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COMMITTEE MEMBERS:

All Trustees

STAFF:

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

ASSOCIATION REPRESENTATIVES (NON VOTING):

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

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

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

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

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

Student Senate (OCSPC or STAC), TBC

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

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

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

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

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
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IN CAMERA MEETINGS:

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

HOW TO APPEAR AS A DELEGATION:

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



COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, May 7, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Call to Order - Vice-Chair of the Board	
2. Approval of Agenda	
3. Briefing from the Chair of the Board	
4. Briefing from the Director	
5. Delegations	
6. Report from Statutory and Other Committees	
6.1 Special Education Advisory Committee Report, 10 April 2019	1
6.2 Indigenous Education Advisory Council, 18 April 2019	13
6.3 Ad Hoc Code of Conduct Committee, 23 April 2019	19
Recommendation	
a. Revisions to Code of Conduct	35
Supplemental Information: Report 19-054 Recommended Revisions and Review of P.073.GOV Board Member Code of Conduct (M. Giroux, ext. 8310)	
7. Matters for Discussion:	
7.1 Report 19-053, Report on the 2019-2023 Draft Strategic Plan (M. Giroux, ext. 8310)	69
a. 2019-2023 Draft Strategic Plan	77
8. Information Items:	
8.1 Report from OPSBA (if required)	

8.2 New Ministry Initiatives Update (if required)

8.3 OSTA Update - Board of Directors, 25 March 2019

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9. New Business - Information and Inquiries

10. Adjournment



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, April 10, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), Samantha Banning (Autism Ontario, Ottawa Chapter, Alternate), Mark Wylie (Down Syndrome Association), Sean Popal (Ontario Associations for Families of Children with Communication Disorders, Alternate), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Nancy McLaren Kennedy (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers)

Staff and Guests: Donna Blackburn (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal of Learning Support Services), Christine Kessler (System Principal of Learning Support Services), Nicole Guthrie (Board Committee Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:04 p.m.

2. Approval of the Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Delegations

Jennifer MacIntosh expressed her concern regarding the Board Policy for service dogs and how the request for accommodations is handled. She noted that her son, following several incidents of elopement was assigned a support dog. The District recently denied the family's request for the dog's admittance to her son's school. She noted that she was not made aware of the District's concerns in its response and was only informed that staff could not be handlers for the support dog.

In response to queries from members, Ms. MacIntosh noted that, Lynard is an Assistance Dogs International (ADI) trained support dog that provides her son with needed companionship and support and helps resolve his issue of elopement. Lynard is trained to disappear into the background of any situation. Through the use of commands and the leash and tether, Lynard will prevent her son from leaving school sites alone. Lynard is also trained to calm and provide pressure to soothe her son's sensory overload issues. All staff working with her son would require minimal training in the commands Lynard is trained to obey as well as leash handling. She added that before Lynard, the family had to hire an aid to respond to her son's incidents of elopement.

Superintendent Symmonds advised that the District relies on Procedure PR.686.SCO Use of Service Dogs for Students to direct its process concerning service animals in schools. The procedure was implemented in November of 2017 and is expected to be revised in the coming months owing to an upcoming Ministry consultation on the subject. He added that he could not speak to the specific details of Ms. MacIntosh's case but noted staff has been in communication with the family.

Ms. MacIntosh advised that part of her reason for speaking to the committee was to raise awareness of the issue.

Superintendent Symmonds noted that service dogs introduced to OCDSB facilities must be certified and licensed in Canada and accredited by the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI) or a for-profit organization that uses the "Mehgan Search and Rescue Standard in Support of Accessibility" (MSAR) training standard. He noted that service animals present complex challenges within schools and that many issues require consideration before the policy is developed and the procedure updated.

4. Review of Special Education Advisory Committee Report

4.1 6 March 2019

Moved by Mark Wylie,

THAT the Report from the 6 March 2019 SEAC meeting be received.

Carried

Ms. Miedema, speaking on behalf of Ms. Owen, requested that the changes to the Special Education Funding Guidelines Special Equipment Amount (SEA) be added to the long range agenda or the action tracking report to allow for further discussion.

Superintendent Symmonds clarified that Learning Support Services (LSS) used SEA funding to purchase trial equipment.

In response to a query from Trustee Campbell regarding private assessments, Manager Kay advised she would provide further information at a future meeting of SEAC.

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

In response to a query from Trustee Boothby, Chair Kirwan noted item seven was added as a placeholder and he was hopeful that it could be addressed at the 15 May 2019 meeting.

4.3 Motion/Action Tracking Report, Business Arising

The motion action tracking report was provided for information.

Superintendent Symmonds advised that he would speak to the Research, Evaluation, Analytics Division (READ) team regarding items one and two and provide further updates at the 12 June meeting.

Manager Kay noted that item three will be discussed in the context of the Board budget deliberations and that she would provide a status update at the 15 May 2019 SEAC meeting.

In response to a query from Trustee Campbell regarding item five, Superintendent Symmonds noted that staff is unable to glean this information from the new Individual Education Plan (IEP) Online (IOL) tool. Manager Kay added that the data is not captured within IOL. She added that LSS is working with the developer to include a clinical service module, but it is still in the development stage.

5. Action/Discussion/Information Items

5.1 Memo 19-054, Location of Specialized Program Classes

Your committee had before it Memo 19-054, providing information on the number and location of specialized program classes throughout the District.

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

- Miedema queried whether or not the location of specialized program classes is a detriment to application and enrollment and noted that a visual representation of class locations would be helpful. Superintendent Symmonds advised that the grade level of the classes was not included and that classes and locations shift from year to year;
- Staff has been shifting to the geographic model gradually at convenient transition points, but it has been challenging as many schools across the District are at capacity and have no room for additional classes;
- Ms. Miedema expressed concern at the shrinking enrollment of the gifted program and whether or not transportation and class location are a factor;
- All blind, low vision students are integrated into the regular classroom;
- Trustee Boothby requested that staff make every effort to limit transitions for special education students. She advised that when placing programs at the intermediate level that grades 7 through 12 high schools be given preference;
- Staff advised that there are challenges with the 7 to 12 models, in particular, the agreements with the elementary and secondary teacher federations which do not allow for mixed groupings of students. The intermediate grades turn over at a higher rate than the secondary, and as a result, there is limited ability to accommodate students within secondary schools. Class movements may have a negative impact on a specific cohort. Staff are working with labour relations and having discussions with the federations about options;
- Schools may not have a grade 8-9 split class. Staff advised that in some cases a grades 7 to 9 class may serve students well, but staff cannot place intermediate students into secondary school classes. The low ratio of numbers in some of the classes also impact its provision as operating a class for two students is not cost-effective;
- Staff indicated that the District does not compel students to move to their closest specialized program class should a space become available and that this has an impact on other student placements;
- Known staff reductions for the 2019-2020 school year were included in the narrative of the Academic Staffing Report and that a final report outlining final class numbers and locations will be provided to SEAC at the May or June meeting;
- Mr. Harris thanked staff for all of their work on the Deaf and Hard (DHH) classes at the Secondary level; and
- Trustee Boothby expressed the view that while the accommodation and area reviews are still in a moratorium, Trustees have recommended that future discussions and reviews should attempt to reduce the number of models and configurations to ensure that schools are more manageable.

5.2 Report 19-031, Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement

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

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

- In response to a question from Ms. Miedema regarding the comments and input provided during the discussion on the report at the Committee of the Whole meeting on 2 April 2019 and subsequent emails from members, Superintendent Symmonds advised that taking comments from trustees back and reworking the RFP and - will consider the comments and it is the work of SEAC and not an individual - unsure of the process to deal with those comments;
- Chair Kirwan expressed the view that while there was no formal motion made at the 2 April 2019 COW, it was implied that staff would further investigate the comments and suggestions made by the trustees and provide further information to SEAC;
- Ms. Miedema expressed the view that the goals and deliverables seem to indicate that the problem is communication and she suggested that additional text be added to broaden the scope. She expressed concern that a consultant may take the document literally and their work would be limited in nature as a result;
- Chair Kirwan noted that Trustee Scott made a specific point regarding the need for measurables and noted staff received the message;
- Ms. Dewshi expressed concern over the focus on communication and queried the bullet on page 23 which states that updates will be made to SEAC at key review milestones. Staff noted that part of the decision to utilize the services of an external consultant was their ability to offer advice and guidance. SEAC can be assured that they will be provided updates at regular intervals. The consultant will provide further guidance and input on the process and will determine the key milestones. The department update can be used to communicate project details;
- Mr. Harris expressed the view that many consultants have scoping exercises and suggested that staff consider the option to have SEAC be a part of the interview process to ensure that some of the concerns expressed by members are reflected in the final methodology. Superintendent Symmonds noted that staff have not yet begun the draft of the request for proposal and that it will include language that requests the consultant demonstrate and articulate their process;

- Trustee Campbell expressed the view that time is taken in the draft of the scope statement to ensure it accurately reflects the project needs and queried whether or not the statement would be provided to trustees and members of SEAC. Superintendent Symmonds noted that staff is now directed to prepare the RFP based on the discussions held at SEAC and COW. He added that the recent procurement announcement by the province may limit activity, but any issues would be brought to the attention of trustees and SEAC members;
- Trustee Campbell commented that the key goals and deliverables reflect the input from SEAC and understand the staff decision to narrow the scope, but he was unsure whether or not stakeholders would find the results satisfactory. He added that the key performance indicators (KPIs) are an important element in determining whether or not the delivery and placement models are effective. He added that the staff summary is not incorrect; and
- Superintendent Symmonds proposed that the outcome of the operational review will help define the work of LSS moving forward.

5.3 Letter to the Minister Regarding the Ontario Autism Program

The letter to the Minister regarding the Ontario Autism Program was provided for information.

5.4 Integration and Support for Special Education Students

Trustee Lyra Evans advised that she has heard complaints from many families who feel their children are not receiving the support they need in the regular classroom. She raised the matter at the 6 March 2019 SEAC meeting and requested further discussion at the 10 April 2019 meeting. She proposed the committee discuss and determine the level of support required for students who are integrated in the regular classroom to ensure their success.

Trustee Boothby expressed the view that an exercise similar to the process used at the 25 February 2019 SEAC meeting would help reach consensus on the subject. She noted that the District is still waiting for budget information from the province and that it will be an essential element of the discussion. She requested that more information and details be provided in a memo or letter of transmittal to help the members understand the keywords and concepts related to integration. She noted that information such as the number of EAs supporting students in the regular classroom, how are they deployed, the role of the EA, the role of Learning Support Teachers (LST), the role of Learning Resource Teachers (LRT) and how many students have IEPs would be critical to ensure the discussion is productive.

Ms. MacLaren-Kennedy expressed the view that qualitative data and the student's voice should be a part of the conversation.

Ms. Dlouhy noted that the role and function of the EA could be clarified. She would like to have a better understanding of a typical day for an EA and the number and types of interactions they have with students.

Trustee Campbell commented that many of the questions raised by parents may be answered in the operational review. He suggested that an environmental scan could help with the discussion but expressed the view that it will not provide further answers as to whether or not the available resources are optimally deployed for effectiveness. He noted that without key performance indicators there is not way to measure the efficacy and that the discussion would be a shadow conversation to the operational review. Superintendent Symmonds advised that the conversation will overlap with the operational review and there may be an opportunity to feed the information back and forth.

Chair Kirwan encouraged the members to discuss the subject with their respective associations and provide ideas and input to him via an email. He added that an additional meeting of SEAC might be required.

6. Department Update

Superintendent Symmonds advised that there continue to be changes to the Ontario Autism Program (OAP). The Ministry of Education has announced that it will: fully subsidize the Autism Spectrum Disorder (ASD) course for teachers; double the funding to the Geneva Centre for Autism to provide training for educators and Educational Assistants (EAs) including the Registered Behaviour Technician (RBT) course; fund behaviour expertise and student supports; expand after school skills development programs for students with ASD; support students transitioning into school through the Connections for Students model; and fund school boards for each newly enrolled student with ASD to an average of \$12,300.

Superintendent Symmonds noted that on 22 March 2019 the Ministry of Children, Community and Social Services announced that it will extend existing Ontario Autism Behaviour Plans for six months. He noted that details on the revised OAP are still not available. Ms. Ralph confirmed that extension will be effective from the end date of a family's existing plan.

Superintendent Symmonds noted that the Minister also committed to a consultation to gather input on how best to support children with complex autism needs, focusing on students under the age of six and those preparing to transition out of school.

Superintendent Symmonds advised that the Board approved a policy resolution for the Ontario Public School Boards' Association (OPSBA) at the 26 March 2019 Board meeting. The resolution included recommendations for funding for staffing including an Applied Behaviour Analysis (ABA) Coordinator, funding for Board Certified Behaviour Analyst (BCBA), continued training for teachers, Early

Childhood Educators (ECEs) and Educational Assistants (EAs) for the RBT course, funding for a centrally assigned educator to support students with IEPs and transition planning, funding for Professional Support Staff, funding for additional EAs to support students with ASD in the regular classroom and those in congregated as required, and funding to continue targeted autism programs such as “Art of Play”, “Art of Conversation” and “PEERS”. The resolution was submitted to OPSBA for consideration at its Annual General Meeting in July 2019.

Superintendent Symmonds expressed concern that the District may have reduced funding as a result of the reformed OAP and its impact on the targeted Autism programs. He added that the District is forging its relationship with the Children's Hospital of Eastern Ontario to ensure information sharing and planning.

Ms. Gardner commented that 4082 violent incident reports have been filed since September 2018. She expressed concern over the potential influx of students with Autism, many of whom may not be ready to attend school due to behaviour issues. OCETF have grave concerns about what the funding in education to support ASD students.

Trustee Boothby thanked Superintendent Symmonds, Vice-Principal Dewan and Ms. Ralph for their efforts in the preparation of the resolution for OPSBA. She queried the province's commitment to extend behavior plans and whether or not it speaks to new plans. Superintendent Symmonds indicated that he could not provide a response without further details on the Ministry's plans for the OAP. Superintendent Symmonds noted that staff are meeting with CHEO and may be able to provide a response after those meetings.

In response to a query from Trustee Lyra Evans, Superintendent Symmonds noted that prior to the OAP, ASD teams worked to support and provide robust services for ASD students. Manager Kay noted the District utilizes an innovative intake process. The Multi-Disciplinary Team meets with the child and family after registration to determine the student's needs and work with the school team and the family to ensure the supports are in place to meet the needs.

