audit Committee (2)

Chair Scott advised that Trustee Schwartz will continue to be a member for the second year of her two-year term.

Trustee Boothby, seconded by Trustee Campbell, nominated Trustee Penny for a two-year term.

Trustee Schwartz, seconded by Trustee Blackburn, nominated Trustee Fisher for a one-year term.

Moved by Trustee Campbell, seconded by Trustee Evans,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Fisher member of the Audit Committee for a one-year term ending 30 November 2019.

By acclamation, Chair Scott declared Trustee Penny member of the Audit Committee for a two-year term ending 30 November 2020.

14.3 Parent Involvement Committee (PIC) (2)

Trustee Blackburn, seconded by Trustee Campbell, nominated Trustee Hough as a member.

Trustee Jennekens, seconded by Trustee Fisher, nominated herself as a member.

Moved by Trustee Ellis, seconded by Trustee Penny,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustee Hough member of the Parent Involvement Committee (PIC).

Trustee Blackburn, seconded by Trustee Braunovan, nominated Trustee Jennekens as alternate member.

Moved by Trustee Blackburn, seconded by Trustee Evans,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Jennekens alternate member of the Parent Involvement Committee (PIC).

14.4 Supervised Alternative Learning Committee (SAL) (2)

Trustee Boothby, seconded by Trustee Schwartz, nominated Trustee Braunovan as member.

Moved by Trustee Schwartz, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Braunovan member of the Supervised Alternative Learning Committee (SAL).

Moved by Trustee Blackburn, seconded by Trustee Evans,

THAT nominations be closed.

Carried

Trustee Ellis , seconded by Trustee Schwartz, nominated himself as alternate.

By acclamation, Chair Scott declared Trustee Ellis alternate member of the Supervised Alternative Learning Committee (SAL).

15. Election or Appointment of Trustees to Ad Hoc Committees

Chair Scott called for nominations or volunteers to serve as members on the ad hoc committees.

15.1 Ad Hoc Committee for Board Self-Evaluation Process & Director Performance Evaluation Process (3)

Trustee Schwartz, seconded by Trustee Penny, nominated herself.

Trustee Boothby, seconded by Trustee Penny, nominated Trustee Campbell.

Trustee Hough, seconded by Trustee Boothby, nominated herself.

Moved by Trustee Ellis, seconded by Trustee Penny,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Campbell, Hough and Schwartz members of the Ad Hoc Committee for Board Self-Evaluation Process & Director Performance Evaluation Process.

15.2 Community Member Recognition Awards Selection Ad Hoc Committee (3)

Trustee Evans, seconded by Trustee Boothby, nominated herself.

Trustee Penny, seconded by Trustee Schwartz, nominated Trustee Jennekens.

Trustee Schwartz, seconded by Trustee Hough, nominated Trustee Blackburn.

Moved by Trustee Braunovan, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Blackburn, Evans and Jennekens members of the Community Member Recognition Awards Selection Ad Hoc Committee.

15.3 Ad Hoc Committee to Develop an Advocacy Strategy (up to 5)

Chair Scott confirmed that Trustees Braunovan and Boothby wish to continue as members of the Ad Hoc Committee to Develop an Advocacy Strategy.

Trustee Campbell, seconded by Trustee Jennekens, nominated Trustee Penny.

Trustee Hough, seconded by Trustee Penny, nominated herself.

Trustee Boothby, seconded by Trustee Braunovan, nominated Trustee Fisher.

Moved by Trustee Evans, seconded by Trustee Hough,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Boothby, Braunovan, Fisher, Hough and Penny members of the Ad Hoc Committee to Develop an Advocacy Strategy.

15.4 Ad Hoc Supervisory Officer Selection Committee (2)

Trustee Campbell, seconded by Trustee Braunovan, nominated Trustee Ellis.

Trustee Boothby, seconded by Trustee Ellis, nominated herself.

Trustee Hough, seconded by Trustee Jennekens, nominated Trustee Blackburn.

Moved by Trustee Evans, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustees Blackburn and Boothby members of the Ad Hoc Supervisory Officer Selection Committee.

16. Election or Appointment of Trustees to Special Purpose Committees

Chair Scott called for nominations or volunteers to serve as members on the special purpose committees.

16.1 Ottawa Student Transportation Authority (OSTA) (3)

Trustee Schwartz, seconded by Trustee Jennekens, nominated Trustee Blackburn for a two-year term ending 30 November 2020.

Moved by Trustee Jennekens, seconded by Trustee Hough,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Blackburn member of the Board of Directors of the Ottawa Student Transportation Authority (OSTA) for a two-year term ending 30 November 2020.

