




OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



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

Lynn Scott
Trustee Zone 1
Chair of the Board

Katrine Mallan
Manager of
Board Services



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BOARD MEETING AGENDA

Tuesday, 28 May 2019

6:30 p.m. In Camera

7:00 p.m. Public Meeting
PLEASE NOTE TIME

Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Chris Ellis
Trustee Zone 6

Rob Campbell
Trustee Zone 5

Wendy Hough
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Isaac Glassman
Student Trustee

Samantha Lin
Student Trustee

Jennifer Jennekens
Trustee Zone 7

Keith Penny
Trustee Zone 8

Lyra Evans
Trustee Zone 9

Erica Braunovan
Trustee Zone 10

Mark Fisher
Trustee Zone 11

Sandra Schwartz
Trustee Zone 12

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

ABOUT THE BOARD:

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

ABOUT THE BOARD AND COMMITTEE MEETING AGENDAS:

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

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

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

PURPOSE OF IN CAMERA MEETINGS:

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



BOARD PUBLIC AGENDA

Tuesday, May 28, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Report from the Board (In Camera)	
4. Briefing from the Chair of the Board	
5. Briefing from the Director	
6. Delegations	
7. Matters for Action	
7.1 Confirmation of Board Minutes, 23 April 2019	1
7.2 Confirmation of Special Board Minutes, 7 May 2019	11
7.3 Business Arising from Board Minutes	
7.4 Receipt of Committee of the Whole Report, 7 May 2019	27
7.5 Receipt of Committee of the Whole Partial Report, 21 May 2019	47
 <i>Recommendation</i>	
a. Elementary English with Core French Program	

7.6	Receipt of Committee of the Whole Budget Report, 16 April 2019	55
	<i>No recommendations</i>	
7.7	Receipt of Advocacy Strategy Committee Report, 17 April 2019	63
	<i>No Recommendations</i>	
7.8	Receipt of Advocacy Strategy Committee Report, 22 May 2019	71
	<i>Recommendation</i>	
	a. Feedback to Ministry of Education on School Board Hiring Practices and Class Sizes	
7.9	Receipt of Ad Hoc Committee for the Board and Director Evaluation Process, 22 May 2019	81
	<i>Recommendation</i>	
	a. Evaluation process, job description and performance assessment guide for the 2019-2020 evaluation of Director of Education	
7.10	Non-Consent Items	
7.11	Report 19-056, Appointments to the Ontario Public School Boards' Association (OPSBA) for 07 July 2019 to July 2020 (M. Giroux, ext 8310)	93
8.	Matters for Discussion	
8.1	Report 19-065, Eastern Area Accommodation Review: Monitoring Impact on Student Achievement and Well-being (M. Giroux, ext 8310)	97
8.2	Report from OPSBA Representatives (if required)	
9.	Matters for Information	
10.	New Business -- Information and Inquiries	
11.	Adjournment	



BOARD PUBLIC MINUTES

Tuesday, April 23, 2019, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

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

1. Call to Order -- Chair of the Board

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

2. Approval of the Agenda

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the agenda be approved.

Carried

3. Report from the Board (In Camera)

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

4. Briefing from the Chair of the Board

Chair Scott advised that Bill 100, Protecting What Matters Most Act (Budget Measures), was introduced to the Legislative Assembly of Ontario on 11 April 2019 to implement the government's budget. Proposed changes to the *Education Act* include a section prohibiting a board from having an in-year deficit. Traditionally, school boards have been able to carry a 1% budget deficit without Ministry approval. More details will be available through the release of the GSNs at the end of April.

Chair Scott noted that, due to the timing of the release of the Grants for Student Needs, the OCDSB has delayed the presentation of the staff-recommended 2019-2020 budget to Wednesday, 29 May 2019.

Chair Scott advised that the government has announced the creation of a task force to review all aspects of education, including school board operations, while respecting the four publicly funded education systems in Ontario. It has been suggested that the focus of the task force would be administrative operations but no details have been released.

5. Briefing from the Director

Director Williams-Taylor advised that the next event in the OCDSB Speaker Series is called "When Technology Takes Over: Navigating Through the Teen Years". This session will take place on Thursday, 2 May 2019 at 7:00 p.m. at Sir Robert Borden High School and will offer parents practical strategies to encourage healthy use of technology by teens. The session will be led by Liz Parsons and Matt Young, both of whom are Youth Service Managers for Rideauwood Addiction & Family Services.

Director Williams-Taylor advised that the OCDSB is committed to creating inclusive, safe and caring environments. As part of this commitment, along with direction from the Ministry, OCDSB schools administer school climate surveys to students at least once every two years. The purpose of a school climate survey is to better understand students' perceptions about bullying, safety at school, and student engagement. Students who are in grades four to twelve will complete the OurSCHOOL Survey online at school between 23 April and 10 May 2019. Parents can advise the school if they prefer their child not to participate.

Director Williams-Taylor noted that the past weekend was Easter and this week is Passover. On behalf of the District, Director Williams-Taylor extended warm wishes to all who are celebrating.

6. Delegations

There were no delegations.

7. Matters for Action

7.1 Confirmation of Board Minutes, 26 March 2019

Moved by Trustee Ellis, seconded by Trustee Schwartz,

THAT the minutes of the Board meeting, dated 26 March 2019, be confirmed.

Carried

7.2 Business Arising from Board Minutes

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

7.3 Receipt of Special Committee of the Whole Report, 26 March 2019

Moved by Trustee Braunovan, seconded by Trustee Hough,

THAT the Special Committee of the Whole Report, dated 26 March 2019, be received.

Carried

The recommendation on academic staffing was dealt with at the Board meeting of 26 March 2019.

7.4 Receipt of Committee of the Whole Report, 2 April 2019

Moved by Trustee Braunovan, seconded by Trustee Blackburn,

THAT the Committee of the Whole report, dated 02 April 2019, be received.

Carried

Chair Scott advised that Memo 19-060, Employees with Zero Sick Days Reported in 2018-2019, was provided for information.

7.4.a Base Rates for Third-Party Providers

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

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

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

FOR: Trustees Blackburn, Boothby, Braunovan, Campbell, Ellis, Evans, Fisher, Hough, Jennekens, Penny, Schwartz, and Scott (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

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

Moved by Trustee Braunovan, seconded by Trustee Boothby,

THAT the Committee of the Whole report, dated 16 April 2019, be received.

Carried

7.5.a Purchase of New Portable Classrooms

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

Moved by Trustee Blackburn, seconded by Trustee Braunovan,

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

Trustee Lyra Evans advised that she would abstain from voting because, in her opinion, it is unwise to purchase additional portable classrooms when they are not being used in a temporary manner. She submitted that the Board should spend its money and efforts on acquiring additional permanent space.

Trustee Schwartz expressed concern about the type of portables being purchased. She submitted that there are more sustainable options available at a higher cost and modular classrooms are more energy efficient over the life of the portable classroom. She advised that she would support the motion; however, she would appreciate more information on additional options the next time the Board is asked to approve the purchase of portable classrooms.

Trustee Blackburn noted that the recommendation from staff was based on the limitations of the relevant legislation.

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

THAT the purchase of up to 20 new modular portable classrooms, at a budgeted total cost of \$3,129,200

(excluding HST), be approved and funded from Capital Reserves, subject to Ministry approval.

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

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

AGAINST: Nil (0)

ABSTENTION: Trustee Lyra Evans (1)

Carried

7.5.b Re-establish the Ad Hoc Advocacy Committee as a Special Purpose Committee

Trustee Boothby, moved the recommendation in substitution for Trustee Scott.

Moved by Trustee Boothby

Seconded by Trustee Braunovan

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

the Chair of the committee or at the request of the chair of the board; and

5. THAT the current members of the Ad Hoc Committee to Develop an Advocacy Strategy appointed on 3 December 2018 be confirmed as members of the new Advocacy Strategy Committee for the term ending 30 November 2019.

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

FOR: Trustees Boothby, Braunovan, Blackburn, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz and Scott (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

7.5.c Support for Mental Health through an Equity Lens

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

Moved by Trustee Ellis, seconded by Trustee Braunovan,

1. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent; and
2. 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.

Trustee Ellis advised that Part 1 of this recommendation originated from the Advisory Committee on Equity who wished to gain an understanding of mental health services and funding that may be available for certain groups of students. He noted that there is a perception that there are more mental health issues among these specific groups of students. Trustee Ellis noted that Part 2 of the recommendation was added at the Committee of the Whole meeting on 16 April 2019.

Trustee Braunovan expressed the opinion that the motion is unclear and that additional clarity is required before directing staff to undertake an evaluation of mental health services in the District.

Moved by Trustee Braunovan, seconded by Trustee Campbell,

THAT the motion be referred to staff to provide additional information, including consultation with the Advisory Committee on Equity, prior to presentation at the Board meeting in September 2019.

Trustee Blackburn and Trustee Lyra Evans expressed the view that the motion requires further discussion with the Advisory Committee on Equity.

Student Trustee Glassman noted that, without a specific methodology for seeking input, it would be difficult for marginalized groups of students to talk about mental health issues.

In response to a request for staff comment, Director Williams-Taylor noted that, if the motion to refer is carried, further consultation would take place with the Advisory Committee on Equity. In addition, staff will present an update on the mental health and addiction strategy to the Committee of the Whole.

Moved by Trustee Braunovan

Seconded by Trustee Campbell

THAT the following motion be referred to staff to provide additional information, including consultation with the Advisory Committee on Equity, prior to presentation at the Board meeting in September 2019.

Moved by Trustee Ellis, seconded by Trustee Braunovan,

- 1. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.**
- 2. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.**

Carried

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

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the Ad Hoc Code of Conduct Committee Report, dated 01 April 2019, be received.

Carried

There were no recommendations in the report.

7.7 Report 19-049, SEAC Policy Revision - Appointment of Association and Associated Representatives (M. Giroux ext. 8310)

Your Committee had before it Report 19-049 seeking approval for revisions to policy P.019.GOV Special Education Advisory Committee (SEAC) to include VIEWS for the Visually Impaired (VIEWS) as well as to confirm the appointment of a member and alternate representing the association on SEAC.

Executive Officer Giroux noted that the term of appointment ends on 14 November 2022, rather than 30 November as stated in Part B of the motion in the staff report.

Trustee Boothby noted that SEAC has been seeking additional community members and VIEWS would be a welcome addition to the committee.

Moved by Trustee Boothby, seconded by Trustee Blackburn,

1. THAT Views for the Visually Impaired be approved as a member of the Special Education Advisory Committee under the local association category, and that Board Policy P.019.GOV, Special Education Advisory Committee, be revised accordingly; and
2. THAT Lisa Paterick be appointed as the regular member representing VIEWS for the Visually Impaired on the Special Education Advisory Committee and Johnna MacCormick as the alternate member for the term ending 14 November 2022.

Trustee Blackburn noted that SEAC will benefit from broad input from community groups. She expressed the hope that additional groups would come forward and seek representation on SEAC.

