



For further information on this agenda or how the Committee of the Whole meeting works, please contact Amanda Rock, Committee Coordinator, at 596-8211 ext. 8363 or [amanda.rock@ocdsb.ca](mailto:amanda.rock@ocdsb.ca)

**COMMITTEE MEMBERS:**

All Trustees

**STAFF:**

Camille Williams-Taylor, Director of Education and Secretary of the Board

**ASSOCIATION REPRESENTATIVES (NON VOTING):**

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

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

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

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

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

Student Senate (OCSPC or STAC), TBC

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

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

**DISTRIBUTION:**

All Board Members, Senior Administration

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

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

**ABOUT THIS AGENDA:**

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Amanda Rock, Committee Coordinator at 596-8211, ext. 8363 or [amanda.rock@ocdsb.ca](mailto:amanda.rock@ocdsb.ca)

**IN CAMERA MEETINGS:**

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

**HOW TO APPEAR AS A DELEGATION:**

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
  - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
  - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Amanda Rock on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Amanda Rock, Committee Coordinator at (613) 596-8211, ext. 8363, or [amanda.rock@ocdsb.ca](mailto:amanda.rock@ocdsb.ca)
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



## COMMITTEE OF THE WHOLE PUBLIC AGENDA

**Tuesday, April 16, 2019, to follow Committee of the Whole Budget Meeting**  
**Board Room**  
**Administration Building**  
**133 Greenbank Road**  
**Ottawa, Ontario**

	<b>Pages</b>
1. Call to Order - Vice-Chair of the Board	
2. Approval of Agenda	
3. Briefing from the Chair of the Board	
4. Briefing from the Director	
5. Delegations	
6. Matters for Action:	
6.1 Report 19-036 Purchase of New Portable Classrooms for 2020-2021 (M. Carson, ext. 8881)	1
6.2 Notice of Motion, Re: Establishment of Advocacy Committee as a Special Purpose Committee, Trustee Scott	5
7. Report from Statutory and Other Committees	
7.1 Audit Committee, 27 March 2019	7
7.2 Advisory Committee on Equity, 28 March 2019	13
Recommendation	
a. Funding to support mental health through an equity lens	
8. Information Items:	
8.1 Report from OPSBA	
a. Report from OPSBA Representatives (if required)	
b. Call for Nominations for OPSBA Elected Positions 2019	25

8.2 New Ministry Initiatives Update (if required)

8.3 OSTA Update (if required)

9. Long Range Agendas (April to June 2019)

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10. New Business - Information and Inquiries

11. Adjournment



## **COMMITTEE OF THE WHOLE**

### **Report No. 19-036**

**16 April 2019**

### **Purchase of New Portable Classrooms**

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

#### **PURPOSE:**

1. To obtain approval to purchase 20 new modular portable classrooms in order to provide the District with sufficient flexibility to accommodate student needs throughout the system.

#### **CONTEXT:**

2. Report No.18-087, Purchase of New Portable Classrooms, was presented to the Committee of the Whole on 18 September 2018. Board approval was received for the purchase of 20 new portable classrooms.

These additional units were required in order to ensure that the District would have a sufficient number of surplus portables available to meet expected needs for the 2019-2020 school year.

Acquisition of the newly constructed portables has been approved by the Ministry and is currently in progress.

In Report 18-087, staff indicated they would monitor the portable inventory and would report back to the Board in the future should that be necessary.

#### **KEY CONSIDERATIONS:**

3. Enrolment at both the elementary and secondary panels is expected to increase significantly for the 2019-2020 school year (a total of over 1,000 students).

The portable allocation process for the coming school year will commence on 17 April 2019 with principals submitting their requests. Staff estimates that the District will likely require the use of all available surplus portables in order to meet needs. Note that this count includes the new portable classrooms which will be arriving over the next few months.

The increases in enrolment which the District has been experiencing in recent years are forecast to continue beyond the upcoming school year and into the foreseeable future. This trend will generate a continuing need for additional temporary classroom accommodation.

Further to the submission of Report No. 18-087 in September 2018, staff has had time to examine in detail the age and condition of the existing portable inventory.

Over 70 % of the District's portable classrooms are in excess of 25 years old. Although annual maintenance and renewal assists in the continuing use of these portables, a number may have to be replaced in the coming years with newly constructed units.

Inquiries to the three coterminous school boards have confirmed that none have surplus portables available for purchase at this time. All of the boards responded that they are in a similar position to the OCDSB, either requiring all available portables or seeking the acquisition of additional new units.

Given the above, it is prudent for the District to begin moving forward with the acquisition of additional portables for the 2020-2021 school year and beyond.

It has been staff's experience recently that it has taken longer than expected to receive Ministerial approval for capital expenditures. This includes the most recent purchase of new portables approved by the Board in September 2018.

In order to ensure that accommodation needs are met in a timely fashion, staff is recommending the purchase of an additional 20 new portable classroom units at this time.

It should be noted that separate funding for temporary accommodation is provided by the Ministry based on average costs incurred over the three proceeding years. Under the model staff is projecting that the OCDSB will receive approximately \$900,000 for 2019-2020, most of which would be used for portable moves.

Staff has had discussions with Ministry staff regarding the need for the purchase of new portables and the funding mechanism. The recommendation is to fund their acquisition from capital reserves, subject to Ministry approval.

## **RESOURCE IMPLICATIONS:**

4. New modular portable classrooms include air conditioning and are estimated to cost \$155,460 per unit. This estimated figure excludes HST and any costs to prepare the site, provide service connections, and receive the portables. Additional administrative and permit fee costs, estimated at a total of \$20,000, can also be expected.

Based on the above, the purchase of 20 new portable units is estimated at a total cost of \$3,129,200 (plus HST) to be funded from capital reserves.

It should be noted that the latest cost estimate represents an increase from that which was used in September 2018. The updated figures reflect our most recent actual cost experience under the administered standing agreement.

It is staff's understanding that the higher overall prices for the new portables are a result of recent increases in the cost of materials and a requirement to construct the units to higher energy efficiency standards. New regulations have also required HVAC (heating venting and air conditioning) manufacturers to include more energy efficient systems in the new portables.

## **COMMUNICATION/CONSULTATION ISSUES:**

5. There are no communication or consultation issues associated with the recommendations contained in this report.

## **STRATEGIC LINKS:**

6. The purchase of new portable classrooms will ensure that students are provided with adequate access to required learning environments on site. This is consistent with the stewardship objectives contained in the 2015-2019 Strategic Plan.

## **RECOMMENDATION:**

THAT the purchase of up to 20 new modular portable classrooms, at a budgeted total cost of \$3,129,200 (excluding HST), be approved and funded from Capital Reserves, subject to Ministry approval.