In response to a query from Ms. Ralph regarding the OPSBA resolution, Trustee Boothby advised that should the resolution be accepted by OPSBA, it will become a part of the work plan and advocacy efforts for provincial discussions and lobbying.

Ms. Gardner queried whether or not the \$12,300 announced by the Ministry was new funding. Superintendent Symmonds suggested that the funding may be new owing to the inclusion of a count date but could not be sure.

Superintendent Symmonds noted that the Ontario College of Teachers (OCT) issued a professional advisory regarding supporting students with mental health concerns. He noted that he had attended a session on the subject and

that resources were provided to all teachers through their OCT magazine mailing. He noted the messaging from OCT was that teachers are key observers and supporters of childrens' mental health, but they do not diagnose.

Superintendent Symmonds commented on the success of the 2 April 2019 Autism Awareness Day and thanked the Autism Spectrum Disorder (ASD) team for their efforts. He invited members to attend the Parent Information Night on 23 April 2019 which will feature keynote speaker, Dr. Weiss who will address mental health in students with ASD.

Principal Hannah advised that VOICE will be hosting an event to showcase Deaf and Hard of Hearing (DHH) students in the library of Vincent Massey Public School on 11 April 2019. The event is open to all.

6.1 Special Education Plan (Standards)

a. Individual Education Plans (IEPs)

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

- All of the revisions made to the standards over the course of the 2018-2019 year will be provided for SEAC review when the Special Education Plan is presented in June;
- Staff indicated that a complete re-write of the Individual Education Plan (IEP) standard is required;
- The revised standard will include all of the elements required by the Ministry;
- The Ministry outlines five specific phases of the IEP process:
 - Gathering information
 - Setting the direction
 - Developing the IEP as it relates to the student's special education program and services
 - Implementing the IEP
 - Reviewing and updating the IEP
- The process for dispute resolution is a required element and will be expanded with additional resources;
- The board's results of the ministry's review for the previous year, along with the board's plans for a response to these results is also a required element of the standard;
- The IEP template must also be included in the Special Education Plan;
- The revised section will better define and provide clarity to the terms special education programs and services;
- The members agreed that the glossary of items that can be found within an IEP as outlined on pages 45-57 are helpful and

should be a part of the revised standard. The information is useful for families, teachers and students. The list should include a caveat that they are subject to change and not an exhaustive list;

- Trustee Boothby commented that the language used on page 31 describing the purpose of the standard is too narrow;
- Trustee Boothby expressed the view that that word "may" be removed from the second bullet on page 31;
- Trustee Campbell noted discrepancies and inconsistencies within the 30-day service level agreement and suggested further clarity in the revised standard;
- Trustee Campbell requested clarity on the transition planning paragraph on page 33;
- IEP reviews are undertaken, and the principal may randomly or specifically select the IEPs. The review ensures that the IEP is following the legislation and have all of the required elements;
- The Ministry provides the list of exceptionalities noted on page 45;
- Ms. Nadon-Cambell recommended that the word "may" be removed from the paragraph regarding communication on page 31; and
- Ms. Miedema expressed the view that the IEP template should indicate which sections may or may not be included in a student's IEP. She noted that many Gifted students' IEPs only specify the course of the accommodations and do not provide other information.

b. The OCDSB Model For Special Education

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

- The standard will be revised to include a reference to the Ministry requirements;
- The standard will outline the board's philosophy and service-delivery model for the provision of special education programs and services;
- The standard must demonstrate how it complies with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act;
- Staff recognized that parts of the current standard require revision for clarity and broader understanding;
- The members agreed that the acronyms should remain within the standard;
- Trustee Campbell requested clarification with respect to the guiding principals as outlined on page 61, particularly bullets

three and seven. Superintendent Symmonds noted that the list is a verbatim copy of the special education policy. System Principal Kessler added that the wording in bullet seven was taken directly from the Ontario Human Rights Code;

- Ms. McLaren-Kennedy queried whether or not the District is utilizing Section 23 or Care and/or Treatment, Custody or Correctional (CTCC). Principal Hannah advised it is CTCC, and the standard will be revised to reflect; and
- Trustee Boothby expressed concern regarding the definition of the delivery model, specifically the wording "are generally at the discretion of the Board and the senior administration." Superintendent Symmonds noted that the delivery model and the decisions made regarding the model is at the discretion of the Board of Trustees and Senior Administrators. The two determine the model. It is an argument in law as to whether or not that is sufficient to meet the child's needs which would invoke undue hardship. Trustee Boothby requested that staff review the definition of the delivery model and revise if necessary.

7. Committee Reports

7.1 Advisory Committee on Equity

Ms. Nadon-Campbell noted that the Advisory Committee on Equity recommended the following motion at it's 27 March 2019 meeting:

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

7.2 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

7.3 Board

There was no report from the Board.

7.4 Committee of the Whole

Vice-Chair Wylie noted that Committee of the Whole discussed changes to the OAP and the LSS Operational Review.

8. New Business

Trustee Boothby requested that the members have an opportunity to discuss the impact of Occasional Teacher shortages on special education students at an upcoming meeting of SEAC.

9. Adjournment

The meeting adjourned at 10:32 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee



INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, April 18, 2019, 6:00 pm
 Gloucester High School
 2060 Ogilvie Road
 Ottawa, Ontario

Attendees Present	Sytukie Joamie, Raiglee Alorut, Inini McHugh, Nina Stanton, Romaine Mitchell, Chris Ellis, Donna Blackburn, Junior Ittusardjuat, Jesse Paypompee-Kavanaugh, and Jordyn Hendricks.
Staff Present	Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Instructional Coach Kris Meawasige, Educational Assistant Lili Miller, and Committee Coordinator Amanda Rock.
Non-Voting Representatives Present	Trustee Wendy Hough.

1. Opening Prayer/Song

The meeting was called to order at 6:11 p.m. Sytukie Joamie gave an opening prayer with Jesse Paypompee-Kavanaugh leading a smudging ritual.

Vice-Principal Alexander advised that Métis Elder Jo MacQuarrie passed away. A moment of silence was held. Vice-Principal Alexander advised that a celebration of life is planned for the first week of May and will send Committee Coordinator Rock the information to circulate to the IEAC.

2. Approval of the 21 February 2019 IEAC Minutes

There were no errors or omissions to the IEAC minutes of 21 February 2019.

3. Identity-Based Data Follow-Up Questions/Concerns (Oral Update)

Superintendent Baker recalled the identity-based data collection discussion from the 21 February 2019 IEAC meeting.

During the discussion, the following points were noted:

- The Inuit Nunangat (Inuit regions of Canada) education systems are significantly different from the curriculum of the OCDSB;
- The District may want to consider exploring the root causes of low graduation rates among Indigenous students;

- There are communication issues between the Children's Aid Society (CAS) in Inuit Nunangat and CAS in Ottawa;
- It is difficult for students to adapt to the new environment; and
- Students transitioning from the North to schools within the District often have not formally learned English before grade 3 and may be many grade levels behind their peers.

In response to queries, the following information was provided:

- There may be gaps in some areas of the identity-based data collection as it is voluntary;
- There are significant challenges in providing support for students who are arriving from Inuit Nunangat; and
- The Ottawa Inuit Children's Centre (OICC), Tungasuvvingat Inuit (TI), and the OCDSB work collaboratively to provide supports to students.

During the ensuing discussion, the following points were noted:

- In Inuit Nunangat, students are given a "social passing" to move on to the next grade level regardless of their academic performance;
- There are a significant number of Indigenous students who require supports;
- Students who have come from Inuit Nunangat often have social issues that have been compounded by difficult situations that have occurred in their homes;
- The OCDSB, in collaboration with its community partners, may want to consider discussing systemic issues with the Inuit Nunangat governments to address and better anticipate students' needs.

Student representative Jordyn Hendricks noted that different education systems have different priorities for specific cultural reasons.

Romaine Mitchell noted the following:

- Pre-emptive measures may need to be considered for students to receive the supports they need upon arrival to the District;
- Statistics and data may indicate the high demand for supports and services; and
- The District may need to become more proactive in its approach with students coming from Inuit Nunangat.

Trustee Ellis stated that it may be helpful for the IEAC to know the different stages of student registrations and assessments in the District. He noted that, as the District advocates with the province for funding, it is important to know where the District has been successful and the areas that require improvement.

In response to a query, Superintendent Baker clarified that the identity-based data collection is voluntary. The District also obtains data from student registrations and its community partners.

Inini McHugh expressed concern over the following points:

- Registration protocol and paperwork can be a barrier to moving the registration and assessment process forward in a timely manner;
- There may be a language barrier between students' parents and a social worker/parent advocate; and
- School teachers and administrators may need to work more closely with social workers and parent advocates to address issues and have a common understanding.

Superintendent Baker advised that students arriving from Inuit Nunangat may have multiple, complex needs that the District is not aware of when they register. She stated that more centralized wraparound services may be needed to address these students' unique needs. Mr. McHugh highlighted that CAS Ottawa has created hubs for certain Indigenous groups. He stressed that the OCDSB Indigenous team needs their own support team.

Superintendent Baker recalled the motion that was passed at the Committee of the Whole 16 April 2019 meeting:

A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, with initial focus on 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.

During the ensuing discussion, the following points were noted:

- The District has recognized that there is a need for more focused exploration of mental health supports and referrals for certain groups of students;
- The motion will be presented to the Board for approval at its meeting of 23 April 2019;
- The motion is not meant to be exclusive of other student groups;
- The IEAC may be helpful in identifying barriers for students to access mental health supports;
- The focus on male students of African descent was discussed at the Black Youth Forum where there was a workshop on mental health with students raising their concern for black male youth who may not be able to express themselves; and
- It is important to acknowledge and understand lived experiences of students and not address every student the same way.

Student representative, Jordyn Hendricks, noted that Indigenous students and students of African-descent have a similar history. They noted that the District may need to consider the history and its impacts to fully explore the barriers to accessing mental health supports.

In response to a query from Raiglee Alorut, Superintendent Baker recognized that the District cannot be certain if there are a significant number of Indigenous students dropping out of high school. She noted that the District depends on the students who self-identify to gather their statistics on graduation rates.

During the ensuing discussion, the following points were noted:

- Self-identification is about trust;
- Students need to feel comfortable and safe to share information with educators;
- The OCDSB Indigenous team is reaching out to students who have not self-identified.

Jordyn Hendricks noted that students are self-identifying to be placed in the data collection and also to be given opportunities.

4. Standing Recommendations

4.1 Respectful language and communication

Vice-Principal Alexander recalled the discussion from 21 February 2019. She shared that the OCDSB Indigenous team created one-page documents that educators can reference and noted that there is a document for creating safe spaces and one that outlines ideas that educators need to unlearn.

Trustee Ellis submitted that many people do not understand why certain language is offensive.

Vice-Principal Alexander and the Indigenous Education Team has worked with student success teachers (SST) across the District to discuss the one-page documents and start capacity building. Inini McHugh mentioned that students want to feel a sense of belonging and become disengaged when they sense that they do not belong.

Vice-Principal Alexander shared her observation of what is important for success among Indigenous students as the following:

- Pride in their identity;
- A sense of belonging;
- Basic needs (food, shelter, clothing); and
- Trusting an adult in their respective school.

Mr. Jaomie expressed frustration that certain words can be used but in the right context. Student representative Jordyn Hendricks added that the use of slurs is subjective and dependent on individual comfort levels.

4.2 Safe spaces for Indigenous students in all four areas of Ottawa

This item was not discussed and will be dealt with at a later date.

4.3 Leverage data from community partners

This item was not discussed and will be dealt with at a later date.

4.4 Leverage technology to connect Indigenous youth

This item was not discussed and will be dealt with at a later date.

4.5 Conduct supported student-led presentations at schools across the District

This item was not discussed and will be dealt with at a later date.

4.6 Intentional hiring practices to ensure Indigenous representation

This item was not discussed and will be dealt with at a later date.

5. Board Action Plan Update

Vice-Principal Alexander noted that the Board Action Plan set supporting Indigenous students and their transition into Ontario schools as a priority. She asked Jordyn Hendricks to provide an update with respect to student presentations.

Student representative, Jordyn Hendricks, advised that they and Falicia Green are working with Instructional Coach, Nancy Henry, to conduct presentations in schools. The first presentation will be 26 April 2019. They noted that there will be presentations on cultural appropriation in the future.

6. IEAC Annual Report

Superintendent Baker advised that the IEAC is obligated to present a report to the Board of Trustees in June. She indicated that there will be a draft to share with the IEAC at the 16 May 2019 meeting. She explained that the report is an opportunity for the Council to share with the Board of Trustees what is most important to them.

7. Closing Prayer/Song

Superintendent Baker reflected that another action item was explored during the discussion with regard to exploring wraparound services for students arriving from Nunavut.

Vice-Principal Alexander mentioned that she created a draft of smudge protocols and will share them with the IEAC to have initial discussions.

Mr. Joamie requested that the IEAC's meetings not take place the evening before a holiday weekend.

Romaine Mitchell gave a closing prayer.

The meeting adjourned at 8:02 p.m.



AD HOC CODE OF CONDUCT COMMITTEE

**April 23, 2019, 5:00 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 (Executive Officer, Corporate Services), Katrine Mallan (Manager of Board Services), Nicole Guthrie (Committee Coordinator)

1. Call to Order

Trustee Blackburn called the meeting to order at 5:09 p.m.

2. Approval of the Agenda

**Moved by Trustee Schwartz,
THAT the agenda be approved.
Carried**

3. Receipt of Report, Ad Hoc Code of Conduct Committee, 1 April 2019

**Moved by Trustee Boothby,
THAT the report of the Ad Hoc Code of Conduct Committee dated 1 April 2019 be approved.
Carried**

4. Matters for Action:

4.1 Report 19-050, Recommended Revisions to Policy P.073.GOV Board Member Code of Conduct

Your Committee had before it Report 19-050, presenting draft revisions to Policy P.073.GOV Board Member Code of Conduct responding to issues and questions raised during the 1 April 2019 Ad Hoc Code of Conduct Committee meeting. The proposed changes were reviewed with legal counsel who provided analysis and suggestions.