Moved by Trustee Boothby

Seconded by Trustee Blackburn

1. **THAT Views for the Visually Impaired be approved as a member of the Special Education Advisory Committee under the local**

association category, and that Board Policy P.019.GOV, Special Education Advisory Committee, be revised accordingly; and

- 2. THAT Lisa Paterick be appointed as the regular member representing VIEWS for the Visually Impaired on the Special Education Advisory Committee and Johnna MacCormick as the alternate member for the term ending 14 November 2022.**

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

FOR: Trustees Blackburn, Boothby, Braunovan, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz, and Scott (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

8. Matters for Discussion

8.1 Report from OPSBA Representatives (if required)

Trustee Boothby reported that the OPSBA Executive Council is reviewing policy resolutions put forward by member school boards, including the motion from the OCDSB on the provision of funding for autism supports in schools. Trustee Boothby advised that the OPSBA Executive Council liked the content of the Board's motion; however, they have some concerns about the scalability of it for smaller school boards. It is their intention to rewrite the motion to retain all of the "whereas" clauses, rewrite some parts of the motion to be more action-oriented, and place some other parts of the motion in abeyance pending conversation with the Ministry of Education. Trustee Boothby advised that the changes will be made in consultation with Trustees Penny and Scott, Superintendent Symmonds, and former Vice-Principal, Learning Support Services, Jenny Dewan.

Chair Scott noted that it is not unusual for OPSBA to modify language in policy resolutions provided the intent of the resolution remains intact.

In response to Trustee Lyra Evans' query about the possibility of the provincial government amalgamating school boards, Trustee Boothby advised that she would check with OPSBA to determine if they have a position on the matter, and circulate a response to all trustees.

9. Matters for Information

There were no matters for information.

10. New Business -- Information and Inquiries

10.1 Letter to Ministers Thompson and MacLeod, 8 March 2019

Trustee Blackburn queried whether the Chair has received a response to her letter to Ministers Thompson and MacLeod dated 8 March 2019 in which she requests a meeting with Minister MacLeod to discuss the impact of changes to the Ontario Autism Program. Chair Scott advised that she has not yet received a response from either Minister, and that she would follow up with a second request for a meeting.

10.2 Wellness Symposium at Lisgar Collegiate Institute

Student Trustee Glassman reported that Lisgar Collegiate Institute recently hosted a full-day wellness symposium on student well-being and mental health. Students selected from over 60 sessions, including yoga, cooking, meditation, sports, bike repair, etc. Student Trustee Glassman expressed the view that this day was a perfect embodiment of everything the Board stands for pertaining to mental health and well-being. He invited trustees to speak to him for more information about the event.

11. Adjournment

The meeting adjourned at 7:44 p.m.

Lynn Scott, Chair of the Board



SPECIAL BOARD PUBLIC MINUTES

Tuesday, May 7, 2019

8:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Coordinator), Amanda Rock (Committee Coordinator)

Guests Present: Dave Loftus (Audio/Visual Technician);

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 9:27 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Lyra Evans, seconded by Trustee Campbell,

THAT the agenda be approved.

Carried

3. Report from Committee of the Whole, 7 May 2019 (Oral)

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

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

Moved by Trustee Boothby, seconded by Trustee Braunovan,

1. 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; and
2. 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.

Trustee Boothby advised the most significant changes to the Board Member Code of Conduct relate to the appointment of an Integrity Commissioner (IC). She noted that the Ministry of Education has directed school boards to develop or review their codes of conduct for trustees prior to 15 May 2019.

Trustee Campbell noted that sections 4.29 b) and 4.31 restrict the ability of the respondent to participate in discussions or influence the vote after the final report of the Integrity Commissioner is received. He suggested that section 4.31 may be unfair to the respondent and queried whether these sections are required by legislation.

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

THAT section 4.31 be removed from Policy P.073.GOV Board Member Code of Conduct.

Trustee Campbell noted that student trustees may participate in deliberations but may not vote. He expressed the view that the respondent should also have the ability to participate in deliberations.

In response to query, Executive Officer advised that the Education Act (section 218.3 (12)) prohibits the respondent from voting. The remaining Board Members are required to consider the information in the final report when voting on the decision of the breach or sanction. Section 4.31 is intended to protect the integrity of the voting process. She noted that staff will seek clarity from legal counsel prior to implementing the revised Code of Conduct.

Trustee Blackburn noted that the complainant is free to influence the vote and the respondent should have the same opportunity.

Trustee Campbell submitted that clause 4.31 is offensive. He suggested that it targets only one of the two parties to a complaint and presumes the respondent is guilty.

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

THAT section 4.31 be removed from Policy P.073.GOV Board Member Code of Conduct.

Carried

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

FOR: Trustees Blackburn, Boothby, Braunovan, Campbell, Ellis, Hough, Jennekens, and Penny (8)

AGAINST: Trustee Lyra Evans (1)

ABSTENTION: Trustee Lynn Scott (1)

Moved by Trustee Boothby

Seconded by Trustee Braunovan

1. **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**
2. **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.**

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

FOR: Trustees Blackburn, Boothby, Braunovan, Campbell, Ellis, Hough, Jennekens, Penny, and Scott (9)

AGAINST: Trustee Ellis (1)

ABSTENTION: Nil (0)

Carried

4. Matters for Information

There were no matters for information.

5. Adjournment

The meeting adjourned at 9:49 p.m.

Lynn Scott, Chair of the Board



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 REPORT PUBLIC

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

- Trustees Present: Erica Braunovan, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Isaac Glassman (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Halcian Joseph-Clost (Strategic Analyst), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Coordinator), Dave Loftus (Audio/Visual Technician), Amanda Rock (Board/Committee Coordinator)
- Non-Voting Representatives Present: Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Steve Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN) and Harvey Brown, Advisory Committee on Equity (ACE).

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

Vice-Chair Braunovan called the meeting to order at 7:40 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Lyra Evans,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that 06-10 May 2019 is Mental Health Week. This is a Canadian Mental Health Association (CMHA) annual event to promote mental health as a sense of well-being that involves feeling connected, strong relationships, a sense of purpose and knowing how to cope with feelings of stress. Many of the District's schools host mental health events over the course of the year. During Mental Health Week, the District is highlighting what mental health means by providing resources to schools to communicate positive messages. In addition, the four local school boards are partnering with Ottawa Public Health to locally promote mental health through social media messaging. Information about building and maintaining mental health as well as where to find help when support is needed is available on the OCDSB website.

Chair Scott advised that later on in the meeting staff would present the draft strategic plan for 2019 to 2023. This draft plan was developed based the input received from the community and the OCDSB Board members, and over the next month, the District will be inviting its stakeholders to provide feedback on the draft plan. The final draft will be presented to the Committee of the Whole on 18 June 2019.

4. Briefing from the Director

Director Williams-Taylor advised that A Date with Diversity 2019 will take place on 14 May 2019 from 6:00 to 9:00 p.m. at Canterbury High School. The theme for the evening is: Journeying from Diversity to Equity. Please register on the District's website to attend.

Director Williams-Taylor noted that 06-10 May 2019 is Education Week. It is celebrated by school boards and schools across the province each year during the first full week in May. It is a time for students, teachers and parents to celebrate teaching excellence and student achievement. This year, the theme is "Education that works for you". The District's schools have many activities planned to celebrate student learning, including class discussions, assemblies, guest speakers and more. Parents are advised to visit school websites and/or newsletters for more information about events at their child's school.

Director Williams-Taylor advised that on 06 May 2019 she announced and congratulated the winners of this year's Director's Awards. These awards are presented every year to staff members for their efforts to ensure the District's students are reaching their full potential. This year, the Director's Award recipients were nominated in the following categories: Director's Citation, Excellence in Equity, Health & Safety, Innovation, Mentoring, Ronald K. Lynch Memorial, and the Technology Excellence Awards.

5. Delegations

There were no delegations.

6. Report from Statutory and Other Committees

6.1 Special Education Advisory Committee Report, 10 April 2019

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee Report date 10 April 2019 be received.

Trustee Boothby requested a number of minor changes to the report.

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee Report date 10 April 2019 be received, as amended.

Carried

6.2 Indigenous Education Advisory Council, 18 April 2019

Moved by Trustee Hough,

THAT the Indigenous Education Advisory Council report dated 18 April 2019 be received.

Carried

6.3 Ad Hoc Code of Conduct Committee, 23 April 2019

Moved by Trustee Blackburn,

THAT the Ad Hoc Code of Conduct Committee report dated 23 April 2019 be received.

Carried

a. Revisions to Code of Conduct

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.

Report 19-054 was provided as supplemental information on revisions to P.073.GOV Board Member Code of Conduct.

The following was noted during the discussion:

- All Districts are required to review their Code of Conduct policy by 15 May 2019;
- The Ad Hoc Code of Conduct Committee reports have been presented to Committee of the Whole;
- The current policy will remain in place should the Board of Trustees not support the recommendation;
- The proposed policy revisions specify the roles and responsibilities of the IC, including advising Board members on conflicts of interest;
- Clause 4.31 specifies that the respondent to a complaint may not vote and/or influence the vote; and
- An IC may request a meeting with the complainant or respondent; however, they can choose not to meet with the IC.

An amendment moved by Trustee Lyra Evans,

THAT clause 4.15 be revised to insert “and if required with” before “the complainant”.

Trustee Scott stated that the intention of a complaint is to bring an allegation to the attention of the respondent. A face-to-face meeting may not be the only way to find resolutions to a complaint. She noted that clause 4.15 specifies that the process is open.

An amendment moved by Trustee Lyra Evans,

THAT clause 4.15 be revised to insert “and if required with” before “the complainant”.

Defeated

Executive Officer Giroux clarified that school boards are required to review Policy P.073.GOV Board Member Code of Conduct every four years.

Trustee Blackburn stressed that, in the interest in fairness, it is essential to appoint an IC. She noted that the policy has the power to take away a board member's vote. She also expressed the view that the respondent and complainant should be equals in a complaint process.

In response to queries, the following information was provided:

- The policy applies to all members of the Board, including student trustees;

- Some organizations may choose their IC to be their media spokesperson; and
- The District is currently reviewing the roles and responsibilities of an IC, should the Board appoint one.

Trustee Ellis expressed concern over supporting the recommendation and queried the need for an IC.

Executive Officer Giroux noted that:

- The IC role will be a contract position;
- Part B of the motion will address the kind of mechanisms and obligations of an IC;
- An IC will be beneficial as a neutral third-party to resolve disputes; and
- Appointing an IC on a contract basis is relatively inexpensive in comparison to the cost of previous board member conflicts.

Trustee Scott urged her colleagues to support the recommendation in order to have further discussion. Executive Officer Giroux clarified that the recommendation is not to decide if board members support having an IC. Should the recommendation carry, the Board would be moving forward with the intent to further investigate the role of the IC and that a recommendation does not need to be finalized until September 2019.

Trustee Blackburn echoed that the committee will continue to be thorough in its work.

Trustee Lyra Evans encouraged her colleagues to consider cost-sharing the IC with other school boards.

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

7. Matters for Discussion:

7.1 Report 19-053, Report on the 2019-2023 Draft Strategic Plan (M. Giroux, ext. 8310)

Your Committee had before it Report 19-053 to present the Draft Strategic Plan 2019-2023 to the community for feedback.