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Michael Carson  
Chief Financial Officer  
(ext. 8881)

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board





To: Chair and Members  
Committee of the Whole

DATE: 16 April 2019

RE: Re-establishment of Advocacy Committee as a Special Purpose Committee

Trustee Scott has given notice that she intends to move as follows at the Committee of the Whole meeting of 16 April 2019:

WHEREAS the original 6 October 2015 discussion of the proposal to establish an ad hoc committee to develop an advocacy strategy contemplated the establishment of a permanent advocacy committee;

WHEREAS the need for advocacy may emerge for many different topics and at many different times in ways that could not reasonably be foreseen in the development of an initial advocacy position in any given year;

WHEREAS the need to assist and support the chair of the board to present positions and advocate on behalf of the district and its students may arise with minimal notice such that it would not be feasible to hold fulsome discussions of issues in a timely way at regularly scheduled Committee of the Whole and Board meetings;

THEREFORE be it resolved,

- A. **THAT the current Ad Hoc Committee to Develop an Advocacy Strategy be reconstituted as a Special Purpose committee to be known as the Advocacy Strategy Committee;**
- B. **THAT the membership of the Advocacy Strategy Committee comprise the chair and vice-chair of the board (ex officio) and up to four additional trustees;**
- C. **THAT the mandate of the Advocacy Strategy Committee be**
  - (i) **to develop an annual advocacy strategy for board approval;**
  - (ii) **to develop advocacy positions for board approval; and**
  - (iii) **to advise and support the chair on specific advocacy issues and key messaging as needed and in a timely way;**

- D. THAT the Advocacy Strategy Committee meet at least once annually and on an as-required basis at the call of the Chair of the committee or at the request of the chair of the board; and**
- E. THAT the current members of the Ad Hoc Committee to Develop an Advocacy Strategy appointed on 3 December 2018 be confirmed as members of the new Advocacy Strategy Committee for the term ending 30 November 2019.**

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

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Michèle Giroux  
Executive Officer  
Corporate Services

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



## AUDIT COMMITTEE REPORT (PUBLIC)

Wednesday, March 27, 2019

7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Sandra Schwartz (Trustee), Mark Fisher (Trustee), Keith Penny (Trustee), Annik Blanchard (External Member)

Staff and Guests: Camille Williams-Taylor (Director of Education), Michael Carson (Chief Financial Officer), Jan Mattingly (Risk Management Advisor, Consultant), Gord Champagne (Senior Regional Internal Auditor), Kevin Gardner (Manager of Financial Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Nicole Guthrie (Board/Committee Coordinator)

### 1. Call to Order

Chair Schwartz called the public session to order 7:03 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

### 2. Approval of Agenda

**Moved by Trustee Fisher,**

**THAT the agenda be approved.**

**Carried**

### 3. Delegations

There were no delegations.

### 4. Superintendent's Report

CFO Carson advised that the Ministry has recently announced changes to class sizes and funding and staff have been working with the information as it is released. The Board approved academic staffing at its 26 March 2019 meeting.

Chair Schwartz queried whether or not it is the intent of the province to manage the staffing losses due to changes in class sizes through attrition, CFO Carson responded that the province will adjust the staffing to the new average and will fund the difference and everything except the attrition. The Ministry has indicated the attrition funding will be phased out over four years.

## 5. Orientation to Audit Committee Presentation

### 5.1 Introduction of Genevieve Segu, Regional Internal Audit Manager

CFO Carson advised that the new Regional Internal Audit Manager, Genevieve Segu, was unable to attend due to illness. CFO Carson noted that Manager Segu was the former Manager of Internal Audit for Toronto Community Housing Corporation. CFO Carson anticipated that under her direction the Audit Plan may be revised. The presentation by Manager Segu will be added to the 22 May 2019 meeting of the Audit Committee.

## 6. Matters for Action

### 6.1 Review of Audit Committee Report

#### a. 21 January 2019

**Moved by Trustee Penny,**

**THAT the Audit Committee report dated 21 January 2019 be received.**

**Carried**

#### b. Business Arising

There was no business arising from the report.

## 7. Matters for Discussion

### 7.1 Report 19-016, Strategic Enterprise Risk Management Framework

Your Committee had before it Report 19-016, Strategic Enterprise Risk Management, providing information on the District's plans to implement a Strategic Risk Management (SERM) framework with the assistance of the Ontario School Board Insurance Exchange (OSBIE).

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

- A SERM framework will enhance the District's strategic planning and operational processes by minimizing its risk exposure;
- The framework is aligned with the International Standards Organization (ISO) 31000 model, customized for Ontario School Districts and supported by a toolkit and guide developed by Ontario School Boards' Insurance Exchange (OSBIE) and Council of School Business Officials of Ontario (COSBO);
- The SERM project plan will be conducted in two phases. It is anticipated that Phase 1 will be complete by the end of June 2019:

- Phase 1 deliverables include the completion of the SERM readiness assessment and the project plan for Phase 2 with expected implementation in the fall of 2019;
- The SERM framework will be tailored and scaled to the District's specific needs;
- The framework will assist in identifying key risks under a District-wide approach, consistent with a District-approved risk appetite policy and risk register;
- The District currently manages risk but does not have a formal framework or risk tolerance. Risk is viewed in varying ways across the District and it is the responsibility of all staff but direct responsibilities are unclear;
- In assessing readiness the District's current strengths and gaps will be analysed in comparison to an ISO 31000 standard;
- The ISO 31000 standard will help the organization advance a tailored approach to risk management;
- The introduction of the SERM framework will enable risks to be reviewed against objectives and key business processes;
- A goal of SERM is to ensure decision makers are comfortable with scaling the risk management process;
- SERM will assist the District in its ability to articulate the impact of Ministry and industry changes;
- Trustee Fisher expressed the view that risk and the staff evaluation of risk should be a part of reports provided to trustees. He commented that the work of the Board relates directly to the impact of decisions on student well-being and student learning and trustees must be aware of the risks. He highlighted the \$700 million backlog and the risk to sustainability targets and the building envelope;
- Trustee Fisher noted that risk extends to program delivery as well. Delays in assessment and referrals and access to technology create a risk to student achievement;
- Trustee Fisher commented on the importance of succession planning, noting the risks associated with managing people;
- The District does not control a large part of the budget and therefore it is a risk, unless other funding opportunities are investigated;
- In response to a query from Trustee Penny regarding the scalability of the process and its impact on staff, CFO Carson responded that staff understand the benefits to the organization and have discussed ways to ensure SERM is part of their current processes. Ms. Mattingly added that SERM will be scaled and incremental;
- In response to a query from Trustee Penny regarding the impact of SERM on trustees, Ms. Mattingly advised that communication of risk does not happen outside regular communication channels. Trustees can expect interaction on the matter of risk through the Audit Committee. As

readiness is assessed, the team can determine the extent to which the Board or Audit Committee would like to have input into decisions;

- Trustee Penny expressed the view that the Board should understand the risk involved in the decision especially in instances of significant expenditures or matters which impact the reputation of the Board;
- Trustee Fisher noted that the recent example involving the operational review of Learning Support Services, highlight the risks associated with the delivery of services;
- Chair Schwartz noted the Audit Committee members support of the audit committee serving as champions to assist in the success of the SERM project and implementation;
- Chair Schwartz commented on the importance of aligning the SERM with the 2019-2023 Strategic Plan;
- Chair Schwartz noted that reports often outline the financial implication of a recommendation but the other risks associated with the recommendation are missing. She added that the benchmarks have not been created internally to allow the Board to determine success in achieving goals;
- A complete understanding of risk and the improved monitoring of success factors would help the Board be more precise in its advocacy efforts;
- The RIAT will support the SERM framework and will be advising the committee as the process proceeds;
- Mr. Champagne noted that areas of high risk will be identified by the District and the RIAT can focus its resources on high risk initiatives;
- Chair Schwartz noted the importance of including key performance indicators to certain objectives within the Strategic Plan in order to report on progress; and
- An update on phase one of the SERM project will be provided to members at the 22 May 2019 Audit Committee meeting;

## 8. Information Items

### 8.1 Long Range Agenda

A draft long range agenda and work plan was provided for information. CFO Carson noted that the revised long range agenda was reworked to include all of the elements of the regulation to ensure the committee is meeting its requirements.

## 9. New Business

CFO Carson advised that the Ministry has announced their intention to review a centralized procurement initiative and the introduction of interim measures. The District has been advised that where possible, it not enter into contracts that extend beyond two years and to use either provincial vendors of record or Ontario Education Collaborative Marketplace (OECM) for any contracts over \$25,000, with the exception of construction projects. While a central purchasing group previously

existed, the system became cumbersome and school boards now use their own discretion, sharing on large contracts where applicable and appropriate.

CFO Carson noted that while OECM has improved, a centralized process will be difficult for some school boards to adopt. There may be some savings but it will require a significant investment in infrastructure.

