




OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Camille Williams-Taylor
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, 23 April 2019

6:30 p.m. In Camera

7:00 p.m. Public Meeting
Please Note Time

Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

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

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, April 23, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Report from the Board (In Camera)	
4. Briefing from the Chair of the Board	
5. Briefing from the Director	
6. Delegations	
7. Matters for Action	
7.1 Confirmation of Board Minutes, 26 March 2019	1
7.2 Business Arising from Board Minutes	
7.3 Receipt of Special Committee of the Whole Report, 26 March 2019	31
<i>Recommendation dealt with at Board meeting of 26 March 2019</i>	
7.4 Receipt of Committee of the Whole Report, 2 April 2019	37
Supplemental Information: Memo 19-060 Employees with Zero Sick Days Reported in 2018-2019	
<i>Recommendation</i>	

- a. Base Rates for Third-Party Providers

7.5	Receipt of Committee of the Whole Report, 16 April 2019	51
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Recommendations

- a. Purchase of New Portable Classrooms
- b. Re-establish the Ad Hoc Advocacy Committee as a Special Purpose Committee
- c. Support for Mental Health through an Equity Lens

7.6	Receipt of Ad Hoc Code of Conduct Committee Report, 1 April 2019	67
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No Recommendations

7.7	Non-Consent Items	
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7.8	Report 19-049, SEAC Policy Revision - Appointment of Association and Associated Representatives (M. Giroux ext. 8310)	71
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8. Matters for Discussion

- 8.1 Report from OPSBA Representatives (if required)

9. Matters for Information

10. New Business -- Information and Inquiries

11. Adjournment



BOARD PUBLIC MINUTES

Tuesday, March 26, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees: Donna Blackburn, Christine Boothby (electronic communication), 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 of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Olga Grigoriev (Superintendent of Instruction), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Field Services), Pamela LeMaistre (Manager of Human Resources), Katrine Mallan (Manager of Board Services), Karyn Carty-Ostafichuk, (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Charles D'Aoust (Coordinator, Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Sharlene Hunter (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Amanda Rock (Board/Committee Coordinator).

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:22 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 Penny, seconded by Trustee Jennekens,

THAT the agenda be approved.

Carried

3. Report from the Board (In Camera)

The Board met in-camera this evening and Vice-Chair Braunovan reported that there were no recommendations.

4. Briefing from the Chair of the Board

Chair Scott advised that the deadline for nominations for the OCDSB Community Member Recognition Awards is 4:00 p.m. on 29 March 2019. She asked that consideration be given to nominating a volunteer in a school or the community who makes a difference. The awards will be presented in June.

Chair Scott advised that the Ministry of Education will continue consultation with stakeholders on class sizes and hiring practices. The government has prepared consultation guides to assist stakeholders in providing input on the implementation of the proposed changes as well as an opportunity for stakeholders to put forward alternative approaches. Trustees were encouraged to submit feedback to assist the Advocacy Committee in drafting the Board's submission. The deadline for the Board's submission is 31 May 2019.

Chair Scott also advised that the Ministry of Education announced a number of curriculum modernizing initiatives including the expansion of broadband technology, increased e-learning programming, and restrictions on cell phone use in schools. The Ministry has signaled a number of changes in funding for Grants for Special Needs (GSNs). The Ministry has indicated that funding announcement details will be available by the end of April 2019.

Chair Scott announced that Trustee Keith Penny has retired from his "day job". On behalf of the Board of Trustees, she congratulated Trustee Penny and wished him well in his retirement.

5. Briefing from the Director

Director Williams-Taylor advised that 02 April 2019 is World Autism Awareness Day. The goal of the day is to help in the building of stronger, more inclusive communities for people with Autism Spectrum Disorder (ASD). One of the ways in which OCDSB schools will be celebrating this day is by participating in the 'Raise the Flag' campaign, in collaboration with Autism Ontario. The ASD team will be hosting another Parent Information Night (open to all parents), 23 April 2019 at 6:00 pm at Sir Robert Borden High School. Dr. Jonathan Weiss from York University will be the keynote speaker and will address mental health and well-being in regards to students with ASD. The ASD team will also be present to provide mini workshops for parents regarding supports and services within the District.

Director Williams-Taylor advised that Superintendent MacDonald will be retired as of 29 March 2019. On behalf of the OCDSB, Director Williams-Taylor wished her well in her retirement.

6. Delegations

There were no delegations.

7. Matters for Action

7.1 Confirmation of Board Minutes, 26 February 2019

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the 26 February 2019 Board minutes be confirmed.

Trustee Lyra Evans advised that she nominated Trustee Boothby to be a member of the Ad Hoc Code of Conduct committee rather than Trustee Boothby nominating Trustee Lyra Evans.

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT the 26 February 2019 Board minutes be confirmed, as amended.

Carried

7.2 Business Arising from Board Minutes

There was no business arising from the 26 February 2019 Board minutes.

7.3 Unfinished Business from Board Meeting of 26 February 2019

There was no unfinished business from the Board meeting of 26 February 2019.

7.3.a Adoption of Education Development Charges By-Law

CFO Carson advised that the approval of the Education Development Charges (EDC) By-law was deferred to this evening's meeting, pending receipt of Ministerial approval. This approval has now been received.

Moved by Trustee Schwartz

Seconded by Trustee Blackburn

1. **THAT the Board confirm that an additional public meeting under 257.63 (3) of the Education Act is not required prior to the adoption of the Ottawa-Carleton District School Board's Education Development Charges By-law No. 01-2019;**
2. **THAT the Board approve the Ottawa-Carleton District School Board's Education Development Charges**

Background Study, dated 18 December 2018, for the purpose of adopting the Board's Education Development Charges By-law No. 01- 2019;

3. **THAT the Board set the following rates of \$723.00 per new residential dwelling unit and \$0.52 per new square foot of non-residential gross floor area; and**
4. **THAT the Board approve the Ottawa-Carleton District School Board Education Development Charges By-law No. 01-2019 (attached as Appendix C to COW Report 19 February 2019, as amended) effective, 1 April 2019, and authorize staff to undertake steps regarding its implementation and administration, subject to Ministerial approval. (Attached as Appendix A)**

A recorded vote was held and 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

7.4 Receipt of Committee of the Whole Report, 5 March 2019

Moved by Trustee Braunovan, seconded by Trustee Jennekens,

THAT the Committee of Whole report, dated 05 March 2019, be received.

Trustee Boothby requested that a sentence summarizing the academic staffing discussion include more information with regard to staffing being based on retirements and leaves.

Trustee Boothby also requested separate votes for the recommendations in the Committee of the Whole report, dated 05 March 2019.

Moved by Trustee Braunovan, seconded by Trustee Jennekens,

THAT the Committee of Whole report, dated 05 March 2019, be received, as amended.

Carried

7.4.a Cap on Trustee Carryforwards

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

THAT clause 2.13 of P.005.GOV Board Member Expenses and Support Services be amended to read:

The Board may authorize, before 31 August in any year, a carryforward of unspent funds, not to exceed \$2,500, in Board members' individual accounts under this policy upon submission of written requests from individual trustees outlining the rationale for such carryforward, save that, in an election year, any such funds carried forward must be used prior to the end of the Board's term of office.

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

FOR: Trustees Blackburn, Braunovan, Campbell, Evans, Fisher, Hough, Jennekens, Schwartz, and Scott (9)

AGAINST: Trustees Ellis, Boothby, Penny (3)

ABSTENTION: (0)

Carried

7.4.b Letter to Ministers Thompson and MacLeod re Service to Students with Autism

This item was non-consent and when dealt with later in the meeting the following was noted:

Moved by Trustee Blackburn, seconded by Trustee Braunovan,

THAT the Chair of the Ottawa-Carleton District School Board write a letter to Minister Thompson, Ministry of Education, and Minister MacLeod, Ministry of Children, Community and Social Services:

A. To endorse the position of the Ontario Public School Boards' Association (OPSBA) regarding the impact of the planned changes to the Ontario Autism Program on school boards as expressed in the letter dated 26 February 2019;

B. To request that the Ministers reconsider the planned changes to the Ontario Autism Program with respect to the impact these

changes will have on the ability of school boards to meet the needs of students with autism; and

C. To advocate that both Ministers meet with OPSBA representatives to discuss the impact of the changes on school boards and the ability of school boards to provide service to students with autism.

In addition, the following amendment was deferred to this evening's meeting pending further consideration by staff:

D. THAT the District track attendance changes for students with ASD from 01 April 2019 to end of 2018-19 school year and report by 24 September 2019.

In response to queries, the following information was provided:

- The District recognizes data collection will be required to serve its students;
- Memo 19-043 is a reflection of the data that may be gathered over a period of time; and
- Trustees will be kept apprised of updated information as the District collects data.

With the consent of the Board, Trustee Ellis withdrew his amendment to add PART D to the motion.

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

THAT the Chair of the Ottawa-Carleton District School Board write a letter to Minister Thompson, Ministry of Education, and Minister MacLeod, Ministry of Children, Community and Social Services:

A. To endorse the position of the Ontario Public School Boards' Association (OPSBA) regarding the impact of the planned changes to the Ontario Autism Program on school boards as expressed in the letter dated 26 February 2019;

B. To request that the Ministers reconsider the planned changes to the Ontario Autism Program with respect to the impact these changes will have on the ability of school boards to meet the needs of students with autism; and

C. To advocate that both Ministers meet with OPSBA representatives to discuss the impact of the changes on school boards and the ability of school boards to provide service to students with autism.

A recorded vote was held and 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

7.5 Receipt of Committee of the Whole Report, 19 March 2019

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

THAT the Committee of the Whole report, dated 19 March 2019, be received.

Carried

7.5.a Elmdale Public School Construction Project Funding Approval

Moved by Trustee Braunovan

Seconded by Trustee Blackburn

A. THAT funding for the addition project for Elmdale Public School consist of Capital Priorities funding; School Condition Improvement funding; Facilities Renewal Program funding; and Temporary Accommodation funding, for a total budget of \$12,250,000.

B. THAT staff be authorized to proceed to tender with the project once Ministry approval is obtained; and

C. THAT the Chair and Director be given authority to award the contracts to the successful bidder(s) so long as they are within the approved project budget.

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

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

AGAINST: (0)

ABSTENTION: (0)

Carried

7.6 Receipt of Special Committee of the Whole Report, 26 March 2019 (Oral)

Vice-Chair Braunovan advised that the Committee of the Whole met earlier this evening and reports as follows:

7.6.a 2019-2020 Academic Staffing

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

THAT Board approve academic staffing levels, including elementary teachers, secondary teachers, principals and vice-principals, for the 2019-2020 school year as outlined in Appendix A, B and C to Report No. 19-037. (Attached as Appendix B)

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

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

AGAINST: (0)

ABSTENTION: (0)

Carried

7.7 Receipt of Ad Hoc Code of Conduct Committee Report, 7 March 2019

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

THAT the Ad Hoc Code of Conduct Committee report, dated 07 March 2019, be received.

Carried

7.7.a Revisions to Policy P.073.GOV Board Member Code of Conduct

Moved by Trustee Penny, seconded by Trustee Blackburn,

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

THAT revisions to Policy P.073.GOV Board Member Code of Conduct move forward with a view to appointing an integrity commissioner.

Trustee Penny encouraged his colleagues to vote in favour of this motion to appoint an integrity commissioner (IC).

Trustee Campbell expressed the view that there are not enough compelling reasons to appoint an IC. He submitted that the involvement of an integrity commissioner to ensure neutrality was the only compelling rationale. He queried if there are any other compelling reasons.

Trustee Lyra Evans commented that the Board has not had a discussion on the appointment of an IC at a Committee of the Whole meeting.

Trustee Ellis queried what the implications were should the motion pass this evening. Trustee Scott advised that it would be tasking the committee to bring forward their recommendation. The appointment of an IC is much broader than amendments to policy. She noted that the policy will help the work and function of an IC should the Board approve the motion. Director Williams-Taylor also advised that there is a significant amount of research required to pursue an appointment of an IC.