During the discussion of the revised draft policy, the following points were noted:

- Legal counsel advised against the inclusion of principles of direction for the Integrity Commissioner within the Code of Conduct. They recommended that matters be left to the discretion and expertise of the appointed Integrity Commissioner;
- The goal of the revised language of Section 4.7 is to encourage access to the Integrity Commissioner at an early stage of the dispute to resolve the conflict and to bring the situation to a satisfactory resolution;
- Only the most egregious matters would have to go through a formal process;
- The Integrity Commissioner is the lead, and all matters will be referred to them;
- The policy has statements to ensure the consideration of restorative justice and other less formal options;
- Should the members decide to move the recommendation, the documents will be presented as a series of policy changes thereby meeting the requirements for review under Ontario Regulation 246/18;
- The Board must ensure the current Code of Conduct remains in effect until the District has appointed an Integrity Commissioner;
- Staff will review the process of appointment from other school boards and municipalities that have an Integrity Commissioner;
- Several municipalities and school boards have a dedicated Integrity Commissioner, while others contract the service to a centralized Integrity Commissioner who serves multiple municipalities and school boards; and;
- Section 2.18 (3) of the Education Act provides direction to boards in terms of the sanctions which may be imposed. These include barring a member from attending all or part of a meeting of the board or a meeting of a committee of the Board.

Moved by Trustee Boothby

THAT the revisions to P.073.GOV, attached as Appendix A to Report 19-050, be approved, effective immediately following the appointment of an Integrity Commissioner; and

THAT the role of the Ad Hoc Committee be expanded to include the development of a policy and a request for proposal to support the appointment of an Integrity Commissioner.

Moved by Trustee Boothby

THAT Section 3.29 be amended to include the word "undermine" rather than "interfere".

Carried, friendly

Moved by Trustee Boothby,

THAT the second sentence of Section 4.15 be revised to read "The purpose of the meeting is to bring the allegation to the attention of the respondent and to discuss possible remedial measures to correct the offending behaviour."

Carried, friendly

Trustee Scott thanked staff for their work on the policy and recommended that the role of the Ad Hoc Committee be extended to include the development of the policy for Integrity Commissioner, to review the frameworks of other school boards or municipalities, and review the responses to a request for proposal to support the appointment of an Integrity Commissioner.

Moved by Trustee Boothby

A. THAT the revisions to P.073.GOV, attached as Appendix A to Report 19-050, be approved as amended, effective immediately following the appointment of an Integrity Commissioner (Attached as Appendix A); and

B. THAT the role of the Ad Hoc Committee be expanded to include the development of a policy and a request for proposal to support the appointment of an Integrity Commissioner.

Carried

5. Adjournment

The meeting adjourned at 5:31 p.m.

Donna Blackburn, Chair, Ad Hoc Code of Conduct Committee



POLICY P.073.GOV

TITLE: BOARD MEMBER CODE OF CONDUCT

Date issued: June 1999

Revised: 26 April 2016

Authorization: Board 10 May 1999

1.0 OBJECTIVE

To establish a standard of conduct and a mechanism for managing inappropriate conduct for Ottawa-Carleton District School Board members in discharging their duties as the legislative officers of the Board entrusted with the duty as fiduciaries to act at all times with the utmost good faith and respect in the best interests of the organization.

2.0 DEFINITION

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached this Code of Conduct.
- 2.3 **Complainant** means the Board member who files a complaint alleging that another Board member has breached this Code of Conduct.
- 2.4 **Conflict of interest** exists when the decisions and/or actions of a trustee during the course of exercising his/her duties are affected by or perceived by another party or person to be affected by the trustee's personal, financial or business interest or the personal, financial or business interests of a relative, friend, and/or business associate of the trustee.
- 2.5 **District** means the Ottawa-Carleton District School Board.
- 2.6 **Fiduciary duty** means legal responsibility for what belongs to another, that is, trusteeship.
- 2.7 **Formal Review Process** means the process whereby a written, signed complaint of an alleged breach is formally investigated and a written report has been provided to the Board for a determination.

- 2.8 **Informal Review Process** means the process whereby the Integrity Commissioner meets with a trustee informally, and in private, to discuss an alleged breach and any remedial measures to correct the offending behaviour.
- 2.9 **Integrity Commissioner** means the neutral, independent officer appointed by the Board who manages the informal and formal review processes contained herein.
- 2.10 **Respect** means honouring oneself and others through words and actions, supporting diversity of beliefs, and treating the world and everything in it with dignity.
- 2.11 **Respondent** means the Board member who is alleged to have breached the Code of Conduct and against whom a complaint has been filed with the Integrity Commissioner.
- 2.12 **Trustee/Board member** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees who are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.

3.0 POLICY

Code of Conduct

- 3.1 The Board believes that the conduct of its members is integral to the quality of work, the reputation and the integrity of the Board of Trustees.
- 3.2 All members of the Board shall be governed equally by this code of conduct and are expected to uphold the letter and spirit of this Code of Conduct.
- 3.3 The Code of Conduct shall apply to members of the Board with respect to issues raised by, and amongst, members of the Board.

Compliance with Legislation

- 3.4 Board members shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder, and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
- 3.5 Board members shall recognize that they are not immune from liability for illegal or negligent actions or for statements which may be considered libel or slander made in the course of a meeting or published (including publication by electronic means).

Integrity and Dignity of Office

- 3.6 Board members shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 3.7 Board members shall recognize that the expenditure of school board funds is a public trust and endeavor to see that the funds are expended efficiently, in the best interests of the students of the entire District.

- 3.8 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when representing the Board, attending Board events, or while on Board property.
- 3.9 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

Avoidance of Personal Advantage and Conflict of Interest

- 3.10 Board members shall declare any direct, indirect or deemed pecuniary interest in a matter before the Board in accordance with the *Municipal Conflict of Interest Act* and P.025.GOV Board Member Conflict of Interest.
- 3.11 Board members shall not accept a gift, hospitality or benefits from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift, hospitality or benefit could influence the member when performing his or her duties to the Board.
 - a) Notwithstanding the above, in limited circumstances where it would be impolite or otherwise socially inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the Board and reported to the Chair or Vice-Chair, but may not be taken home for the trustee's home or personal use or enjoyment.
 - b) Acceptable gifts include holiday gifts such as fruit baskets or candy, inexpensive advertising and promotional materials such as pens or key chains, inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations such as nominal gift certificates to book stores.
- 3.12 Board members shall not use the office of trustee or the resources of the District for personal gain, or to advance their interests or the interests of any family member or person or organization with whom or with which the member is associated.
- 3.13 Board members shall not use their office to obtain employment with the District for themselves or a family member.
- 3.14 Board members shall not use their office or any benefits derived therefrom for the purpose of seeking election or re-election to office.

Civil Behaviour

- 3.15 Board members shall not engage in conduct that would discredit or compromise the integrity of the Board during meetings of the Board or at any other time.
- 3.16 Board members shall not make allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, in bad faith or vindictive in nature against another member of the Board.
- 3.17 When expressing individual views, Board members shall respect the differing points of view of other Board members, staff, students and the public.
- 3.18 Board members shall, at all times, act with decorum and shall be respectful of other Board members, staff, students and the public.

- 3.19 All Board members shall endeavour to work with other Board members, staff of the Board, community volunteers and parents in a spirit of respect, openness, courtesy, and co-operation.
- 3.20 All Board members shall have regard for, and model, the behavioral expectations referenced in Policy P.012.GOV, Board Governance, Policy P.125.SCO, School District Code of Conduct, and Policy P.009.HR: Respectful Workplace (Harassment Prevention).
- 3.21 All members of the Board shall understand their responsibility for contributing to a respectful workplace, and make every reasonable effort to resolve issues arising as a result of friction, conflict or disagreement in a respectful and professional manner that contributes to a healthy and productive workplace.
- 3.22 All Board members shall make every effort to resolve conflict should it arise, by raising their concerns directly with the other Board member.

Respect for Confidentiality

- 3.23 Board members shall maintain the confidentiality of privileged information discussed in closed sessions.
- 3.24 Board members shall not use/disclose confidential information for any purpose, including for personal gain or to the detriment of the Board.
- 3.25 Board members shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Board member becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.
- 3.26 Board members shall ensure that any personal information collected, used or disclosed by him or her is done in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.
- 3.27 A Board member's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions extends beyond their term as a trustee. Inappropriate use of confidential information may constitute a criminal breach of trust contrary to section 122 of the Criminal Code (Canada).

Upholding Decisions

- 3.28 All Board members shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 3.29 Each Trustee shall uphold and not undermine the implementation of the decisions of the Board. A proper motion for reconsideration or rescission, if permitted by the Board's By-Laws and Standing Rules, can be brought by a Trustee.
- 3.30 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.

- 3.31 Each Trustee shall comply with Board policies, procedures, By-Laws and Standing Rules.
- 3.32 The Chair of the Board is the official spokesperson of the Board. No other Trustee shall speak on behalf of the Board or represent themselves as the spokesperson for the Board unless expressly authorized by the Chair of the Board. When individual Trustees express their opinions in the media, they must make it clear that they are not speaking on behalf of the Board.

4.0 SPECIFIC DIRECTIVES

Role of the Chair/Presiding Officer

- 4.1 The Code of Conduct applies equally to all Board members including the Chair of the Board.
- 4.2 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.
- 4.3 Any trustee who does not abide by a reasonable expulsion or exclusion from a meeting shall be deemed to have breached this Code.
- 4.4 The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise his/her powers in a fair and impartial manner having due regard for every trustee's opinion or views.
- 4.5 The Chair of the Board or Presiding Officer shall follow the Board's By-Laws and Standing Rules. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.
- 4.6 Persistent improper use of the rules of order by the Chair or Presiding Officer is deemed to be a breach of this Code.

Identifying a Breach of the Code

- 4.7 A Board member who has a concern that another Board member may have engaged in conduct which represents a breach of this Code of Conduct should first consider

whether there is an opportunity for resolution of the concern through direct discussion with the Board member. The assistance and advice of the Integrity Commissioner may be requested by either Board member.

- 4.8 A Board member who has reasonable grounds to believe that another Board member has breached the Board's Code of Conduct may file a complaint with the Integrity Commissioner for review.
- 4.9 Complaints filed with the Integrity Commissioner must be made in writing and include:
 - a) the name of the trustee who is alleged to have breached the Code;
 - b) a statement of fact about the alleged breach of the Code;
 - c) information as to when the breach came to the trustee's attention;
 - d) the grounds for the belief by the trustee that a breach of the Code has occurred; and
 - e) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- 4.10 Any allegation of a breach of the Code must be filed with the Integrity Commissioner no later than four weeks after the alleged breach comes to the knowledge of the complainant. Notwithstanding the foregoing, in no circumstance shall a review of a complaint be initiated after the expiration of three months from the time the contravention is alleged to have occurred.

Review of Complaint

- 4.11 It is recognized that from time to time a Board member may engage in conduct which is inappropriate but which occurred through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a trustee to such a potential breach of the Code is to assist the trustee in understanding their obligations under the Code. Whenever possible, complaints shall be managed using the Informal Review Process.
- 4.12 A review of the complaint shall not be conducted if the Integrity Commissioner determines that the complaint is:
 - a) out of time;
 - b) trivial, frivolous, vexatious;
 - c) not made in good faith; or
 - d) there are no grounds or insufficient grounds for a review.
- 4.13 If a complaint of a breach of the Code of Conduct, on its face, is with respect to the non-compliance of a Board policy with a separate and more specific complaints resolution procedure, the complaint shall be processed under that procedure.
- 4.14 Notwithstanding 4.13, the Integrity Commissioner determines whether a complaint is managed through the Informal Review Process or the Formal Review Process.

Informal Review Process

- 4.15 The Integrity Commissioner shall meet informally with the respondent and/or the complainant, to discuss the alleged breach. The purpose of the meeting is to bring the allegation to the attention of the respondent and to discuss possible remedial measures to correct the offending behaviour.
- 4.16 The Informal Review Process is conducted in private. The details of the complaint, the informal process or the remedy are not reported to the Board.
- 4.17 As a remedy, the parties may agree to a remedial measure that is appropriate to the nature of alleged breach, for example, an apology.
- 4.18 If the parties cannot agree on a remedy, the Integrity Commissioner may determine that the complaint will be managed by the Formal Review Process..

Formal Review Process

- 4.19 The Integrity Commissioner shall provide to all Board members a confidential copy of the complaint within ten (10) days of receiving it or determining that the complaint will be managed by the formal process following the failure of an informal process.
- 4.20 The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the respondent has breached this Code.
- 4.21 The formal review of a complaint shall be managed and/or investigated by the Integrity Commissioner or an outside consultant designated by the Integrity Commissioner.
- 4.22 A formal review shall be undertaken using the following steps:
 - a) Procedural fairness and the rules of natural justice shall govern the formal review. The formal review will be conducted in private and, to the extent possible, protecting the confidentiality of the parties involved.
 - b) The formal review may involve both written and oral statements by any witnesses, the complainant, and the respondent.
 - c) The respondent shall receive details of the allegation and have an opportunity to respond to the allegations both in a private meeting with the Integrity Commissioner and in writing.
 - d) The formal review will be conducted within 90 calendar days of the receipt of the written complaint. If a longer period of time is required to complete the inquiry, the reason for the extension will be explained in the final report to the Board.
 - e) The respondent shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of time as the Integrity Commissioner deems appropriate in the circumstance.
 - f) If the respondent refuses to participate in the formal review, the formal review will continue in his/her absence.

Suspension of Formal Review

- 4.23 If in the conduct of the formal review, the Integrity Commissioner discovers that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under

another *Act*, the formal review shall be suspended until the police investigation, charge or matter under another *Act* has been finally disposed of. This shall be reported to the rest of the Board of trustees.

- 4.24 The final report of the Integrity Commissioner shall
- a) outline the finding of facts
 - b) make a recommendation as to whether there has been a breach of the Code of Conduct; and
 - c) make a recommendation regarding a sanction, if required.

Decision

- 4.25 A decision by the Board of Trustees shall be made as soon as practical after receipt of the final report.
- 4.26 No trustee shall undertake his/her own investigation of the matter. The Board shall vote on the decision and sanction on the basis of the facts determined by the Integrity Commissioner in the final report.
- 4.27 The determination of a breach of the Code of Conduct and the imposition of a sanction must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolution and the reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees of the Board elected or appointed.
- 4.28 Despite s. 207 (1) of the *Education Act*, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:
- 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.
- 4.29 The respondent:
- a) may be present during the deliberations;
 - b) shall not participate in the deliberations;
 - c) shall not be required to answer any questions at that meeting; and
 - d) shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.
- 4.30 The complainant may vote on the resolution to determine whether or not there is a breach and/or the imposition of a sanction.