Trustee Penny expressed the view that the Ontario Public School Boards' Association (OPSBA) may wish to provide comment to the Ministry on the initiative. CFO Carson advised that the Ministry will be engaging all stakeholders, including OPSBA.

Chair Schwartz commented that while there may be a financial incentive to participate, it could cost more for some products. She expressed concern over possible time delays owing to the submission of procurement rationale reports and a planned procurement report.

Construction projects above the \$25,000 threshold are exempt.

Trustee Fisher requested that an upcoming meeting of the Audit Committee provide members with an update on the work of the RIAT and how its work cycles back to the Ministry.

10. Adjournment

The public meeting adjourned at 8:03 p.m.

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Sandra Schwartz, Chair, Audit Committee





## ADVISORY COMMITTEE ON EQUITY

**March 28, 2019**

**6:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

- Members:** Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Jane Fjeld (Youth Services Bureau), Raigelee Alorut (Tungasuvvingat Inuit), Lisa Montroy (Family Services Ottawa), Ruth Sword (Spiritual Care in Secondary Schools)
- Non-Voting Members:** Tim Stanley (University of Ottawa), Jacqueline Lawrence (Equity and Diversity Coordinator)
- Staff and Guests:** Donna Blackburn (Trustee), Lynn Scott (Trustee), Chris Ellis (Trustee), Rob Campbell (Trustee), Sonia Nadon-Campbell (Special Education Advisory Committee), Sue Rice (Inclusive Safe and Caring Instructional Coach), David Wildman (Elementary Teacher's Federation of Ontario), Tsala Mosimakoko (Research Officer), Jean Goulet (Spiritual Care in Secondary Schools), Johanna Jackson Kelly (Instructional Coach), June Girvan (J'Nikira Dinqinesh Education Centre), Susan MacDonald (Superintendent of Instruction), David Sutton (OCDSB), Nicole Guthrie (Board/Committee Coordinator)

### 1. Welcome/Call to Order

Chair Hayles called the meeting to order at 6:07 p.m.

Diversity and Equity Coordinator Lawrence 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 Jane Fjeld,

THAT the agenda be approved.

Diversity and Equity Coordinator Lawrence suggested that item 5.2 become item 5.1.

**Moved by Jane Fjeld,**

**THAT the agenda be approved as amended.**

**Carried**

3. Community Voice (delegations)

There were no delegations.

4. Review of Advisory Committee on Equity Reports

4.1 Approval of the ACE Report - 25 October 2018

**Moved by Elaine Hayles,**

**THAT the Advisory Committee on Equity report dated 25 October 2018 be received.**

**Carried**

4.2 Approval of the ACE Report - 29 November 2018

**Moved by Elaine Hayles,**

**THAT the Advisory Committee on Equity report dated 29 November 2018 be received.**

**Carried**

4.3 Review of the Long Range Agenda

The long range agenda was provided for information.

4.4 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

5. Action/Discussion/Information Items

5.1 2019-2020 Budget Overview (M. Carson, ext. 8881)

Manager of Financial Services, Kevin Gardner, provided the committee with an update on the 2019-2020 Budget.

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

- An average daily enrollment (ADE) increase of 489 students has increased the Grants for Student Needs (GSNs) revenues for 2018-2019;
- Ten elementary teaching positions were added in 2018-2019;
- Growth at the secondary level in 2018-2019 was managed within the existing staff complement;
- The compensation differential for new teachers is projected to provide a savings of \$9.1 million in 2018-2019;

- Staff anticipate a surplus of \$2.8 million at the end of the 2018-2019 school year based on the revised estimates;
- Significant pressures to the 2019-2020 Budget include inflationary costs, new infrastructure to replace outdated equipment, professional development and staff replacement costs;
- Significant risks to the 2019-2020 Budget include Ministry funding reductions, the expiry of collective agreements, and the expiry of the Local Priorities Funding (LPF) which created numerous additional positions;
- Enrollment growth is expected to continue and staff anticipate over 1000 new students;
- The Board approved academic staffing on 26 March 2019. While not a part of the regular budget process, it represents \$550 million and covers the mandated staffing. Academic staffing must be approved by the end of March annually in order to meet contractual obligations to ensure staff are placed for the following school year;
- The Ministry has announced significant changes to class sizes at the secondary level which will impact funding;
- In 2018-2019 the District made the following equity investments:
  - \$280,000 was distributed to Resource Allocation Index based on Socioeconomics (RAISE) identified schools to support the unique needs of the school
  - An Indigenous support staff was added
  - Increased support to drug counselling
  - A \$60,000 investment to the RAISE high schools to help support homework programming and community health initiatives
  - A \$40,000 investment in Multicultural Liaison Officers (MLOs)
  - Additional support for the Breakfast Program
  - Increased translation services
- An update on the status of the GSNs will be provided at the 16 April 2019 Committee of the Whole Budget meeting.

Ms. Girvan commented on the concerns raised by students during the Black student forum on 25 March 2019. In particular, she noted that there were few Black males in the Mental Health and Self Care session. Black young women are very concerned about their male peers. Ms. Girvan noted that the school to prison pipeline will continue if Black male youth cannot access the mental health and wellness support they need. She stressed the importance of preventative work in the schools and queried whether or not the budget will address these vulnerable youth. She expressed the view that Black students are not receiving the financial support they need.

Manager Gardner advised that mental health is not his area of expertise. He noted that in 2018-2019 the funding for mental health increased and would benefit all students with needs.

Ms. Girvan expressed the view that the issue is a human rights violation and the issue is ongoing and she hoped the District would begin to address the matter within the budget.

Ms. Alorut recommended that Indigenous students also be included.

Moved by Jane Fjeld,

THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Metis and for male students of African descent.

In introducing the motion Ms. Fjeld advised that the needs of racialized students have been identified as a priority within the Ministry of Health.

Ms. Girvan stressed the importance of emergency interventions for the vulnerable populations noted in the recommendation. She added that the Federal Government has recently announced funding for mental health initiatives and that the District could explore possible partnerships.

Ms. Alorut expressed the view that Inuit history must be taught and must include an aspect of mental health. She stressed the importance of learning the Inuit language and culture. The Inuit population is growing in the City of Ottawa and students need to be more aware of the issues facing Inuit students, citing the high rate of suicide among youth in Nunavut.

Equity and Diversity Coordinator Lawrence suggested that Vice-Principal for Indigenous Education, Jody Alexander, or a member of her team attend a future meeting of ACE to discuss Indigenous student learning.

Dr. Stanley noted that Ottawa is one of the largest Inuit centres in the south and suggested that further to the recommendation the District explore ways of developing services that are sensitive to the specific needs of the Inuit community of Ottawa. Manager Gardner noted that the District works with and provides funds to Ottawa Inuit Childrens Centre.

Mr. Sutton suggested that through the budget process, ACE recommend the inclusion of sweated amounts of funding and resources allocated specifically to equity and social justice.

Mr. Brown queried how the budget relates to the strategic plan and how the budget aids in the goal of student achievement, especially as it relates to equity. Manager Gardner noted that the District invests in each of the five pillars, but it would be difficult to provide a dollar amount utilized specifically for equity noting that funding is spread out across multiple departments and programs to support student outcomes and many investments support multiple pillars. Manager Gardner added that

measuring the success of the strategic plan has been identified as a concern and will be addressed in the 2019-2023 Strategic Plan process.

Superintendent MacDonald noted that measurement reports do relate to the Strategic Plan as does the Director's Work Plan. Senior staff is contributing to the development of the draft 2019-2023 Strategic Plan. She noted that a key element of the discussions have focused on measurements and accountability to ensure the work envisioned through the strategic plan is realized.

Mr. Brown expressed the view that it is difficult to see how equity-based goals are being achieved within the budget.