Executive Officer Giroux noted the following with the aid of a PowerPoint presentation:

- The District has moved through several stages to create the Draft Strategic Plan 2019-2023;
- The results of the consultation plan have informed the Board of Trustees and senior staff;
- The intent of the pre-consultation stage was to receive input on how to engage more people and to inform the idea exchange;
- The parent participation in the Idea Exchange was evenly divided between the elementary and secondary school panels;
- There were over 6,000 participants in the Idea Exchange;
- Community feedback will be received between 07 May and 07 June 2019;
- Senior staff and trustees have had fulsome discussions with regard to the architecture, targets, and measures of the Draft Strategic Plan 2019-2023;
- Further research has been conducted for the key areas of focus;
- A Glossary of Terms and Key Performance Indicators (KPIs) have been developed; and
- The Strategic Plan 2019-2023 will be presented at the Committee of the Whole meeting of 18 June 2019.
- The theme of the Draft Strategic Plan 2019-2023 is "Education must not simply teach work - it must teach life" - W.E.B. Dubois

Executive Officer Giroux shared the following strategic objectives:

- Culture of Innovation;
- Culture of Caring; and
- Culture of Social Responsibility

Executive Officer Giroux highlighted the following:

- KPIs will allow the District to have specific measures;

- New measures being introduced by the District may involve it creating new tools to measure its progress; and
- A need for additional professional development (PD) sessions has been identified regarding the implementation plan of the Strategic Plan 2019-2023.

During the ensuing discussion, the following was noted:

- There may be a need to add more community feedback questions;
- The District is seeking feedback on the Draft Strategic Plan 2019-2023 based on questions that focus on accountability and monitoring;
- There should be consistency on how to reach outcomes of strategic objectives; and
- The school utilization rate may be categorized under the environmental and/or financial stewardship areas of focus.
- Student Trustee Glassman noted that English as a Second Language (ESL) students are more likely to read the 2019-2023 Strategic Plan if it is available in their primary language. He suggested that the final Strategic Plan 2019-2023 be translated to Mandarin and Arabic. Executive Officer Giroux agreed that staff can translate the final version of the document.
- The language used in the feedback questions may need to be more concise;
- The operational plan is missing from the draft strategic plan for community feedback; and
- The Viscount Public School parent council highlighted to Trustee Lyra that environmental issues should be highlighted in the strategic plan.

a. 2019-2023 Draft Strategic Plan

The 2019-2023 Draft Strategic Plan was provided for information.

8. Information Items:

8.1 Report from OPSBA

Trustee Boothby provided her notes from the Ontario Public School Boards' Association (OPSBA) Board of Directors' meeting of 03-04 May 2019.

Trustee Penny advised that the District's policy resolution was discussed and endorsed by the OPSBA executive. The policy resolution will be presented at the OPSBA AGM.

8.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

8.3 OSTA Update - Board of Directors, 25 March 2019

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

9. New Business - Information and Inquiries

Student Trustee Glassman advised that the Ontario Student Trustees Association (OSTA) released a vision document with 35 recommendations and noted that he will share it with the Board.

Trustee Blackburn queried whether the Chair had received a response to her letter to Ministers MacLeod and Thompson regarding the changes to the Ontario Autism Program. Chair Scott advised that she has not yet received a response.

Trustee Jennekens shared that Vimy Ridge Public School will be hosting an art gallery show and Castor Valley Elementary School is hosting an event that focuses on their participation in the "Listen Up" initiative. They will be showcasing their talents on 09 May 2019.

Trustee Scott advised that Stonecrest Elementary School is celebrating its 20th anniversary at 12:30 p.m. on 09 May 2019. All are welcome to attend.

Trustee Penny added that Fallingbrook Elementary School is celebrating their 30th anniversary on 09 May 2019.

10. Adjournment

The meeting adjourned at 9:14 p.m.

Erica Braunovan, Chair



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



PARTIAL COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, May 21, 2019, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Karyn Carty Ostafichuk (Manager of Planning), Joan Oracheski (Manager of Research, Analytics, and Evaluation), Colin Anderson (Principal of Safe Schools), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Amanda Rock (Board/Committee Coordinator)

Non-Voting Representatives Present: Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN); Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF), and Brian Lesage, Elementary Teachers' Federation of Ontario (ETFO).

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

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

2. Approval of Agenda

Moved by Trustee Blackburn

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that school councils will be holding fund raising activities in the spring. One activity that has attracted the attention of Health Canada is garage sales. The *Hazardous Products Act* states that anyone holding a garage sale is legally responsible for ensuring that products sold, whether new or used, are safe and meet current safety standards. Products intended for use by children, which include baby gates, walkers, car seats, cribs, playpens, toys that may present choking hazards, and helmets, must meet the requirements of the *Hazardous Products Act*.

Chair Scott advised that the Student Recognition awards will be held on the 30 May 2019 and Volunteer Appreciation Day is 13 June 2019.

4. Briefing from the Director

Director Williams-Taylor advised that over 300 students in grades 4 to 12 from across the province participated at the annual provincial French public-speaking event. Students in grades 4 to 8 participated in a non-competitive festival showcasing their French language and public speaking skills, while students in grades 9 to 12 participated in a competitive Concours for cash prizes and partial scholarships to York University's Glendon Campus and the University of Ottawa. Director Williams-Taylor announced that four OCDSB students were winners. Félicitations Yi Fei Tao and Catherine Tao from Colonel By Secondary School, Raina Barara from Canterbury High School, and Aser Abdelgawad from Lisgar Collegiate Institute.

Director Williams-Taylor advised that Bhavya Mohan, a student at Colonel By Secondary School, has won the "Best Project Award" at the 2019 Canada-wide Science Fair. Bhavya came first out of 464 other projects for his work on immunotherapy, which is a type of cancer treatment that helps the immune system fight cancer cells. He will be attending the European Union Contest for Young Scientists in Bulgaria in September 2019. Director Williams-Taylor congratulated Bhavya for his outstanding achievement.

Director Williams-Taylor shared that the Date with Diversity was held at Canterbury High School on 14 May 2019. The Human Library format engaged staff, students and trustees in explorations of the impact of identity through the

real life stories that were shared. The narratives illuminated the intersectional nature of diversity and gave participants much to consider in our daily interactions in schools and communities.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Notice of Motion, Re: English Program, Trustee Campbell

Having given notice, Trustee Campbell moved as follows:

Moved by Trustee Campbell,

WHEREAS English Core French (ECF) program numbers have reduced slowly for years, but this reduction may have accelerated recently due to the possible confluence of (a) recent JK/SK program changes, (b) continued de facto program streaming of special education and ELL students, and (c) tipping point perceptions of relative program desirability;

WHEREAS continued smaller program numbers across many schools, coupled with important relative class composition challenges, could lead to undesirably small or under-resourced classes, programs, and schools, risking:

- (a) accelerated reputational and market reduction,
- (b) increased inequities in student learning and teacher workload,
- (c) social sorting possibly unique in Ontario,
- (d) increased accommodations churn and splitting communities, and
- (e) human, capital, and busing resourcing inefficiencies, and so together risking Board failure of both equity and stewardship tests,

WHEREAS actual French language proficiency outcomes of MFI versus EFI versus OCSB split model students may be trivial when tested at Grade 10, and as the last major FI literature review and FI vs ECF strategic purposes planning report is several years old;

AND WHEREAS it is important to take advantage of the current accommodations moratorium to purposefully re-examine our programming offerings strategically before locking in another large area of the District for several years through additional large-scale accommodation reviews;

THEREFORE be it resolved:

A.THAT staff prepare a report for Board discussion in early fall 2019 comparing the current and projected student enrolment numbers of the elementary English Core French programs with the elementary Early and Middle French Immersion programs, including:

i. Enrolment for special education (non-gifted), English language learners (ELL), and socio-economic status (SES), all disaggregated by grade, division, and program colocation nature; and

ii. Contribution rates to high school pathways, disaggregated by program colocation nature.

B. THAT this report additionally identify:

i. Any key operational, financial, pedagogical, community-impacting, or other strategic advantages and/or disadvantages related to its findings; and

ii. Any major programming, accommodations, policy, resourcing, and/or other strategic changes which might be expected to significantly and reliably address any concerns identified.

Trustee Campbell further stated that his motion is an information request for a report to come forward in the fall of 2019 for trustee discussion. In reviewing registration statistics, he has noted a decline in the early primary English program year-over-year and speculates that this may be the result of the 50/50 Kindergarten program introduced by the District.

Given the current provincial moratorium on accommodation reviews, Trustee Campbell believes that it is a good time to gather information on the English program as requested in the motion. Trustee Campbell outlined the two basic concerns motivating his motion. First, that the District may be experiencing social sorting, which has a negative impact on public education. Second, that the District may have important inefficiencies or non-optimal optimization of how we structure our schools and programs.

Trustees expressed support for the motion being brought forward. In response to a query, Director Williams-Taylor agreed with Trustee Campbell that the issues identified within the motion relate to the program delivery. She added that the issue is a program and operational matter that requires further exploration. She explained that the work has begun to review the English with Core French program and that an update is slated to be presented in the fall of 2019. The timeline will allow staff to present a report which provides for a robust discussion prior to anticipating action items.

CFO Carson shared that the end of October 2019 is the timeline that staff will be working towards.

Trustees spoke in support of the motion, and asked Trustee Campbell and staff several questions of clarification to which the following information was provided:

- The intent of the motion is to review academic and applied stream pathways as well as current and projected data trends;

- Requesting community feedback with regard to the program choices for the District's families may be an area to explore for the proposed motion; and
- Part B of the motion is intended to highlight areas of concern;
- Part B(ii) is intended to be a brainstorming exercise to gather options and ideas; and
- The motion is intended to support a discussion among senior staff and trustees.

Director Williams-Taylor advised that Part A of the motion lends itself to a robust conversation. She cautioned against the notion of having a speculative discussion implied in Part B of the motion. Staff are reluctant to speculate on the reasoning behind enrolment trends in the English with Core French program prior to having a discussion.

Trustee Penny expressed his concern that the motion simply compiles enrolment statistics, and does not address the underlying reasons that the District's families opt for particular program choices. Trustee Campbell explained that this is a first step to inform further discussion. Once the board has the data, additional qualitative and quantitative research may be requested to complete a fulsome study to address the trends observed.

In response to a query from Trustee Ellis, Manager Carty-Ostafichuk advised that the District does not yet have adequate data to reflect on the on the impact of 50/50 Kindergarten on the equitable enrolment in the EFI program. Parents' choice of enrollment pathways, taking school changes into consideration, is critical to the discussion.

Trustee Scott noted that schools having small enrolments in the English program can impact on the ability to create viable programs. She queried whether information will be provided with regard to cohort size per grade on a school by school basis to understand the implications of small enrolments in the English program.

Manager Carty-Ostafichuk provided the following information:

- Staff will be reviewing trends in the last 15 years and providing projections for the next 15 years but cautioned it is difficult to make projections for the distant future; and
- Staff will be providing value-added information such as cohort size and the location of schools to assist trustees in examining the issue.