Trustee Blackburn reminded her colleagues that there are five trustee members of the Ad Hoc Code of Conduct committee who supported the recommendation at the 07 March 2019 meeting. She expressed the opinion that all trustees should have a view to appoint an IC if fairness and objectivity within the Board is important to them.

Moved by Trustee Penny

Seconded by Trustee Blackburn

THAT revisions to Policy P.073.GOV Board Member Code of Conduct move forward with a view to appointing an integrity commissioner.

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

FOR: Trustees Blackburn, Boothby, Braunovan, Ellis, Fisher, Hough, Jennekens, Penny, Schwartz, and Scott (10)

AGAINST: Trustee Evans (1)

ABSTENTION: Trustee Campbell (1)

Carried

7.8 Notice of Motion, OPSBA Policy Resolution, Trustee Boothby

Notice of motion having been given, Trustee Boothby moved as follows:

Moved by Trustee Boothby, seconded by Trustee Braunovan,

Whereas, the Provincial government has announced a significant funding change for the provision of Autism services for children of school age;

Whereas, under the previous funding provisions, children with autism were receiving Intensive Behavioural Intervention (IBI) and Applied Behaviour Analysis (ABA) services through service providers chosen by the parent, with one of the goals being helping children with autism to be school ready and able to access education;

Whereas, it is believed the children with autism needing the highest level of supports, including IBI and ABA therapies, were not entering the school system full-time, until these therapies had a chance to allow these children to be school ready for learning;

Whereas, the majority of the children with autism needing the highest levels of IBI and ABA therapies are candidates for Autism Spectrum Disorder (ASD) fully self-contained classrooms with a student to staff ratio of 2:1, and a class maximum size of 6 students;

Whereas, in one Board in Eastern Ontario, the number of children with autism entering schools in the Board September 2019, without having received the intensive IBI and ABA therapies, their profile would have entitled them to under the former funding rules, was 25 students, or more than 4 ASD fully self-contained classrooms;

Whereas the targeted Provincial funding for specific autism programs such as the “Art of Play,” “Art of Conversation,” and “PEERS” were reported to have positive impacts on educational and well-being of children with autism;

Whereas, the targeted Provincial funding used for hiring BCBAs (Board Certified Behaviour Analysts) and RBTs (Registered Behavioural Technicians) has resulted in better understanding of the needed supports and delivery of such supports for children with autism, as well as a significant uptake in the number of staff wishing to receive RBT training, thereby increasing overall staff capacity;

Whereas, the targeted Provincial funding for designated IBI and ABA school space, has resulted in better collaboration between school staff and community therapists, and all partners working in common ways on common goals;

Whereas, PPM 140, contains the following obligations:

- School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods;
- Principals are required to ensure that ABA methods are incorporated into the IEPs of students with ASD, where appropriate;
- The program selected must be based on relevant assessment information that identifies the student's skills and needs, instructional level, and learning style/modalities, and must incorporate relevant ABA methods, where appropriate; and

Whereas, the newly unfunded therapies will result in school boards needing to provide significant supports in order for children with autism to be able to meaningfully access education.

THEREFORE, BE IT RESOLVED:

THAT OPSBA recommend, in order for children with autism to meaningfully access education, the Ministry of Education as a priority, provide funding to be used exclusively for autism supports in schools, with the following elements:

A. Funding for staffing, including an Applied Behaviour Analysis (ABA) Coordinator for each District and retrofitting of designated space in schools where individual and group Intensive Behavioural Intervention (IBI) and ABA therapies can be delivered by community therapists;

B. Funding for a minimum of 1 Board Certified Behaviour Analyst (BCBA) for each board with fully self-contained Autism Spectrum

Disorder (ASD) classrooms, and additional BCBAs for boards serving the highest number of children with autism, based on a formula of: boards with fewer than 1000 children with autism - 1 BCBA and boards with greater than 1000 children with autism - 2 or more BCBAs, maintaining a near similar ratio of 1:1000;

C. Funding to allow staff, including teachers, early childhood educators, and educational assistants, to undertake training to become Registered Behavioural Technicians (RBTs), such that each board serving children with autism, will achieve staffing of RBTs based on a formula of: boards with fewer than 1000 children with autism - 20 RBT, and boards with greater than 1000 children with autism 30 or more RBTs, maintaining a near similar ratio of 20:1000;

D. Funding for a centrally assigned educator to support students with autism, with respect to educational programming, Individual Education Plans (IEPs), transition planning, etc.;

E. Funding for professional support staff (i.e., Speech and Language Pathology, Psychology) to support programs and services in support of students with autism;

F. Funding for additional educational assistants to support students with ASD who remain in regular classroom setting and for each new ASD fully self-contained classroom boards will have to open to support children with autism who will be entering the school system full-time without first having intensive IBI and ABA therapies; and

G. Funding to continue targeted autism programs such as “Art of Play”, “Art of Conversation” and “PEERS”.

Trustee Boothby highlighted the following successes within the District:

- The province has invested in pilot programs over the years which addressed specific needs for children autism;
- Providing dedicated spaces within schools for children with autism to receive Applied Behavioural Analysis (ABA) and Intensive Behavioural Intervention (IBI) from professional staff;
- The pilot program provided the District with Board-Certified behavioural analysts; and
- The District has been able to train several EAs as behavioural analysts.

Trustee Penny noted that the motion requests that OPSBA have a discussion with the Ministry. It is important that children with autism have meaningful access to public education.

In response to a query from Trustee Penny, Superintendent Symmonds noted the following:

- The District will be able to better meet the needs of students with autism should the motion pass;
- Students' involvement with IBI and ABA therapies have had a positive impact on their learning experience;
- There are designated spaces in schools to deliver IBI and ABA therapies;
- Fifty of the District's EAs have been trained in the registered behaviour technician course;
- The Art of Conversation and the Art of Play are evidence-based programs to help students with autism develop skills;
- The Program for the Education and Enrichment of Relationship Skills (PEERS) is a program for high school students with autism and originates from the University of Central Los Angeles (UCLA); and
- The District has used autism-focused training days as a tool to help educators integrate the above-noted programs in their classrooms.

Superintendent Symmonds noted that there are many benefits in continuing the Art of Play, Art of Conversation and PEERS programs should the government provide the funding to the District.

Trustee Penny noted that the reason for the specificity of the motion is because OPSBA has favoured more specific policy recommendations in previous years.

Moved by Trustee Boothby, seconded by Trustee Braunovan,

THAT OPSBA recommend, in order for children with autism to meaningfully access education, the Ministry of Education as a priority, provide funding to be used exclusively for autism supports in schools, with the following elements:

A. Funding for staffing, including an Applied Behaviour Analysis (ABA) Coordinator for each District and retrofitting of designated space in schools where individual and group Intensive Behavioural Intervention (IBI) and ABA therapies can be delivered by community therapists;

B. Funding for a minimum of 1 Board Certified Behaviour Analyst (BCBA) for each board with fully self-contained Autism Spectrum Disorder (ASD) classrooms, and additional BCBAs for boards serving the highest number of children with autism, based on a formula of: boards with fewer than 1000 children with autism - 1 BCBA and boards with greater than

1000 children with autism - 2 or more BCBAs, maintaining a near similar ratio of 1:1000;

C. Funding to allow staff, including teachers, early childhood educators, and educational assistants, to undertake training to become Registered Behavioural Technicians (RBTs), such that each board serving children with autism, will achieve staffing of RBTs based on a formula of: boards with fewer than 1000 children with autism - 20 RBT, and boards with greater than 1000 children with autism 30 or more RBTs, maintaining a near similar ratio of 20:1000;

D. Funding for a centrally assigned educator to support students with autism, with respect to educational programming, Individual Education Plans (IEPs), transition planning, etc.;

E. Funding for professional support staff (i.e., Speech and Language Pathology, Psychology) to support programs and services in support of students with autism;

F. Funding for additional educational assistants to support students with ASD who remain in regular classroom setting and for each new ASD fully self-contained classroom boards will have to open to support children with autism who will be entering the school system full-time without first having intensive IBI and ABA therapies; and

G. Funding to continue targeted autism programs such as “Art of Play”, “Art of Conversation” and “PEERS”.

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

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

AGAINST: (0)

ABSTENTION: (0)

8. Matters for Discussion

8.1 Report from OPSBA Representatives (if required)

There was no OPSBA update.

9. Matters for Information

There were no matters for information.

10. New Business -- Information and Inquiries

Student Trustee Glassman invited staff and trustees to participate in secondary school "walk-outs" on 04 April 2019 at 1:00 or 1:15 p.m with regard to the recent Ministry announcements about education funding policy.

Trustee Campbell queried when trustees could expect a report with regard to the delegation of equity activists that met with Director Williams-Taylor and Chair Scott around equity issues. Director Williams-Taylor advised that the meeting established a relationship of collaboration and a number of issues were raised as potential areas of action. Students who attended the 2019 Black Youth Conference also made recommendations that may inform the District's strategic plan. Director Williams-Taylor confirmed that she will not be creating a list of submissions.

Trustee Lyra Evans advised that she would attend the student-led "walk-outs" on 04 April 2019. She encouraged colleagues to show their support as well.

11. Adjournment

The meeting adjourned at 9:25 p.m.

Lynn Scott, Chair of the Board

Appendix A
Board, 26 March 2019

EDUCATION DEVELOPMENT CHARGES BY-LAW
OTTAWA-CARLETON DISTRICT SCHOOL BOARD
BY-LAW No. 01-2019

A By-law for the imposition of education development charges

BACKGROUND

WHEREAS the *Education Act*, R.S.O. 1990, Chapter E.2, as amended authorizes a school board to pass By-laws for the imposition of education development charges against land undergoing residential and non-residential development in the area of jurisdiction of the board where residential development in such area would increase education land costs;

AND WHEREAS the Board has determined that there is residential development and nonresidential development in its area of jurisdiction that will increase education land costs;

AND WHEREAS the Ottawa-Carleton District School Board has referred to the Ministry of Education and Training the following estimates for approval:

- (1) the total number of new elementary school pupils and new secondary school pupils; and
- (2) the number of elementary school sites and secondary school sites used to determine the net education land costs;

and such estimates have been approved by the Ministry of Education and Training;

AND WHEREAS the Board has complied with the conditions prescribed by section 10 of Ontario Regulation 20/98;

AND WHEREAS the Board has conducted a review of its education development charge policies, given notice, and held a public meeting on January 15, 2019, in accordance with section 257.60 and section 257.63 of the *Education Act*;

AND WHEREAS the Board has permitted any person who attended the public meeting to make representations in respect of the proposed education development charges.