**Moved by Jane Fjeld,**

**THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Metis and for male students of Black African descent.**

**Carried**

## 5.2 Report 19-019, Identity Based Data Collection (M. Giroux, ext. 8310)

Your Committee had before it Report 19-019 providing an overview of the plan for the collection and reporting of identity-based data. Joan Oracheski, Manager of the Research, Evaluation & Analytics Division and Research Officer, Tsala Mosimakoko provided the members with an update on the progress of identity based data collection.

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

- In 2017, the Province enacted the Anti-Racism Act. The Act seeks to eliminate systemic racism and advance racial equity supports in the province;
- The Act identifies students in four groups (Indigenous, Black, Jewish and Islamic) who have historically experienced systemic bias. The District has broadened the approach and the second phase of data collection will also include LGBTQQ+, South East Asian, socio-economically disadvantaged, disabled under the Accessibility for Ontarians with Disabilities Act (AODA) and newcomers;
- Data standards were provided to school boards and prescribe specific processes for collection and reporting;
- The Ontario Education Equity Action Plan outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms;
- The Equity Action Plan has four main areas of focus:
  - School and Classroom Practices;
  - Leadership, Governance and Human Resource Practices;

- Data Collection, Integration and Reporting;
- Organizational Culture Change
- The work of Identity Based Data Collection is being undertaken by a project team comprised of staff from several departments including Curriculum Services, READ, Communications and Business and Learning Technology (B&LT). The team includes the Diversity and Equity Coordinator and the Vice Principal of Indigenous Education. The team was established to oversee the project;
- Although the District received approval for the grant proposal, the funding from the Ministry was not released until December 2018 causing a delay in the project. Background work has been undertaken in the interim. The Ministry has approved a funding extension until the end of November 2019 which will permit the data collection planned for the fall of 2019;
- The District has communicated with the Ottawa Local Immigration Partnership (OLIP) to provide assistance with outreach to community organizations to facilitate and provide input into the focus group process;
- The focus groups, tentatively scheduled for May, will involve parents of students from kindergarten to grade six and students from grades seven through twelve. The intent of the focus group is to gather the range of experiences in the school system in order to highlight the systemic barriers and bias encountered as well as input into engaging specific communities during the collection of information phase;
- The District currently reports on a range of student data including achievement and suspension rates as well as reporting on the five groups identified in the current strategic plan. The current reporting structure will need to be aligned with the data gathered in the identity based data collection process. The calculations within the Ministry standards are specific and the READ team aims to include these into other reports;
- Trustee Ellis sought clarification on the funding extension, Manager Orcheski noted that the original proposal requested \$146,000 and received approval for \$103,000 in December. A revised proposal granted the District a total of \$151,000 for the project. A majority of the funding will be used for additional staff. She added that additional funds may be available to allow OLIP to acquire research and facilitation services using community partners;
- In response to a query from Trustee Ellis, Manager Orcheski responded that the project is funded through a Ministry transfer payment agreement which is in addition to the regular budget. The additional staff is contracted until the end of November. She could not comment on whether or not there was a request for additional project staffing in the 2019-2020 budget. She added that she is hopeful the

Ministry of Education's Education Equity Secretariat will add a second round of funding to support the ongoing work of analyses;

- Dr. Stanley queried the focus on the Southeast Asian community, Manager Oracheski noted that, at the provincial level, other Districts had identified this group as warranting further investigation. As District staff reviewed both Statistics Canada census data and data collected during the 2011 OCDSB Student Survey, the proportion of the population that self-identified as Southeast Asian was not as substantive as some other groups, and therefore the decision to include Southeast Asian as a separate group could not be justified. Manager Oracheski also noted that it is important to remember that there is intersectionality across each of the eight groups that will be invited to share their experiences, and that those who identify as Southeast Asian or in other ways may still have an opportunity to share their experiences through the focus group discussion if they also identify as one of the eight groups selected. Opportunity will also be afforded for all stakeholders to participate in the voluntary collection of identity-based data in the fall of 2019;
- Dr. Stanley queried whether or not more specific questions regarding Indigenous heritage would be added to validate results;
- The District works with a diverse range of community organizations and intends to engage representatives from these community partnerships. Within the focus groups, the District anticipates that parents and students will share experiences that point to systemic barriers and bias;
- The data standards explicitly identify data categories but boards can add their own questions;
- The District intends to undertake both a qualitative and quantitative approach. The information gathered from the focus groups will complement the quantitative data;
- Trustee Campbell requested the Ministry data standards be shared with ACE and the public;
- A provincial working group was created and the group has provided guidance and recommendations to the Ministry;
- While the Act and the standards provide the District with the authority to collect the data, provincial organizations are not mandated to collect until May of 2023 under the current standard. Manager Oracheski expressed the view that there may be an opportunity for a change to the standards but she could not be certain;
- Trustee Campbell commented that he is anxious to see the outcomes of the studies. He queried whether or not Board investment would speed up the process. Manager Oracheski noted that the Ministry funding is available until the end of November 2019 which coincides with the launch of the survey. The District is committed to reporting the

results of the survey utilizing the current complement of staff in the Annual Student Achievement (ASAR) in the fall of 2020;

- Ms. Nadon-Campbell expressed the view that requiring validation of Indigenous ancestry would be unwise. She added that those who self-identify Indigenous do so from a place of pride that stems from an unkind history;
- Ms. Mosimakoko noted that the data standard speaks to the self-identification of Indigenous and further discussion with the community during the focus group sessions is required in order to better understand and manage the issue;
- Ms. Alorut queried the matter of consent. Manager Oracheski noted that a passive consent process has been used by the District in the past which allowed parents to choose whether or not their child would participate. School boards who have already undertaken the data collection have used both active and passive consent. The District has not made a decision on which element of consent it will use and plans to liaise with the community on the subject;
- Chair Hayles stressed the importance of communication regarding data collection to ensure trust and participation. She noted it will be important that communities understand what the data collection is for and how it will be used. Manager Oracheski noted that the purpose of the data collection is to identify barriers and systemic bias in the system for the purpose of eliminating it. Owing to challenges with trust in the past, the District has partnered with OLIP to leverage their established networks to support the work;
- Chair Hayles expressed the view that many members of the Black community are not newcomers. Equity and Diversity Coordinator Lawrence noted that OLIP has a variety of partnerships with non-newcomer communities and that their reach into the Black community and others identified by the project is wide;
- In response to a query from Chair Hayles regarding the diversity of the project team, Manager Oracheski noted that the project team is comprised of staff. Many on the project teams have connections to partner organizations in the community. The team guides the process;
- The District has not yet identified the focus group participants and wants to ensure a range of experience is represented. Input from ACE members on groups that should be included in the focus groups may be forwarded to Manager Oracheski;
- Ms. Girvan expressed the view that the students involved in the Black Student Forum held on 25 March 2019 be invited to participate in the focus groups;
- Ms. Girvan queried how the District will deal with students with multiple identities, Manager Oracheski commented that there is a significant level of complexity and anticipates many focus group participants may

be representative of many groups. She added that the data collection process will afford a better opportunity to identify intersectionalities;

- In response to a query from Mr. Sutton, Manager Orcheski noted that the directive for the focus groups and the data collection is primarily focused on the student. She added that a natural progression of the work will be to evolve to staff, however, the current funding is provided for the collection of student-related data;
- The project team is finalizing specific timelines and details. It is anticipated that the qualitative phase will be completed before the end of June 2019 to ensure the data collection can begin in November 2019;
- Trustee Blackburn commented on the collection of data from the LGBTQ++ community and the intersectionality of LGBTQ++ with other identified groups. She expressed interest in the results of the focus groups and whether or not there is a general sense of homophobia and transphobia in the community. She noted that often, unlike other identified groups, school is a safe space for LGBTQ++ students;
- The District is also interested in gathering positive stories to help foster those ideas and lessons for use with other schools and students; and
- Updates on identity based data collection can be provided to ACE through the department update.