Trustee Scott commented that the Board may want to consider reviewing policy decisions that have possibly impacted the District's program offerings. She added that the JK/SK 50/50 program implementation, the addition of the MFI program and accommodation reviews have contributed

to significant changes in program delivery. The District does not currently know if any one of these factors has contributed to policy decisions. She noted that the discussions should be based around the following three questions:

- Is there an issue with the enrolment trends for the English with Core French program?
- What is the scope of the issue? and
- How big is the impact of this issue on the District?

ETFO representative Brian Lesage noted the following:

- The root of the data collection is crucial to addressing enrolment trends;
- A mechanism could be created for teachers' voices and experiences to be heard; and
- Operational and pedagogical change is more likely to happen if the District consults with its educators.

Trustee Campbell submitted that further consultation may be required and requested his colleagues to support the motion for further discussion.

Moved by Trustee Campbell

A. THAT staff prepare a report for Board discussion in early fall 2019 comparing the current and projected student enrolment numbers of the elementary English Core French programs with the elementary Early and Middle French Immersion programs, including:

- i. Enrolment for special education (non-gifted), English language learners (ELL), and SES, all disaggregated by grade, division, and program colocation nature; and
- ii. Contribution rates to high school pathways, disaggregated by program colocation nature.

B. THAT this report additionally identify:

- i. Any key operational, financial, pedagogical, community-impacting, or other strategic advantages and/or disadvantages related to its findings; and
- ii. Any major programming, accommodations, policy, resourcing, and/or other strategic changes which might be expected to significantly and reliably address any concerns identified.

Carried

7. Report from Statutory and Other Committees

7.1 Parent Involvement Committee, 17 April 2019

Moved by Trustee Blackburn,

THAT the Parent Involvement Committee report, dated 17 April 2019, be received.

Carried

7.2 Advisory Committee on Equity, 25 April 2019

Moved by Trustee Campbell,

THAT the Advisory Committee on Equity report, dated 25 April 2019, be received.

Trustee Ellis requested that his and Trustee Campbell's name are reflected as non-voting trustee members in the report's attendance.

Moved by Trustee Campbell,

THAT the Advisory Committee on Equity report, dated 25 April 2019, be received, as amended.

Carried

8. Matters for Discussion:

8.1 Report 19-062, Student Suspension Report for 2017-2018 School Year

Please refer to the full report of this meeting.

8.2 Report 19-059, Supporting Indigenous Learners at the OCDSB

Please refer to the full report of this meeting.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update

Trustee Scott advised the revised Indigenous Education curriculum was released on 21 May 2019. She shared the Ministry's link to the revised curriculum with trustees and senior staff:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/first-nations-metis-and-inuit-studies.html>

9.3 OSTA Update (if required)

There was no OSTA update.

10. Long Range Agendas (May to June 2019)

The long range agenda was provided for review.

11. New Business - Information and Inquiries

Trustee Campbell queried whether staff had any comments regarding Minister Thompson's reaction to statements made by the Peel District School Board about governance reviews. Director Williams-Taylor advised that she does not have information on that item.

12. Adjournment

The meeting adjourned at 9:56 p.m.

Jennifer Jennekens, Chair



COMMITTEE OF THE WHOLE, BUDGET REPORT

Public

Tuesday, April 16, 2019

7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

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

STAFF: Director of Education, Camille Williams-Taylor; Associate Director of Education, Brett Reynolds; Chief Financial Officer, Mike Carson; Superintendents of Instruction, Mary Jane Farrish and Eric Hardie; Superintendent of Learning Support Services, Peter Symmonds; Superintendent of Human Resources, Janice McCoy; Superintendent of Curriculum Services, Dorothy Baker; Executive Officer, Corporate Services, Michèle Giroux; Manager of Learning Support Services, Stacey Kay, Manager of Financial Services, Kevin Gardner; Coordinator of Budget Services, Charles D'Aoust; Manager of Board Services, Katrine Mallan; Manager of Communications & Information Services, Diane Pernari-Hergert; Communications Officer, Sharlene Hunter; Audio Visual Specialist, John MacKinnon; and Board/Committee Coordinator, Amanda Rock.

NON-VOTING REPRESENTATIVES: David Wildman, Ottawa-Carleton Elementary Occasional Teachers' Association (OCEOTA); Wulf Heidecker, Elementary Teachers' Federation of Ontario (ETFO); Donna Owen, Special Education Advisory Committee (SEAC); Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF), Harvey Brown, Advisory Committee on Equity (ACE), and Jennifer Tremblay, Ottawa-Carleton Secondary Schools Administrators' Network (OCSSAN).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Penny called the public meeting to order at 7:01 p.m.

2. Approval of Agenda

Moved by Trustee Braunovan,

THAT the agenda be approved.

An amendment moved by Trustee Braunovan,

THAT Item 4.1 and 4.2 be re-ordered on the agenda.

Carried, friendly

Moved by Trustee Braunovan,

THAT the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations.

4. Discussion Items

4.1 Report 19-040 2018-2019 Updated Financial Forecast (February) (M. Carson, ext. 8881)

Your Committee had before it Report 19-040, providing information on the District's 2018-2019 Updated Financial Forecast as of 28 February 2019.

With the aid of a PowerPoint presentation, Chief Financial Officer (CFO) Carson highlighted the following information:

- The District's operating budget has been restored and no longer has consistent deficits;
- The District identified that the surplus may need to fund infrastructure changes due to the provincial government's funding model changes; and
- The government has reduced the amount of funding it will provide to the District.

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

- The District's budget may have variations of \$4-6 million;

- The total number of students enrolled with the OCDSB is the major determinant of funding used for academic staffing and other costs;
- There are costs that may be spent on a cash basis and may be identified as minor capital; and
- The District has a surplus of funding for professional development due to the lack of available occasional teachers (OTs);
- Staff advised that the District has had difficulty budgeting and spending for the Special Equipment Amount (SEA);
- Extended Day Program (EDP), individual school budgets, and business systems may carry forward unspent budgets to the next school year;
- Contingencies are staff identified risks that could be incurred in the future;
- Contingencies are evaluated annually and compared against changes in the environment and are not restricted to capital expenses; and
- The use of reserve funds could be used as a part of the District's budget strategy.
- The District may be faced with situations where it is unable to find a long-term occasional (LTO) teacher or the academic staffing has not yet been completed; and
- The number of OTs used to staff vacant contract teaching positions has increased.
- General operating (GO) funding is provided by the Ministry of Education annually;
- The software implementation for EDP is currently scheduled for the fall of 2019;
- The District undertook a commitment to improve services for students with special needs; and
- The District anticipates a need for \$1 million to address property lease costs, however, this amount includes retroactive costs.

4.2 Report 19-047 2019-2020 Budget Process Update (M. Carson, ext. 8881)

Your Committee had before it Report 19-047 providing information on the issues affecting the 2019-2020 budget cycle and to provide the timelines and processes.

CFO Carson highlighted the following:

- Anticipated reduction costs are related to funding and not to positions;
- The Ministry is providing funding to school boards to assist with the transition to changing class sizes;
- The Ministry has advised the District to proceed with academic staffing based on collective agreement commitments;
- The District has estimated funding reductions to be approximately \$4 million;
- The District's spending does not always mirror the government's funding formula;
- The District budgets for higher academic staffing costs than what is provided by the Ministry;
- Information with regard to Grants for Student Needs (GSNs) and Education Program-Other (EPOs) will be available by the end of April;
- The rate of increase that was projected in the province's multi-year plan is approximately 1.5% per year for the next three years and takes into account the District's enrolment growth;
- The District's funding for facilities renewal is anticipated to remain the same to allow the District to continue facilities maintenance;
- The province requires new elementary schools being built to include a dedicated childcare space;
- The District anticipates that further announcements will be made with regard to capital funding by the end of June 2019;
- The District will not have enough information to present a budget on 13 May 2019;
- The District is well-positioned to do financial planning for the 2019-2020 year;
- The District may budget for a deficit that will be funded by the use of reserve funds;
- The changes to the *Education Act* enable the Ministry to allow the District to submit a budget with a deficit, pending the GSN announcements;
- Academic staffing was approved by the Board on 26 March 2019 and commits about 55% of the 2019-2020 budget;
- A portion of the District's reserve funds will be used for the 2019-2020 budget;

- Local Priorities Funding (LPF) expires on 31 August 2019 with the central collective agreements;
- Some LPF positions may be reinstated to address student needs;
- The District has inflationary pressures such as license agreements;
- New financial pressures include the District's infrastructure (network, devices available to students, furniture, and equipment), continued staffing needs, and continued pressure on staff replacement budgets;
- The use of the District's accumulated surplus is subject to Ministry approval;
- The District's surplus funds are for one-time use;
- Enrolment growth has increased the District's revenues by approximately \$14 million;
- Mandatory costs associated with educators are an important factor to consider as the District moves forward with its 2019-2020 budget;
- Compensation-related expenses and savings will provide additional flexibility to help respond to pressures;
- Salary adjustments will account for approximately \$10 million in savings;
- The net shortfall in funding from the province amounts to approximately \$6 million;
- The staff-recommended budget will be presented on 29 May 2019; and
- Staff will review other possible meeting dates should more in-depth discussion be required to approve the District's budget by the end of June 2019.
- Some reductions include administrative and support, staff supplies and services, other areas of the budget to preserve teaching jobs, and to provide added support inside the classroom;
- There will be a reduction in teaching jobs by attrition;
- There is no impact on e-learning courses for the 2019-2020 school year;
- The province has created a working group to determine the e-learning model;

- Feedback from the community on the strategic plan is being considered to determine how funding is used to meet the District's priorities;
- The District will develop a better sense of the 2020-2021 budget next year which will help with work on engagement with the community and stakeholders;
- The implementation of Ministry changes will be made after the GSN announcements;
- Zone meetings assist with identifying the District's priorities;
- Funding for capital renewal is anticipated to be approximately \$30-\$35 million;
- School Condition Improvement (SCI) and Facilities Renewal Program (FRP) funding amounted to \$55 million in the 2017-2018 school year;
- The District could continue to make small improvements to facilities should they receive the same funding each year;
- Severe restrictions on budgets create challenges for the District to save money;
- The District may need a multi-year plan with regard to surplus management; and
- There is a possibility that a staff recommended budget may be shared prior to 29 May 2019.

Trustee Blackburn thanked staff for taking the time to review and present a budget background.

Staff agreed to provide more information with regard to how much funding the District would lose should the required four e-learning credits not be offered by the OCDSB.

Chair Scott expressed appreciation to Director Williams-Taylor and CFO Carson for presenting up-to-date information with regard to the 2019-2020 budget.

5. New Business - Information and Inquiries

There was no new business.

5.1 Scheduled Committee of the Whole Budget Meetings

6. Adjournment

The meeting adjourned at 8:29 p.m.

Keith Penny, Chair, Committee of the Whole Budget



ADVOCACY STRATEGY COMMITTEE

**April 17, 2019, 3:30 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Trustee Members Present:	Lynn Scott , Christine Boothby, Wendy Hough, Erica Braunovan, Keith Penny
Other Trustees Present:	Donna Blackburn
Staff Present	Camille Williams-Taylor, Director of Education; Michele Giroux, Executive Officer, Corporate Services; Katrine Mallan, Manager of Board Services; Sue Baker, Senior Board Coordinator

1. Call to Order

Trustee Braunovan called the meeting to order at 3:30 p.m.