- 4.31 The respondent shall not, in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except to appeal after the decisions have been made.

Sanctions

- 4.32 If the Board determines that there has been no breach of the Code of Conduct or that a contravention occurred, although the trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.
- 4.33 If the Board determines that a Board member has breached this Code of Conduct, the Board may impose one or more of the following sanctions:
- a) censure of the Board member;
 - b) barring the Board member from attending all or part of a meeting of the Board or a meeting of a committee of the Board; or
 - c) barring the Board member from sitting on one or more committees of the Board, for the period of time specified by the Board, not to exceed six months.
- 4.34 The Board shall not impose a sanction that is more onerous than the above but may impose one that is less onerous such as a warning. The Board has no power to declare the trustee's seat vacant.
- 4.35 A Board member who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.
- 4.36 A sanction barring a trustee from attending all or part of a meeting shall be deemed to be authorization for the trustee to be absent from the meeting, and therefore, not in violation of the *Education Act* regarding absences from meetings.

Appeal

- 4.37 If a Board determines that a Board member has breached this Code of Conduct, the Board shall:
- a) give the Board member written notice of the determination and of any sanction imposed by the Board;
 - b) the notice shall inform the Board member that they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice has been received by the Board member; and
 - c) consider any submissions made by the Board member and shall confirm or revoke the determination within 14 days after the submissions are received from the Board member.
- 4.38 If the Board revokes a determination any sanction imposed by the Board is also revoked.

- 4.39 If the Board confirms a determination that a Board member has breached this Code of Conduct, the Board shall, within the 14 days above, confirm, vary or revoke the sanction(s) imposed by the Board.
- 4.40 If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made by the Board.
- 4.41 The Board decisions to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Board members elected or appointed.
- 4.42 The Board shall provide to the Board member alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Board member alleged to have breached the Code of Conduct shall not vote on those resolutions. The Board member who brought the complaint may vote.
- 4.43 The Board member who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
- 4.44 If appropriate, the original sanction may be stayed pending consideration of the appeal by the Board of the determination or sanction.

Administrative Matters

- 4.45 The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:
- a) Make a determination that a Board member has breached this Code of Conduct;
 - b) Impose a sanction on a Board member for a breach of this Code of Conduct;
 - c) Confirm or revoke a determination regarding a Board member's breach of this Code of Conduct; and
 - d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Board member's breach of this Code of Conduct.
- 4.46 The meeting may be closed to the public if the breach or alleged breach 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.
- 4.47 A Board member who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above with regard to the alleged breach(s).

- 4.48 In an election year, a Code of Conduct complaint respecting a trustee who is seeking re-election shall not be initiated during the period 1 September and ending after the first Board meeting following the election. If the trustee who is the subject of the complaint is not re-elected, no review shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.
- 4.49 The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*. No formal trial-type hearing will be conducted.
- 4.50 Nothing in this Code of Conduct prevents a Board member's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that *Act*.

5.0 REFERENCE DOCUMENTS

The *Education Act* of Ontario and Regulations under the *Education Act*
Municipal Conflict of Interest Act, 1996
Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56
 School Board Handbook, Ontario Public School Boards' Association (OPSBA), 1998
 OCDSB By-laws and Standing Rules;
 Board Policy P.012.GOV: Board Governance
 Board Policy P.025.GOV: Board Member Conflict of Interest
 Board Policy P.125.SCO, School Board Code of Conduct
 P.009.HS: Respectful Workplace (Harassment Prevention)
 Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships



COMMITTEE OF THE WHOLE

7 May 2019

Report 19-054

Recommended Revisions and Review of P.073.GOV Board Member Code of Conduct

**Key Contact: Michele Giroux, Executive Officer, Corporate Services
613-596-8211 ext. 8607.**

PURPOSE:

1. To present the background information and revisions to P.073.GOV Board Member Code of Conduct as recommended by the Ad Hoc Code of Conduct Committee on 23 April 2019.

CONTEXT:

2. Ontario Regulation 246/18, Members of School Boards—Code of Conduct came into force under the Education act on 12 April 2018. The Regulation requires every school board to adopt a code of conduct that applies to members of the Board and to review the code on or before 15 May 2019 and on or before May 15 every fourth year thereafter.

At the meeting of 26 February 2019, the Board established an Ad Hoc Code of Conduct Committee mandated to:

- Review P.073.GOV Board Member Code of Conduct;
- Consider revisions to P.073.GOV, including incorporating revisions to the updated OPSBA Code of Conduct template;
- Consider the role of an integrity commissioner with respect to the code of conduct; and
- Provide comments and recommendations to the Board no later than 26 April 2019.

At its meeting of 26 March 2019, on the recommendation of the Ad Hoc Committee, the Board carried the following motion:

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

At the meetings of 1 April and 23 April, the Ad Hoc Code of Conduct Committee reviewed draft revisions to the Code of Conduct which incorporated the role of an Integrity Commissioner into the process. Staff reviewed key questions and issues raised during the discussion and has made a series of revisions taking into consideration the advice from legal counsel.

KEY CONSIDERATIONS:

3. Role of an Integrity Commissioner with Respect to P.073.GOV

Although there is no legislative requirement for school boards to appoint integrity commissioners, at least four Ontario district school boards have done so. The integrity commissioner model emerging within the school board context includes advisory, investigative, educational, dispute resolution and, in some cases, meeting governance support functions within the scope of duties. In all models established to date, the integrity commissioner is appointed by the board of trustees for a five-year, non-renewable term and plays a key role in managing and investigating complaints under the board's code of conduct.

In the current Code of Conduct, the Chair of the Board plays a key role in managing and reviewing complaints. Contained in the recommended revisions to P.073.GOV is a model whereby complaints filed alleging a breach of the code of conduct are received and managed by an integrity commissioner. This approach is advisable for these reasons:

- i. The Chair is a fellow member of the Board with the complainant and the respondent trustees. A component of the Chair's role is to encourage collegiality among trustees. Maintaining a distance from the participants in a complaint process enables the Chair to take a neutral role and to avoid decision-making which might be perceived as favouring one trustee over another;
- ii. A feature of engaging an Integrity Commissioner is that it signals to ratepayers and other stakeholders that Code of Conduct complaints are being addressed in a neutral manner by an objective third party. A continuing role of the Chair in the complaint process may be perceived as allowing continued control over the process by the Chair; and
- iii. One of the qualifications which will be sought in candidates for the role of Integrity Commissioner would be expertise in methodologies of dispute settlement. Application of such expertise would be particularly valuable at the early stages of a dispute which might lead to a Code of Conduct complaint.

4. Summary of Key Revisions to P.073.GOV (Appendix A)

- Encourages the use of civil behaviour to resolve conflict between members (3.22, 4.7);
- Limits the timeframe during which a complaint may be filed following an alleged breach of the code to four weeks (4.10);
- Limits the duration of a formal review of an alleged breach of the code to 90 days (4.22d);
- Adds a definition of Integrity Commissioner;

- Incorporates the role of an Integrity Commissioner with respect to the process of handing complaints alleging a breach of the code of conduct (4.7-4.24);
- Encourages the use of the Informal Review Process to review complaints (4.11);
- As per the OPSBA revised template, removes former clause 4.25 whereby the investigators shall provide a confidential draft copy of their report and the finding of fact to the respondent and complainant for their written comment;
- As per the OPSBA revised template, stipulates that the final report resulting from a formal review process contain both a finding of fact and a recommendation or opinion as to whether the code of conduct has been breached (4.24);
- Adds language to provide for the inclusion of a recommendation regarding a sanction, if necessary, in the Integrity Commissioner's final report (4.24);
- Clarifies that the Board may be informed in its decision-making by the finding of facts and recommendations of the Integrity Commissioner, and that the Board must make its own decision regarding whether there was a breach and what sanction should be imposed (4.26);
- Clarifies the role of the Chair of the Board as the official spokesperson of the Board (3.32);
- Adds definitions for complaint, complainant and respondent for the purpose of clarifying and simplifying language and phrasing throughout the policy; and
- Changes all pronouns from first person singular to third person plural.

5. Summary of Additional Considerations

Section	Considerations
4.7	Revised language in 4.7, Identifying a Breach of the Code, intends to motivate the board member who is contemplating the filing of a complaint to consider whether it might be possible to address their concern through a discussion with the other board member. The suggestion of the involvement of the Integrity Commissioner at this stage encourages access the role at an early state of a dispute where the application of problem solving skills may avert the need for a formal complaint.
4.8	<p><i>The committee discussed whether this section should be revised to replace "may" with "shall."</i></p> <p>There is no obligation in the Education Act to require a member to file a complaint under a board's code of conduct. The governing provision is section 218.3 (1) which provides: "A member of a board who has reasonable grounds to believe that a member of the board has breached the board's code of conduct may bring the alleged breach to the attention of the board."</p> <p>Although intended to impose accountability on fellow Board members, legal counsel has advised against changing the language to "shall," and thereby imposing a duty to file a complaint, due to the host of procedural and substantive questions which</p>

	would arise.
4.11 (formerly 4.13)	<p><i>The committee raised concerns and questions regarding the implication of a decision to use the Informal Review process. In particular, does the decision to use the Informal Review Process pre-determine that there has not been a breach of the Code of Conduct?</i></p> <p>When a complaint regarding a Board member's behaviour which is handled and resolved through the Informal Review Process it follows that the Board member's conduct did not represent a breach of the Code of Conduct. A breach of the Code of Conduct will only be found if the complaint is handled through the Formal Review Process and the Board votes in favour of a resolution that the respondent was in breach of the Code (see article 4.26, 4.27).</p> <p>In light of this distinction, the wording of 4.11 (old 4.13) has been revised to avoid the implication that a breach of the Code of Conduct would be handled under the confidential procedures outlined in the Informal Review Process. Instead the implication is that the Board member's conduct was inappropriate, but reason of such considerations as 'inadvertence' or 'error in judgement made in good faith', the conduct did not rise to the level of a breach of the Code of Conduct.</p>
4.12 (formerly 4.11)	<p><i>The committee raised a concern that the article lacks language which addresses the severity of complaints or the considerations that the Integrity Commissioner might have regard for when reviewing a complaint.</i></p> <p>Legal counsel has advised that it would be difficult to distill into a few principles all of the obligations which are enumerated in the Code of Conduct and it is preferable to leave the Integrity Commissioner the task of taking into account the whole Code of Conduct when making a determination under article 4.12.</p>
4.14	<p><i>This article empowers the Integrity Commissioner to determine whether a complaint is to be processed under the Informal Review Process or the Formal Review Process. The committee raised a concern whether the Code of Conduct should contain direction to the Integrity Commissioner regarding what principles should be applied in determining which process to follow in the review of a complaint.</i></p> <p>There are types of behaviour which are inappropriate but can be remedied or addressed without a formal review. There are types of behaviour so egregious they cannot be remedied by an apology or other remedial measure. However, it is a matter of judgement and each instance must be reviewed on its own merit and then a determination must be made. It is inherent in the decisions of the</p>

	<p>Board to delegate such judgement calls to an Integrity Commissioner that the Board of Trustees trusts the individual in the role to make their decision in conformity with the principles of integrity as well as the provisions of the Code of Conduct.</p> <p>Legal counsel advised that such a determination is squarely within the expertise that the Integrity Commissioner has been appointed to bring to the process. Such expertise will have been acquired from dispute resolution roles such as arbitration, mediation or independent investigation.</p>
4.33	<p><i>The committee raised a question regarding adding additional language to include other forms of remedial measures, including restorative practices.</i></p> <p>As outlined in Section 218.3(3), the Education Act gives direction to boards in term of the sanctions which may be imposed for a breach of a code of conduct. These include:</p> <ol style="list-style-type: none"> 1. Censure of the member; 2. Barring the member from attending all or part of a meeting of the board or a meeting of a committee of the Board. 3. Barring the member from sitting on one or more committees of the board, for the period of time specified by the board. <p>It may be argued that the provision confines the Board to the enumerated sanctions; however on the advice of legal counsel, it is unlikely that the Act would be interpreted in such a restricted fashion so long as the sanction which was chosen was less onerous than the sanctions enumerated in the Act. This is contemplated by the wording of Article 4.3, which affords the Board the discretion to choose an alternative sanction.</p> <p>Rather than attempting to enumerate such alternatives, legal counsel recommends that such alternatives be developed on a case-by-case basis and imposed pursuant to the discretion afforded by the current wording of Article 4.34.</p>

For clarity of reference, Appendix B is a clean copy of the draft policy in which all changes have been accepted.

6. Timeline and next steps

Appointment of an Integrity Commissioner

If the Board approves the changes to P.073.GOV *Board Member Code of Conduct*, as indicated in Appendix A, staff will develop a draft policy authorizing the appointment of an integrity commissioner, which could also address such issues as:

- The amount of support required among Board Members for the approval of a candidate for appointment, the term of office, the extension of a term, and the removal of office;

- The nature of the selection process; and
- The role and responsibilities of the Integrity commissioner which might include advisory and educational functions in addition to dealing with breaches of the Code of Conduct.

The implementation of these policy changes will become effective on the appointment of an Integrity Commissioner. In the interim, the current Code of Conduct will remain in place.

Should the Board decide not to proceed with an Integrity Commissioner, confirming the existing code of conduct meets the requirements of Ontario Regulation 246/18.

RESOURCE IMPLICATIONS:

7. The model provided by other school boards indicates that integrity commissioners are generally remunerated by way of an annual retainer of \$25,000 for 20 hours per month averaged over a 12-month period. Hours exceeding the 20 hours per month are remunerated at \$200/hour.

COMMUNICATION/CONSULTATION ISSUES:

8. Members of the public and the board's advisory committees will have an opportunity to review and make any recommendations the proposed changes when the report and recommendation from the Ad Hoc Committee on Code of Conduct is posted to the Committee of the Whole for 7 May.

STRATEGIC LINKS

9. The review and confirmation of the Board's policy on Board Member Code of Conduct is a legal responsibility and connects to the stewardship objectives outlined in the current strategic plan.

GUIDING QUESTIONS

The following questions are provided to support the discussion of the recommended revisions to P.073.GOV by the Committee of the Whole:

- Do the recommended revisions reflect the Board's duty to establish a standard of conduct and a mechanism for managing inappropriate conduct for Board members in discharging their duties?
- Will the use of an Integrity Commissioner enhance the Board's governance practices?