### 5.3 Equity Resources

Equity and Diversity Coordinator Lawrence noted that details on the equity resources by a particular group (e.g. LGBTQ++, Indigenous, Black, etc.) will be provided at a future meeting.

### 5.4 ACE Membership Update

Diversity Coordinator Lawrence advised that she was working with the Communications department on the membership campaign. She will provide members with the invitation when complete and encouraged them to share the invitation with their communities.

Ms. Fjeld volunteered to sit on the membership sub-committee.

Mr. Brown volunteered to sit on the membership sub-committee as a community representative.

### 5.5 ACE Interim Chair and COW Representative

Chair Hayles and Harvey Brown agreed to be the Committee of the Whole representative and alternate respectively.

Trustee Ellis stressed the importance of finalizing the ACE membership.

Chair Hayles expressed the view that the issue with committee membership is the meeting location, noting that the administration building

at 133 Greenbank Road is a challenge to access. She suggested that potential members may be wary to apply as a result. She expressed the view that ACE meetings should be in a more central location and requested it be added as an agenda item for the next meeting.

Trustee Scott agreed to address the matter of meeting location with the Director of Education.

Chair Hayles agreed to Chair the meetings for the balance of the year.

## 6. Department Update

Superintendent MacDonald advised of the following Ministry of Education changes to education funding and policies:

- Grades 9-12 average class size requirements have been adjusted from 22 to 28, with a board wide average of 28;
- All secondary students will be required to complete a minimum of 4 e-learning credits to graduate. These changes will take effect in 2020-2021;
- Hiring practices, specifically practices in relation to Regulation 274/12, will continue with a view to ensuring a framework where principals are able to hire qualified teachers based on merit and suitability for position;
- An amendment to the Provincial Code of Conduct to prohibit cell phone use in schools during instructional time effective September 2019;
- The “modernization of EQAO and its processes while using data to build better assessment and evaluation models that have a greater focus on equity”;
- A new 4 year math strategy which will include a new curriculum focused on basic concepts and skills;
- Legislation to require teachers to pass a math content knowledge course prior to entering the classroom/being certified by Ontario College of Teachers;
- A revised mandatory Career Studies course in grade 10 beginning in September 2019;
- A revised Business Studies and Computer Studies curriculum expected in 2020;
- An increased emphasis on Specialist High School Majors and experiential learning;
- New financial literacy elements added to the Grade 10 Career Studies course for implementation in September 2019;
- A revised First Nations, Metis and Inuit Studies curriculum for grades 9-12 for implementation in September 2019;
- A revised elementary curriculum with age appropriate elements of the Health and Physical Education curriculum will be implemented in September 2019; and
- A new digital curriculum platform beginning in September 2019.

In response to a query from Ms. Nadon-Campbell regarding whether or not the Indigenous Education Advisory Council will have input on the revised Indigenous studies curriculum, Superintendent MacDonald noted that the curriculum is developed at the provincial level. The District is responsible for the implementation. She advised that questions regarding the development of the curriculum be directed to the Ministry. She noted that the Ministry draws upon the expertise across the province in terms of curriculum development. Superintendent MacDonald noted that she would bring the question to the attention of Jody Alexander for discussion at a future meeting of ACE.

Superintendent MacDonald advised that there are still opportunities to work with the community on the implementation of the curriculum and the ways it can be brought to life in the classroom.

In response to a query from Trustee Campbell, Superintendent MacDonald noted that the District often takes a leadership role and leverages both professional development and its many partnerships to enhance and supplement the curriculum in a culturally sensitive manner.

Instructional Coach Rice noted that there has been a close collaboration with Indigenous community members on the implementation and supplementation of the new curriculum. Elders have provided their input;

Mr. Sutton advised that despite the curriculum being developed at the provincial level, locally administrators and teachers have an opportunity to make recommendations and bring the people and the resources into the classroom to make it local;

Superintendent MacDonald noted that the Ministry Hiring Practices consultation is ongoing and that members have an opportunity to participate. She noted the importance of ACE having an opportunity to discuss the questions and provide a collective response to the Ministry.

Trustee Ellis requested that the link to the consultation be provided to ACE members.

Mr. Wildman expressed the view that the proposed changes will have a negative impact on Occasional Teachers and will further increase their exodus.

Diversity and Equity Coordinator Lawrence noted that the culturally relevant pedagogy team has conducted training with school staff to prepare for Identity Based Data Collection. Training has also been conducted with Learning Support Services (LSS), MLO's as well as principals and vice principals to ensure the application of the diversity, equity and inclusion lens is a key part of the work of the district.

Diversity and Equity Coordinator Lawrence advised that a web-based training module for diversity and unconscious bias is being developed and will be

provided for all staff in an effort to build the District's capacity to deliver services effectively to diverse populations.

Diversity and Equity Coordinator Lawrence noted that the Black Student Forum was held on 25 March 2019 and over 260 students, staff and community representatives were in attendance. Chair Hayles requested more information on the Black Student forum at the 24 April 2019 meeting.

## 7. Committee Reports

### 7.1 Committee of the Whole

There was no report.

## 8. New Business

Trustee Ellis noted that he attended primary, intermediate and junior assemblies at Featherston Drive Public School. The assemblies were in response to the shooting in Christchurch New Zealand. Staff and Parent Council felt compelled to act in the wake of the tragedy with a message of hope and to help discourage anti-Muslim sentiment.

Mr. Sutton advised that ACE continue to be mindful of the staff that work to support the diverse students of the District.

Ms. Girvan queried the Board's intent with its adoption of a motion in support for the UN Declaration regarding the International Decade for People of African Descent. She requested that it be discussed at a future meeting of ACE.

Mr. Brown stressed the importance of sharing the ACE agenda with organizations that have provided community voice.

## 9. Adjournment

The meeting adjourned at 8:46 p.m.

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Stacey Ann Morris, Chair, Advisory Committee on Equity

## Call for Nominations for OPSBA Elected Positions 2019

The OPSBA 2019 elections will be held as part of the Annual General Meeting (AGM) which takes place from July 4-7, 2019 in Toronto. OPSBA is looking forward to welcoming you to OPSBA's 31th Annual General Meeting.

**All nominations received by the nomination deadline of 4:30 p.m. on Tuesday, June 4, 2019, will be published in the OPSBA Election Handbook**

### *Executive Positions*

Positions to be decided through the election process at the Annual General Meeting and at the accompanying regional meetings are as follows:

- President;
- First Vice-President;
- Second Vice-President;
- Vice-President/Chair and Vice-Chair of each of the five OPSBA regions: Central East, Central West, Eastern, Northern, and Western.

**Please note the following important guidelines if you are considering running for President, First Vice-President, Second Vice-President or Regional Vice-President**

- The **deadline** for nominations for these Executive Council positions is 30 days prior to the AGM where the elections will be held. This means that nominations for President, First Vice-President, Second Vice-President and the Regional Vice-Presidents must be received at the OPSBA office by **4:30 p.m. on Tuesday, June 4, 2019 – the nomination deadline.**
- If a candidate is interested in **standing for more than one** of the above-noted positions, the candidate must declare his or her interest in each respective position **by the nomination deadline.** This is very important, as there is **no opportunity for "dropping down"** on the day that elections are held at the AGM (i.e., being considered for another of these positions if a candidate is unsuccessful for the first). Nominations are only accepted from the floor of the AGM if no advance nomination has been received for the position of President, First Vice-President and Second Vice-President.
- As well, nominations for **Regional Vice-President** for each of the five regions must be submitted by the **same deadline— June 4.** Nominations will ONLY be accepted from the floor of each Regional Council election meeting if no nomination for that Region's Vice-President position has been received in advance.