NOW THEREFORE THE OTTAWA-CARLETON DISTRICT SCHOOL BOARD
HEREBY ENACTS AS FOLLOWS:

PART 1

APPLICATION

Definitions

1. The Definition and terms contained in the Act and Regulations made in accordance with the Act, as amended from time to time, shall have the same meanings in this By-law. In the event of ambiguity, the Definitions contained in this By-law shall prevail.
2. In this By-law,
 - (1) "Act" means the *Education Act*, R.S.O. 1990, c.E.2, as amended, or a successor statute;
 - (2) "Board" means the Ottawa-Carleton District School Board;
 - (3) "development" means the construction, erection or placing of one or more buildings or structures on land or the making of an addition or alteration to a building or structure that has the effect of increasing the size or usability thereof, and includes redevelopment;
 - (4) "dwelling unit" means a room or suite of rooms used, or designed or intended for use by one person or persons living together, in which culinary and sanitary facilities are provided for the exclusive use of such person or persons, and shall include, but is not limited to, a dwelling unit or units in an apartment, group home, mobile home, duplex, triplex, semi-detached dwelling, single detached dwelling, stacked row dwelling (townhouse) and row dwelling (townhouse). Notwithstanding the forgoing, (i) a unit or room in a temporary accommodation to the travelling or vacationing public and (ii) living accommodation in a nursing home as defined in and governed by the provisions of the *Long Term Care Homes Act* 2007, S.O. c.8, shall not constitute dwellings units for purposes of this Bylaw.
 - (5) "education land costs" means costs incurred or proposed to be incurred by the Board,
 - (i) to acquire land or an interest in land, including a leasehold interest, to be used by the Board to provide pupil accommodation;
 - (ii) to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation;
 - (iii) to prepare and distribute education development charge background studies as required under the Act;

- (iv) as interest on money borrowed to pay for costs described in paragraphs (i) and (ii); and
 - (v) to undertake studies in connection with an acquisition referred to in paragraph (i).
- (6) "education development charge" means development charges imposed pursuant to this By-law in accordance with the Act;
- (7) "existing Industrial Building" means a building used for or in connection with:
- (a) manufacturing, producing, processing, storing or distributing something,
 - (b) research or development in connection with manufacturing, producing or processing something;
 - (c) retail sales by a manufacturer, producer or processor of something they manufactured, produced or processed, if the retail sales are at the site where the manufacturing, production or processing takes place,
 - (d) office or administrative purposes, if they are,
 - i. carried out with respect to manufacturing, producing, processing, storage or distributing of something, and
 - ii. in or attached to the building or structure used for that manufacturing, production, processing, storage or distribution.
- (8) "farm buildings" are defined as a building or structure located on a bona fide farm which is necessary and ancillary to a bona fide farm operation including barns, tool sheds and silos and other farm related structures for such purposes as sheltering of livestock or poultry, storage of farm produce and feed, and storage of farm related machinery, and equipment but shall not include a dwelling unit or other structure used for residential accommodation or any buildings or parts thereof used for other commercial, industrial or institutional purposes qualifying as non-residential development;
- (9) "gross floor area" means the total floor area, measured between the outside of exterior walls or between the outside of exterior walls and the centre line of party walls dividing the building from another building, of all floors above the average level of finished ground adjoining the building at its exterior walls and for the purpose of this definition, the non-residential portion of a mixed-use building or structure is deemed to include one-half of any area common to the residential and non-residential portions of such mixed-use building or structure;
- (10) "mixed use development" means land, buildings or structures used, or designed or intended for use, for a combination of non-residential and residential uses;

- (11) "non-residential development" means a development other than a residential development and includes commercial, industrial and institutional development;
- (12) "residential development" means a development comprised of land or buildings or structures of any kind whatsoever, used, designed or intended to be used as living accommodations for one or more individuals and includes land or a building or part thereof used, designed or intended for a use in connection therewith.

Application of By-law and Exemptions

3. Subject to any exemption contained herein:

- (1) This By-law applies to all lands located within the City of Ottawa subject to any exemption contained herein and for greater clarity, this By-law applies to all lands within the former Cities of Ottawa, Nepean, Kanata, Gloucester, Cumberland, Rockcliffe and Vanier and the former Townships of Goulbourn, Osgoode, Rideau and West Carleton, as constituted on December 31, 2000.[the Area] This By-law shall apply to all categories of Residential Development and all related uses of land, buildings or structures thereof, and all categories of Non-Residential Development and all related uses of land, buildings or structures thereof.
- (2) This By-law shall not apply to lands that are owned by and are used for the purpose of:
 - (1) a municipality;
 - (2) a district school board;
 - (3) a publicly-funded university, community college or a college of applied arts and technology established under the *Ministry of Colleges and Universities Act*, or a predecessor statute;
 - (4) Residential Development on lands designated as Farm Retirement Lots as this term is defined in the Official Plan of the City of Ottawa, as amended from time to time;
 - (5) a place of worship and land used in connection therewith, and every churchyard, cemetery or burying ground, if they are exempt from taxation under Section 3 of the *Assessment Act, R.S.O. 1990, Chapter A.31, c.3. as amended*;
 - (6) farm buildings as defined herein.

Development Approvals

- 4. In accordance with the Act and this By-law, the Board imposes an education development charge against land undergoing Residential Development, Non-Residential Development, or redevelopment in the City of Ottawa, if the Residential Development, Non-Residential Development, or redevelopment requires any one of those actions set out in sub-section 257.54(2) of the Act (or any successor provision thereto) as follows:

- (1) passing of a zoning By-law or of an amendment thereto under section 34 of the *Planning Act* (or any successor provision thereto);
- (2) the approval of a minor variance under section 45 of the *Planning Act* (or any successor provision thereto);
- (3) a conveyance of land to which a By-law passed under subsection 50(7) of the *Planning Act* (or any successor provision thereto) applies;
- (4) the approval of a plan of subdivision under section 51 of the *Planning Act* (or any successor provision thereto);
- (5) a consent under section 53 of the *Planning Act* (or any successor provision thereto);
- (6) the approval of a description pursuant to the provisions of the *Condominium Act 1998* (or any successor provision thereto); or
- (7) the issuing of a permit under the *Building Code Act, 1992* in relation to a building or structure.

PART II

EDUCATION DEVELOPMENT CHARGES

A. Residential Education Development Charges

5. Subject to the provisions of this By-law, an education development charge of \$723.00 per dwelling unit shall be imposed upon all categories of residential development and all the designated residential uses of lands, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. An Education Development Charge will be collected once in respect of a particular residential development, but the forgoing does not prevent the application of this By-law to future development of the same property.

Exemptions from Residential Education Development Charges

6. (1) As required by subsection 257.54(3) of the Act an education development charge shall not be imposed with respect to,
 - (a) the enlargement of an existing dwelling unit that does not create an additional dwelling unit; or
 - (b) the creation of one or two additional dwelling units as prescribed in section 3 of Ontario Regulation 20/98 as follows:

Name of Class of Residential Building	Description of Class of Residential Buildings	Maximum Number of Additional Dwelling Units	Restrictions
Single detached dwellings	Residential buildings, each of which contains a single dwelling unit, that are not attached to other buildings	Two	The total gross floor area of the additional dwelling unit or units must be less than or equal to the gross floor area of the dwelling unit already in the building
Semi-detached dwellings or row dwellings	Residential buildings, each of which contains a single dwelling unit, that have one or two vertical walls, but no other parts, attached to other buildings	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the dwelling unit already in the building
Other residential buildings	A residential building not in another class of residential building described in this table	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the smallest dwelling unit already in the building

7. Pursuant to Section 4 Ontario Regulation 20/98:

- (1) Education development charges under section 5 of this By-law shall not be imposed with respect to the replacement, on the same site, of a dwelling unit that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it uninhabitable.
- (2) Notwithstanding section 7(1) of this By-law, education development charges shall be imposed in accordance with section 5 of this By-law if the building permit for the replacement dwelling unit is issued more than 2 years after,
 - (a) the date the former dwelling unit was destroyed or became uninhabitable; or
 - (b) if the former dwelling unit was demolished pursuant to a demolition permit issued before the former dwelling unit was destroyed or became uninhabitable, the date the demolition permit was issued.
- (3) Notwithstanding section 7(1) of this By-law, education development charges shall be imposed in accordance with section 5 of this By-law against any dwelling unit or

units on the same site which are in addition to the dwelling unit or units being replaced.

- (4) An education development charge shall be imposed in accordance with section 5 of this By-law where a non-residential building or structure is replaced by or converted to in whole or in part, a dwelling unit or units.

B. Non-Residential Education Development Charges

8. Subject to the provisions of this By-law, an education development charge of \$0.52 per square foot of gross floor area of non-residential development shall be imposed upon all categories of non-residential development and all non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. An Education Development Charge will be collected once in respect of a particular non-residential development, but the forgoing does not prevent the application of this By-law to future development of the same property.

Exemptions from Non-Residential Education Development Charges

9. Notwithstanding section 8 of this By-law, education development charges shall not be imposed upon a non-residential development if the development does not have the effect of creating gross floor area of non-residential development or of increasing existing gross floor area of non-residential development.
10. (1) Education development charges under section 8 shall not be imposed with respect to the replacement, on the same site, of a non-residential building or structure that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it unusable.
 - (2) Notwithstanding section 10(1) of this By-law, education development charges shall be imposed in accordance with section 8 of this By-law if the building permit for the replacement non-residential building or structure is issued more than 5 years after,
 - (1) the date the former building or structure was destroyed or became unusable; or
 - (2) if the former building or structure was demolished pursuant to a demolition permit issued before the former building or structure was destroyed or became unusable, the date the demolition permit was issued.
 - (3) Notwithstanding section 10(1) of this By-law, an education development charge shall be imposed in accordance with section 8 of this By-law against any additional gross floor area of any non-residential development on the same site in excess of the gross floor area of the non-residential building or structure being replaced, subject to the following calculation:-

If the gross floor area of the non-residential part of the replacement building exceeds the gross floor area of the non-residential part of the building being replaced, the exemption applies with respect to the portion of the education development charge calculated in accordance with the following formula:

$$\text{Exempted portion} = [\text{GFA}(\text{old}) / \text{GFA}(\text{new})] \times \text{EDC}$$

where,

"Exempted portion" means the portion of the education development charge that the Board is required to exempt;

"GFA (old)" means the gross floor area of the non-residential part of the building being replaced;

"GFA (new)" means the gross floor area of the non-residential part of the replacement building;

"EDC" means the education development charge that would be payable in the absence of the exemption;

- (4) Education development charges shall be imposed in accordance with section 5 of this By-law if the non-residential building or structure described in section 10(1) of this By-law is replaced by or converted to, in whole or in part, a dwelling unit or units.
 - (5) Education development charges shall be imposed in accordance with Section 8 of this By-law where a dwelling unit or dwelling units described in section 10(1) of this By-Law, are replaced by or converted to, in whole or in part with a non-residential development or use.
11. If a development includes the enlargement of the gross floor area of an existing industrial building, the amount of the education development charge that is payable in respect of the enlargement shall be determined in accordance with the following rules:
- (a) if the gross floor area is enlarged by 50 percent or less, the amount of the education development charge in respect of the enlargement is zero;
 - (b) if the gross floor area is enlarged by more than 50 percent the amount of the education development charge in respect of the enlargement is the amount of the education development charge that would otherwise be payable multiplied by the fraction determined as follows:
 - (1) determine the amount by which the enlargement exceeds 50 percent of the gross floor area before the enlargement;
 - (2) divide the amount determined under paragraph (i) by the amount of the enlargement.

C. Mixed Use Development

12. The education development charge to be imposed in respect of the Mixed-use development or redevelopment shall be the aggregate of the amount applicable to the residential development component and the amount applicable to the Non-Residential Development component.
13. For the purpose of calculating the education development charge to be imposed in respect of the Mixed-use development or redevelopment, the Gross Floor Area of the non-residential portion of the building shall include a proportional share of the common areas of such building.

PART III

ADMINISTRATION

Payment of Education Development Charges

14. Education development charges are payable in full to the municipality in which the development takes place on the date a building permit is issued in relation to a building or structure on land to which this education development charges By-law applies.
15. The Treasurer of the Board shall establish and maintain an education development charge reserve fund in accordance with the Act, the Regulation and this By-law.

Payment by Services

16. Pursuant to the Act, the Board may, with the consent of the Minister, accept land for pupil accommodation in place of the payment of all or a part of the education development charge. If the Board accepts land, as stated herein, the owner shall be given credit toward the education development charges imposed on the owner by the Board.

Collection of Unpaid Education Development Charges

17. Part XI of the *Municipal Act 2001* applies with necessary modifications with respect to an education development charge or any part of it that remains unpaid after it is payable.

Date By-law In Force

18. This By-law shall come into force at 12:01 a.m. on April 1, 2019.

Repeal

19. By-law No. 02-2014 is repealed upon this By-law, this being By-law No. 01-2019, and coming into force April 1, 2019.

Severability

20. In the event any provision, or part thereof, of this By-law is found by a court of competent jurisdiction to be *ultra vires*, such provision, or part thereof, shall be deemed to be severed, and the remaining portion of such provision and all other provisions of this By-law shall remain in full force and effect.

Interpretation

21. Nothing in this By-law shall be construed so as to commit or require the Board to authorize or proceed with any specific school site purchase or capital project at any time.
22. In this By-law where reference is made to a statute or a section of a statute such reference is deemed to be a reference to any successor statute or section.

Short Title

23. This By-law may be cited as the Ottawa-Carleton District School Board Education Development Charges By-law No. 01-2019.

ENACTED AND PASSED this 26th day of March, 2019.