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education

APPENDICES

Appendix A Draft P.073.GOV Board Member Code of Conduct (All revisions indicated using track changes)

Appendix B Draft P.073.GOV Board Member Code of Conduct (Clean copy for reference).



POLICY P.073.GOV

TITLE: BOARD MEMBER CODE OF CONDUCT

Date issued: June 1999
Revised: 26 April 2016
Authorization: Board 10 May 1999

1.0 OBJECTIVE

To establish a standard of conduct and a mechanism for managing inappropriate conduct for Ottawa-Carleton District School Board members in discharging their duties as the legislative officers of the Board entrusted with the duty as fiduciaries to act at all times with the utmost good faith and respect in the best interests of the organization.

2.0 DEFINITION

In this policy,

2.1 Board means the Board of Trustees of the Ottawa-Carleton District School Board.

2.2 Complaint means a written allegation filed with the Integrity Commissioner that a Board member has breached this Code of Conduct.

2.3 Complainant means the Board member who files a complaint alleging that another Board member has breached this Code of Conduct.

2.22.4 Conflict of interest exists when the decisions and/or actions of a trustee during the course of exercising his/her duties are affected by or perceived by another party or person to be affected by the trustee's personal, financial or business interest or the personal, financial or business interests of a relative, friend, and/or business associate of the trustee.

2.32.5 District means the Ottawa-Carleton District School Board.

2.42.6 Fiduciary duty means legal responsibility for what belongs to another, that is, trusteeship.

2.52.7 Formal Review Process means the process whereby a written, signed complaint of an alleged breach is formally investigated and a written [response report](#) has been provided to the Board [for a determination](#).

2.8 Informal Review Process means the process whereby the [Chair of the Board Integrity Commissioner](#) meets with a trustee informally, and in private, to discuss an alleged breach and any remedial measures to correct the offending behaviour.

2.62.9 Integrity Commissioner means the neutral, independent officer appointed by the Board who manages the informal and formal review processes contained herein.

2.10 Respect means honouring oneself and others through words and actions, supporting diversity of beliefs, and treating the world and everything in it with dignity.

2.72.11 Respondent means the Board member who is alleged to have breached the Code of Conduct and against whom a complaint has been filed with the Integrity Commissioner.

2.82.12 Trustee/Board member means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees who are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.

3.0 POLICY

Code of Conduct

- 3.1 The Board believes that the conduct of its members is integral to the quality of work, the reputation and the integrity of the Board of Trustees.
- 3.2 All members of the Board shall be governed equally by this code of conduct and are expected to uphold the letter and spirit of this Code of Conduct.
- 3.3 The Code of Conduct shall apply to members of the Board with respect to issues raised by, and amongst, members of the Board.

Compliance with Legislation

- 3.4 Board members shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder, and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
- 3.5 Board members shall recognize that they are not immune from liability for illegal or negligent actions or for statements which may be considered libel or slander made in the course of a meeting or published (including publication by electronic means).

Integrity and Dignity of Office

- 3.6 Board members shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 3.7 Board members shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students of the entire District.
- 3.8 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when representing the Board, attending Board events, or while on Board property.

- 3.9 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

Avoidance of Personal Advantage and Conflict of Interest

- 3.10 Board members shall declare any direct, ~~or~~ indirect or deemed pecuniary interest in a matter before the Board in accordance with the *Municipal Conflict of Interest Act* and *P.025.GOV Board Member Conflict of Interest*.
- 3.11 Board members shall not accept a gift, hospitality or benefits from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift, hospitality or benefit could influence the member when performing his or her duties to the Board.
- a) Notwithstanding the above, in limited circumstances where it would be impolite or otherwise socially inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the Board and reported to the Chair or Vice-Chair, but may not be taken home for the trustee's home or personal use or enjoyment.
 - b) Acceptable gifts include holiday gifts such as fruit baskets or candy, inexpensive advertising and promotional materials such as pens or key chains, inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations such as nominal gift certificates to book stores.
- 3.12 Board members shall not use the office of trustee or the resources of the District for personal gain, or to advance their interests or the interests of any family member or person or organization with whom or with which the member is associated.
- 3.13 Board members shall not use their office to obtain employment with the District for themselves or a family member.
- 3.14 Board members shall not use their office or any benefits derived therefrom for the purpose of seeking election or re-election to office.

Civil Behaviour

- 3.15 Board members shall not engage in conduct that would discredit or compromise the integrity of the Board during meetings of the Board or at any other time.
- 3.16 Board members shall not make allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, in bad faith or vindictive in nature against another member of the Board.
- 3.17 When expressing individual views, Board members shall respect the differing points of view of other Board members, staff, students and the public.
- 3.18 Board members shall, at all times, act with decorum and shall be respectful of other Board members, staff, students and the public.
- 3.19 All Board members shall endeavour to work with other Board members, ~~and~~ staff of the Board, community volunteers and parents in a spirit of respect, openness, courtesy, and co-operation.

- 3.20 All Board members shall have regard for, and model, the behavioral expectations referenced in Policy P.012.GOV, Board Governance, Policy P.125.SCO, School [Board District](#) Code of Conduct, and Policy P.009.HRS: Respectful Workplace (Harassment Prevention).
- 3.21 All members of the Board shall understand their responsibility for contributing to a respectful workplace, and make every reasonable effort to resolve issues arising as a result of friction, conflict or disagreement in a respectful and professional manner that contributes to a healthy and productive workplace.
- ~~3.22 All Board members who believes that another Board member's behavior has been egregious, shall make every effort to resolve conflict should it arise, by raisinge his or her their concerns directly with thatthe other Board member.~~

Respect for Confidentiality

- ~~3.22~~3.23 Board members shall maintain the confidentiality of privileged information discussed in closed sessions.
- ~~3.23~~3.24 Board members shall not use/disclose confidential information for any purpose, including for personal gain or to the detriment of the Board.
- ~~3.24~~3.25 Board members shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Board members becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.
- ~~3.25~~3.26 Board members shall ensure that any personal information collected, used or disclosed by him or her is done in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.
- ~~3.26~~3.27 A Board member's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions extends beyond their term as a trustee. Inappropriate use of confidential information may constitute a criminal breach of trust contrary to section 122 of the Criminal Code (Canada).

Upholding Decisions

- ~~3.27~~3.28 All Board members shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- ~~3.28~~3.29 Each Trustee shall uphold the ~~implementation of any Board resolution after it is passed by the Board and not undermine the implementation of the decisions of the Board~~. A proper motion for reconsideration or rescission, if permitted by the Board's By-Laws and Standing Rules, can be brought by a Trustee.

~~3.293.30~~ A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.

~~3.303.31~~ Each Trustee shall comply with Board policies, procedures, By-Laws and Standing Rules.

~~3.313.32~~ The Chair of the Board is the official spokesperson of the Board to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board or represent themselves as the spokesperson for the Board unless expressly authorized by the Chair of the Board ~~or Board to do so~~. When individual Trustees express their opinions in publicthe media, they must make it clear that they are not speaking on behalf of the Board.

4.0 SPECIFIC DIRECTIVES

Role of the Chair/Presiding Officer

4.1 The Code of Conduct applies equally to all Board members including the Chair of the Board. ~~In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read Vice-Chair.~~

~~4.2 Each year, the Board shall appoint two trustees to serve as alternate trustees to be used when the circumstances warrant that one or both trustees are needed in place of the Chair and/or Vice-Chair of the Board to carry out any of the duties required under this Code of Conduct.~~

~~4.3 In no circumstance shall the trustee(s) who brought the complaint of a breach of the Code of Conduct or the trustee who is alleged to have breached the Code be involved in the management or administration of the review of the complaint.~~

~~4.44.2~~ Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.

~~4.54.3~~ Any trustee who does not abide by a reasonable expulsion or exclusion from a meeting shall be deemed to have breached this Code.

~~4.64.4~~ The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise his/her powers in a fair and impartial manner having due regard for every trustee's opinion or views.

~~4.74.5~~ The Chair of the Board or Presiding Officer shall follow the Board's By-Laws and Standing Rules. A breach of a rule of order should be dealt with at the meeting in

question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

4.84.6 Persistent improper use of the rules of order by the Chair or Presiding Officer is deemed to be a breach of this Code.

~~4.94.1 A Board member who believes that another Board member's behavior has been egregious, shall raise his or her concern with that Board member.~~

~~4.104.1 Where a conflict arises between Board members, opportunities for resolution should be sought, or may be presented, by the parties to the conflict in order to resolve the matter.~~

Identifying a Breach of the Code

4.7 A Board member who has a concern that another Board member may have engaged in conduct which represents a breach of this Code of Conduct should first consider whether there is an opportunity for resolution of the concern through direct discussion with the Board member. The assistance and advice of the Integrity Commissioner may be requested by either Board member.~~Where a conflict arises between Board members, opportunities for resolution should be sought, or may be presented, by the parties to the conflict in order to resolve the matter.~~

~~4.114.8~~ A Board member who has reasonable grounds to believe that another Board member has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board through the Chair of the Board~~file a complaint with the Integrity Commissioner for review.~~

4.9 Complaints filed with the Integrity Commissioner must be made in writing and include:~~A Trustee who has reasonable grounds to believe that another trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair of the Board, a written, signed complaint setting out the following:~~

- a) the name of the trustee who is alleged to have breached the Code;
- b) a statement of fact about the alleged breach of the Code;
- c) information as to when the breach came to the trustee's attention;
- d) the grounds for the belief by the trustee that a breach of the Code has occurred;
and
- e) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

4.124.10 Any allegation of a breach of the Code must be ~~brought to the attention of the Chair of the Board~~filed with the Integrity Commissioner no later than ~~six (6)~~four weeks after the alleged breach comes to the knowledge of the ~~trustee reporting the alleged breach~~complainant. Notwithstanding the foregoing, in no circumstance shall a review of ~~an alleged breach of the Code~~a complaint be initiated after the expiration of ~~six (6)~~three months from the time the contravention is alleged to have occurred.

Refusal to Conduct Formal ReviewReview of Complaint

4.134.11 ~~It is expected that whenever possible, allegations of a breach of the Code of Conduct by a trustee shall be investigated using the Informal Review Process.~~ It is recognized that from time to time a a Board member may engage in conduct which is inappropriate but which occurred ~~contravention of the Code may occur that is trivial, or committed~~ through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a trustee to such a potential ~~a~~ breach of the Code is to assist the trustee in understanding his/her~~their~~ obligations under the Code. ~~It is expected that whenever~~ Whenever possible, allegations of a breach of the Code of Conduct by a trustee, complaints shall be investigated managed using the Informal Review Process. ~~Only serious and/or recurring breaches of the Code by a trustee should be investigated following the Formal Review Process.~~

4.144.12 A review of the complaint shall not be conducted if the ~~If the Chair and Vice-Chair of the Board are~~Integrity Commissioner determines ~~of the opinion~~ that the complaint is:

- out of time;
- trivial, frivolous, vexatious;
- not made in good faith; or
- there are no grounds or insufficient grounds for a ~~formal~~ review, a formal review shall not be conducted.

~~A confidential report stating the reasons for not conducting a formal review shall be provided to all trustees of the Board.~~

~~If the Chair and Vice-Chair of the Board cannot agree on the above then a full formal review shall be conducted.~~

4.154.13 If ~~an allegation~~a complaint of a breach of the Code of Conduct, on its face, is with respect to the non-compliance of a Board policy with a separate and more specific complaints resolution procedure, the ~~allegation~~complaint shall be processed under that procedure.

4.164.14 Notwithstanding 4.13, the Integrity Commissioner determines whether a complaint is managed through the Informal Review Process or the Formal Review Process. ~~There are two methods for conducting an investigation of an allegation of a breach of the Code of Conduct:~~

- ~~Informal Review Process; or~~
- ~~Formal Review Process.~~

Informal Review Process

~~4.174.15~~ The ~~Chair of the Board, on his/her own initiative, or at the request of a trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, Integrity Commissioner may shall~~ meet informally with ~~a trustee of the Board who is alleged to have breached the Code~~ the respondent and/or the complainant, to discuss the alleged breach. The purpose of the meeting is to bring the allegation ~~of the breach~~ to the attention of the ~~trustee-respondent~~ and to discuss possible remedial measures to correct the offending behaviour.

~~4.184.16~~ The Informal Review Process is conducted in private. The details of the complaint, the informal process or the remedy are not reported to the Board.

~~4.194.17~~ As a remedy, the parties may agree to a remedial measure that is appropriate to the nature of alleged breach, for example, an apology.

~~4.204.18~~ If the ~~Chair of the Board and the trustee alleged to have breached this Code~~ parties cannot agree on a remedy, the Integrity Commissioner may determine a formal complaint may be brought against the trustee alleged to have breached this Code and that the complaint will be ~~dealt with in accordance with~~ managed by the Formal Review Process ~~below~~.

Formal Review Process

~~4.214.1~~ ~~A Trustee who has reasonable grounds to believe that another trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair of the Board, a written, signed complaint setting out the following:~~

- ~~a) the name of the trustee who is alleged to have breached the Code;~~
- ~~b)a) a statement of fact about the alleged breach of the Code;~~
- ~~c)a) information as to when the breach came to the trustee's attention;~~
- ~~d)a) the grounds for the belief by the trustee that a breach of the Code has occurred; and~~
- ~~e)a) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.~~

~~If a written complaint is filed with the Chair of the Board then a Formal Review shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Review Process.~~

4.19 The Integrity Commissioner shall provide to all ~~trustees of the Board~~ members a confidential copy of the complaint within ten (10) days of receiving it or determining that the complaint will be managed by the formal process following the failure of an informal process.

~~4.224.20~~ The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the ~~Trustee~~ respondent has breached this Code.

Steps of Formal Review

- ~~4.23~~ 4.21 The formal review of a complaint shall be managed and/or investigated by the Integrity Commissioner or an outside consultant designated by the Integrity Commissioner. ~~If a formal review of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by:~~
- ~~a) The Chair and Vice-Chair of the Board, if appropriate (see Section 4.1); or~~
 - ~~b) Any two of the Chair, Vice-Chair and the alternate trustees (see Sections 4.2 and 4.3); or~~
 - ~~c) An outside consultant chosen by the Chair and Vice-Chair.~~
- ~~4.24~~ The Chair and Vice-Chair shall determine if the formal review will be undertaken by an outside consultant.