### ***Nominations for Regional Vice-Chairs and Members of Core Issue Work Groups***

- The nomination and election process for the position of Regional Vice-Chair (alternate to the Regional Vice-President) or representatives on the Work Groups (Education Program and Policy Development) permits nominations to be taken from the floor of the Regional meeting. However, advance nominations and bios for these positions are encouraged as those provided by June 4, 2019 will be included in the AGM Election Handbook which is distributed to boards and voting delegates prior to the election. The nominee information will also be posted on the OPSBA website.
- There is a requirement that candidates for the position of Regional Vice-Chair must be a confirmed member of the incoming Board of Directors. Prior to holding the election of the Regional Vice-Chair, each Board's Voting Delegate will be asked to confirm their board's appointment(s) to Board of Directors to ensure candidates qualify to stand for election.

### ***Nominations, Nomination Forms and Biographies***

- The 2019 Election Nomination Form, as well as the OPSBA Roles and Responsibilities Guide are available online.
- Nominations can be made by any trustee from a member board in good standing once they have confirmed the nominee is willing to stand for the elected position.
- Trustees running for election are asked to ensure that their nomination form and a brief biography, in an electronic format, are submitted to the OPSBA office no later than end of day **Tuesday, June 4, 2019**. A biography should be no longer than one page in length (for consistent formatting) and include the candidate's photograph. This information will be printed in the AGM Election Guide, which is distributed to member boards so they can review the slate of candidates running for various positions and provide guidance to their voting delegates.
- Information on the candidates running for the various positions will also be posted on the OPSBA website after the nomination deadline.

### ***Confirmation of Board of Directors Members and Elections to Core Issue Work Groups***

- At the Regional meetings held during the Annual General Meeting and Conference, member boards confirm their Board's member (and alternate) to OPSBA's Board of Directors for the 2019-2020 term.
- School authorities have an opportunity to elect one representative to the Board of Directors at a specially convened meeting of district school area boards at the AGM.
- The Indigenous Trustees' Council members meet at the AGM prior to the regional meetings in order to elect their representative on the Board of Directors.

- Confirmation is received in writing prior to the AGM from the group of treatment center school authorities naming their representative and alternate on the Board of Directors for the upcoming year.
- During the Regional Meetings, each region holds elections to choose their members and alternate members to the Education Program and Policy Development Core Issues Work Groups for 2019-2020. Northern Sub-Region East and Northern Sub-Region West each elect one representative and one alternate to the two work Groups.

*For more information: Jane Hayes, Executive Coordinator, ext.108; or [webmaster](#)*



# N O M I N A T I O N F O R M



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

## ELECTION NOMINATION FORM 2019

I hereby nominate \_\_\_\_\_, a Trustee with  
the \_\_\_\_\_  
(Name of District School Board/School Authority) (Region)

For the Position(s) of:

### Executive Officers

- ☐ President\*
- ☐ First Vice-President\*
- ☐ Second Vice-President\*

\* Please indicate ALL Executive Council positions: (President, First Vice-President, Second Vice-President or Regional Vice-President), that the candidate is interested in standing for, as there is no 'dropping down' permitted at election time.

### Regional Positions:

- ☐ Regional Vice-President/Chair\*
- ☐ Regional Vice-Chair\*\*

\* Candidates running for the position of Regional Vice-Chair must be trustees appointed to serve on the incoming Board of Directors.

\*\*Nominations may also be taken from the floor of the regional meeting for vice-chair and work group positions.

### Core Issue Work Groups:

- ☐ Education Program - Member
- ☐ Education Program - Alternate Member
- ☐ Policy Development - Member
- ☐ Policy Development - Alternate Member

Nominated by (Please print): \_\_\_\_\_

District School Board/School Authority: \_\_\_\_\_

Signature of Nominator: \_\_\_\_\_

N.B. Nomination deadline for table officers and regional vice-president positions is June 4, 2019.

Please submit nomination forms and the candidate's one-page bio with a photo to Jane Hayes, Executive Coordinator at [jhayes@opsba.org](mailto:jhayes@opsba.org).

Election  
of  
Officers

July 4-5,  
2019





ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

# OPSBA

## Roles & Responsibilities

### 2019 Guide



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***OPSBA Positions***

***Executive Council Positions***

***Director and Alternate Director***

***Voting Delegate & Alternate Voting Delegate***

***Core Issue Work Groups & Alternates***

***Ad Hoc Work Groups***

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# Introduction

*In establishing OPSBA, every effort has been made to provide a fair and equitable representation through the Regions, through the Board of Directors and various work groups. The strength of OPSBA lies in the Association's ability and willingness to recognize and support the various interests of the Member Boards of all sizes from all Regions of the province.*

*This document provides a summary of the key roles and responsibilities of the Board of Directors, the Executive Council, the Core Issue Work Groups/Ad Hoc Work Groups, the elected officer positions, Directors and Delegates as well as Alternates.*

*Trustees should consider taking an active role in the Association, to help shape the direction of education in Ontario and to represent OPSBA and the public education agenda to Government and Legislative Committees.*

## The Board of Directors

**The Board of Directors is the principal source of policy and political direction and the major decision-making body of the Association. This group manages the affairs of the Association and consists of the following:**

President  
First Vice-President  
Second Vice-President  
Immediate Past President  
Five Regional Council Chairs/Vice Presidents  
Enrolment Vice-President  
Member Board Directors

### MEMBER BOARD DIRECTORS

- Each member district school board is entitled to appoint at least one trustee to the Board of Directors.
- The group of school authorities in Northern Region are entitled to elect one trustee to the Board of Directors as their representative.
- The group of combined educational and treatment centre boards is entitled to elect one trustee to appoint as their representative to the Board of Directors. Directors are appointed for a one-year term and are eligible for re-appointment.
- The group of Indigenous Trustees is entitled to appoint one trustee as their representative to the Board of Directors.

### ALTERNATES TO THE BOARD OF DIRECTORS

- Each school board or group entitled to appoint a Director as listed above may also appoint an Alternate Director to act in the absence of their Director as required

### THE BOARD'S RESPONSIBILITIES INCLUDE:

- Serving as the principal source of policy and political direction and the major decision-making body of the Association with leadership from Executive Council and input from its other advisory bodies between Annual General Meetings
- Approving amendments to the Constitution and By-laws prior to confirmation of such amendments by the membership at the Annual General Meeting
- Appointing an external Auditor, if vacancy occurs between meetings of the AGM
- Approving budgets, establishing membership fees
- Bestowing OPSBA Honorary Life Membership
- Appointing liaison members to the Core Issue Work Groups, as required
- Establishing Ad Hoc Work Groups as required, which include, where appropriate, representatives from OPSBA's five Regions
- Other responsibilities as adopted by the Board of Directors from time to time

### THE BOARD OF DIRECTORS MEET:

- Customarily four times a year
- At the call of the President
- On the written request of 10 of its members

***N.B: The Association pays the travel and accommodation costs for all Members of the Board of Directors when attending meetings of the Board. Alternate Directors will have their expenses paid ONLY when replacing an absent Director at meetings of the Board. (Guidelines on the back of the expense form.)***

## Executive Council

**The Executive Council is composed of the Officers of the Association.**

**THE EXECUTIVE COUNCIL IS RESPONSIBLE FOR:**

- Co-ordinating the Association's affairs
- Managing property and funds
- Assigning of priority to issues for OPSBA work (subject to any regulations or restrictions which the Board of Directors may from time to time impose)
- Providing policy and advice/political direction
- Acting as the labour relations steering committee
- Transacting required business between meetings of the Board of Directors
- Other responsibilities as approved by the Board of Directors from time to time
- Vice-Chairs of the Regional Councils serve on Executive Council in the absence of the Vice-President/Chair of the Regional Council

**The Executive Council cannot act on any of the following matters which are the sole responsibility of the Board of Directors. These include:**

- Submitting to the Member Boards any matter or question requiring the approval of the Member Boards
- The appointment or removal of the President, Vice-Presidents and Executive Director
- Filling vacancies on the Board of Directors or in the office of the Auditor between Annual General Meetings
- Approving the annual budget and financial statements
- Amending by-laws
- Bestowing OPSBA Honorary Life Membership
- Approving of establishment of Work Groups

**THE EXECUTIVE COUNCIL MEETS\*:**

- Generally once a month or, at any time on the direction of the President or Chair of Executive Council
- At the written request of any four of its Members

\*Please note: Serving in a position on Executive Council requires a time commitment of approximately 12 full days per year.