Chair of the Board

Director of Education

Appendix B to Board 26 March 2019

Appendix A – Report 19-037 Academic Staffing for 2019-2020

Revised 03.19.19
March 1 Projection

Proposed Elementary Staff Staffing Chart for 2019-2020

	Approved for 2018-2019	2018-2019 October Actual	Proposed 2019-2020	change Oct to Proj	Proposed 2019-2020	
					Required by Contract or Legislation	Subject to Board Decision
Enrolment						
Enrolment (no Congregated Spec. Ed.)	47833.00	48242.00	48812.00	570.00		
Enrolment Congregated Spec. Ed.	1374.00	1294.00	1293.00	-1.00		
Total FTE	49207.00	49536.00	50105.00	569.00		
Basic staff						
Basic Total Staff	2115.00	2123.00	2143.00	20.00 (1)	2143.00	
Preparation time for basic	403.97	405.49	409.31	3.82	409.31	
Round Prep up to reduce needs requirement	14.00	14.00	14.00	0.00 (2)	14.00	
Needs Allocation	17.00	17.00	17.00	0.00 (3)		17.00
LD SIP Contingency with prep	4.76	1.69	4.76	3.07 (4)		4.76
	2554.73	2561.18	2588.07	26.89		
ESL						
In school and 5 itinerant. (0.5 OCENET funded)	87.25	87.25	89.25	2.00 (5)		89.25
Itinerant ESL	0.00	0.00	4.00	4.00		4.00
Itinerant ESL (ext. agrmt. expires Aug. '19)	4.00	4.00	0.00	-4.00 *	0.00	
	91.25	91.25	93.25	2.00		
Special Education						
System Classes	138.00	138.00	141.75	3.75 (6)		141.75
Prep. For System Classes	26.36	26.36	27.07	0.72		27.07
LST	111.50	111.50	114.00	2.50		114.00
LST (ext. agrmt expires Aug. '19)	2.50	2.50	0.00	-2.50 *	0.00	
LRT	121.00	121.00	121.00	0.00		121.00
LRT (ext. agrmt expires Aug. '19)	9.00	9.00	0.00	-9.00 *	0.00	
SELT Social Emotional Learning Teachers	0.00	0.00	3.00	3.00		3.00
Hearing and Visual	19.80	20.05	21.00	0.95		21.00
Learning Support Consultants	17.00	17.00	17.00	0.00 (7)		17.00
LSC (ext. agrmt expires Aug. '19)	1.00	1.00	0.00	-1.00 *	0.00	
Itinrnt. Pr. Spe. Behaviour Specialist (ext. expire)	3.00	3.00	0.00	-3.00 *	0.00	
	449.16	449.41	444.82	-4.58		
Inclusive, Safe and Caring						
Reality Check	2.00	2.00	2.00	0.00		2.00
First Place	2.00	2.00	2.00	0.00		2.00
	4.00	4.00	4.00	0.00		
Curriculum Services & Other (Central)						
BLT Consultant	1.00	1.00	1.00	0.00		1.00
Instructional Coaches	24.00	24.00	18.00	-6.00		18.00
Itinrnt. Indigenous Ed. (ext. agrmt expire Aug'19)	1.00	1.00	0.00	-1.00 *	0.00	
Itinerant Indigenous Education Teacher	0.00	0.00	1.00	1.00		1.00
Staffing Committee Resource (OCETF/OCDSB)	1.00	1.00	1.00	0.00	1.00	
Health and Safety Resource (OCETF/OCDSB)	0.50	0.50	0.50	0.00	0.50	
Preparing for Success in High School (in school)	20.00	20.00	20.00	0.00	20.00	
(contingent on funding)	47.50	47.50	41.50	-6.00		
Total Staff	3146.63	3153.34	3171.65	18.31	2587.81	583.83

Notes:

1. Projected Basic Classroom Allocation: 2143 JK to Grade 8 classroom positions. This includes 734 Primary Grades 1-3 (18.99:1 average), 359 Kindergarten (25.57:1 average) and 1050 Junior/Intermediate (24.5:1 average). Kindergarten Includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
 2. 14 FTE have been estimated for rounding up. This will decrease the number of schools requiring needs to meet contractual obligations with regards to preparation time.
 3. Needs are used to minimize disruption caused by surplus declaration, organizational difficulties, to assist Intermediate schools in providing some specialized programs and to address other potential implementation issues. Total of rounding up and needs is capped at 31
 4. LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. These positions will be used as needed. 1.69 was used in 2018/19 school year.
 5. ESL Increase of 2.0 FTE for two new ELD classes.
 6. LSS proposed changes: - add 3 ASD, 1 BIP, 1 DD, 1 GLP, .75 LD SIP, 1 PSN (total additions of 7.75), reduce 4 Gifted for net increase of 3.75
 7. Autism LSC position approved for 2018/19 subject to funding.
- * Extension Agreements End August 2019 with a total reduction of 20.5: 1 LSC, 3 Itinerant Primary Special Education Behaviour Specialists, 1 Itinerant Indigenous Education, 4 Itinerant ESL positions, 2.5 LST, 9 LRT.

as of Mar 26, 2019

Appendix B – Report 19-037 Academic Staffing for 2019-2020

Secondary Staff Staffing Chart 2019-2020					Required by Contract or Legislation	Subject to Board Decision
	Approved March 2018 for 2018/2019	Final 2018/2019	Projected 2019/2020	change		
Average Daily Enrolment						
Total Projected ADE (over and under 21)	24,496.63	24,842.36	25,090.12	247.83		
Basic staff						
Basic staff allocated for classrooms	1303.50	1303.50	1329.33	25.83	1329.33	
September 30 adjustment	14.00	13.50	14.00	0.50	14.00	
Needs Allocation	6.00	1.33	6.00	4.67	6.00	
	1323.50	1318.33	1349.33	31.00 1		
Other in school staff						
ESL/ELD	33.17	33.17	33.17			33.17
OCENET funded	5.67	5.67	5.67			5.67
Tchr Librarians	24.00	24.00	24.00		24.00	
Guidance	61.33	62.00	62.50	0.50 2	62.50	
Program Enhancements	22.33	22.33	5.00	-17.33 3		5.00
Prog.Enhanc.(Extension Agreement*)	7.17	7.17		-7.17 4		
Student Success	30.00	30.00	30.00		30.00	
Program Overlays	13.17	13.17	12.50	-0.67 5		12.50
First Place	1.00	1.00	1.00			
YSB (Pfaff)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
SHSM/Focus Programs	1.17	1.17				
Native Studies	3.67	3.67	3.67			
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.17	2.17	2.67			
Adult over 21	30.83	30.67	30.83	0.16 6		30.83
	227.67	228.17	203.67	-24.50		
Special Education						
LST	36.67	37.00	39.83	2.83 7	34.00	5.83
LST (Extension Agreement*)	5.00	5.00		-5.00 8		
System Classes/Programs	87.17	83.50	90.17	6.67 9		90.17
Learning Support	5.00	5.00	5.00			5.00
	133.83	130.50	135.00	4.50		
Curriculum Services & Other						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	15.00	15.00	15.00			15.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	16.67	16.67	16.67			
TOTAL STAFF ALLOCATED TO DATE	1701.67	1693.67	1704.67	11.00	1500.50	204.17

- 1 Basic staff allocated for classrooms: 31.00 increase based on the change in projected ADE and historical increase in enrolment over the summer. The Sept. 30 adjustment and Needs positions are used to address difficult staffing issues and to avoid disruptions due to the number of small schools and small programs and to meet the 22 to 1 Ministry average class size and the collective agreement
- 2 Guidance 0.50 increase due to collective agreement enrolment changes
- 3 Program Enhancement: no funding in 2019-2020, 5.00 contingency subject to senior staff discretion as required
- 4 Program Enhancement extension agreement ends
- 5 Remove 1.17 SHSM/Focus. Increase in IB coordinator of 0.5 FTE to support introduction of IB program at Merivale next year. 0.67 Arts, 1.50 IB, 0.50 Athletes
- 6 Adult over 21. enrolment based projection
- 7 LST increase by 2.5 FTE - increase in discretionary LST. LST 0.33 increased due to enrolment - Collective agreement
- 8 LST extension agreement ends
- 9 System Classes +5.33 (4 units) ASD, +1.33 (1 unit) each ASDSCSP, BIP and -1.33 (1 unit) DD.

02.28.19

Appendix C – Report 19-037 Academic Staffing for 2019-2020

Proposed Secondary Administration

In School Staffing Chart 2019-20

	Actual 2018-2019	Proposed	change
In Schools			
Principals	26	26	0.00
Vice Principals	47.50	47.50	0.00
Total in school allocation	<u>73.50</u>	<u>73.50</u>	0.00

Proposed Elementary Administration

In School Staffing Chart 2019-20

	Actual 2018-2019	Proposed	change
In Schools			
Principals	113	113	0.00
Vice-Principals	51.25	55.25	4.00
Total in school allocation	<u>164.25</u>	<u>168.25</u>	4.00 (1)

Proposed Central Administration Staffing 2019-2020

	Actual 2018-2019	Proposed 2018-2019	change
Central			
Principals	8 *	8	0.00 (2)
Vice-Principals	3	3	0.00
	<u>11</u>	<u>11</u>	0.00
Total Administration	248.75	252.75	4.00

Notes:

Secondary

P. Safe Schools
 P. Curriculum Services -Student Success
 P. Curriculum Services -Secondary Program and Equity
 P. Continuing Education
 P. Learning Support Services
 V.P. B<

Elementary

P. Learning Support Services
 P. Curriculum Services -Elementary Program
 P. Curriculum Services -School Effectiveness and Early Years
 V.P. Indigenous Education
 V.P. English Language Learning

Notes:

1. Elem. VP increased by 4.0 (includes increase to VPs at Clifford Bowey and Crystal Bay from 0.25 to 0.5 each)
2. V.P. Learning Support Services changed to create second P. Learning Support Services as of 02.19.19



SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, March 26, 2019, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Olga Grigoriev (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Field Services), Katrine Mallan (Manager of Board Services), Pamela LeMaistre (Manager of Human Resources), Charles D'Aoust (Coordinator of Budget Services); Teri Adamthwaite (Coordinator of Financial Reporting), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Officer), John MacKinnon (Audio/Visual Specialist), Amanda Rock (Committee Coordinator)

Non-Voting Representatives Present: Brent Smith (Ottawa-Carleton Elementary Operations Committee); Cathy Bailey (OSSTF Teachers/Occasional Teachers), Elizabeth Kettle (ETFO)

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 7:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Schwartz

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Matters for Action:4.1 Report 19-037, Academic Staffing (J. McCoy, ext. 8207)

Your Committee had before it Report 19-037 to seek approval of academic staffing levels for the 2019-2020 school year, including elementary and secondary teachers, vice-principals and principals.

Superintendent McCoy highlighted the following Ministry announcements:

- The Ministry of Education on 15 March 2019 proposed changes that will impact class sizes;
- The Ministry is changing the funding ratio from 23.84 to 24.85 at the junior and intermediate levels which will result in a reduction in the number of classrooms and teaching positions generated at that level;
- The number of larger classrooms may increase due to the Ministry changing its funding ratio;
- The lower funding ratio limits the District's ability to address some of the class size situations that it currently faces;
- At the secondary level, the Ministry is adjusting class size from an average of 22 to 28 students per teacher;
- The change at the secondary level will impact the number of classrooms and teachers that the District would have in place as well as its staffing levels;
- The Ministry announced an intention to provide school boards with support to avoid teacher layoffs in the form of the "attrition fund" which would allow for the implementation of the new class size regulation to take place over four years as opposed to one year;
- The District is mindful of its current collective agreements;
- The secondary school collective agreement includes a specific staffing formula that is based on the current ratio of 22:1 as well as maximum class size provisions;
- The Ministry confirmed that its announcements did not include an intention to supersede or override current collective agreements;

- The District is proceeding with its current class size regulations based on obligations that are in the current collective agreements that the District brought forward on 26 March 2019;
- The Ministry announced the end of funding currently provided for approximately 22 secondary teaching positions to increase course offerings in some pathways;
- The recommendation reflects the elimination of the 22 secondary teaching positions in the 2019-2020 school year;
- Ministry staff are continuing to encourage school boards to exercise caution with regard to academic staffing, pending the announcement of the Grants for Student Needs (GSNs) expected to be released in mid-April;
- Senior staff will be reviewing the impact that academic staffing will have on the District's students and its strategic priorities and objectives;
- The guiding principles outlined in Report 19-037 are a tool that senior staff have used to make recommendations with regard to academic staffing;
- The District will continue to be mindful of its collective agreements and obligatory regulations with regard to academic staffing;
- Discretionary teaching positions should be aligned with and supportive of the District's strategic priorities and also ensure that they are achieving equitable outcomes for its students;
- Academic staffing represents approximately 60 percent of the budget;
- Senior staff is mindful of the impact that academic staffing decisions have on trustees and their ability to make decisions in other areas with regard to other staffing levels and other supports that can be put in place through the regular budget process;
- Academic staffing decisions should consider, but not be unduly constrained by, the parameters of the District's funding;
- The District is considering the impact of the loss of the Local Priorities Funding (LPF) positions;
- LPF was used to fund an additional 87.67 positions across a number of bargaining units;
- LPF was used to staff 32.67 academic positions; and
- Some of the academic staffing recommendations are contingent on funding being available or if deemed by staff to be necessary.