Trustee Schwartz, seconded by Trustee Blackburn, nominated herself as an alternate member for a one-year term ending 30 November 2019.

Trustee Ellis, seconded by Trustee Jennekens, nominated himself as an alternate member for a one-year term ending 30 November 2019.

Moved by Trustee Evans, seconded by Trustee Jennekens,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Ellis and Schwartz alternate members of the Board of Directors of the Ottawa Student Transportation Authority (OSTA) for a one-year term ending 30 November 2019

16.2 Ottawa-Carleton Education Network (OCENET) (2)

Trustee Boothby, seconded by Trustee Penny, nominated herself.

Trustee Braunovan, seconded by Trustee Evans, nominated herself.

**Moved by Trustee Schwartz, seconded by Trustee Jennekens,
THAT nominations be closed.**

Carried

By acclamation, Chair Scott declared Trustees Boothby and Braunovan directors on the Ottawa-Carleton Education Network Board of Directors.

16.3 School Active Transportation Support Network Steering Committee (1)

Trustee Schwartz, seconded by Trustee Jennekens, nominated Trustee Hough.

**Moved by Trustee Ellis, seconded by Trustee Schwartz,
THAT nominations be closed.**

Carried

By acclamation, Chair Scott declared Trustee Hough member on the School Active Transportation Support Network Steering Committee.

17. Election or Appointment of Trustee and Alternate for Agenda Planning Meetings (2)

Trustee Schwartz, seconded by Trustee Boothby, nominated Trustee Fisher.

Trustee Ellis, seconded by Trustee Campbell, nominated himself.

Trustee Campbell, seconded by Trustee Hough, nominated Trustee Penny.
Trustee Penny declined the nomination.

**Moved by Trustee Braunovan, seconded by Trustee Schwartz,
THAT nominations be closed.**

Carried

Following an election, Chair Scott declared Trustee Ellis as the member who will attend agenda planning meetings.

Trustee Evans, seconded by Trustee Boothby, nominated Trustee Fisher.

Moved by Trustee Braunovan, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

By acclamation Chair Scott declared Trustee Fisher as the alternate member who will attend agenda planning meetings.

18. Election or Appointment of Alternate Trustees for Code of Conduct Duties (2)

Trustee Campbell, seconded by Trustee Schwartz, nominated himself.

Trustee Boothby, seconded by Trustee Fisher, nominated Trustee Schwartz.

Moved by Trustee Evans, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Campbell and Schwartz alternate trustees for Code of Conduct duties.

19. Election or Appointment of Trustee Mentor for Student Trustees

Trustee Evans, seconded by Trustee Fisher, nominated herself.

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Evans Trustee Mentor for Student Trustees.

20. Selection of Trustee Non-Voting Volunteers for Other OCDSB Committees including Advisory Committees

Chair Scott called for volunteers to serve as non-voting members on other OCDSB committees, including advisory committees.

20.1 Student Senate (2)

Trustee Braunovan volunteered to be the non-voting delegate for the Student Senate.

Trustee Ellis volunteered to be the non-voting alternate delegate for the Student Senate.

By acclamation, Chair Scott declared Trustee Braunovan the non-voting trustee delegate and Trustee Ellis the non-voting alternate delegate for the Student Senate.

20.2 Advisory Committee for Extended Day and Child Care Programs (1)

Trustee Campbell volunteered to be the non-voting delegate for the Advisory Committee for Extended Day and Child Care Programs.

By acclamation, Chair Scott declared Trustee Campbell the non-voting trustee delegate for the Advisory Committee for Extended Day and Child Care Programs.

20.3 Advisory Committee on the Arts (1 or more)

Trustee Hough volunteered to be the non-voting delegate for the Advisory Committee on the Arts.

By acclamation, Chair Scott declared Trustee Hough the non-voting trustee delegate for the Advisory Committee on the Arts.

20.4 Alternative Schools Advisory Committee (ASAC) (1 or more)

Trustee Boothby volunteered to be the non-voting delegate for the Alternative Schools Advisory Committee.

By acclamation, Chair Scott declared Trustee Boothby the non-voting trustee delegate for the Alternative Schools Advisory Committee (ASAC).

20.5 Advisory Committee on Equity (ACE) (up to 2)

Trustee Ellis volunteered to be the non-voting delegate for the Advisory Committee on Equity (ACE).

Trustee Campbell volunteered to be the non-voting delegate for the Advisory Committee on Equity (ACE).

By acclamation, Chair Scott declared Trustees Ellis and Campbell the non-voting trustee delegates for the Advisory Committee on Equity (ACE).

20.6 Indigenous Education Advisory Council (1)

Trustee Hough volunteered to be the non-voting delegate for the Indigenous Education Advisory Council.