***N.B.: Travel and accommodation costs will be paid by OPSBA for Members of the Executive Council when attending meetings of the Executive Council. A small honorarium is paid to Executive Council members in recognition of the additional time commitment.***

## Officers of the Association

THE OFFICERS OF THE ASSOCIATION ARE:

**President**  
**First Vice-President**  
**Second Vice-President**  
**Immediate Past President**  
**Five Regional Council Chairs/Vice-Presidents**  
**Enrolment Vice-President**  
**Secretary (Executive Director)**

### **The Role of the President or Designate**

- Presides at all general meetings of the Association and at the Board of Directors
- Responsible for general supervision of the Association's affairs
- Ex-officio member of all committees/work groups
- Acts as the spokesperson for the Association

### **The Role of the First Vice-President**

- Preside at meetings of the Board of Directors in the absence of the President
- Chair the Executive Council meetings and report on its behalf to the Board of Directors (this responsibility is alternated with the second vice-president)
- Represent the Association in the absence of the President, as required
- Any other duties as determined by the President

### **The Role of the Second Vice-President**

- Chair the Executive Council meetings and report on its behalf to the Board of Directors (this responsibility is alternated with the first vice-president)
- Represents the Association as required by the President
- Any other duties as determined by the President

### **The Role of the Regional Council Chairs/Vice-Presidents**

- Provide sound judgement on provincial issues at Executive Council meetings
- Serve as Chair of their Regional Council
- Chair Regional Council meetings
- Ensure regional concerns are explored at Regional Council Meetings and are presented to Executive Council and the Board of Directors
- Assess professional development and information needs for the Region and provide leadership in helping OPSBA meet those needs
- Help enhance Member Board commitment to OPSBA through liaison activities:
  - Ensure feedback from Region on OPSBA policy issues and directions
  - Encourage liaison work among all Member Boards
  - Ensure that Boards in a Regional Council are kept fully informed of OPSBA activities through the Delegate and Board of Directors Members

**The Role of the Regional Council Vice-Chairs**

- Replace the Regional Council Chair/Vice-President when absent or as required at Regional Council Meetings
- Replace the Regional Council Chair/Vice-President when absent from Executive Council meetings
- Attend Board of Directors and other meetings for the Association, as required, as an appointed Member Board Director

**The Role of the Enrolment Vice-President**

- Provide sound judgement on provincial issues at Executive Council and Board of Directors meetings
- Any other duties as determined by the President

## **Directors and Alternate Directors**

### **DIRECTORS:**

- Attend Board of Directors' meetings and ensure their board's concerns are presented to the Regional Council Chairs/Vice-Presidents and the Board of Directors
- Vote on certain collective bargaining matters such as the ratification of a memorandum of settlement of central terms during bargaining years in accordance with the School Boards Collective Bargaining Act (SBCBA)
- Provide in camera updates to their boards, as appropriate, on bargaining matters
- Provide an opinion which he/she believes would reflect the general feeling of the board being represented at any Board of Directors meeting
- Help build Member Board commitment to OPSBA through liaison activities and information sharing with other trustees and Member Boards
- Keep senior administration informed of OPSBA issues, sharing available reports and position papers
- Ensure that their District School Board, group of school authorities, treatment centre boards, or First Nation trustees they represent are kept fully informed of OPSBA activities
- Ensure that OPSBA is kept informed of School Board needs, important issues and events

Enhance communication between the Board and OPSBA by:

- Providing, on a regular basis, via a regular board agenda item, a report on Board of Directors meetings, conferences attended and key issues discussed at these events
- Ensuring that their Board responds to action requests for information
- Ensuring that their Board has the best possible participation in OPSBA policy positions by encouraging the Board to respond to OPSBA issues and discussion papers
- Ensuring that the OPSBA office is advised of any changes in positions at the Board, e.g. Chairperson, Director, Delegate, Director of Education, address changes, other senior staff and representation changes

### **ALTERNATE DIRECTORS:**

- Replace Directors absent from Board of Directors' meetings
- May attend meetings of the Board of Directors, but vote ONLY when replacing their board's absent Director

***N.B.: The Directors that are appointed/elected to represent a group of boards or Indigenous Trustees (school authorities, school treatment centres or First Nation) have similar responsibility to those listed above, but should endeavour to represent the views of the group rather than one member board.***

## Delegates and Alternate Delegates

### THE DELEGATE:

- OPSBA Delegates work co-operatively with the OPSBA Directors to represent their Boards' interests at OPSBA and act as OPSBA liaison at their Boards, and therefore should make every effort to be *knowledgeable of*:
  - The issues currently under discussion at OPSBA
  - The position of OPSBA on these issues
  - The position of his/her own Board on these issues
  - Be familiar with the full range of services that are available from OPSBA for trustees and administrators and encourage the maximum use of OPSBA services
- *Represent his/her Board*: within the Region, to ensure that his/her Board's position and views on OPSBA policy development and direction is shared within the Region
  - At the meetings held by the Regional Council
  - As the Voting Delegate at the Annual General Meeting and Elections of OPSBA Officers
  - By ensuring that the Alternate Delegate is present if the Delegate cannot attend the above
- Be prepared to respond to an issue which may arise for the first time at any regional/general meeting. The Delegate should be prepared to provide an opinion which he/she believes would reflect the general feeling of the Board being represented. If it is a personal opinion that is being shared, it is important to acknowledge that and subsequently to confirm it with his/her Board
- Seek out opinions of other Delegates at Regional Council and Annual General Meetings about issues of local concern so that the Delegate is prepared to vote on issues at the meeting with the broadest knowledge base possible
- Ensure that his/her Board is informed of OPSBA issues and activities

### ALTERNATE DELEGATE:

- Be aware of the role of the Delegate
- Be prepared to replace the Delegate when necessary and represent his/her Board:
  - Within the region
  - At the meetings held by the Regional Council
  - At the Regional Council Meeting and Elections held at the Annual General Meeting
  - As the Voting Delegate at the Annual General Meeting and Elections of OPSBA Officers

***N.B.: Member Boards may choose to appoint trustees other than the Director or Alternate Director to serve as their Delegate/Alternate Delegate to Regional Council and as Voting Delegate/Alternate at Annual or General Meetings.***

## Core Issue Work Groups/Ad Hoc Work Groups

### CORE ISSUE WORK GROUPS:

- The number of work groups and the membership is established each year by resolution of the Annual General Meeting based on recommendations from the Board of Directors and OPSBA budgetary considerations
- Work groups reflect the association's focus and annual priorities and are established in general areas such as (examples only): finance, legislation, education program and curriculum, labour relations, communications and public relations, etc.

### MANDATE:

To advise the Board of Directors through Executive Council on matters falling within the areas of responsibility of each Core Issue Work Group.