Superintendent McCoy highlighted the following changes in elementary staffing levels:

- Elementary staffing levels are changing to meet new class size regulations;

- Specific staffing levels will be adjusted in September, as required to meet class size requirements, based on confirmation of actual enrolment;
- Staff is recommending that the 20.0 FTE intermediate guidance positions be approved on a contingency basis, subject to confirmation that the funding is continued;
- Staff is recommending that the current complement of 91.25 English as a Second Language (ESL) positions be increased by 2.0 FTE teachers to support two (2) new elementary English Language Development (ELD) classes for next year;
- Staff is recommending that the regular complement of Learning Support Teachers (LSTs) be increased by 2.5 FTE to offset the impact of the end of the LPF positions;
- Staff is recommending that 3.0 FTE positions be added to Learning Support Services itinerant behaviour supports, to offset the impact of the loss of the LPF positions;
- Staff is recommending an additional 1.0 FTE teaching position be added to support students who are deaf or have a hearing impairment; and
- Staff is recommending an overall increase of 4.5 FTE elementary positions, which includes preparation time, for specialized program classes.

Superintendent McCoy highlighted the following changes in secondary classroom and other school-based staffing levels:

- The elimination of 22.33 FTE program enhancement positions based on the Ministry decision to eliminate this funding. In an effort to mitigate the loss of these positions, staff is recommending that a contingency of 5.0 FTE be established;
- An increase of 0.50 FTE for International Baccalaureate (IB) Coordinator to support the introduction and continued planning of the IB program at Merivale High School;
- A 1.17 FTE program overlay reduced and the positions be allocated from within the basic classroom allocation;
- That 2.5 FTE discretionary LST positions be added to the regular LST complement for at least one year to mitigate the impact of the extension agreement positions;
- An overall increase of 6.67 FTE secondary positions, which includes preparation time, for specialized program classes;
- That 1.0 FTE itinerant Indigenous Education Teacher position become part of the regular complement;
- The reduction of 6.0 FTE itinerant intermediate positions; and
- An increase of up to 4.0 FTE elementary vice-principal positions for the 2019-2020 school year.

Superintendent McCoy explained that Memo 19-053, 2019-2020 Academic Staffing – Financial Impact of Proposed Changes, outlines the financial impact of proposed changes made to staffing levels. She noted that staffing adjustments were made based on enrolment changes.

Moved by Trustee Blackburn,

THAT Board approve academic staffing levels, including elementary teachers, secondary teachers, principals and vice-principals, for 2019-2020 as outlined in Appendix A, B and C to Report No. 19-037.

In response to trustee queries, the following information was provided:

- The reduction in funding for the Gifted Program of 4.76 FTE is a reflection of the District's planning;
- Intermediate and instructional coach positions being reduced are currently supporting the feeder and secondary schools in applied mathematics;
- The proposed staffing increases will cost approximately \$3.6 million dollars;
- The District is anticipating a reduction in funding of approximately \$5 to 7 million dollars;
- Approximately 50 teaching positions will be lost due to the Ministry's changes in secondary class sizes;
- Staff is anticipating a growth in enrolment for the 2019-2020 school year;
- The future budget recommendations will be updated in April and May;
- Contingency positions are identified in Appendix B to Report 19-037 and are subject to different conditions such as funding and location of programming;
- Smaller schools will need to be creative in the way they deliver program enhancements and their course offerings to mitigate the loss of the program enhancement positions;
- Smaller schools will continue to provide all pathways;
- The 1.17 overlay is not a teaching position but rather an addition to basic staffing for classroom purposes;
- The estimated cost of academic staffing is \$538 to \$540 million dollars;
- Staffing of contingency positions will proceed as soon as the District is provided with Ministry approval and funding;
- A quarter to a third of the extra funding that is provided for class size increases will fund extra positions;
- Learning Support Services reviews students' projected needs annually to make recommendations for the future;
- The academic staffing discussions and process highlights the District's highest vulnerabilities, what priorities need to come first, and informs the District's strategic plan;

- The District is awaiting the Ministry's guidance with regard to how they are going to calculate the attrition funding;
- The District does not anticipate any further announcements from the Ministry;
- The District is not at risk of any additional significant reduction in funding; and
- Aligning funding with the expected average class size does create challenges for the District.

Moved by Trustee Blackburn

THAT Board approve academic staffing levels, including elementary teachers, secondary teachers, principals and vice-principals, for 2019-2020 as outlined in Appendix A, B and C to Report No. 19-037.

Carried

5. Adjournment

The meeting adjourned at 8:12 p.m.

Erica Braunovan, Chair



COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, April 2, 2019, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

STAFF: Director of Education, Camille Williams-Taylor; Associate Director of Education, Brett Reynolds; Chief Financial Officer, Mike Carson; Superintendent of Human Resources, Janice McCoy; Superintendents of Instruction, Mary Jane Farrish, Olga Grigoriev and Shawn Lehman; Executive Officer, Corporate Services, Michèle Giroux; Manager of Planning, Karyn Carty-Ostafichuk; Manager of Human Resources, Pamela LeMaistre; Manager of Field Services, Stacey Kay; Manager of Board Services, Katrine Mallan; Manager of Communications & Information Services, Diane Pernari-Hergert; Human Resources Officer, Employee Wellness and Disability Management, Jenny Bolduc; System Principal of Learning Support Services, Amy Hannah; Communications Officer, Sharlene Hunter; Audio Visual Specialist, John MacKinnon; and Board/Committee Coordinator, Amanda Rock.

NON-VOTING REPRESENTATIVES: Malaka Hendala, Ottawa-Carleton Assembly of School Councils (OCASC); Andrew Nordman, Ottawa-Carleton Elementary Operations Committee (OCEOC); Elizabeth Kettle, Elementary Teachers' Federation of Ontario (ETFO); Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF), Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN) and Mark Wylie, Special Education Advisory Committee (SEAC).

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 7:45 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Penny

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that on 29 March 2019, the Ministry announced some interim changes to the Education Development Charges regulation to provide school boards with the ability to propose modest Education Development Charges (EDC) rate increases of 5% while the government continues to review the EDC policy framework. She noted that these amendments do not restrict the ability of school boards to pass bylaws for the full five-year term, which the District did at the last Board meeting. Further information is contained in Memo 19-055.

4. Briefing from the Director

Director Williams-Taylor advised that 02 April 2019 is World Autism Awareness Day. The goal of the day is to help in the building of stronger, more inclusive communities for people with Autism Spectrum Disorder (ASD). One of the ways in which our schools celebrated this day is by participating in the "Raise the Flag" campaign, in collaboration with Autism Ontario. Students incorporated the flag into their activities to celebrate the diversity of our students as we continue to promote inclusion and acceptance in our schools.

Additionally, the ASD team will be hosting another Parent Information Night on 23 April 2019 at 6:00 pm at Sir Robert Borden High School. Dr. Jonathan Weiss from York University will be the keynote speaker, and will address mental health and well-being with regard to students with ASD. The ASD Team will also be present to provide mini workshops for parents regarding supports and services within the District.

Director Williams-Taylor advised that a school climate survey for students in grades 4 to 12 will be conducted in all schools during the period from 23 April to 10 May 2019. The survey is completely anonymous and parents will be asked to sign a consent form for their children to participate. Information for parents will be posted on the District and school websites on 05 April 2019.

Director Williams-Taylor advised that students are organizing "walk-outs" on 04 April 2019 in response to the Ministry's recent education funding

announcements. The District has not sanctioned any of these events. She noted that student safety is the District's top priority. A letter has been prepared by Communications and shared on the District's website.

In response to a query from Trustee Braunovan, Director Williams-Taylor advised that all students from grades 4-12 have access to participate in the student climate survey. She noted that the survey cycles within the District every second year.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 19-032 Base Rate Increase for Not-For-Profit Leases for 2019-2020 (M. Carson, ext. 8881)

Your Committee had before it Report 19-032 to obtain Board approval of increases to the base rate charges for not-for-profit agencies leasing space in District facilities for the 2019-2020 school year.

Chief Financial Officer (CFO) Carson noted the following:

- The base rate was not increased during the 2018-2019 school year;
- Staff have considered the fact that the District had a one-year rate freeze when increasing the base rate for 2019-2020 school year;
- The proposed base rate increase amounts to approximately 3.2 percent; and
- The total amount of revenue being generated by the base rate increase is approximately \$47,000.

In response to trustee queries, the following information was provided:

- The District has experienced increases in salary costs for custodians, an increased cost of utilities, custodial supplies, and services over the last two years;
- The District has strived to align its practice with the Consumer Price Index (CPI) changes; and
- The word "partially" could have been the word "approximately".

Moved by Trustee Blackburn,

THAT Board approve an increase to the base rate charges to \$10.62 per square foot for non-profit agencies leasing space in District facilities, effective 1 September 2019.

In response to a query from OCASC representative Malaka Hendela, regarding CPI, CFO Carson advised that staff has considered the impact

on child-care partners (tenants) and their own funding level and the total CPI over 2 years would be approximately 4.5 to 5 percent.

During the ensuing discussion, CFO Carson explained that other tenants in District facilities may be charged a higher rent where possible when the base rate matches the amount of funding that the District receives from the province.

Moved by Trustee Blackburn

THAT Board approve an increase to the base rate charges to \$10.62 per square foot for non-profit agencies leasing space in District facilities, effective 1 September 2019.

Carried

7. Report from Statutory and Other Committees

7.1 Special Education Advisory Committee, 06 March 2019

Moved by Trustee Jennekens,

THAT the Special Education Advisory Committee report, dated 06 March 2019, be received.

Carried

8. Matters for Discussion:

8.1 Report 19-031 Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement (P. Symmonds ext. 8254)

Your Committee had before it Report 19-031 outlining the plan including the scope of work for the Learning Support Services (LSS) Operational Review of the process for identification, needs assessment, and placement for all exceptionalities.

Superintendent Symmonds noted that on 30 October 2018, the Board passed the following motion:

Moved by Trustee Boothby, seconded by Trustee Scott,

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

THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for the operational review, and an update

on any changes in practice introduced in the wake of the discussion of this motion; and

THAT staff produce a series of updates, beginning no later than the end of October 2019, detailing the number of applications and the number of children receiving assessments and placements in all congregated programs, by exceptionality, at both the elementary and secondary levels, and details of waitlists for all congregated programs by geographic zone.

Superintendent Symmonds noted the following considerations:

- A clear scope of work is required in order to ensure that the operational review of the process for identification, needs assessment and placement provides meaningful, relevant feedback that can be translated into future work plans;
- A clearly defined scope for the operational review does not limit the District's opportunity to explore further areas of improvement in the future;
- The District will contract an external consultant to complete the operational review; and
- The external consultant will advise which methodology would be most effective to achieve the goals of this operational review.