- ~~4.25~~ 4.22 A formal review ~~Regardless of who undertakes the formal review, it shall be undertaken using the following steps:~~
- a) Procedural fairness and the rules of natural justice shall govern the formal review. The formal review will be conducted in private and, to the extent possible, protecting the confidentiality of the parties involved.
 - b) The formal review may involve both written and oral statements by any witnesses, the ~~trustee bringing the complaint and the trustee who is alleged to have breached the Code of Conduct~~ complainant, and the respondent.
 - c) The ~~trustee who is alleged to have breached the Code of Conduct~~ respondent shall receive details of the allegation and have an opportunity to respond to the allegations both in a private meeting with the ~~person(s) undertaking the formal review~~ Integrity Commissioner and in writing.
 - ~~d)~~ e) It is expected that the ~~The~~ formal review will be conducted within ~~90 calendar days of the receipt of the written complaint a reasonable period of time which will depend on the circumstances of the case. If a longer period of time is required to complete the inquiry, the reason for the extension will be explained in the final report to the Board.~~ 90 calendar days of the receipt of the written complaint a reasonable period of time which will depend on the circumstances of the case. If a longer period of time is required to complete the inquiry, the reason for the extension will be explained in the final report to the Board.
 - ~~d)e)~~ The ~~trustee who is alleged to have breached the Code of Conduct~~ respondent shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of time as the ~~investigators~~ Integrity Commissioner deems appropriate in the circumstance.
 - ~~e)f)~~ If the ~~trustee who is alleged to have breached the Code of Conduct~~ respondent refuses to participate in the formal review, the formal review will continue in his/her absence.

Suspension of Formal Review

- ~~4.23~~ 4.23 ~~If the investigators, when conducting the formal review, discover that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal review shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of trustees.~~

~~4.26—Once the formal review is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the trustee who is alleged to have breached the Code of Conduct and the trustee who brought the complaint for their written comment to the investigator(s). The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two trustees shall have up to ten (10) days (or such greater period of time as deemed appropriate by the investigators) from the receipt of the draft report to provide a written response.~~

~~4.274.24 The final report of the investigators Integrity Commissioner shall~~
~~a) outline the finding of facts, but not~~
~~b) contain make a recommendation or opinion as to whether there has been a breach of the Code of Conduct; and~~
~~b) c) make a recommendation regarding a sanction, if required. has been breached. This will be determined by the Board of Trustees as a whole.~~

~~4.28—If the Chair and Vice-Chair of the Board when conducting the formal review cannot agree on the final finding of facts, it shall be referred to an outside investigator to complete the formal review.~~

Suspension of Formal Review

~~4.294.1—If the investigators, when conducting the formal review, discover that the subject matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal review shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of trustees.~~

Decision

~~4.304.25 The final report shall be delivered to the Board of Trustees, and a~~ decision by the Board of Trustees shall be made as soon as practical after receipt of the final report ~~by the Board.~~

~~4.314.26 No trustee shall undertake his/her own investigation of the matter. The Board shall vote on the decision and sanction on the basis of the facts determined by the Integrity Commissioner in the final report. consider only the findings in the final report when voting on the decision and sanction. No trustee shall undertake his/her own investigation of the matter.~~

~~4.324.27 The determination of a breach of the Code of Conduct and the imposition of a sanction must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolution and the reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees of the Board elected or appointed.~~

~~4.334.28 Despite s. 207 (1) of the *Education Act*, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:~~
~~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.

4.344.29 The ~~trustee who is alleged to have breached the Code of Conduct~~respondent:

- a) may be present during the deliberations;
- b) shall not participate in the deliberations;
- c) shall not be required to answer any questions at that meeting; and
- d) shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.

4.354.30 The ~~trustee who filed the complaint~~complainant may vote on the resolution to determine whether or not there is a breach and/or the imposition of a sanction.

4.364.31 The ~~trustee who is alleged to have breached the Code~~respondent shall not, in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except to appeal after the decisions have been made.

Sanctions

4.374.32 If the Board determines that there has been no breach of the Code of Conduct or that a contravention occurred, although the trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.

4.384.33 If the Board determines that a Board member has breached this Code of Conduct, the Board may impose one or more of the following sanctions:

- a) censure of the Board member;
- b) barring the Board member from attending all or part of a meeting of the Board or a meeting of a committee of the Board; or
- c) barring the Board member from sitting on one or more committees of the Board, for the period of time specified by the Board, not to exceed six months.

4.394.34 The Board shall not impose a sanction that is more onerous than the above but may impose one that is less onerous such as a warning. The Board has no power to declare the trustee's seat vacant.

4.404.35 A Board member who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.

4.414.36 A sanction barring a trustee from attending all or part of a meeting shall be deemed to be authorization for the trustee to be absent from the meeting, and therefore, not in violation of the *Education Act* regarding absences from meetings.

Appeal

4.424.37 If a Board determines that a Board member has breached this Code of Conduct, the Board shall:

- a) give the Board member written notice of the determination and of any sanction imposed by the Board;
- b) the notice shall inform the Board member that ~~he or she~~they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice has been received by the Board member; and
- c) consider any submissions made by the Board member and shall confirm or revoke the determination within 14 days after the submissions are received from the Board member.

4.434.38 If the Board revokes a determination any sanction imposed by the Board is also revoked.

4.444.39 If the Board confirms a determination that a Board member has breached this Code of Conduct, the Board shall, within the 14 days above, confirm, vary or revoke the sanction(s) imposed by the Board.

4.454.40 If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made by the Board.

4.464.41 The Board decisions to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Board members elected or appointed.

4.474.42 The Board shall provide to the ~~Trustee~~Board member alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Board member alleged to have breached the Code of Conduct shall not vote on those resolutions. The Board member who brought the complaint may vote.

4.484.43 The Board member who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.

4.494.44 If appropriate, the original sanction may be stayed pending consideration of the appeal by the Board of the determination or sanction.

Administrative Matters

4.504.45 The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- a) Make a determination that a Board member has breached this Code of Conduct;
- b) Impose a sanction on a Board member for a breach of this Code of Conduct;
- c) Confirm or revoke a determination regarding a Board member's breach of this Code of Conduct; and
- d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Board member's breach of this Code of Conduct.

4.514.46 The meeting may be closed to the public if the breach or alleged breach 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.

4.524.47 A Board member who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above with regard to the alleged breach(s).

4.534.48 In an election year, a Code of Conduct complaint respecting a trustee who is seeking re-election shall not be initiated during the period 1 September and ending after the first Board meeting following the election. If the trustee who is the subject of the complaint is not re-elected, no review shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.

4.544.49 The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*. No formal trial-type hearing will be conducted.

4.554.50 Nothing in this Code of Conduct prevents a Board member's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.

5.0 REFERENCE DOCUMENTS

The *Education Act* of Ontario and Regulations under the *Education Act*
Municipal Conflict of Interest Act, 1996

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56

School Board Handbook, Ontario Public School Boards' Association (OPSBA), 1998

OCDSB By-laws and Standing Rules;

Board Policy P.012.GOV: Board Governance

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

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

P.009.HS: Respectful Workplace (Harassment Prevention)

Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships



POLICY P.073.GOV

TITLE: BOARD MEMBER CODE OF CONDUCT

Date issued: June 1999
Revised: 26 April 2016
Authorization: Board 10 May 1999

1.0 OBJECTIVE

To establish a standard of conduct and a mechanism for managing inappropriate conduct for Ottawa-Carleton District School Board members in discharging their duties as the legislative officers of the Board entrusted with the duty as fiduciaries to act at all times with the utmost good faith and respect in the best interests of the organization.

2.0 DEFINITION

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached this Code of Conduct.
- 2.3 **Complainant** means the Board member who files a complaint alleging that another Board member has breached this Code of Conduct.
- 2.4 **Conflict of interest** exists when the decisions and/or actions of a trustee during the course of exercising his/her duties are affected by or perceived by another party or person to be affected by the trustee's personal, financial or business interest or the personal, financial or business interests of a relative, friend, and/or business associate of the trustee.
- 2.5 **District** means the Ottawa-Carleton District School Board.
- 2.6 **Fiduciary duty** means legal responsibility for what belongs to another, that is, trusteeship.
- 2.7 **Formal Review Process** means the process whereby a written, signed complaint of an alleged breach is formally investigated and a written report has been provided to the Board for a determination.
- 2.8 **Informal Review Process** means the process whereby the Integrity Commissioner meets with a trustee informally, and in private, to discuss an alleged breach and any remedial measures to correct the offending behaviour.

- 2.9 **Integrity Commissioner** means the neutral, independent officer appointed by the Board who manages the informal and formal review processes contained herein.
- 2.10 **Respect** means honouring oneself and others through words and actions, supporting diversity of beliefs, and treating the world and everything in it with dignity.
- 2.11 **Respondent** means the Board member who is alleged to have breached the Code of Conduct and against whom a complaint has been filed with the Integrity Commissioner.
- 2.12 **Trustee/Board member** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees who are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.

3.0 POLICY

Code of Conduct

- 3.1 The Board believes that the conduct of its members is integral to the quality of work, the reputation and the integrity of the Board of Trustees.
- 3.2 All members of the Board shall be governed equally by this code of conduct and are expected to uphold the letter and spirit of this Code of Conduct.
- 3.3 The Code of Conduct shall apply to members of the Board with respect to issues raised by, and amongst, members of the Board.

Compliance with Legislation

- 3.4 Board members shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder, and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.
- 3.5 Board members shall recognize that they are not immune from liability for illegal or negligent actions or for statements which may be considered libel or slander made in the course of a meeting or published (including publication by electronic means).

Integrity and Dignity of Office

- 3.6 Board members shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 3.7 Board members shall recognize that the expenditure of school board funds is a public trust and endeavor to see that the funds are expended efficiently, in the best interests of the students of the entire District.
- 3.8 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when representing the Board, attending Board events, or while on Board property.

- 3.9 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

Avoidance of Personal Advantage and Conflict of Interest

- 3.10 Board members shall declare any direct, indirect or deemed pecuniary interest in a matter before the Board in accordance with the *Municipal Conflict of Interest Act* and P.025.GOV Board Member Conflict of Interest.
- 3.11 Board members shall not accept a gift, hospitality or benefits from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift, hospitality or benefit could influence the member when performing his or her duties to the Board.
- a) Notwithstanding the above, in limited circumstances where it would be impolite or otherwise socially inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the Board and reported to the Chair or Vice-Chair, but may not be taken home for the trustee's home or personal use or enjoyment.
 - b) Acceptable gifts include holiday gifts such as fruit baskets or candy, inexpensive advertising and promotional materials such as pens or key chains, inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations such as nominal gift certificates to book stores.
- 3.12 Board members shall not use the office of trustee or the resources of the District for personal gain, or to advance their interests or the interests of any family member or person or organization with whom or with which the member is associated.
- 3.13 Board members shall not use their office to obtain employment with the District for themselves or a family member.
- 3.14 Board members shall not use their office or any benefits derived therefrom for the purpose of seeking election or re-election to office.

Civil Behaviour

- 3.15 Board members shall not engage in conduct that would discredit or compromise the integrity of the Board during meetings of the Board or at any other time.
- 3.16 Board members shall not make allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, in bad faith or vindictive in nature against another member of the Board.
- 3.17 When expressing individual views, Board members shall respect the differing points of view of other Board members, staff, students and the public.
- 3.18 Board members shall, at all times, act with decorum and shall be respectful of other Board members, staff, students and the public.
- 3.19 All Board members shall endeavour to work with other Board members, staff of the Board, community volunteers and parents in a spirit of respect, openness, courtesy, and co-operation.

- 3.20 All Board members shall have regard for, and model, the behavioral expectations referenced in Policy P.012.GOV, Board Governance, Policy P.125.SCO, School District Code of Conduct, and Policy P.009.HR: Respectful Workplace (Harassment Prevention).
- 3.21 All members of the Board shall understand their responsibility for contributing to a respectful workplace, and make every reasonable effort to resolve issues arising as a result of friction, conflict or disagreement in a respectful and professional manner that contributes to a healthy and productive workplace.
- 3.22 All Board members shall make every effort to resolve conflict should it arise, by raising their concerns directly with the other Board member.

Respect for Confidentiality

- 3.23 Board members shall maintain the confidentiality of privileged information discussed in closed sessions.
- 3.24 Board members shall not use/disclose confidential information for any purpose, including for personal gain or to the detriment of the Board.
- 3.25 Board members shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Board member becomes aware of because of his or her position, except when required by law or authorized by the Board to do so.
- 3.26 Board members shall ensure that any personal information collected, used or disclosed by him or her is done in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.
- 3.27 A Board member's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions extends beyond their term as a trustee. Inappropriate use of confidential information may constitute a criminal breach of trust contrary to section 122 of the Criminal Code (Canada).

Upholding Decisions

- 3.28 All Board members shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 3.29 Each Trustee shall uphold and not undermine the implementation of the decisions of the Board. A proper motion for reconsideration or rescission, if permitted by the Board's By-Laws and Standing Rules, can be brought by a Trustee.
- 3.30 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 3.31 Each Trustee shall comply with Board policies, procedures, By-Laws and Standing Rules.

- 3.32 The Chair of the Board is the official spokesperson of the Board. No other Trustee shall speak on behalf of the Board or represent themselves as the spokesperson for the Board unless expressly authorized by the Chair of the Board. When individual Trustees express their opinions in the media, they must make it clear that they are not speaking on behalf of the Board.

4.0 SPECIFIC DIRECTIVES

Role of the Chair/Presiding Officer

- 4.1 The Code of Conduct applies equally to all Board members including the Chair of the Board.
- 4.2 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.
- 4.3 Any trustee who does not abide by a reasonable expulsion or exclusion from a meeting shall be deemed to have breached this Code.
- 4.4 The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise his/her powers in a fair and impartial manner having due regard for every trustee's opinion or views.
- 4.5 The Chair of the Board or Presiding Officer shall follow the Board's By-Laws and Standing Rules. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.
- 4.6 Persistent improper use of the rules of order by the Chair or Presiding Officer is deemed to be a breach of this Code.

Identifying a Breach of the Code

- 4.7 A Board member who has a concern that another Board member may have engaged in conduct which represents a breach of this Code of Conduct should first consider whether there is an opportunity for resolution of the concern through direct discussion with the Board member. The assistance and advice of the Integrity Commissioner may be requested by either Board member.