By acclamation, Chair Scott declared Trustee Hough the non-voting trustee delegate for the Indigenous Education Advisory Council.

20.7 Environmental Education Steering Committee (1)

Trustee Evans volunteered to be the non-voting delegate for the Environmental Education Steering Committee.

By acclamation, Chair Scott declared Trustee Evans the non-voting trustee delegate for the Environmental Education Steering Committee.

21. Report 18-084, Appointments to Ontario Public School Boards' Association (OPSBA) for 03 December 2018 to 06 July 2019

The Board had before it Report 18-084 seeking confirmation of the appointments to the Ontario Public School Boards' Association for the period 3 December 2018 to 6 July 2019.

In response to a query with respect to the term of office for the OPSBA directors and alternates, Executive Officer Giroux advised that the term of office will end following the OPSBA Annual General Meeting in July. Appointments for the next school year, commencing 7 July 2019 and ending 30 November 2019 will be made by the Board at its May 2019 meeting.

21.1 Directors to the OPSBA Board of Directors, Voting and Alternate Delegates for the Eastern Regional Council Meetings, and Voting and Alternate Delegates for the 2019 Annual General Meeting (2)

Trustee Penny, seconded by Trustee Campbell, nominated Trustee Boothby.

Trustee Schwartz, seconded by Trustee Boothby, nominated Trustee Penny.

Moved by Trustee Boothby, seconded by Trustee Campbell,

THAT nominations be closed.

Carried

Moved by Trustee Braunovan

Seconded by Trustee Penny

Trustees Boothby and Penny be appointed as the two directors to the OPSBA Board of Directors, the voting and alternate delegates for the Eastern Regional Council meetings, and the voting and alternate delegates for the OPSBA Annual General meeting for the period December 3, 2018 to July 6, 2019.

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

21.2 Alternate Directors to the OPSBA Board of Directors (2)

Trustee Penny, seconded by Trustee Hough, nominated Trustee Braunovan.

Trustee Boothby, seconded by Trustee Schwartz, nominated Trustee Jennekens.

**Moved by Trustee Boothby, seconded by Trustee Campbell,
THAT nominations be closed.**

Carried

Moved by Trustee Blackburn

Seconded by Trustee Penny

**Trustees Braunovan and Jennekens be appointed as the two
alternate directors to the OPSBA Board of Directors for the
period December 3, 2018 to July, 6 2019.**

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

22. Report 18-121, Appointment of Community Representatives to the Special
Education Advisory Committee

The Board had before it Report 18-121 recommending the appointment of
community representatives and alternates to the Special Education Advisory
Committee.

Moved by Trustee Boothby, seconded by Trustee Penny,

1. THAT the following community representatives be appointed to SEAC for a
term from 3 December 2018 to 14 November 2022:
Sonia Campbell-Nadon;
Rob Kirwan; and

Susan Cowin.

2. THAT, in the event there is a vacancy of a community representative before 30 November 2022, the selection committee shall first contact Amy Wellings to confirm her interest in filling the vacancy.

In response to queries, Executive Officer Giroux advised that the membership sub-committee is suggesting that Amy Wellings be contacted if a vacancy occurs in the next two years. If there should be a vacancy in years three and four, the membership sub-committee would like to have the option of seeking expressions of interest from the community at large. In either case, the approval of the Board would be required to confirm any appointment to fill a vacancy.

Trustee Campbell expressed concern about authorizing the membership sub-committee to approach Ms. Wellings without any biographical information on her or any other unsuccessful candidate.

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

THAT Part 2 of the motion be deferred to a future Board meeting pending receipt of biographical information for Amy Wellings, viz:

2. *THAT, in the event there is a vacancy of a community representative before 30 November 2022, the selection committee shall first contact Amy Wellings to confirm her interest in filling the vacancy.*

Carried

Moved by Trustee Boothby

Seconded by Trustee Penny

1. **THAT the following community representatives be appointed to SEAC for a term from 3 December 2018 to 14 November 2022:**
Sonia Campbell-Nadon;
Rob Kirwan; and
Susan Cowin.

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

23. Report 18-122, Appointment of Association/Organization Representatives and Alternates to the Special Education Advisory Committee

The Board had before it Report 18-122 recommending the appointment of association or organization representatives and alternates to the Special Education Advisory Committee. Executive Officer Giroux advised that the Down Syndrome Association National Capital Region has not provided an alternate at this time. She also advised that staff has verified with the City of Ottawa that all candidates are public school supporters.

Trustee Boothby noted how grateful she was to those the members and alternates who have again volunteered to continue their service on SEAC.