Superintendent Symmonds highlighted the following with regard to the scope of the work:

- The 25 February 2019 SEAC meeting provided a structured and collaborative discussion to facilitate the identification of key questions, goals, and deliverables to inform the scope of the work;
- There are three areas of focus for the LSS operational review which include needs assessment (including the tiered approach to intervention), identification, and placement; and
- Consolidating and strengthening the skills and strategies of classroom educators related to planning, assessment, and instruction is a goal of the operational review.

Superintendent Symmonds noted that the work done by SEAC at the 25 February 2019 SEAC meeting was meaningful.

Superintendent Symmonds advised that four key questions emerged from the consultation as follows:

- What processes are used in the OCDSB to learn about individual student needs?
- What are the indicators used District-wide to determine that a student's needs are being met?

- What are the processes (or mechanisms) used within the Ottawa-Carleton District School Board (OCDSB) to provide and receive feedback to parents/guardians regarding student needs? and
- What indicators are used to measure the effectiveness of the current supports and processes used in engaging all students and families?

Superintendent Symmonds explained that LSS will work collaboratively with Risk and Supply Chain Management to develop the Request For Proposals (RFP) and establish an evaluation process to review proposals and presentations to identify which proposal best meet the expectations of the RFP.

In response to trustee queries, the following information was provided:

- The LSS operating budget will support the \$100,000 costs for external consultants;
- The external consultant will provide expertise on process;
- The time spent on the operational review may limit the amount of time to engage in other emerging priorities;
- Parents have expressed concern with regard to their understanding of the tiered intervention process;
- Aligning stakeholders' different understanding of processes is a goal for the LSS operational review;
- LSS anticipates that all students with exceptionalities will be captured under the IPRC process review; and
- The Individual Education Plans (IEPs) will be discussed within the tiered intervention and needs assessment work.

In response to queries from OCASC representative, Malaka Hendela, the following information was provided:

- A workplan will be established with the external consultant;
- The type of approach being used for the operational review will be determined in collaboration with the external consultant;
- The operational review will have consultation phase and focus groups that include parents, staff, and students if deemed appropriate; and
- The discussions at Committee of the Whole will help to alleviate the perception that there is a lack of transparency in the community.

SEAC representative Mark Wylie indicated that he supports the review. He noted that SEAC is in favour of evidence-based reporting.

Trustee Ellis expressed the view that the funding spent on the operational review will be meaningful and bring resources to students in a more timely manner.

In response to queries from Trustee Boothby, staff provided the following information:

- LSS will be moving forward to pilot the Guide to Supporting Gifted Learners in a Regular Classroom;
- The roll-out of the Interest Academy is a joint project between LSS and Curriculum Services staff who will provide a memo update in May; and
- Families can request that their child be given the CCAT 7 assessment through school.

8.2 Report 19-022 Employee Well-Being and Absenteeism (J. McCoy, ext. 8207)

Your Committee had before it Report 19-022 to provide an update on employee absenteeism due to sick leave, identify contributing factors, review current efforts to promote wellness, and respond to identified attendance barriers.

Superintendent McCoy highlighted the following:

- Availability of replacement staff has become an identified stressor especially among principal and vice-principal groups;
- The OCDSB average annual sick leave for permanent employees increased from 8.60 to 12.0 days over the last 5 years;
- Contributing factors to increased employee absenteeism are increased mental health concerns, workplace stressors, and the revised sick leave program design;
- The OCDSB has three programs that support employee well-being which include attendance management and support, disability management, and wellness initiatives;
- The attendance support program is centrally monitored and managed, and focused on sporadic and long-term absences;
- The Disability Management program focuses on short and long-term disability case management and identifies suitable workplace accommodations to reduce absence duration; and
- Wellness initiatives include the Employee & Family Assistance Program (EAP), Short-Term Childcare Program, and the implementation of the National Standard for Psychological Health & Safety in the Workplace supported by the Mental Health Commission of Canada;
- Sick leave continues to increase across all employee groups;
- Employee well-being is attributable to various factors, including workplace factors; and
- The OCDSB makes ongoing efforts to identify and address contributing factors to employee absenteeism.

In response to queries from the Committee, the following information was noted:

- The funding model provides \$10 million dollars per year to support supply teacher costs;
- The Designated Occasional Teacher (DOTs) have been assigned to work every day in a particular school or schools to reduce the number of unfilled absences, including on-going recruitment for casual employees;
- The DOTs have had a positive impact on the District's schools and are redeployed to neighboring schools that may be experiencing higher absences among teaching staff;
- Schools continue to experience high absences and difficulty with replacing Early Childhood Educators (ECEs) and Educational Assistants (EAs);
- The District has 6-8 positions identified as ECE floaters;
- There is a high turnover rate among ECEs;
- The District may create a pool of replacement EAs such as the DOT program;
- The District is having difficulty finding and retaining EAs for casual and short-term positions;
- There are more permanent changes to terms and conditions of casual employment which apply to teachers, ECEs, and EAs;
- The District has a range of strategies to replace absent teachers including reassigning EAs to other area schools for the day and using lunch monitors and other staff in emergency situations;
- There are not any students within the District who have an exclusion due to a lack of or absent EAs;
- The District's attendance management coordinator will consider entering an employee in the attendance management program should they be absent for 11 days or more;
- Sick days taken by OCDSB employees are below the provincial average;
- ECEs have a rapidly increasing rate of absences and usage of sick leave days;
- The OCDSB is one of few school boards that operate their own Extended Day Program (EDP);
- ECEs within the District may be taking more sick days because they often cover EDP programs before and after school;
- ECEs tend to have the highest average of absences in other school boards;
- The nature of ECE duties can contribute to stress and a challenging environment;
- Custodial staff perform duties that require physical and laborious work which may contribute to absentee rates; and

OSSTF representative Cathy Bailey commented that Report 19-022 acknowledges that employee wellness is a complex and difficult issue to address. She advised that OSSTF has been working with the OCDSB on a number of approaches to try to improve employee wellness and attendance. Ms. Bailey highlighted the following as areas of concern:

- The lack of consistency with regard to student discipline and increasing reports of aggressive and violent student behaviours;
- There have been approximately 2,400 reports from OSSTF members of aggressive and/or violent behaviours during the current school year;
- OSSTF receives regular phone calls from members concerned about their safety and students' safety;
- Student absences create workload challenges for teachers;
- Erosion of professional judgement, autonomy, and increased workload are factors for teachers' assessment and evaluations;
- Mark deadlines and exam days are a major stressor for secondary teachers; and
- There is a correlation between the increase in the number of outstanding or new grievances and the number of sick days taken by educators.

During the ensuing discussion, the following points were noted:

- The District may need to review the underlying variables that are contributing to absenteeism;
- Federations are encouraged to continue to provide feedback with regard to what is happening with frontline workers in the District's schools; and
- Trustees and staff need to be aware of concerns by frontline staff so that the Board may consider how its policies and procedures need to be tailored.

OCASC representative Malaka Hendela noted the following:

- Report 19-022 does not account for seasonal adjustments, possible infrastructure issues, and the overall classroom experience with regard to employee absenteeism;
- Standard medical practices have significantly changed whereby an educator can easily be absent from school for 10 days due to medical procedures or surgeries; and
- It is important to address the underlying issues in the classroom that may be affecting both teachers and students.

ETFO representative Elizabeth Kettle noted the following:

- EAs can be reassigned from other classes should there be a shortage of EAs on any given day;
- ECEs are not always replaced when they are absent for the day;
- Teachers may have to sacrifice their preparation time to replace other teachers who are absent;
- Learning Support Teachers (LST), Learning Resource Teachers (LRT), and English as a Second Language (ESL) teachers may have to replace absent teachers which means that students will be missing the extra supports that they require to learn; and
- Progressive discipline has been a concern among educators.

During the ensuing discussion, the following was noted:

- Trustee Lyra Evans noted that emergency replacements should be provided with sufficient notice should they need to take public transportation;
- Staff discourages employees from coming to work when they are sick; and
- Staff have not assessed employee absenteeism based on specific age groups.

Director Williams-Taylor indicated that attempts to draw correlations to patterns of attendance and suppositions about work ethic with particular demographic groups is problematic.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update - Board of Directors, 25 February 2019

The minutes from the OSTA meeting of 25 February 2019 were provided for review.

Trustee Penny commented that the OSTA report also noted that a review on a consultation of inclement weather had been completed. He recalled that the review consisted of looking at the policies of other school boards but not the OCDSB. CFO Carson advised that OSTA had considered whether a wider consultation would be worth undertaking and the Directors of OSTA determined it was not necessary to proceed with another consultation.

In response to a query from Trustee Lyra Evans, CFO Carson advised that OSTA's smaller vehicles are a temporary solution to accommodate

new communities where construction is incomplete and yellow school buses cannot safely maneuver to pick up students.

10. New Business - Information and Inquiries

In response to query from Trustee Lyra Evans, Director Williams-Taylor advised that the District has not presented any recommendations with regard to proposed lay-offs and the staffing process is still underway. There are no numbers to generate with regard to lay-offs and/or surplus letters.

11. Adjournment

The meeting adjourned at 10:14 p.m.

Erica Braunovan, Chair



MEMORANDUM

Memo No. 19-060

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education
Janice McCoy, Superintendent of Human Resources

DATE: 18 April 2019

RE: **Employees with Zero Sick Leave Days Reported in 2017-2018**

In response to a trustee query at the Committee of the Whole meeting on 2 April 2019 the following information is provided:

During the 2017-2018 school year a total of 563 employees or approximately 7 percent of the total workforce reported zero sick leave days.

If you have questions, please contact Janice McCoy, Superintendent of Human Resources at (613) 596-8207 or janice.mccoy@ocdsb.ca

cc Senior Staff
Manager, Board Services
Corporate Records



COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, April 16, 2019, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

- | | |
|---|---|
| Trustees Present: | Erica Braunovan, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough (electronic communication), Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Samantha Lin (Student Trustee) |
| Staff Present: | Camille Williams-Taylor (Director of Education), 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), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Kevin Gardner (Manager of Financial Services), Charles D'Aoust (Coordinator of Budget Services), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Amanda Rock (Board/Committee Coordinator) |
| Non-Voting
Representatives
Present: | Christine Lanos, Ottawa-Carleton Elementary Operations Committee (OCEOC); David Wildman, Ottawa-Carleton Elementary Occasional Teachers' Association (OCEOTA); Wulf Heidecker, Elementary Teachers' Federation of Ontario (ETFO/OCETF); Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN) and Harvey Brown, Advisory Committee on Equity (ACE). |

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 8:42 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Lyra Evans,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott offered her congratulations to Cynthia Bled, former trustee of the Ottawa Board of Education and of the Ottawa-Carleton District School Board, for being recognized with her husband by the Alumni Association of the University of Ottawa with an Award of Excellence for their dedication to youth and support for youth programs as Honorary Members of the Alumni Association.

On behalf of the Board, Chair Scott extended congratulations to Rawlson King on his election to City Council as Councillor for Rideau-Rockcliffe.

Chair Scott advised that on 15 April 2019 the Board provided a professional development workshop for committee chairs on parliamentary procedure, rules for making motions, the role of the chair and techniques to ensure an orderly meeting. The Board will continue to work with committee chairs to develop tools and processes to support them in their role as chairs.

Trustee Schwartz commended Trustee Scott for recognizing Rawlson King being elected to City Council. She added that his election will result in a positive partnership with the District regarding various education issues for racialized students, especially in the eastern part of the city.

4. Briefing from the Director

Director Williams-Taylor advised that during the month of April students in grades four to twelve will have the chance to complete the OurSCHOOL Survey. This is an online school climate survey which is completed at school. The survey is confidential and anonymous and is administered every two years to provide valuable information about students' sense of safety and belonging at school. This informs School Learning Plans, School Bullying Prevention plans and District strategies and practices. The survey will be administered between 23 April and 10 May 2019. Parents may advise their child's school should they prefer their child not to participate.

Director Williams-Taylor advised that the OCDSB will be hosting a Parent Information Night on 23 April 2019 at 6:00 p.m. at Sir Robert Borden High

School. Dr. Jonathan Weiss from York University will be the keynote speaker and will address mental health and well-being with regard to students with Autism Spectrum Disorder. The OCDSB Autism Spectrum Disorder team will also be present to provide mini workshops for parents regarding supports and services within the District.