- 4.8 A Board member who has reasonable grounds to believe that another Board member has breached the Board's Code of Conduct may file a complaint with the Integrity Commissioner for review.
- 4.9 Complaints filed with the Integrity Commissioner must be made in writing and include:
- a) the name of the trustee who is alleged to have breached the Code;
 - b) a statement of fact about the alleged breach of the Code;
 - c) information as to when the breach came to the trustee's attention;
 - d) the grounds for the belief by the trustee that a breach of the Code has occurred; and
 - e) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- 4.10 Any allegation of a breach of the Code must be filed with the Integrity Commissioner no later than four weeks after the alleged breach comes to the knowledge of the complainant. Notwithstanding the foregoing, in no circumstance shall a review of a complaint be initiated after the expiration of three months from the time the contravention is alleged to have occurred.

Review of Complaint

- 4.11 It is recognized that from time to time a Board member may engage in conduct which is inappropriate but which occurred through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a trustee to such a potential breach of the Code is to assist the trustee in understanding their obligations under the Code. Whenever possible, complaints shall be managed using the Informal Review Process.
- 4.12 A review of the complaint shall not be conducted if the Integrity Commissioner determines that the complaint is:
- a) out of time;
 - b) trivial, frivolous, vexatious;
 - c) not made in good faith; or
 - d) there are no grounds or insufficient grounds for a review.
- 4.13 If a complaint of a breach of the Code of Conduct, on its face, is with respect to the non-compliance of a Board policy with a separate and more specific complaints resolution procedure, the complaint shall be processed under that procedure.
- 4.14 Notwithstanding 4.13, the Integrity Commissioner determines whether a complaint is managed through the Informal Review Process or the Formal Review Process.

Informal Review Process

- 4.15 The Integrity Commissioner shall meet informally with the respondent and/or the complainant, to discuss the alleged breach. The purpose of the meeting is to bring the allegation to the attention of the respondent and to discuss possible remedial measures to correct the offending behaviour.

- 4.16 The Informal Review Process is conducted in private. The details of the complaint, the informal process or the remedy are not reported to the Board.
- 4.17 As a remedy, the parties may agree to a remedial measure that is appropriate to the nature of alleged breach, for example, an apology.
- 4.18 If the parties cannot agree on a remedy, the Integrity Commissioner may determine that the complaint will be managed by the Formal Review Process..

Formal Review Process

- 4.19 The Integrity Commissioner shall provide to all Board members a confidential copy of the complaint within ten (10) days of receiving it or determining that the complaint will be managed by the formal process following the failure of an informal process.
- 4.20 The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the respondent has breached this Code.
- 4.21 The formal review of a complaint shall be managed and/or investigated by the Integrity Commissioner or an outside consultant designated by the Integrity Commissioner.
- 4.22 A formal review shall be undertaken using the following steps:
 - a) Procedural fairness and the rules of natural justice shall govern the formal review. The formal review will be conducted in private and, to the extent possible, protecting the confidentiality of the parties involved.
 - b) The formal review may involve both written and oral statements by any witnesses, the complainant, and the respondent.
 - c) The respondent shall receive details of the allegation and have an opportunity to respond to the allegations both in a private meeting with the Integrity Commissioner and in writing.
 - d) The formal review will be conducted within 90 calendar days of the receipt of the written complaint. If a longer period of time is required to complete the inquiry, the reason for the extension will be explained in the final report to the Board.
 - e) The respondent shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of time as the Integrity Commissioner deems appropriate in the circumstance.
 - f) If the respondent refuses to participate in the formal review, the formal review will continue in his/her absence.

Suspension of Formal Review

- 4.23 If in the conduct of the formal review, the Integrity Commissioner discovers that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another *Act*, the formal review shall be suspended until the police investigation, charge or matter under another *Act* has been finally disposed of. This shall be reported to the rest of the Board of trustees.

- 4.24 The final report of the Integrity Commissioner shall
- a) outline the finding of facts
 - b) make a recommendation as to whether there has been a breach of the Code of Conduct; and
 - c) make a recommendation regarding a sanction, if required.

Decision

- 4.25 A decision by the Board of Trustees shall be made as soon as practical after receipt of the final report.
- 4.26 No trustee shall undertake his/her own investigation of the matter. The Board shall vote on the decision and sanction on the basis of the facts determined by the Integrity Commissioner in the final report.
- 4.27 The determination of a breach of the Code of Conduct and the imposition of a sanction must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolution and the reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees of the Board elected or appointed.
- 4.28 Despite s. 207 (1) of the *Education Act*, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:
- 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.
- 4.29 The respondent:
- a) may be present during the deliberations;
 - b) shall not participate in the deliberations;
 - c) shall not be required to answer any questions at that meeting; and
 - d) shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction.
- 4.30 The complainant may vote on the resolution to determine whether or not there is a breach and/or the imposition of a sanction.
- 4.31 The respondent shall not, in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except to appeal after the decisions have been made.

Sanctions

- 4.32 If the Board determines that there has been no breach of the Code of Conduct or that a contravention occurred, although the trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.
- 4.33 If the Board determines that a Board member has breached this Code of Conduct, the Board may impose one or more of the following sanctions:
- a) censure of the Board member;
 - b) barring the Board member from attending all or part of a meeting of the Board or a meeting of a committee of the Board; or
 - c) barring the Board member from sitting on one or more committees of the Board, for the period of time specified by the Board, not to exceed six months.
- 4.34 The Board shall not impose a sanction that is more onerous than the above but may impose one that is less onerous such as a warning. The Board has no power to declare the trustee's seat vacant.
- 4.35 A Board member who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.
- 4.36 A sanction barring a trustee from attending all or part of a meeting shall be deemed to be authorization for the trustee to be absent from the meeting, and therefore, not in violation of the *Education Act* regarding absences from meetings.

Appeal

- 4.37 If a Board determines that a Board member has breached this Code of Conduct, the Board shall:
- a) give the Board member written notice of the determination and of any sanction imposed by the Board;
 - b) the notice shall inform the Board member that they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice has been received by the Board member; and
 - c) consider any submissions made by the Board member and shall confirm or revoke the determination within 14 days after the submissions are received from the Board member.
- 4.38 If the Board revokes a determination any sanction imposed by the Board is also revoked.
- 4.39 If the Board confirms a determination that a Board member has breached this Code of Conduct, the Board shall, within the 14 days above, confirm, vary or revoke the sanction(s) imposed by the Board.

- 4.40 If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made by the Board.
- 4.41 The Board decisions to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Board members elected or appointed.
- 4.42 The Board shall provide to the Board member alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Board member alleged to have breached the Code of Conduct shall not vote on those resolutions. The Board member who brought the complaint may vote.
- 4.43 The Board member who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
- 4.44 If appropriate, the original sanction may be stayed pending consideration of the appeal by the Board of the determination or sanction.

Administrative Matters

- 4.45 The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:
 - a) Make a determination that a Board member has breached this Code of Conduct;
 - b) Impose a sanction on a Board member for a breach of this Code of Conduct;
 - c) Confirm or revoke a determination regarding a Board member's breach of this Code of Conduct; and
 - d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Board member's breach of this Code of Conduct.
- 4.46 The meeting may be closed to the public if the breach or alleged breach 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.
- 4.47 A Board member who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above with regard to the alleged breach(s).
- 4.48 In an election year, a Code of Conduct complaint respecting a trustee who is seeking re-election shall not be initiated during the period 1 September and ending after the first Board meeting following the election. If the trustee who is the subject of the complaint is

not re-elected, no review shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.

- 4.49 The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*. No formal trial-type hearing will be conducted.
- 4.50 Nothing in this Code of Conduct prevents a Board member's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.

5.0 REFERENCE DOCUMENTS

The *Education Act* of Ontario and Regulations under the *Education Act*
Municipal Conflict of Interest Act, 1996
Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56
 School Board Handbook, Ontario Public School Boards' Association (OPSBA), 1998
 OCDSB By-laws and Standing Rules,
 Board Policy P.012.GOV: Board Governance
 Board Policy P.025.GOV: Board Member Conflict of Interest
 Board Policy P.125.SCO, School Board Code of Conduct
 P.009.HS: Respectful Workplace (Harassment Prevention)
 Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships



COMMITTEE OF THE WHOLE (PUBLIC)

Date: 7 May 2019

Report No. 19-053 Report on the 2019-2023 Draft Strategic Plan

Key Contact: Michèle Giroux, Executive Officer, 613-596-8211 x8607

PURPOSE:

To present the Draft Strategic Plan 2019-2023 to the community for feedback.

CONTEXT:

1. The OCDSB has been working on the development of a new strategic plan for the period 2019 to 2023. The planning process began in June 2018, and included a comprehensive community consultation, focus group meetings, and research. This information has informed the development of a new draft strategic plan. The new plan is built on the understanding that student learning and well-being are the core of our work and our job is to create a culture which creates the conditions for students to thrive. The plan is built on three objectives – creating a culture of innovation, culture of caring and culture of social responsibility. The draft plan will be available for community feedback between May 7 and June 7, 2019. That feedback will inform the Board's final approval of the plan which is scheduled for June 24, 2019. More details on the planning process and consultation are included in the following reports: Strategic Planning Framework, Report 18-071, and the Strategic Planning Consultation Plan, Report 18-106.

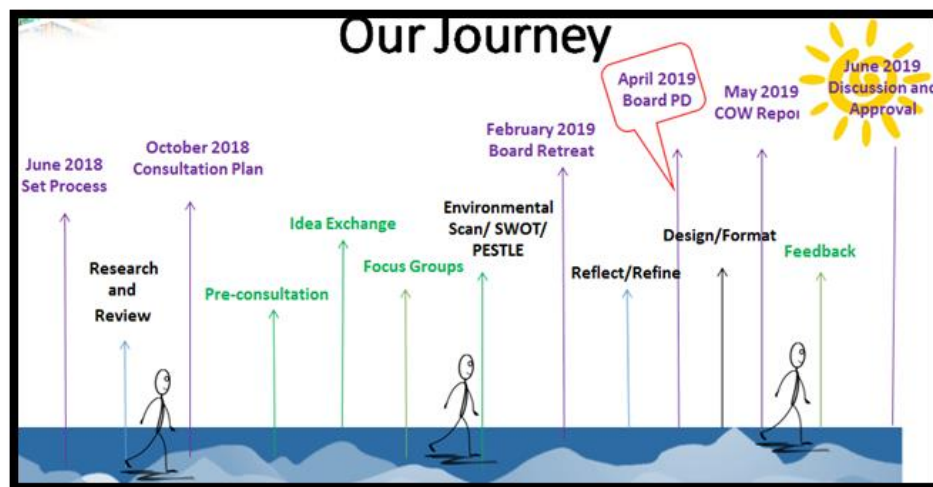
KEY CONSIDERATIONS:

2. The current strategic plan is built on five key strategic priorities – equity, learning, stewardship, well-being and engagement. The plan has been an excellent strategy document and the Board has made considerable investment and progress in these areas over the past four years. Over the past eleven (11) months, considerable time has been spent reflecting on the current plan, looking forward and ensuring alignment between our current plan and our future priorities.

The Journey: Getting to this point

3. The OCDSB uses a six-step strategic planning process which was detailed in Report 18-071 Strategic Planning Framework. The process includes a review of the current plan, research, broad community consultation, the development of an environmental scan, assessments of organizational strengths, weaknesses, opportunities and threats (SWOT), examination of political, economic, social,

technological, legal and environmental factors (PESTLE), which culminates in the draft plan for community feedback. The following diagram highlights the journey of our development.



Community Input

4. Considerable community input was collected to inform the development of the strategic plan. A detailed report on the consultation results was presented to Committee of the Whole in Report 19-015. Based on the feedback received during the consultations, it is evident that stakeholders value many things about the district but there are some key opportunities for change. The following table provides an excellent summary of the key messages provided by stakeholders:

Theme	Strategies and Actions
Curriculum	<ul style="list-style-type: none"> Standardized math curriculum and instructional practice which builds capacity and skills from K through 12; Revamp curriculum with emphasis on decolonizing Indigenous curriculum; Increase focus on teaching life skills including self-care, self-regulation, conflict resolution, financial literacy
Teaching & Learning	<ul style="list-style-type: none"> Increase resources to reduce class size and provide more classroom supports; Develop technology plan which ensures current and accessible technology to create consistent, effective and sustainable digital learning environments; Increase number of specialized teachers and availability of professional development opportunities;
School Environment	<ul style="list-style-type: none"> Reinforce commitment to safe, caring and inclusive learning environments where every student feels valued and respected; Identify and eliminate bias and systemic racism using evidence informed decision-making; Increase staff and resources to support behavioral and

	academic needs of all students;
Student Support	<ul style="list-style-type: none"> • Continue commitment to well-being of students and staff; • Build staff capacity to support student mental health and provide resources for parents; • Continue to build partnerships with community based organizations to ensure integrated support networks;
Extra-curricular & Physical Activity	<ul style="list-style-type: none"> • Prioritize physical activity through physical education, Daily Physical Activity and increased physical resources; • Improve standards for quality, availability and renewal of equipment for athletics; • Increase opportunity for all students to equitably access extra-curricular sports and clubs;
HR & District Level	<ul style="list-style-type: none"> • Create a healthy, vibrant workplace; • Increase supports and resources to deal with aggressive behaviours; • Continue to be innovative in strategies to ensure sufficient number of occasional teachers, educational assistants, and early childhood educators;

A plan to transform the culture of the OCDSB

5. The community feedback really helped to inform the thinking of the new plan. There was a clear commitment to creating a simple, useable document which would articulate a clear strategic direction for the next four (4) years. It was essential that the next plan move beyond the boardroom and could be understood and brought to life in every classroom.
6. The Board engaged in considerable discussion about transformation in the organization. The discussions lead to a recognition of culture as the driver of change, and from this three key objectives were identified as drivers of change to the culture we want to create:
 - A Culture of Innovation
 - We will build a learning community where innovation and inquiry drive learning.
 - A Culture of Caring
 - We will advance equity and a sense of belonging to promote a safe and caring community.
 - A Culture of Social Responsibility
 - We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Changing an organization's culture is a large undertaking and requires clear vision and values; sustained effort; improved staff capacity; changing of systems and processes; introduction of new structures and modification of existing structures; as well as the commitment and support of people internal and external to the organization.

7. The graphic below captures the three strategic objectives and the companion defining statements. These statements reflect the organization's future state resulting from strategies and actions in the three identified areas. The goals have been developed with a student, staff and system focus in each strategic area. This will allow for a more balanced approach to planning and performance assessment.