2. Approval of the Agenda

Moved by Trustee Penny,

THAT the agenda be approved.

Carried

Trustee Scott noted that she wished to discuss developing a strategy for the advocacy committee for dealing with requests from stakeholder groups to join their advocacy activities.

3. Matters for Discussion/Action:

3.1 Next Phase of Consultations on Hiring Practices and Class Sizes

a. School Board Hiring Practices Consultation Guide

Your committee had before it a consultation guide from the Ministry with respect to school board hiring practices. The guide is intended to support stakeholders in understanding the government's proposed changes to hiring practices for teachers.

M. Giroux advised that staff submitted an earlier response to a request from the Ministry for input on hiring practices. The Ministry has now extended the consultation period and trustees are invited to provide feedback to four targeted questions. The deadline for response is 31 May 2019.

b. Board member feedback re Hiring Practices Consultation Questions

Trustee Scott suggested that the members consider whether there are any concerns with the proposed changes and if there are disadvantages to having a single hiring pool. Director Williams-Taylor noted that there is some ambiguity with respect to criteria and flexibility and, when implemented, the hiring practices may differ somewhat from what is currently outlined.

The Committee provided the following input on the four questions in the Ministry's consultation guide:

1. What are the implications of the proposals on hiring practices of teachers in Ontario in relation to the five key goals (student achievement, protect front line staff, fiscal responsibility, evidence-based decision making, and diverse teacher staff)?

- less administrative time required to maintain lists and conduct teacher interviews;
- the best fit for the a school community can be hired rather than hiring by seniority only;
- flexibility in the hiring process could help to improve situations where multiple replacements are brought in to cover teacher absences;
- the focus must be on improving student achievement; and
- more opportunity to diversify staff.

2. Regarding this proposal, what issues will need to be considered for implementation?

- monitoring implementation may add to the workload of the superintendent of instruction;
- implementation complexities must not create new barriers and more paperwork;
- Regulations and PPMs may lead to the government requiring that school boards develop local policies and procedures;

- local policies and procedures could include an equitable hiring framework that includes hiring and onboarding processes; and
- remove hiring requirements from collective agreements.

3. Are there alternative approaches that you would like to put forward that would achieve the government's five key goals?

- no response.

4. Are there any other comments you would like to provide, keeping in mind the five key goals?

- no response.

In response to suggestions from Executive Officer Giroux with respect to a written submission, meeting with Ministry officials, financial implications, and teacher lay-offs in the face of changing hiring practices, the Committee provided the following comments:

- a written submission should clearly state the Board's perspective and include phrases such as mutual respect, respect for teachers' rights, and improving student achievement; and
- meetings with local members of the provincial parliament are good opportunities to provide input as well as distributing a written submission.

Executive Officer Giroux advised that staff will prepare a draft submission and circulate it to trustees prior to the deadline for submissions.

c. Class Size Consultation Guide

Your committee had before it a consultation guide from the Ministry with respect to class sizes. The guide is intended to support stakeholders in understanding the government's plan for elementary and secondary class sizes.

d. Board member feedback re Class Size Consultation Questions

During discussion of the consultation guide, the following points were noted:

- There will not be a District-wide consultation on this topic;

- Board members may consult with their constituents if they wish;
- OCASC was made aware of the consultation through the school council newsletter; and
- The Student Senate is also aware of the consultation. Some school senators have been organizing town halls and may provide student input.

Grades 4-8 maximum board-wide average class size of 24.5 with no exceptions:

- Is that number based on the enrolment count on a certain date?
- Does it take into account areas with enrolment growth after the enrolment count date?
- The enrolment cap should be flexible in consideration of students with high needs, newcomers, English language learners, refugees, etc. The cap formula should consider local demographics;
- The proposed changes for grades 4-8 alleviate some limitations by moving from a hard cap to an average class size;
- The ability of school boards to do accommodation reviews would provide some flexibility;
- Will students in special education classes be counted in the overall class size average? If yes, what is the impact on other classes?;
- OCDSB special education classes are currently excluded when calculating class size averages of 22 students;
- Is funding based on average class sizes, including system classes?
- The OCDSB has a significant number of system classes of only six students. Boards with high numbers of system classes are penalized if these classes are included in the average class size calculations; and
- It may be worthwhile to study whether student weighting is worthwhile when calculating class size averages.

Grades 9-12 maximum board-wide average class size of 28 students

- It is not yet known whether the increase in class size will affect specialty classes such as Specialist High Skills Major (SHSM);
- There will not be much of an impact in the first year because collective agreements are still in place which include a staffing formula for an average of 22 students per class;
- The impact will not be felt until new collective agreements are negotiated and when the e-learning component is fully implemented;
- Currently, students may enrol in e-learning classes in other districts. It is not yet known if this will be permitted in the future;
- System classes should not be included in calculating average class sizes;
- Alternate high schools have small classes and some students may attend part-time and/or be taking a co-op class. Will this model be allowed to continue?
- Are there class size restrictions for shop or chemistry classes where dangerous chemicals or machinery are used? Flexibility is required for safety reasons;
- Will there be exemptions for e-learning classes? What about students in rural areas with no internet availability?;
- Will there be purchase of service agreements for school boards wishing to make use of e-learning courses?; and
- Students in grades 11 and 12 may have part-time jobs that require flexibility on exemptions.

3.2 Service Animals in Schools: Public Consultation

Executive Officer Giroux advised that the province has recently established a consultation on service animals in schools. The District has a policy and procedure on service dogs and there are a couple of areas that require attention. The deadline for the submission of input is 4 May 2019 and the Associate Director is compiling a summary. She noted that the concussion protocol is also out for consultation with a deadline of 18 April 2019.

Trustee Scott expressed the opinion that the committee needs to develop a strategy for determining if and when it wishes to respond to a Ministry consultation or if it should be left to staff to provide a response, if desired. This topic will be discussed further under New Business.

On the advisability of responding to the service animal consultation, the following points were noted:

- The District must ensure it is in compliance with the Accessibility for Ontarians with Disabilities Act (AODA);
- Trustee Boothby noted that the District currently has an ongoing issue with a service animal;
- Trustee Boothby advised of her preference to provide a response to all consultations affecting special education services and supports;
- The draft PPM on school board policies for service animals appears to be a consultation plan; and
- The District's procedure contemplates a handler who is not a staff member. This may require revision for younger children who require a service animal.

4. New Business -- Information and Inquiries

4.1 Role of the Advocacy Committee

Trustee Scott advised that the Committee of the Whole, at its meeting on 16 April 2019, recommended that the mandate of the Advocacy Strategy Committee be:

1. to develop an annual advocacy strategy for board approval;
2. to develop advocacy positions for board approval; and
3. to advise and support the Chair of the Board on specific advocacy issues and key messaging as needed and in a timely way.

Trustee Scott suggested that the Committee develop a strategy for how the Board will approach issues, identify areas for advocacy, and seek Board approval on whether it wishes to take a position.

Executive Officer Giroux noted that when the Ad Hoc Committee to Develop an Advocacy Strategy was established in 2016, the advocacy strategy included the following goals: to protect and maintain stability in funding; to promote high quality public education for all students; to promote the importance and value of locally-elected school boards; and to ensure the interests of the OCDSB and public education in Ottawa are well represented in provincial and municipal issues.

Trustee Scott noted that each year the Advocacy committee prepared a document addressing five actions the Board asked the province to undertake. She added that these activities do not speak to how the committee wishes to approach or respond to issues with the Ministry and/or local members of parliament.

Trustee Penny expressed the view that the advocacy strategy should reflect the interests of Board and bring clarity to positions taken.

Trustee Blackburn queried whether any of this work could be undertaken over the summer.

4.2 Requests from Stakeholders for Advocacy Action

Trustee Scott advised that she received a message from a federation president urging the Board to pass a motion to denounce funding cuts and work with its partners to enhance education. Using this example, she noted the requirement for a strategy to help the committee determine whether it wishes to comply with a request to align with a union or maintain its independence. Trustee Penny noted that this letter was shared at the recent OPSBA eastern regional meeting and cautioned against solidarity with unions at this time. Trustee Blackburn noted that the Board is considered to be "management" during contract negotiations and it must consider the needs of students as well as the needs of staff. Trustee Boothby suggested that the Board focus on staff and student achievement, well-being and mental health. Trustee Braunovan noted that she wants to be supportive of federations, but as a trustee and member of the Board, she was unsure if it would be appropriate to align with federations. She added that it should be the prerogative of individual trustees to do as they wish.

Executive Officer Giroux noted that when thinking of the elements of advocacy, it is important to consider relationships and build on mutual needs and benefits. She suggested that the Board acknowledge the letter and indicate that the federation has raised important issues during a period of uncertainty. The Board will continue to advocate for student achievement and well-being and will respond to the Ministry, as appropriate.

5. Adjournment

The meeting adjourned at 5:35 p.m.

Erica Braunovan, Chair, Advocacy Strategy Committee



ADVOCACY STRATEGY COMMITTEE

**May 22, 2019, 4:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members: Trustees Lynn Scott, Christine Boothby, Wendy Hough, Erica Braunovan, Keith Penny

Staff Present Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Katrine Mallan (Manager of Board Services), Sue Baker (Senior Board Coordinator)

1. Call to Order

Trustee Braunovan called the meeting to order at 4:05 p.m.

2. Approval of the Agenda

**Moved by Trustee Boothby,
THAT the agenda be approved.**

Carried

3. Matters for Discussion/Action:

3.1 OCDSB Draft Submission to Ministry re Hiring Practices and Class Sizes
(To Be Distributed)

Manager Mallan distributed draft responses to the Ministry's consultations on hiring practices and class sizes.

Moved by Trustee Hough,

THAT the OCDSB feedback on the Ministry of Education's School Board Hiring Practices Consultation Guide and the Class Size Consultation Guide be approved

During the discussion of the response to changes in class sizes, the following points were noted:

- If possible, begin the responses to each question with positive comments and follow with negative comments so that there is some balance in the submission;
- Provide specific, real examples, if available;
- Change "could" to "will" in the last bullet under question 2, grades 1-8;
- The OCDSB has not changed its staffing model for 2019-2020;
- The elimination or reduction of funding will result in an increased number of classes of unacceptable size;
- The second bullet under question 1, grades 1-8, should be moved to question 2 and indicate that we have not been able to identify any new opportunities;
- With respect to question 1, grades 9-12, the points listed do not appear to be opportunities;
- With respect to question 2, grades 9-12, emphasize the difficulty of providing a response when the District has not yet received any information on the Ministry's plans for the delivery of e-learning courses and the cost to school boards, and that not all students will have access to technology;
- E-learning can provide opportunities if school districts are engaged in the development of the delivery model;
- Point out how changes will impact pathways for post-secondary education if students are not able to take e-learning courses;
- E-learning is a good innovative practice that will prepare students for e-learning at university;
- Students who opt to take an e-learning course are often more motivated to be successful than students who are forced to take e-learning courses;
- Suggest a consortium model to bring down costs;
- Add information about negotiated caps in collective agreements that will continue until new collective agreements are ratified;
- Bullets 1 to 3 under question 4, grades 9-12 should be combined into 1 bullet. The consultation guide says it will rely on information from Quebec, not "suggests";
- Revise the last bullet under question 4, grades 9-12, to include a reference to exclude specialized special education classes as well as specialty classes for the calculation of average class sizes.;

- Class sizes for grade 12 Physics and French have typically been smaller than average. Consideration should be given to continue this practice and allow school boards to determine how funding will be used;
- In addition to specialty classes, the requirement for larger classes sizes could impact the availability of SHSMs and dual-support programs. The structure of the responses should reflect the Board's position and what it wishes to accomplish;
- The response could be used to demonstrate the Board's position when trustees meet with their local MPP;
- Emphasize student achievement and evidence-based decision-making, for example, play-based learning, and a two-year bilingual kindergarten program;
- Is there a mechanism to provide a preamble to situate the Board's position; and
- Offer solutions or practical alternatives where possible.