Director Williams-Taylor advised that one of the District's own, Allison Fuisz, a grades 7 and 8 environmental science and social studies teacher at Bell High School, is one of 45 teachers across North America and Japan who have been awarded the Grosvenor Fellowship. Allison blends technology, nature and Indigenous perspectives to help foster a sense of curiosity and desire among her students to help protect the Earth. This fellowship program is a professional development opportunity that honours excellence in geographic education.

Director Williams-Taylor advised that, on 12 April 2019, Alta Vista Public School teacher Chantel Smith and Connaught Public School teacher Sharan Samagh, presented a workshop at the Ontario National Alliance of Black School Educators (ONASBE) conference. They shared their experiences as English as Second Language (ESL) and English Literacy Development (ELD) teachers through their participation in the Teacher Learning Leadership program. The participants in this session explored how to accelerate literacy learning for English language learners (ELLs).

Director Williams-Taylor welcomed Eric Hardie as a Superintendent of Instruction to the OCDSB.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 19-036 Purchase of New Portable Classrooms for 2020-2021 (M. Carson, ext. 8881)

Your Committee had before it Report 19-036 seeking approval to purchase 20 new modular portable classrooms in order to provide the District with sufficient flexibility to accommodate student need throughout the system.

CFO Carson highlighted the following information:

- The District will only receive approximately half of the number of portables for September 2019 due to significant pressures on suppliers;
- The budget cost of the portable classrooms amounts to \$3.1 million;
- The District is facing significant pressure with moving portables to different sites to meet increased demand; and
- The capital reserves are the primary source of funding for the acquisition of portable classrooms.

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

- The cost differential between the portable classrooms currently used by the OCDSB and a more energy-efficient portable classroom may amount to a 50 percent increase;
- The portable classroom units are slightly more efficient than 15-20 years ago;
- The cost of a portable classroom unit is approximately \$150,000; and
- Energy-efficient portable classrooms are an issue that has been raised with the Ministry.

Trustee Lyra Evans encouraged the District to consider adding more permanent spaces to its facilities. Trustee Blackburn disagreed with Trustee Lyra Evans comments about portable classrooms. Some teachers and students are content with learning in a portable classroom. She added that the Board needs to be realistic with its expectations given the enrolment pressures it faces. She confirmed that coterminous boards use portable classrooms as well.

Moved by Trustee Blackburn,

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.

CFO Carson noted the following:

- The Ministry does not allow school boards to use their own reserve funds to build permanent spaces;
- Portables are considered a temporary solution to enrolment and program growth;
- There are approximately 350 portable classrooms in the District;
- There is a backlog of schools that require small additions to their facilities;
- The Ministry is reluctant about school boards building more permanent spaces;
- The location of programs may need to be reviewed to best utilize the District's permanent space;
- The air quality of portables has improved from 15-20 years ago;
- The District spends \$1.5-2 million dollars a year to refurbish portable classrooms;
- The District is considering purchasing a permanent fleet of portable classrooms;
- There is an increased demand for temporary portable classrooms;
- The \$20,000 administrative and permit fee costs would be taken from the operating budget;

- The cost of disposing of a portable classroom pertains to reinstating the grounds where it was located; and
- The number of students that occupy portable classrooms in the District are below the maximum number allowed to comply with the *Ontario Fire Code Regulation 338/97*.

Trustee Ellis noted that his zone has seen an increase in portable classrooms being placed in schools which are not in a suburban area. Chair Scott suggested that the District consider the square footage of a portable classroom should class sizes increase, especially for secondary school students who are physically bigger.

Moved by Trustee Blackburn

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.

Carried

6.2 Notice of Motion, Re: Establishment of Advocacy Committee as a Special Purpose Committee, Trustee Scott

Having given notice, Trustee Scott moved as follows:

Moved by Trustee Scott,

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.

Chair Scott added the following:

- It is important to have a permanent committee to deal with issues of advocacy;
- With the change in government, there will be an ongoing need for advocacy on many topics that may be time-sensitive; and
- The current members of the Ad Hoc Committee to Develop an Advocacy Strategy should be re-elected as members of the Special Purpose committee.

In response to queries, the following information was provided:

- The Chair has a responsibility to respond to the Minister and make public statements on behalf of the Board;
- The Chair should always have an understanding of the Board's position on any particular issue;
- It is important to have a forum to discuss time-sensitive issues; and
- The advocacy committee provides members with an opportunity for the application of ideas, knowledge, expertise and bring back their best thinking to the Board on advocacy issues.

An amendment made by Trustee Schwartz,

THAT Part C (iii) specify that the Chair means the Chair of the Board.

Carried, friendly

In response queries, Executive Officer Giroux shared the following information:

- Committees of the Board are subject to public meeting provisions;
- A report from the Special Purpose committee will come forward to the Board; and
- The Special Purpose committee will operate like a working group.

In response to a query from Trustee Boothby, Chair Scott indicated that there will not be a need to have an in-camera session for this committee. She added that a rationale would be required to hold an in-camera session.

Moved by Chair Scott

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 of the Board 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.

Carried

7. Report from Statutory and Other Committees

7.1 Audit Committee, 27 March 2019

Moved by Trustee Schwartz,

THAT the Audit Committee report, dated 27 March 2019, be received.

Carried

7.2 Advisory Committee on Equity, 28 March 2019

Moved by Trustee Campbell,

THAT the Advisory Committee on Equity report, dated 28 March 2019, be received.

Harvey Brown advised the motion mentions Black-African descent. He requested that "black" be removed from the motion.

Chair Scott advised that "black" was not in the original recommendation.

Moved by Trustee Campbell,

THAT the Advisory Committee on Equity report, dated 28 March 2019, be received as amended.

Carried

a. Funding to support mental health through an equity lens

Moved by Trustee Ellis, in substitution for 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 Métis and for male students of African descent.

Trustee Ellis noted that there the following concerns were raised at the Black Youth forum on 25 March 2019:

- Mental health issues are increasing among males of African descent; and
- There are barriers for First Nations, Métis, Inuit and Black youth in schools.

Trustee Blackburn expressed concern that the Lesbian, Gay, Transgender, Bi-sexual, and Queer (LGTBQ) community was not listed in this motion. She noted that they are a community at high risk for suicide.

Chair Scott recalled her discussion with ACE member June Girvan and relayed the following:

- The intent was not to narrow the listing of groups or re-victimize youth;
- The word "explore" was a deliberate choice in the recommendation;
- There are a host of other issues associated with mental health;

- The motion is intended to be inclusive by looking at specific needs under the mental health umbrella;
- The motion is for students of any race, origin, and/or sexual orientation.

During the discussion, committee members expressed the following opinions:

- The Board of Trustees is not precluded from exploring mental health supports for other groups in the future;
- The motion's intent may be captured without listing marginalized groups; and
- The motion may need sharper and more action-oriented language.

Director Williams-Taylor submitted that the word "explore" may be ambiguous and that it would be challenging to commit budget expenditures at this time. She added that barriers to accessing mental health services exist for the identified groups that have led to a deterioration of their sense of well-being and outcomes. Director Williams-Taylor emphasized that exploring the impact of identity on students' mental health is a complex undertaking. Partnerships with the greater community are important and the District may need to review its resources to have a positive impact on certain groups of students.

Director Williams-Taylor agreed that staff could provide a timeline of what the District may explore as possible discussion topics to support mental health for students who self-identify as First Nations, Métis, Inuit, and male students of African descent.

During the ensuing discussion, the following was noted:

- The intent of the motion is to focus on the listed groups; and
- The groups of students listed in the motion are currently being under-served by the District.

Trustee Schwartz noted that only male students of African descent are identified in the motion for the following reasons:

- Few male Black students attended the mental health and self-care session at the Black Youth Forum held on 25 March 2019;
- Female Black students are concerned about their male peers; and
- It is important for schools to take preventative measures to mitigate risk for Black male youth and help them overcome

barriers to accessing the mental health services that they may need.

An amendment moved by Trustee Lyra Evans,

THAT "direct staff to" be inserted to follow "THAT the Board".

Carried, friendly

Trustee Lyra Evans emphasized that the motion does not preclude the Board from extending the intent of the motion to other marginalized groups.

Chair Scott agreed that there is a significant amount of learning and understanding to be gained from this initiative. She added that the intent of the motion is to begin a focused dialogue on this issue. She recalled that equity was not discussed when the OCDSB Mental Health Framework was created and that it may be timely to start reviewing the framework. She expressed confidence that the discussions will be compatible with the District's strategic directions.

Director Williams-Taylor advised that the new strategic plan could include a focus on the impact that identity has on students and provide the necessary mental health services. The District's current structure does not reflect an understanding that identity informs the District's work. She noted that the collection of identity-based data will inform patterns, trends, and outcomes of students and their experience in schools. This information will assist staff to target the District's mental health services and supports.

During the ensuing discussion, the following points were noted:

- The motion refers to four marginalized groups as opposed to two groups;
- The identity-based data collection may identify what supports and services students need;
- The identified groups in the motion may not be accessing the District's services due to cultural and/or peer stigmas;
- The Board may want to review the motion in 12 to 18 months to be inclusive of other specific groups.

Trustee Hough expressed the opinion that prioritizing the identified groups is important with an intent to include other groups in the future.

An amendment moved by Trustee Hough,

THAT "commencing with students" replace "especially for students".

Trustee Hough expressed the view that it is important for the Board to consider that there are groups who have identity-based mental health issues.

During the ensuing discussion, committee members expressed concern about whether the motion is exclusionary.

With approval of the Board, Trustee Hough withdrew her amendment.

OCSSAN representative Rupi Bergamin expressed the opinion that the motion allows the District to focus on an issue that it may not have previously been aware of and expressed support for starting the conversation. She added that when educators are aware of different lenses it creates perspective to inform the District's work.

An amendment moved by Trustee Fisher,

THAT the motion be revised to read as follows:

A. THAT the Board direct staff to explore and seek to secure funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit, and for male students of African descent; and

B. THAT the Board direct staff to assess barriers to accessing mental health services within the OCDSB.

Trustee Fisher expressed the view that "explore" is passive language, and that seeking to secure funding is more action-oriented. Chair Scott appreciated Trustee Fisher's intent but noted that a conversation needs to happen first. She expressed the opinion that the amendments are taking the motion ahead of the status of the issue based on her discussions with the Advisory Committee on Equity and Ms. Girvan. Trustee Blackburn expressed the view that Part B addresses the issues that will arise.

A sub-amendment moved by Trustee Campbell,

THAT "report on funding" replace "seek to secure funding" in Part A.

In response to a query from Trustee Blackburn, Director Williams-Taylor advised that there is an implicit understanding of what "report on" means and that staff will provide an update and timeline on the issue to trustees.

A sub-amendment moved by Trustee Campbell,

THAT "report on funding" replace "seek to secure funding" in Part A.

Carried

Trustee Ellis expressed the view that the language used in Part B may convolute the intent of focusing on the four identified groups in Part A of the motion.

A sub-amendment moved by Trustee Jennekens,

THAT "with initial focus on students" replace "especially for" in Part A.

Defeated.

Trustee Penny expressed the opinion that Part B highlights that students do not believe they can access mental health services.

A sub-amendment moved by Trustee Campbell,

THAT Part B be revised to add "especially for students who self identify as First Nations, Métis, Inuit, and for male students of African descent."

B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First Nations, Inuit and Métis, and for male students of African descent.

In response to a query from Trustee Ellis, Superintendent Symmonds advised that the initiative to fully explore the potential barriers that may exist for students to access mental health services within the District would be a significant undertaking. He added that a timeline would be developed and the work would require a dedicated work plan.

Trustee Blackburn expressed the opinion that Part B is the more action-oriented part of the motion. She added that Part A does not imply that the Board will be engaging in a meaningful discussion.

Trustee Campbell expressed the view that a lack of funding could be a potential barrier. The key issue is to explore the reasons why students are not equitably accessing mental health services.

Trustee Braunovan noted that there will be an opportunity to review the wording of the motion prior to the Board meeting of 23 April 2019.