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

OUR GOALS

1. **Students** — Set high expectations for all students in all programs.
2. **Staff** — Promote collaborative working environments which foster innovation and creativity.
3. **System** — Modernize instructional and administrative processes.



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

OUR GOALS

1. **Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
2. **Staff** — Uphold and extend a safe, caring and respectful workplace.
3. **System** — Build authentic engagement with our communities.



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

OUR GOALS

1. **Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
2. **Staff** — Model ethical leadership, responsibility and equitable practice in our work.
3. **System** — Foster responsible stewardship of the environment, and human and financial resources.

The goals, strategies, outcomes and key performance indicators are fully presented in the draft plan attached as Appendix A.

8. The Vision of the OCDSB remains unchanged as follows - *The OCDSB is a dynamic, creative, learning organization that fosters the achievement, well-being, and dignity of every student.*
9. The Mission of the OCDSB has been revised as follows - *Educating for Success-Inspiring Learning, Developing Well-Being and Building Social Responsibility*

Assessing Progress: Measurement Reports

10. For each of the three strategic areas, goals, strategies, outcomes and key performance indicators are included to facilitate improved measurement and reporting. The measurement reports will track progress on the key performance indicators and will be used to report on actions taken to implement the strategies. As well, the reports will provide the basis for corrective action, with regards to goal definition and plan implementation.

RESOURCE IMPLICATIONS:

11. The costs associated with the development of the Draft Strategic Plan were covered within the existing operating budget. The primary costs are staff time, communications materials, meeting related expenses, and printing. There will be additional costs with respect to roll-out and implementation. As the plan includes some new initiatives and measures, there will be costs associated with training, professional development, professional services, printing, etcetera. To ensure necessary resources are available to fund new initiatives, staff will be recommending a Strategic Initiatives Fund as part of the budget for next year.

COMMUNICATION/CONSULTATION ISSUES:

12. The consultation process for the strategic planning process had four stages:
- i. Pre-consultation October/November 2018
 - ii. Idea Exchange November/December 2018
 - iii. Developing Strategies & Action Focus Groups January 2019
 - iv. Feedback on Draft Plan May 2019

13. The consultation process invited participation from all staff, all parents and guardians, all students in grades 7-12, and community partners. Over 6000 people participated in the online Idea Exchange. Between February and April 2019, work has been underway to synthesize feedback and build the draft Plan.

14. The Draft Strategic Plan will be shared for feedback through the district and school websites, newsletters, and via email to all stakeholders who were part of the original consultation (all employees, all parents/guardians, students in grades 7-12, and community partners) as well as all of our federations, principals and advisory committees.

A summary of the remainder of the consultation activities and respective timelines is as follows:

Dates	Feedback Activities
May 3, 2019	Notice in Keeping You Connected
May 7, 2019	Present to Committee of the Whole
May 8, 2019	Email to all parents/guardians, students (7-12), all staff, and community
May 8, 2019	Website updates
May 8, 2019	Presentation of Draft Plan to PIC
May 9, 2019	Presentation of Draft Plan to Union Presidents (by Director)
May 9, 2019	Presentation of Draft Plan to Advisory Committee on Extended Day & Child Care Programs
May 15, 2019	Presentation of Draft Plan to Managers Council
May 15, 2019	Presentation of Draft Plan to Superintendency Meeting

May 15, 2019	Presentation of Draft Plan to Special Education Advisory Committee
May 16, 2019	Presentation of Draft Plan to Indigenous Education Advisory Council
May 23, 2019	Presentation of Draft Plan to Advisory Committee on Equity
May 27, 2019	Presentation of Draft Plan to Advisory Committee on the Arts
June 7, 2019	Deadline for public comment on Draft Strategic Plan
June 18, 2019	Present revised strategic plan to COW
June 24, 2019	Board approval of strategic plan
July 2019 onward	Promote awareness of the approved strategic plan

STRATEGIC LINKS:

15. The development of a new strategic plan is a legal responsibility and major priority of the Board. By seeking input from a variety of stakeholders on the Draft Strategic Plan, the OCDSB is not only able to demonstrate its commitment to enhancing engagement and demonstrating accountability through stewardship of resources, but more importantly is able to develop strategic priorities which reflect the input of stakeholders.

SUMMARY:

16. A detailed consultation process was essential to the strategic plan development. Through the consultation, the Board gained a better understanding of the issues, concerns, and ideas for improvement, as voiced by stakeholders. Moreover, the draft strategic plan provides an opportunity to solicit further feedback and engage the broader community in shaping the vision, mission, and priorities for public education in our District.

GUIDING QUESTIONS:

17. The following questions are provided to support the discussion of this item:

- How does the draft plan reflect input from the community?
- How will the draft plan guide the system for the next 4 years?
- How can annual budget priorities be aligned with the draft plan?
- How will the outcomes and measures support our work?

Michele Giroux
Executive Officer
(ext. 8607)

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

APPENDIX A: Draft Strategic Plan 2019-2023

STRATEGIC PLAN 2019–2023

Creating a Culture... of innovation, caring and social responsibility

At the Ottawa-Carleton District School Board, we want to ensure that our schools are welcoming places for all students to engage, belong, learn, grow, explore and discover. Our job is not simply to provide facts and figures, but to develop the characteristics and skills that will help our students find success in the world. Starting in 2018, the Board of Education and District staff spent considerable time reflecting, collecting information and analyzing student achievement results, investigating best practices, and consulting with the community to establish a set of priorities that would guide our work for the next four years. Our goal was to create a simple, measurable and impactful plan that is meaningful to our students, staff and community members.

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. To do this, we need to build a workplace that is safe, caring and respectful. We need to set high expectations for all students and staff. And, we need to look forward and think about how our world is changing and ensure we are ready to welcome that change. With this in mind, we are excited that our new strategic plan has three key objectives – to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive our cultural shift, we have established three goals for each objective; one with a student focus; one with a staff focus; and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that point to the change we want to make happen; and key performance indicators that will help us to measure our progress.



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OUR GOALS

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- 2. **Staff** — Promote collaborative working environments which foster innovation and creativity.
- 3. **System** — Modernize instructional and administrative processes.



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

OUR GOALS

- 1. **Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- 2. **Staff** — Uphold and extend a safe, caring and respectful workplace.
- 3. **System** — Build authentic engagement with our communities.



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

OUR GOALS

- 1. **Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
- 2. **Staff** — Model ethical leadership, responsibility and equitable practice in our work.
- 3. **System** — Foster responsible stewardship of the environment, and human and financial resources.

We are excited about this journey and we look forward to growing with you.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

DRAFT 2019 – 2023
STRATEGIC PLAN



“Education must not
simply teach work —
it must teach life.”
— W.E.B. Dubois



Educating for Success — Inspiring Learning,
Developing Well-Being and Building Social Responsibility



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

Our Goals:

- ♦ Set high expectations for all students in all programs.
- ♦ Promote collaborative working environments which foster innovation and creativity.
- ♦ Modernize instructional and administrative processes.

Strategies:

- ♦ Establish targets for student achievement, with a focus on mathematics;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;
- ♦ Modernize learning and enhance student performance;
- ♦ Optimize resources and technology to modernize business processes;

Desired Outcomes:

For Students

- ♦ Improved student achievement;
- ♦ Increased graduation success in all pathways;
- ♦ Increased sense of relevance and motivation for students;

For Staff

- ♦ Increased capacity to support personalization of learning;
- ♦ Increased leadership capacity;

For System

- ♦ Improved business processes;

Key Performance Indicators:

1. Graduation Rate (by groups)
2. Annual Certification Rate
3. EQAO Results
4. Achievement Gaps
5. Satisfaction Rate (Parent, Student, Staff Survey Data)



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

Our Goals:

- ♦ Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- ♦ Uphold and extend a safe, caring and respectful workplace.
- ♦ Build authentic engagement with our communities.

Strategies:

- ♦ Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;
- ♦ Provide learning opportunities and resources to support student well-being;
- ♦ Foster conditions to improve workplace safety and employee well-being;
- ♦ Enhance communications and develop mechanisms to build employee engagement;
- ♦ Build system capacity to support parent and family engagement at the classroom, school and district levels;

Desired Outcomes:

For Students

- ♦ Improved equity of access, opportunity and outcomes;
- ♦ Improved student well-being;
- ♦ Enhanced student safety;

For Staff

- ♦ Improved employee well-being;
- ♦ Improved employee engagement;

For System

- ♦ Increased parent voice;
- ♦ Increased community partnerships;
- ♦ More representative workforce;

Key Performance Indicators:

1. School Climate (sense of belonging, bullying incidents, suspensions)
2. Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
3. Student engagement (attendance, satisfaction, student voice)
4. Parent engagement (participation, satisfaction, parent voice, representation)



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Our Goals:

- ♦ Build the Exit Outcomes characteristics and skills in students from K-12.
- ♦ Model ethical leadership, responsibility and equitable practice in our work.
- ♦ Foster responsible stewardship of the environment, and human and financial resources.

Strategies:

- ♦ Support and encourage the development of our Exit Outcomes and life skills in all students;
- ♦ Build leadership capacity and succession plans;
- ♦ Build system capacity in environmental stewardship, resource allocation and risk management;
- ♦ Collect and use data to inform instructional practice, policy, and decision making;

Desired Outcomes:

For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Increased learning opportunities/pathways for life skills;
- ♦ Improved student behaviour;

For Staff

- ♦ Improved leadership capacity;
- ♦ Improved employee engagement and recognition;

For System

- ♦ Improved decision-making;
- ♦ Improved governance practices;
- ♦ Improved environmental practice and reduction in greenhouse gas emissions;

Key Performance Indicators:

1. Social Emotional Skills (OECD study data)
2. Leadership Diversity
3. Days Lost to Incidents
4. Network Efficacy (Outages)
5. Environmental Stewardship (GHG emissions rate)

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

Goal-oriented

Innovative/
Creative

Collaborative

Globally Aware

Resilient

Ethical
Decision-makers

Digitally Fluent

Academically
DiverseEffective
Communicators

Critical Thinkers

**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday March 25th, 2019, 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 100/Teleconference**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Camille Williams-Taylor
Lynn Scott
Jeremy Wittet
Lisa Schimmens
Denise Andre
Michael Carson
Donna Blackburn

Absent: None.

General Manager/C.A.O.: Vicky Kyriaco

Other: Joanne Glaser, Cornerstones.

Recording: Jeff Redmond, Controller

1. **Call to Order**

The meeting was called to order at 5:35 p.m. with John Curry in the Chair.

2. **Acknowledgement of First Nations**

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

Moved by: Camille Williams-Taylor

Seconded by: Donna Blackburn

THAT the Regular Session agenda be approved.

Carried

5. Resolve In Camera

Moved by: Michael Carson

Seconded by: Lisa Schimmens

THAT the committee resolves In Camera.

Carried

Return to Regular Session at 7:50 p.m.

Regular Session Action Items

6. (a) Confirmation of Regular Session Minutes, February 25th, 2019

Moved by: Denise Andre

Seconded by: Jeremy Wittet

THAT the Regular Session minutes of February 25th, 2019 be approved.

Carried

(b) Business Arising from the Regular Session Minutes, February 25th, 2019

Vicky Kyriaco noted that OSTA continues to have service delivery issues with National Transportation Services and staff are working on solutions.

Regular Session Information Items

7. Draft Budget Report/Discussion 2019-2020

Jeff Redmond presented the preliminary 2019-2020 budget to the Board for review. Overall expenditure increases were projected at \$5.77 million, or 8.9%. Enrollment growth at both Boards is predicated at 2.25% at the OCSB and 1.2% at the OCDSB. Large vehicle expenditures are predicted to increase by \$2.26 million, or 6.7%. Of that amount, approximately 5.38% is due to contractual increases, with the remainder being mostly enrollment growth. That growth resulted in 5.6 new bus routes for the OCSB and 4.6 routes for the OCDSB. Plus, an additional 5 routes were added to account for the closure of Elmdale School at the OCDSB. New this year is the continuance of wage enhancement funding for \$316 thousand, which commenced in the 18/19 school year. GPS was added for \$100 thousand and implementation of cameras in a portion of the bus fleet was added at \$200 thousand. Small vehicle costs are increasing by 13.7%, or \$2.52 million. Of that amount, 2.0% is attributable to economic adjustments. New transportation for students with Autism has been projected at 9.5%, of which \$1.5 million relates to the OCDSB and \$240 thousand is for the OCSB. These estimates are currently difficult to verify and are subject to change as more information becomes available. The remainder of the small vehicle increase is due to projected enrollment growth. Public transit increases added \$791 thousand to the budget. Of that amount, economic increases of 2.8% become effective September 1, 2019 and 2.5% effective January 1, 2020. These increases are established by the City of Ottawa. Enrollment growth in public transit added 85 passengers at the OCDSB and 74 passengers at the OCSB. In addition, \$200 thousand was added for new transit passes at St. Paul and Notre Dame Secondary schools due to realignment of services. Staffing increased by 3.0 fte's in order to streamline operations, with costs partially offset from other categories. The net increase was \$128 thousand, or 6.1%. A proposed office restoration was budgeted, having a partial carryforward of \$200 thousand from the previous year. Other new initiatives were highlighted, along with budget carryforwards from the prior year budget. Questions and answers were provided to the Board, including discussion on the amount of increases for students with Autism. It was noted the Boards can independently revise their own budgets from OSTA's if necessary, as more information becomes available for projections. No changes to the draft budget document were recommended at this time.

8. Bell Time Review

Vicky Kyriaco presented a report to explore opportunities for potential cost reductions by performing a bell time review. Bell times were last reviewed in 2014 and implemented in 2015. A number of areas were exempt from the last review, and a list of 100 schools was presented for discussion. Discussion with the Board included possible impacts from an accommodation review and that it would be better to move discussion of a Bell Time review to May once more information is available.

9. OSTA Update for March 2019

Vicky Kyriaco reviewed the March update. It was noted the GM has been requested to present to the Standing Committee on Transport, Infrastructure and Community respecting seat belt use on buses.

10. Long Range Agenda

No changes.

11. New Business, Regular Session

None.

12. Meeting Schedule

Future Board meeting Dates:

April 29, 2019 – Public Meeting
May 27, 2019
June 26, 2019*
August 26, 2019

Nb: - * indicates optional meeting dates, dependant on agenda requirements.

13. Adjournment

Moved by: Camille Williams-Taylor
Seconded by: Jeremy Wittet

THAT the Regular Session meeting adjourn at 8:12 p.m.

Carried

Signature

Title

Signature

Title