During the discussion of the response to changes to teacher hiring practices, the following points were noted:

- The draft response clearly indicates the requirements of the OCDSB;
- The response sets a good tone and messaging;
- Clarify and connect the comments on the PPM on Fair and Equitable Hiring Practices to the responses to the questions;
- Move the general comments to the response to question 1;
- Expect to hear some pushback on the PPM from the federations; and
- A PPM framework provides more latitude than a regulation.

Moved By Trustee Hough

THAT the OCDSB feedback on the Ministry of Education's School Board Hiring Practices Consultation Guide and the Class Size Consultation Guide be approved, as amended. (Attached as Appendices A and B)

Carried

3.2 Next Steps

Trustee Scott distributed a list of Ministry initiatives since the current government took office. She encouraged committee members to add any initiatives that have been missed and to maintain the list going forward. She noted that this list is intended for information and to assist the Committee in determining issues for advocacy in the future.

4. New Business -- Information and Inquiries

There was no new business.

5. Adjournment

The meeting adjourned at 5:02 p.m.

Erica Braunovan, Chair, Advocacy Strategy Committee

Ministry Consultation - Hiring Practices

The Ottawa-Carleton District School Board appreciates the opportunity to provide feedback on the government's proposed changes to hiring practices.

1. What are the implications of the proposals on hiring practices of teachers in Ontario in relation to the five key goals?

General

- The OCDSB supports the proposed move away from the current hiring restrictions contained in Regulation 274;
 - The OCDSB supports hiring practices that are fair, consistent and equitable;
 - The OCDSB does not support any restrictions that impede its ability to hire the best candidates based on needs of students; and
 - The OCDSB welcomes the removal of barriers to equitable hiring practices that will facilitate/promote increased diversity in teaching staff.
-
- OCDSB, like many other boards, has advocated for the repeal of Regulation 274 – Hiring Practices based on interference with school boards' ability to make hiring decisions based on who is the best candidate for the position;
 - The proposed changes, insofar as they will remove the strict seniority hiring requirements set out in the Regulation, will support student achievement and support school boards' efforts to increase the diversity of teaching staff;
 - School boards support fair, transparent and equitable hiring practices, and do not support restrictions on rights as an employer to make hiring decisions that are in the best interests of students; and
 - The removal of the requirement to maintain and monitor the two lists, and the associated requirements related to each, will help to alleviate some of the administrative burdens that the regulation imposed on school districts when it was introduced, resulting in more efficient and effective use of resources.

2. Regarding this proposal, what issues will need to be considered for implementation?

- Primary consideration should be given to the role of schools boards as the employer, and interfere as little as possible with the employer's right to make fair and effective hiring decisions based on local needs;
- General guidelines, based on guiding principles such as transparency, fairness, equity, could be incorporated into a PPM, without limiting or interfering with specific hiring processes at the board level;
- Regulation 274, through its current requirements, has inadvertently contributed to the current lack of availability of OTs, in part due to pressure OTs feel to be on multiple school board lists; and
- Changes should address/remove challenges associated with providing instructional continuity in the classroom where multiple postings are required.
- Suggestions for a PPM on Fair and Equitable Hiring Practices:

Ensure that every school board has a hiring policy, procedure and process that is equitable, transparent and monitored and must include the following principles:

- a) A posting protocol for vacant positions, including timelines;
- b) Hiring teams that are trained in and value equity and diversity, conscious and unconscious bias, equitable hiring practices;
- c) An interview or similar process for every vacancy, including unbiased and consistent criteria and rubrics to evaluate applicants;
- d) Candidate debriefing upon request;
- e) Periodic review/auditing of the process; and
- f) Board procedures that address conflict of interest concerns (e.g. reporting relationships with family members), whistleblowing, complaints procedure to address concerns related to discriminatory practices or decisions.

3. Are there alternative approaches that you would like to put forward that would achieve the government's five key goals?

- Rescind Regulation 274 and do not replace with new regulation; and
- Develop (in consultation with OPSBA and local boards) a PPM that sets out guiding principles for hiring – equity, fairness, transparency

4. Are there any other comments you would like to provide, keeping in mind the five key goals?

- Regulation 274 has disadvantaged teachers who are new to the profession, and has become a deterrent to entering the profession (6 years post-secondary, followed by a minimum of 16 months as an OT/LTO to qualify for permanent employment), except for hard to fill assignments (FSL, technology).

Ministry Consultation - Class Size

The Ottawa Carleton District School Board appreciates the opportunity to provide feedback on the government's proposed changes to class size.

Class Size Consultation Questions - Grades 1-8

1. What are the opportunities of the planned changes in relation to the four key goals?

- As small class sizes provide a solid educational foundation to children, the OCDSB supports the decision to maintain class sizes for grades 1 to 3, but would have preferred a Board wide class size average to the current class size caps.
- The OCDSB has not been able to identify any new opportunities that would result from the proposed changes.

2. Will the status quo in grades 1-3 and modest changes to grades 4-8 allow for continued flexibility in organizing school board class sizes?

- Class size caps can be a barrier to creating school organizations that are in the best interests of students. Board wide class size averages provide greater ability/flexibility for administrators to exercise their professional judgment to create school organizations that are responsive to student needs. Some examples include considering the number of students with special needs in each class, minimizing the number of combined grade classes, and/or creating classes with the best interests of the students and staff in mind without the constraint of a hard cap class size.
- Class size regulations must be accompanied by sufficient and full funding to allow for implementation without compromising student achievement. Current funding levels are already insufficient to meet the class size requirements, while also balancing the needs of students.
- In the OCDSB, where enrolment in some schools and some programs may be low, resulting in very small class sizes, a Board wide class size average will mean very large classes, in some cases higher than 35, in other schools or programs.
- A funded average class size of 23.84, or something less than 24.5, provides needed flexibility to address situations of unacceptably large classes.
- Adjusting the funding for grades 4 to 8 to align with the class size average will likely result in situations of unacceptably large classes in some schools, requiring funding to be redirected from other needs in order to mitigate large class sizes.
- The moratorium on Pupil Accommodation Reviews has impaired the flexibility of school boards to address issues of small cohort sizes, thereby increasing the incidence of over-large and over-small class sizes and the incidence of combined grade classes.

3. Are there any other comments on the planned changes, keeping in mind the goals outlined above, you would like to provide?

- The planned changes neglect to address the issue of class composition. The Ministry's approach seems to assume that all classes are roughly the same in terms of workload regardless of class composition (students with special education needs, English language learners, etc.). Boards should be allowed and encouraged to adopt flexible class size strategies taking class composition into account.
- The reduction in the funded average class size for grades 4 to 8 means a reduction of approximately ten (10) teaching positions in the OCDSB and although this will not result in loss of jobs, it represents a reduction in the number of junior/intermediate classes across the district.

Class Size Consultation Questions - Grades 9-12

1. What are the opportunities of the planned changes in relation to the four key goals?

- There are no new opportunities identified by these changes, but there are opportunity costs.
- Increasing the board wide average class size from the current 22 to the proposed 28 will have significant detrimental impacts on secondary programming. Unadjusted for changes in enrolment, the proposed change is expected to mean a potential loss of about 300 secondary teaching positions in the OCDSB at full implementation. This equates to a loss of 1800 sections or classes that will no longer be available to secondary students.
- For safety, lack of equipment or other reasons, it is not possible to load some classes (e.g., hands-on trades and technology courses) beyond current numbers. This means that school administrators will be forced to make difficult decisions about whether these courses can continue to be offered and, if so, at what impact on learning in other courses, where class sizes will need to be significantly higher to meet a board wide average of 28 students per class.
- Some senior secondary courses (e.g., physics, chemistry) which are important prerequisites for post-secondary programs currently run with class sizes less than 20 in some schools. School administrators will have to make difficult choices as to whether and how often these courses can be offered, particularly in smaller secondary schools where it is already challenging to offer a full complement of compulsory courses every year.
- Current collective agreement language, including language that requires staffing levels aligned with class size average closer to 22, will mean the OCDSB and other boards in similar situation will be unable to implement the change until/unless the current language is changed through bargaining.

2. The new vision for e-learning is intended to provide more programming options for students. What comments and advice do you have?

- E-learning can provide some options only if school districts are completely engaged in

the development and delivery of the model.

- More information is required on the E-learning model to fully understand its impact.
- The experience of the OCDSB has demonstrated that E-learning may not be a viable or desirable option for all learners.
- Students with limited access to the technology and the internet will face significant barriers to their learning within the E-learning model. The challenges will be particularly acute for some rural students and for students in low-socioeconomic circumstances.
- E-learning instruction should remain within the purview and jurisdiction of local school boards; the OCDSB would support the creation of regional consortia to increase efficiencies in delivery.
- Funding models should recognize that local boards will have additional costs supporting students as they engage in the E-learning model (e.g., providing adequate technological resources).

3. Class size caps exist in many local agreements. Do these caps pose a barrier to implementing the new class size requirements?

- Our current negotiated class size caps contained in the collective agreement are a barrier to implementation of the proposed class size requirements. Without a change to the class size caps, it will not be possible to implement the proposed class size requirements and still provide programming to allow students to meet the requirements for an OSSD across all pathways.
- In addition to class size cap language, some collective agreements, including those of the OCDSB, contain staff generating formulas that are aligned with the current mandated class size average of 22.

4. Are there other comments on the planned changes, keeping in mind the four key goals, you would like to provide?

- The consultation guide suggests the government is relying on comparative information from Quebec that supports increased class sizes as students move through K-12. The information also indicates that the class size figure for secondary in Quebec excludes students “with different characteristics and need (i.e. economically disadvantaged areas or special education needs)”, and that there are “significantly lower class size requirements” for these students. In Ontario, schools have moved to a much more inclusive model for providing special education to students with identified exceptionalities and needs. This means that many secondary classes currently include students with special needs. What will the impact of larger classes be on students with special needs? On teachers and other education workers and their ability to serve students with special needs? The government must ensure that the needs of all students in Ontario are considered in its proposed class size average of 28 for all secondary students.
- Ensure specialty classes (e.g. technology classes that are necessarily small for reasons of safety and supervision) are excluded from the average class size calculation.



Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process

May 22, 2019, 5:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Lynn Scott, Rob Campbell, Wendy Hough, Erica Braunovan, Sandra Schwartz
 Staff Present Camille Williams-Taylor (Director of Education), Michele Giroux (Executive Officer, Corporate Services Giroux), Katrine Mallan (Manager of Board Services), Sue Baker (Senior Coordinator, Board Services)

1. Call to Order

Director Williams-Taylor called the meeting to order at 5:10 p.m.

2. Election of Chair of the Committee

Director Williams-Taylor called for nominations for the Chair of the Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process.

Trustee Braunovan nominated Trustee Scott.

Moved by Trustee Hough,

THAT nominations be closed.

Carried

By acclamation, Trustee Scott was declared Chair of the Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process. Trustee Scott assumed the chair.

3. Approval of the Agenda

Moved by Trustee Hough,

THAT the agenda be approved.

Carried

4. Matters for Action:

4.1 Report 19-058 2019-2020 Director of Education Performance Evaluation Process and Review of the Director's Job Description (M. Giroux, ext. 8310)

Your Committee had before it Report 19-058 seeking approval of the evaluation process and instruments to be used for the 2019-2020 Director of Education Evaluation.

Executive Officer Giroux advised that Policy P.051.GOV sets out the process and instruments for the evaluation of the Director of Education. It provides for an annual evaluation and a comprehensive evaluation at least once in every contractual term of the Director's employment. She noted that the Board may make changes to the job description and assessment guide prior to the end of June 2019 for the 2019-2020 school year. The policy also provides a mid-year discussion, if required. Executive Officer Giroux noted that a "360 review" will be undertaken by Boyden Executive Search within the first year of the Director's appointment. She added that Boyden Executive Search conducted the search for the Director and the "360 review" will provide an opportunity for discussion.

Moved by Trustee Braunovan,

THAT the evaluation process, job description and performance assessment guide to be used for the 2019-2020 evaluation of the Director of Education as outlined in Report 19-058, be approved.

During the ensuing discussion, the following points were noted:

- Trustee Campbell noted that section 3.5 of the Job Description does not reference culture; however, culture is included in the strategic plan;
- Trustee Schwartz noted the importance of ensuring that the assessment guide is consistent with the Director's employment contract and expectations, and that achievable goals are clearly outlined;
- Director Williams-Taylor queried the nature of evidence that would demonstrate an acceptable level of performance. Executive Officer Giroux advised that the Director reflects on her performance and provides input in the areas indicated in the assessment guide. The Board has an opportunity to review her evaluation and provide feedback with the assistance of a facilitator. She added that the Ministry has given indications that it may move to performance-based pay for executives; however, no information has been received to date. Executive Officer Giroux noted that the Boyden "360 review" will include an opportunity for the Director and Board members to discuss examples of evidence, deliverables, and areas of focus for the 2019-2020 school year; and

- The Board will have an opportunity next May to once again review and, if required, update the policy, job description, and assessment guide; and
- It may not be possible to establish specific goals for every area of responsibility in the Director's job description.

Moved By Trustee Braunovan

THAT the evaluation process, job description and performance assessment guide to be used for the 2019-2020 evaluation of the Director of Education as outlined in Report 199-058, be approved. (Attached as Appendix A)

Carried

5. Matters for Discussion:

5.1 Report 19-057 Review of the Board Evaluation Process for 2018-2019 (M. Giroux, ext. 8310)

Your Committee had before it Report 19-057 providing an opportunity to review, and identify opportunities for improvement for the Board evaluation process for 2018-2019.

Executive Officer Giroux advised that Policy P.130.GOV outlines the evaluation process for the Board of Trustees. The policy provides for an annual reflection and a comprehensive evaluation of the Board at the mid-point of the Board's four-year term of office. The annual reflection includes a facilitated conversation on how the Board works as a unit, its decision-making processes, and its relationship with key stakeholders. The facilitated discussion will be scheduled in early September, after which the Board will develop its key areas of focus and work plan for the 2019-2020 school year.

Executive Officer Giroux noted that Michelle Dagnico will be coming to Ottawa for a Trustee PD Session on the strategic plan on 5 September 2019. She suggested that the facilitated discussion could take place at the same meeting.

Director Williams-Taylor advised that she believes there will be a joint senior staff/trustee gathering in late summer.

In response to a query, Executive Officer Giroux noted that the 2019-2020 Strategic Plan is scheduled for approval at the Board meeting in June 2019. Trustee Scott noted that the Board work plan identifies the key work of the Board for the coming year. The Director also prepares an

operational work plan in August to implement the strategic plan. Trustee Scott noted the importance of balancing the Board's strategic plan, work plan, and the Director's work plan and not imposing significant new work for staff.

Trustee Campbell noted that a review of the English program could generate significant staff work in addition to the work outlined in the strategic plan. Executive Officer Giroux suggested that this be identified by the Board when approving the 2019-2023 Strategic Plan. The Board is free to direct staff to do work at any time, and the timing for this work is discussed and coordinated at agenda planning meetings.

6. New Business -- Information and Inquiries

There was no new business.

7. Adjournment

The meeting adjourned at 6:12 p.m.

Chair, Ad Hoc Committee for Board and Director Evaluation Processes

OVERVIEW:

The Director of Education / Secretary of the Board is both the Chief Education Officer and the Chief Executive Officer of the Ottawa-Carleton District School Board (OCDSB). The Director reports directly to the Board of Trustees and is accountable to the Board of Trustees for the organization and operation of the district. All district school board authority delegated to staff is delegated through the Director of Education.

In describing the duties and responsibilities of the Director of the OCDSB, this document reflects the OCDSB's commitment to excellence and to the value of public education.

RESPONSIBILITIES:

The Director of Education of the OCDSB is responsible to:

1. PROVIDE EDUCATIONAL LEADERSHIP TO THE DISTRICT

- 1.1. Provide educational leadership to ensure a student-centered approach in OCDSB schools and central departments that supports student achievement and learning in accordance with legislation and the OCDSB's strategic plan.
- 1.2. Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behavior, well-being and supports for students.
- 1.3. Create a culture of respect and dignity by supporting the OCDSB's character attributes.
- 1.4. Practice leadership in a manner that is viewed positively and has the support of those with whom he/she works most directly in carrying out the directives of the Board and the Ministry of Education.
- 1.5. Act in accordance with all statutory requirements to implement provincial education standards and policies, and perform administrative functions required by governing legislation and Board policy.

2. MAINTAIN A STRATEGIC FOCUS AND MANAGE POLICY IMPLEMENTATION

- 2.1. Support the Board's vision and mission and participate in the development of the OCDSB's strategic plan.
- 2.2. Implement the Board's strategic plan and mobilize the OCDSB's resources to ensure timely action to realize the goals of the strategic plan.
- 2.3. Report OCDSB goals and outcomes achieved on an ongoing basis, summarized annually.

- 2.4. Ensure timely and effective implementation of Board policies, and develop and implement supporting procedures.
- 2.5. Perform the responsibilities of Secretary of the Board as outlined in the legislation.
- 2.6. Ensure the Board is made aware of, and understands the implications of new Ministry initiatives.

3. ENHANCE COMMUNICATIONS AND COMMUNITY RELATIONS

- 3.1 Ensure the development and implementation of a comprehensive communications plan aligned with, and supportive of, the strategic and annual operating plans.
- 3.2 Develop effective communication mechanisms to support the OCDSB and ensure that procedures and protocols are in place to enhance open and positive internal and external communications.
- 3.3 Be a visible ambassador, champion of, and spokesperson for the OCDSB, internally and externally, with reference to Board policy and provincial legislation.
- 3.4 Be an effective advisor and partner to the Board of Trustees; ensuring accurate, timely and effective reporting to the Board and communication of Board decisions.
- 3.5 Recognize and accommodate the diversity of languages spoken across the District.

4. MANAGE HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

- 4.1. Responsibly exercise the administrative authority delegated by the Board as Chief Executive Officer, subject to provisions and restrictions in provincial legislation.
- 4.2. Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- 4.3. Ensure effective systems are in place for the selection, supervision, and development and performance review of all staff.
- 4.4. Effectively organize and manage the senior administration, including all supervisory officers, exercise responsibility for the performance assessment and evaluation of that group of system leaders, and support on-going development of direct reports.

- 4.5. Participate collaboratively in the annual evaluation processes for the Board of Trustees and for the Director of Education/Secretary of the Board, as outlined in policy.

5. DEMONSTRATE FISCAL ACCOUNTABILITY

- 5.1. Ensure that the fiscal management of the OCDSB is in accordance with the Ministry's funding model, other applicable grant regulations, and in accordance with the provisions of the Education Act and regulations.
- 5.2. Oversee the development of an annual budget and expenditure of funds as per Board-approved budget. Manage emergency expenditures in accordance with best practice and in the best interests of the OCDSB.
- 5.3. Inform the Board about risks annually and about pending litigation as soon as possible or as circumstances warrant.
- 5.4. Provide requested information to the audit committee in a timely manner.

6. DEMONSTRATE A STRONG RELATIONSHIP WITH PROVINCIAL OFFICIALS, INCLUDING ADVOCACY FOR THE OCDSB'S NEEDS

- 6.1. Represent the Board's position on student needs and educational priorities to provincial government officials.
- 6.2. Utilize appropriate mechanisms to support the Board's advocacy efforts.
- 6.3. Develop and present recommended courses of action and alternatives with regard to provincial relations, directives and initiatives to the Board for its consideration.
- 6.4. Provide information to the Board on long-term impacts of issues, decisions and activities.

Appendix B to Report 19-058
(Appendix B to P.051.GOV Evaluation of Director of
Education and Secretary of the Board)



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

PERFORMANCE ASSESSMENT GUIDE

**FOR THE EVALUATION OF THE DIRECTOR OF EDUCATION /
SECRETARY OF THE BOARD**

FOR THE YEAR: SAMPLE

(Dated: _____)

Areas of Growth for (year)

On _____ the Board approved the following areas of growth for the Director of Education for the _____ year:

Educational Leadership

Strategic Focus & Policy Implementation

Communications & Community Relations

Human Resources & Professional Development

Fiscal Accountability

Advocacy

Responsibility #1:

Provide educational leadership to the District.

Role Expectations:

- Provide educational leadership to ensure a student-centered approach in OCDSB schools and central departments that supports student achievement and learning in accordance with legislation and the OCDSB's strategic plan.
- Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour.
- Create a culture of respect and dignity by modeling the OCDSB's character attributes.
- Practice leadership in a manner that is viewed positively and has the support of those with whom he/she works most directly in carrying out the directives of the Board and the Ministry of Education.

Act in accordance with all statutory requirements to implement provincial education standards and policies, and perform administrative functions required by governing legislation and Board policy.

Director Reflection:

Evidence and Indicators of Accomplishments:

Responsibility #2:**Maintain a strategic focus and manage policy implementation.****Role Expectations:**

- Support the Board's vision and mission and participate in the development of the OCDSB's strategic plan.
- Implement the Board's strategic plan and mobilize the OCDSB's resources to ensure timely action to realize the goals of the strategic plan.
- Report OCDSB results and outcomes achieved on an ongoing basis, summarized annually.
- Ensure timely and effective implementation of Board policies, and develop and implement supporting procedures.
- Perform the responsibilities of Secretary of the Board as outlined in the legislation.