Moved by Trustee Boothby

Seconded by Trustee Campbell

THAT the following regular and alternate members of the various associations be appointed to the Special Education Advisory Committee (SEAC) for the term of the Board from 04 December 2018 to 14 November 2022:

VOICE: Regular Member Jim Harris, and Alternate Member Terry Warner;

Autism Ontario: Regular Member Katie Ralph, and Alternate Member Samantha Banning;

Association for Bright Children (ABC): Regular Member Cathy Miedema, Alternate Member Dragos Popa;

Learning Disabilities Association of Ottawa Carleton (LDAO-C): Regular Member Linda Barbetta, Alternate Member Andrea Nelson;

Ontario Association for Families of Children with Communication Disorders (OAFCCD): Regular Member Ian Morris, Alternate Member Sean Popal;

Down Syndrome Association National Capital Region: Regular Member Mark Wylie; and

Ottawa-Carleton Assembly of School Councils (OCASC): Regular Member Donna Owen, Alternate Member Safina Dewshi.

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

24. Motion to Destroy Ballots

Moved by Trustee Schwartz, seconded by Trustee Hough,

THAT the ballots for all elections held during the meeting be destroyed.

Carried

25. Adjournment

The meeting adjourned at 10:04 p.m.

Lynn Scott, Chair of the Board



EXCERPT FROM: Draft Board Minutes, 3 December 2018

22. Report 18-121, Appointment of Community Representatives to the Special Education Advisory Committee

In response to queries, Executive Officer Giroux advised that the membership sub-committee is suggesting that Amy Wellings be contacted if a vacancy occurs in the next two years. If there should be a vacancy in years three and four, the membership sub-committee would like to have the option of seeking expressions of interest from the community at large. In either case, the approval of the Board would be required to confirm any appointment to fill a vacancy.

Trustee Campbell expressed concern about authorizing the membership sub-committee to approach Ms. Wellings without any biographical information on her or any other unsuccessful candidate.

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

THAT Part 2 of the motion be deferred to a future Board meeting pending receipt of biographical information for Amy Wellings:

- 2. THAT, in the event there is a vacancy of a community representative before 30 November 2022, the selection committee shall first contact Amy Wellings to confirm her interest in filling the vacancy.**

Carried

(Note: Biographical information for Amy Wellings is provided under separate cover)



BOARD (PUBLIC) Report 18-126

11 December 2018

OCDSB Draft Response to Ministry Consultation on Education in Ontario

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

PURPOSE:

1. To seek approval for the Board's response to the Ministry Consultation on Public Education.

CONTEXT:

2. The Ministry of Education is conducting a consultation on education in Ontario. People across the province were invited to submit their opinions in the following areas:
 - Improving student performance in science, technology, engineering and math;
 - Preparing students with needed job skills, such as skilled trades and coding;
 - Improving provincial standardized testing;
 - Ensuring students graduate with important life skills, including financial literacy;
 - Managing the use of technology in classrooms, such as cell phones;
 - Building a new age-appropriate health and physical education curriculum that includes subjects like mental health, sexual health education, and the legalization of cannabis; and
 - Developing the first-ever Parents' Bill of Rights.

KEY CONSIDERATIONS:

3. The Ad Hoc Committee to Develop an Advocacy Strategy met on 6 November 2018 to consider the Board's response to the call for input. During their discussions, the Committee also considered input that was provided by parents at a session hosted by the Parent Involvement Committee at the Parent Conference on 3 November 2018 (attached as Attachment B).

The report of the Ad Hoc Committee to Develop an Advocacy Strategy meeting of 6 November 2018 was presented to the Board at its meeting on 20 November 2018. Attached to the report was a draft response to the Ministry of Education. Board members were invited to provide additional comments, if desired.

The deadline for the submission of feedback is 15 December 2018.

RESOURCE IMPLICATIONS:

4. There are no financial implications anticipated with the response to the Ministry's consultation on education in Ontario.

COMMUNICATION/CONSULTATION ISSUES:

5. In addition to including the draft response in the agenda package for the Board meeting on 20 November 2018, parents and other community members have been encouraged several times to submit input.

STRATEGIC LINKS:

6. The Board's 2015-2019 Strategic Plan includes a commitment to promoting a culture which actively encourages parental and community involvement in public education to support positive outcomes.

RECOMMENDATION:

THAT the Board approve the draft response to the December 2018 Ministry consultation (Attached as Appendix A to Report 18-126) for submission to the Ministry of Education.

Michele Giroux
Executive Officer
Corporate Services

Jennifer Adams
Director of Education and Secretary of
the Board

Attachments:

Attachment A	Draft OCDSB Response to the December 2018 Ministry Consultation
Attachment B	Notes from the PIC Workshop on Ministry Consultation, 3 November 2018

Draft OCDSB RESPONSE TO MINISTRY CONSULTATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.