A sub-amendment moved by Trustee Campbell,

THAT Part B be revised to read as follows:

B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First Nations, Inuit and Métis, and for male students of African descent.

Carried

An amendment moved by Trustee Fisher,

THAT the motion be revised as follows:

A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First Nations, Métis, Inuit and for male students of African descent.

Carried

Trustee Scott thanked the Committee for the initial discussion. She reflected on whether it is more important to request funding for the initiative or to have a dialogue to determine what is needed to support students' access to mental health supports. She suggested that further discussion take place prior to an evaluation and request for funding.

Trustee Scott requested separate votes on each part of the recommendation.

Trustee Ellis encouraged the Committee to vote in favour of both parts of the motion.

Moved by Trustee Ellis

A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

Carried

Moved by Trustee Ellis

B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First Nations, Métis, Inuit and for male students of African descent.

Carried

8. Information Items:

8.1 Report from OPSBA

a. Report from OPSBA Representatives

Trustee Penny advised that eastern region Ontario Public School Boards' Association (OPSBA) meeting was a success and had the highest attendance ever. Thanks to Superintendent Baker, Manager Mallan and Kris Meawasige for smudging. Chair Scott also thanked Superintendent Farrish and Jennifer Perry for their attendance.

Trustee Penny also advised that the OPSBA AGM and the CSBA Congress will be held from 04-07 July 2019 in Toronto.

b. Call for Nominations for OPSBA Elected Positions 2019

Information was provided with regard to the call for nominations for OPSBA elected positions 2019.

8.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

8.3 OSTA Update (if required)

There was no OSTA update.

9. Long Range Agendas (April to June 2019)

In response to a query from Trustee Ellis, the 2019-2023 Strategic Plan will be presented to the Board on 04 June 2019. Trustee Braunovan advised that the agenda planning meeting will discuss why the Long Range Agenda (LRA) excludes certain committees.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The 10:30 p.m. vote received the required 2/3 majority and the meeting adjourned at 10:46 p.m.

Erica Braunovan, Chair



AD HOC CODE OF CONDUCT COMMITTEE

**April 1, 2019, 3:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Trustee Members: Donna Blackburn, Christine Boothby, Keith Penny, Sandra Schwartz, Lynn Scott
Staff: Camille Williams-Taylor (Director of Education), Michele Giroux, Katrine Mallan (Manager of Board Services), Sue Baker (Senior Coordinator, Board Services)
Other Trustees: Engy Masieh (Policy Analyst)

1. Call to Order

Trustee Blackburn called the meeting to order at 3:12 p.m.

2. Approval of the Agenda

Moved by Trustee Scott,

THAT the agenda be approved.

Carried

3. Receipt of Report, Ad Hoc Code of Conduct Committee, 7 March 2019

Moved by Trustee Penny,

THAT the report of the Ad Hoc Code of Conduct Committee dated 7 March 2019 be approved.

Carried

4. Matters for Action/Discussion:

4.1 Review of Revised Draft Policy P.073.GOV Board Member Code of Conduct

Executive Officer Giroux advised that staff has made a number of changes to the policy based on comments made at the last meeting of the ad hoc committee on 7 March 2019. The proposed changes were reviewed with legal counsel who provided some analysis and suggestions.

Trustee Scott noted that a majority of trustees indicated that they were in favour of moving forward with an integrity commissioner, while some

trustees noted that they would like to have further discussion at a Committee of the Whole meeting.

During discussion of the revised draft policy, the following areas were noted for further revision or clarification:

- It was suggested that Sections 3.6 and 3.9 (Integrity and Dignity of Office) are vague and include statements from the trustee oath. (Note: These statements come from the OPSBA template.) Sections 3.1 to 3.32 describe the responsibilities and behaviours that are expected of trustees. They are referred to when a breach of the code has been identified;
- Sections 3.15 to 3.22 (Civil Behaviour) could include language that makes a distinction between "fierce debate" and "crossing the line" of civil behaviour. It was noted that trustees differ on what constitutes civil behaviour. The governance policy (P.12.GOV) talks about a culture of collaboration and an open expression of diverse and divergent viewpoints. It was suggested that the language in the governance policy could be used.
- Section 3.22 (Civil Behaviour), Section 4.7 and 4.8 (Identifying a Breach of the Code) are unclear about whether a Board member must raise their concerns about another Board member's egregious behaviour directly with that Board member or if they have the option of filing a complaint with the integrity commissioner. Should there be a distinction between "egregious behaviour" and "a breach of the Code of Conduct"?
- Section 3.29 (Upholding Decisions) should say "uphold the Board decision" rather than "implementation of a board resolution".
- The last sentence in Section 4.2 (Role of the Chair/Presiding Officer) is repeated in Section 4.3.
- The language could be clarified to bridge the gap between an attempt by the parties to resolve their differences (Section 3.22) and making a complaint to the integrity commissioner (Section 4.8). It was noted that it could be very expensive to bring all complaints to an integrity commissioner.
- Section 4.14 (Review of Complaint) provides the authority for the integrity commissioner to determine whether a complaint is handled through the informal or formal review process, depending on the seriousness of the alleged breach and/or the willingness of the complainant and respondent to agree on a remedy.
- Section 4.24 (Suspension of Formal Review) indicates that the final report of the integrity commission shall contain an outline of the finding of facts, and a recommendation or opinion as to whether the Code of Conduct has been breached. Staff agreed to speak with legal counsel to determine whether this report could also recommend an appropriate sanction depending on the nature of the breach and

whether it concerned non-compliance with legislation or civil behaviour.

- There appears to be a disconnect between Sections 4.24 and 4.26
- Section 4.33 (Sanctions) lists the sanctions that the Board may impose if a Board member should breach the Code of Conduct. Staff agreed to look into whether lesser sanctions, such as a letter of apology, could be included in this list. It was noted that Section 4.17 speaks to remedial measures arising from an informal review. It was suggested that a part d) be added to 4.33 to refer to the sanctions listed in 4.17.
- Section 4.37 to 4.44 (Appeal) is unclear whether the sanction would be imposed before, during or after the period during which a Board member could appeal the sanction.
- Section 4.42 (Appeal) refers to "Trustee" and "Board member". The terminology should be consistent throughout the policy.

It was agreed that another meeting of the ad hoc committee would be required before the revised policy is presented to the Committee of the Whole. (Note: the next meeting will take place on 23 April 2019 and the revised policy will be presented to Committee of the Whole on 7 May 2019.)

5. Adjournment

The meeting adjourned at 4:30 p.m.

Donna Blackburn, Chair, Ad Hoc Code of Conduct Committee



BOARD (PUBLIC)
Report No. 19-049

23 April 2019

SEAC Policy Revision – Appointment of Association and Associated Representatives

Key Contact: Michele Giroux, Executive Officer
613-596-8207

PURPOSE:

1. To revise policy P.019.GOV Special Education Advisory Committee (SEAC) to include VIEWS for the Visually Impaired (VIEWS) as well as confirm the appointment of a member and alternate representing that association on SEAC.

CONTEXT:

2. SEAC has been seeking to expand its membership. VIEWS, an organization representing children, youth and young adults who have low vision or are blind was formally an association with representation on SEAC and left the committee in 2009. VIEWS has applied to be an association on SEAC and to appoint a representative and an alternate. SEAC supports this appointment which will require a policy change.

KEY CONSIDERATIONS:

Expanding Membership

3. Expanding SEAC's membership has been a topic of discussion by the Committee and the Board. Following the motion passed by the Board in January 2016 to "increase the association voting membership on SEAC to twelve from the current seven", the District initiated the process to appoint up to five local associations to SEAC in accordance with PR.538.GOV.

Given that Regulation 464/97 prescribes a maximum of 12 associations under the "Local association category" four additional associations could apply and be appointed as members under this category at a later date.

Nomination Process

4. The nomination period began on 15 January 2018 and closed on 26 January

2018. The information was distributed to the public through the School Council newsletter, the website, Facebook, and Twitter. Letters were also sent directly to several local organizations identified by SEAC as potential candidates for representation on SEAC inviting them to apply. The District received no requests during the process.

Application from VIEWS

5. In November of 2018 VIEWS contacted Board Services regarding the possibility of membership and followed up with a formal request (circulated to trustees under separate cover). VIEWS meet the definition of a local association under the Ministry Regulation and previously held a seat on SEAC, but were removed in 2009 due to the resignation of the representative.

The composition of the Special Education Advisory Committee is outlined in section 4.2 of Board Policy P.019.GOV: Special Education Advisory Committee (attached as Appendix A).

Additional changes are suggested to Board Policy P.019.GOV: Special Education Advisory Committee to improve clarity, remove redundancies and align language with other Board policies. Section 4.8 was added based on the motion passed by the Board at its 26 January 2016 meeting.

RESOURCE IMPLICATIONS:

6. There are no resource implications associated with this report.

COMMUNICATION/CONSULTATION ISSUES:

7. The Chair and Vice-Chair of SEAC have been advised of the nomination request from VIEWS to become a member association on SEAC.

STRATEGIC LINKS:

8. Appointing additional associations to the Special Education Advisory Committee supports the District's commitment to implementing sound governance structures, as well as encouraging broad community engagement in District initiatives.

RECOMMENDATION:

- A. THAT VIEWS for the Visually Impaired be approved as a member of the Special Education Advisory Committee under the local association category, and that Board Policy P.019.GOV, Special Education Advisory Committee be revised accordingly; and
- B. THAT Lisa Paterick be appointed as a regular member representing VIEWS for the Visually Impaired on the Special Education Advisory Committee and Johnna MacCormick as the alternate member for the term ending 30 November 2022.

Michele Giroux
Executive Officer

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

APPENDICES

Appendix A – Policy P.019.GOV Special Education Advisory Committee

**POLICY P.019.GOV**

TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 31 March 2015
Authorization: Board: 29 May 2006

1.0 OBJECTIVE

To establish a Special Education Advisory Committee (SEAC) as required by the *Education Act* and Ontario Regulation 464/97.

2.0 DEFINITIONS

In this policy,

- 2.1 **Local association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).
- 2.2 **Additional members** means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 POLICYTerms of Reference

- 3.1 The Special Education Advisory Committee shall:
- a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
 - b) participate in the Board's annual review of its Special Education Comprehensive Plan;
 - c) participate in the Board's annual budget process as it relates to Special Education; and
 - d) review the Board's financial statements related to Special Education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
- a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) *IEWS for the Visually Impaired***
 - b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), "one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board"):
 - (i) Ottawa-Carleton Assembly of School Councils (OCASC)
- 4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.
- 4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.
- 4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.
- 4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.
- 4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.
- 4.8 In the event of a community representative vacancy during the four year term, the Board shall reconsider a community representative application(s) who interviewed during the most recent selection process for community representatives.**

- 4.9 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote. ~~Both the representative and the alternate members will receive agenda and back-up material.~~
- 4.10 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
- a) Council for Exceptional Children
 - b) Ottawa-Carleton Elementary Teachers' Federation
 - c) Ontario Secondary School Teachers' Federation
 - d) Professional Student Services Personnel
 - e) Ottawa-Carleton Secondary School Administrators' Network
 - f) Ottawa-Carleton Elementary Operations Committee
 - g) Ontario Secondary School Teachers' Federation -Educational Assistants

Non-voting representatives ~~will receive the public agenda and back-up material and~~ may participate in the discussion, but may not make or vote on motions.

Quorum

- 4.11 Quorum shall be the majority of the appointed members.

Reporting Procedure

- 4.12 The Special Education Advisory Committee shall normally report to the Board through the Committee of the Whole. Notwithstanding this reporting structure, the Committee of the Whole may review and comment on the reports and/or any recommendations from the Special Education Advisory Committee, but cannot alter the recommendations or reports.

In addition, the Special Education Advisory Committee may send a report with recommendations directly to the Board or to the Committee of the Whole Budget where the normal reporting procedures would not allow for timely consideration of the recommendations by the Board.

~~The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole.~~

- 4.13 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole **and the Committee of the Whole, Budget.**

Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.
- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.**

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

Policy P.010.GOV: Community Involvement on Board Standing Committees