- Composition of Core Issue Work Groups
  - Members and Alternate Members will be appointed to the work groups as directed by resolution of the Annual General Meeting
  - Any trustee from a Member Board in the Region will be eligible to serve on a work group
  - Any elected or appointed Indigenous trustee will be eligible to serve on a work group as the Indigenous trustee representative
  - The Board of Directors will appoint one Member of Executive Council to each work group as a liaison member
- Core Issue Work Groups terminate
  - By resolution of the Board of Directors or Executive Council
  - At the next Annual General Meeting of the Association
- Trustee membership in a Core Issue Work Group terminates automatically if an appointed Member fails to attend three consecutive meetings of the Core Issue Work Group, unless otherwise decided by resolution of Executive Council
- The term, mandate and membership of each Core Issue Work Group will be established each year through the Annual General Meeting based on recommendations from the Board of Directors with input from Executive Council
- Core Issue Work Groups report through Executive Council to the Board of Directors
- **QUORUM:** The quorum for each Core Issue Work Group meeting shall be a simple majority of the Members of the Core Issue Work Group

### MEMBER OF WORK GROUPS:

- Attend Work Group meetings or participate in electronic meetings as representatives of their Regions or Indigenous Trustee Council
- Should a member of the Work Group be unable to attend a meeting, they should contact their Alternate Member of the committee in order that the Alternate may make arrangements to attend in their place
- Should be prepared to provide an opinion on an issue being discussed which he/she believes would reflect the general views of the boards being represented from their Region. He/she should be prepared to liaise on an issue with members of their Region should the need arise.
- Indigenous Trustee representatives should provide an opinion on an issue being discussed which he/she believes would reflect the views of OPSBA's Indigenous trustees. He/she should be prepared to liaise on an issue with members of the Indigenous Trustee Council as the need arises.
- Ensure that OPSBA positions receive the broadest input from members by encouraging response to OPSBA request for information and discussion papers that are circulated for input

**ALTERNATE MEMBER OF WORK GROUPS:**

- Be aware of issues under discussion at upcoming meetings and be prepared to attend and participate in work group meetings should the Alternate be contacted by the member of the Work Group who is unable to attend
- The Alternate member of the Work Group attends meetings only when the Member of the Work Group is unable to attend.

\*\* There are a minimum of two meetings of the Work Groups annually. However, additional meetings via teleconference or Adobe Connect are sometimes required.

**AD HOC WORK GROUPS:**

The Board of Directors or the Executive Council may from time to time appoint Ad Hoc Work Groups as they deem expedient for the purpose of advising the Board of Directors or the Executive Council. When appropriate, such Ad Hoc Work Groups shall include representatives from all Regional Councils.

The Board of Directors or the Executive Council (as the case may be) shall determine the jurisdiction, responsibilities and rules of procedure of each Ad Hoc Work Group. Each Ad Hoc Work Group shall report to the Board of Directors or the Executive Council (as the case may be).

## LONG RANGE AGENDA

April 2019

Committee of the Whole	Trustee PD Session	COW Budget	COW	Board	Trustee PD Session	Statutory Committees
02 April 2019	April 11	16 April	16 April	23 April	30 April (tbc)	
<b>Action</b>	<b>Discussion</b>	<b>Discussion</b>	<b>Action</b>	<b>Action</b>	<b>Discussion</b>	<b>SEAC - 10 April</b>
	Strategic Plan	Budget Update	Notice of Motion, Trustee Scott re Establishment of Advocacy Committee as a Special Purpose Committee	Reports from COW	Strategic Plan	Location of Specialized classes
Base Rates for Third-Party Providers		2018-2019 Updated Financial Forecast (as of February)	Purchase of New Portable Classrooms for 2020-2021	SEAC membership, addition of VIEWS		Operational Review for Identification, Placement and Assessment of Special Education Students
						Integration and Support for Special Education Students
<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>		<b>PIC - 17 April</b>
				Report from OPSBA Representatives (If required)		Community Rep appointments
Employee Well-Being: Promoting a Healthy Workplace (SBCI Data)						PRO Grant Application
Operational Review for Identification, Placement and Assessment of Special Education Students						Parent Conference Planning
			<b>Reports from Statutory Committees</b>	<b>Monitoring Items:</b>		School Website Survey
<b>Reports from Statutory Committees</b>			ACE 28 March	Board Work Plan		
SEAC March 6			Audit 27 March			<b>Audit - 25 April</b>
						No Meeting
<b>Information Memos</b>			<b>Information Memos (continued):</b>			
P/VP Transfers			Summer Work in School Buildings			
			Grants for Student Needs			
Updated 3 April 2019						

LONG RANGE AGENDA					
May 2019					
Committee of the Whole	COW Budget	Committee of the Whole	Board	COW Budget	Statutory Committees
7 May (Special Board to follow if required)	May 13	21 May	28 May	May 29	
<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>SEAC - 15 May</b>
Revisions to Policy P.073. GOV Board Member Code of Conduct	Presentation of 2019-2020 Staff Recommended Budget		Reports from COW	Delegations Meeting	Strategic Plan (Draft)
			Approval of Board recommendation to the Ministry consultation (Hiring practices and Class size)		Interest Academy Pilot Project for Elementary Gifted Program Delivery
					Empower Reading Update
<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>		<b>PIC - 8 May</b>
Indigenous Education Report		Update on Amalgamation of Rideau HS and Gloucester HS	Report from OPSBA Representatives (If required)		Draft PIC Annual Report
Strategic Plan (Draft)		Student Suspensions			Finalize PIC Regional PRO Grant Application
					Planning for 2019 2020 School Year
<b>Reports from Statutory Committees</b>		<b>Reports from Statutory Committees</b>	<b>Monitoring Items:</b>		Strategic Plan (Draft)
SEAC 10 April		PIC 17 April	Board Work Plan		
		ACE 25 April			<b>Audit - 22 May</b>
		IEAC 18 April			
<b>Information Memos</b>		<b>Information Memos (continued):</b>			Student/Visitor Incidents Reported to OSBIE
Student Suspension Memo		Student Trustee Election Results for 2019-2020			District Property and Liability Insurance Coverage
Budget Questions and Answers		Student Transfer Memo			2018-2019 Updated Financial Forecast (as of February)
<b>Updated 9 April 2019</b>					

## LONG RANGE AGENDA

June 2019

COW Budget	Special Board if required	Committee of the Whole	COW Budget	Special Board if required	COW Budget	Special Board if required	Committee of the Whole	Board Monday	Statutory Committees
3 June 2019	3 June 2019	4 June 2019	10 June	10 June	17 June	17 June	18 June	25 June	
Action	Action	Action	Action	Action	Action	Action	Action	Action	SEAC - 12 June
	Approval of 2019-2020 Budget	Receipt of Advisory Committee Annual Reports: Arts, Equity, Alternative Schools, PIC, EDP/Child Care, IEAC	Approval of 2019-2020 Budget	Approval of 2019-2020 Budget	Approval of 2019-2020 Budget	Approval of 2019-2020 Budget	Approval of Special Education Plan	Reports from COW	Approval of Special Education Plan
		2019-2023 Strategic Plan					OCDSB EDC By-law No. 01-2019 Amendment Adoption		
		New Fernbank ES Attendance Boundary and Opening Grade Structure							
Discussion		Discussion	Discussion	Discussion	Discussion	Discussion	Discussion	Discussion	PIC
Delegations/ Debate Commences		50/50 Kindergarten Monitoring Report	Delegations/ if required/ Debate continues		Debate continues, if required		Presentation on Student Bus Transportation	Student Trustees' Report	No Meeting
							2018-2019 Updated Financial Forecast (as of April)	Report from OPSBA Representatives (If required)	
		Reports from Statutory Committees					Reports from Statutory Committees		
		SEAC 15 May					Audit 22 May		
		IEAC 16 May					ACE 23 May	Monitoring Items:	
		PIC 8 May					IEAC 18 April	Board Work Plan	
Information Memos					Information Memos (continued):				Audit
2019-2020 Board Meeting Calendar									No Meeting
Board Motion Tracking Update									
Student Suspensions									
Updated 2 April 2019									
Future Items									
Implementation of 50/50 Bilingual Kindergarten Program (fall 2019)									
Presentation on Student Bus Transportation (November)									