Director Reflection:**Evidence and Indicators of Accomplishments:****Responsibility #3:****Enhance communications and community relations.****Role Expectations:**

- Ensure the development and implementation of a comprehensive communications plan aligned with, and supportive of, the strategic and annual operating plans.
- Develop effective communication mechanisms to support the OCDSB and ensure that procedures and protocols are in place to enhance open and positive internal and external communications.
- Be a visible ambassador, champion of, and spokesperson for the OCDSB, internally and externally, with reference to Board policy and provincial legislation.
- Be an effective advisor and partner to the Board of Trustees; ensuring accurate, timely and effective reporting to the Board and communication of Board decisions.

Director Reflection:**Evidence and Indicators of Accomplishments:****Responsibility #4:****Manage human resources and professional development.****Role Expectations:**

- Responsibly exercise the administrative authority delegated by the Board as Chief Executive Officer, subject to provisions and restrictions in provincial legislation.
- Has overall authority and responsibility for all personnel-related issues, except those personnel matters precluded by board policy, legislation or collective agreements.
- Ensure effective systems are in place for the selection, supervision, and development and performance review of all staff.
- Effectively organize and manages the senior administration, including all supervisory officers, exercise responsibility for the performance assessment and evaluation of that group of system leaders, and support on-going development of direct reports.
- Participate collaboratively in the annual evaluation processes for the Board of Trustees and for the Director of Education/Secretary of the Board, as outlined in policy.

Director Reflection:

Evidence and Indicators of Accomplishments:**Responsibility #5:****Demonstrate fiscal accountability.****Role Expectations:**

- Ensure the fiscal management of the OCDSB is in accordance with the Ministry's funding model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and regulations.
- Oversee the development of an annual budget and expenditure of funds as per Board-approved budget. Manage emergency expenditures in accordance with best practices and in the best interests of the OCDSB.
- Inform the Board about incurred liabilities annually and about pending litigation as soon as possible or as circumstances warrant.
- Provide requested information to the audit committee in a timely manner.

Director Reflection:**Evidence and Indicators of Accomplishments:****Responsibility #6:****Demonstrate a strong relationship with provincial officials, including advocacy for the OCDSBs needs.****Role Expectations:**

- Represent the Board's position on student needs and educational priorities to provincial government officials.
- Utilize appropriate mechanisms to support the Board's advocacy efforts.
- Develop and present recommended course of action and alternatives with regard to provincial relations, directives and initiatives to the Board for its consideration.
- Provide information to the Board on long-term impacts of issues, decisions and activities.

Director Reflection:**Evidence and Indicators of Accomplishments:**



BOARD (PUBLIC) **Report 19-056**

28 May 2019

Appointments to the Ontario Public School Boards' Association (OPSBA) for 7 July 2019 to 7 July 2020

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613) 596-8211 ext. 8310

PURPOSE:

1. To confirm the appointments to the Ontario Public School Boards' Association (OPSBA) for the period 7 July 2019 to 7 July 2020:
 - two directors to the Board of Directors;
 - two alternate directors to the Board of Directors;
 - a voting delegate for the Eastern Regional Council Meetings;
 - an alternate voting delegate for the Eastern Regional Council meetings;
 - a voting delegate for the 2020 Annual General Meeting; and
 - an alternate voting delegate for the 2020 Annual General Meeting.

CONTEXT:

2. The Ontario Public School Boards' Association (OPSBA) is an advocacy group representing the interests and needs of public district school boards and public school authorities in Ontario. OPSBA advocates on behalf of the best interests and needs of the public school system in Ontario. The Ottawa-Carleton District School Board (OCDSB) is a member of OPSBA and appoints trustees to various positions.

The term of office for the OPSBA Board of Directors normally runs July to July in alignment with the OPSBA Annual General Meeting and the school year. Because 2018 was an election year, the appointments were made at the 3 December 2018 Board meeting for the period 3 December 2018 to 6 July 2019 in alignment with the term of office of the new 2018-2022 Board. The Board must now fill all positions for the period 7 July 2019 to 7 July 2020.

KEY CONSIDERATIONS:

3. OCDSB Representation

Beginning in 2016-2017, there was consensus that having the same two trustees appointed/elected to these key positions would provide an opportunity for those trustees to have a deeper knowledge and understanding of the work of OPSBA and an increased voice at the OPSBA table. This practice is in keeping with other boards in the Province and has provided for greater consistency and a better understanding of what transpired at the various meetings and ongoing opportunities to build relationships with other OPSBA members. Given that this appears to have worked well for the past two years, it is recommended that the Board continue this approach.

The 3 December 2018 to 6 July 2019 term appointments included:

- Trustees Boothby and Penny as directors to the OPSBA Board of Directors;
- Trustees Braunovan and Jennekens as alternate directors to the OPSBA Board of Directors;
- Trustee Boothby as voting delegate and Trustee Penny as alternate voting delegate for the OPSBA Eastern Regional Council meetings; and
- Trustee Boothby as voting delegate and Trustee Penny as alternate voting delegate for the OPSBA Annual General Meeting.

4. Meeting dates

OPSBA Board of Directors meetings are normally scheduled for December, January, February, May, and July (AGM). Eastern Regional Council meetings are normally scheduled for January and April.

In accordance with the Board's By-laws and Standing Rules, in order to make these appointments, the Chair will call for volunteers or nominations (if required) for the various positions. If there is more than one candidate for each position, an election will be held.

FINANCIAL CONSIDERATIONS:

5. Costs incurred by the trustees appointed to represent the Board will be charged to the existing central budget for Board business in accordance with Section 2.5 of Policy P.005.GOV Board Member Expenses and Support Services or reimbursed by OPSBA.

COMMUNICATION/CONSULTATION ISSUES:

6. There is no consultation required for this report because it relates to the appointment of trustees.

STRATEGIC LINKS:

7. Stewardship and effective governance is a priority of the Board. Confirming appointments to OPSBA enables the Board to effectively participate in the association that represents public district school boards and public school authorities across Ontario.

RECOMMENDATION:

THAT

- A. Trustees _____ and _____ be appointed as the two directors to the OPSBA Board of Directors, the voting and alternate delegates for the Eastern Regional Council meetings, and the voting and alternate delegates for the OPSBA Annual General meeting for the period 7 July 2019 to 7 July 2020; and
- B. Trustees _____ and _____ be appointed as the two alternate directors to the OPSBA Board of Directors for the period 7 July 2019 to 7 July 2020.

Michele Giroux
Executive Officer, Corporate Services

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



BOARD OF TRUSTEES (PUBLIC)
Report No. 19-065

28 May 2019

Eastern Area Accommodation Review: Monitoring Impact on Student Achievement and Well-being

Key Contact: Michèle Giroux, Executive Officer, Corporate Services
 613-596-8211 ext. 8310
 Mary Jane Farrish, Superintendent of Instruction, 613-596-8211 ext. 8821

PURPOSE:

1. To monitor the impact on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective September 2017.

CONTEXT:

2. In March 2017, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. The Board allocated additional staff resources to Gloucester High School for a two-year period to support the transition. In addition, the Board directed staff to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. This is the second year of reporting.

KEY CONSIDERATIONS:

3. Background on the Accommodation Review
 Between September 2016 and January 2017, the OCDSB undertook the Eastern Secondary Area Pupil Accommodation Review which included extensive community consultation in an effort to support:
 - more equitable access to program offerings;
 - greater consistency in school size;
 - enriched program offering wherever possible;

- enhanced capacity to deliver special education programs using the geographic model;
- alignment of schools to support the Secondary School Program Framework; and
- optimization of available resources.

At the end of the accommodation review, the Board adopted the following motion:

“Staff will prepare a report for February 2018, and every year thereafter for three years, to keep the community informed. Details will include such items as: total enrolment, number of new students, attrition rates, the number of sections by pathway and will provide information about supports in place at the school for special education students, English Language learners and students living in low-income neighbourhoods.

Staff and Board will continue to monitor the achievement and well-being of all students at the newly amalgamated school. In addition, the total enrolment number of new students would be disaggregated by pre-amalgamated boundaries and number of sections by pathway and EQAO results at the school level and disaggregated by pre-amalgamated boundaries.”

3. Historical Context

Prior to preparing the first report following the school consolidation, staff undertook a review of the data for the three years prior (i.e., 2014-2015, 2015-2016, and 2016-2017). This ensured an understanding of the trends over time at Rideau HS and Gloucester HS. This information is presented for each school independently and then the combined total. For the first year post-amalgamation (2017-2018), and going forward, the data is presented for the amalgamated school (Gloucester HS) and is disaggregated (where applicable and feasible) according to the pre-amalgamated boundaries (i.e., previous Rideau HS boundary, previous Gloucester HS boundary).

4. Data Limitations

The data used in this report is based on administrative records accessible through multiple central sources. Every effort is made to ensure that the data sets are accurate, reliable and appropriate for the analysis. Like all data sets, there are some limitations in terms of the data available or how it can be used. Some of these limitations include the following:

- Certain data sets are based on a single snapshot in time (e.g., Enrolment data is generally based on October 31st or June 30th) though actual enrolment may vary over the course of the year;
- For data relating to transitions (i.e., demissions, transfers, etc.), it is our practice to use a time period during which the majority of student transitions occur (student transitions that occur outside this timeframe are not captured in this report);

- To ensure reliability, wherever possible, we use data that is validated data as part of the OnSIS reporting process;
- Some data is subject to externally imposed collection periods and may not be available at the time of this report. For example, student achievement analyses are based on EQAO data which is only available the following Fall after the academic year of testing. Therefore, EQAO results are reported for the previous academic year. Well-being analyses are based on OurSchool school climate surveys which are only available on a 2 year cycle. The most recent data available is reported.
- The disaggregation of data by boundary reflects the home address of students as of October 31 in relation to the English program boundary of each school. Students residing in the former Rideau HS boundary and who were enrolled in French immersion had the option of attending Gloucester HS for that program. At the secondary level, determining whether or not a student is in a French immersion program is complex. For example, relying on snapshot data such as October 31 would underestimate the number of French immersion students if students are not enrolled in a course first semester where the language of instruction is French. Further, the historical data sets that have been merged to disaggregate data according to pre-amalgamated boundary do not contain the detail necessary to disaggregate enrolment by boundary and by program; and
- Tracking cohorts of students across years as they transition from grade to grade introduces challenges in that the natural grade progression is not reflected in the data. This is particularly true for students who are newly arrived to Canada whose first language is something other than English. These students may be identified in the student information system as a grade 9 student one school year, but appear to “skip” multiple grades the next. Further, the proportion of students transitioning to grade 12 from one year to the next typically exceeds 100% due to the number of students who return for a fifth year of high school (i.e., from grade 12 one year to grade 12 the next).

5. Reflections on the Second Year of Operation (2018-2019)

The staff at Gloucester HS has continued to foster a positive school climate and support a smooth transition in the second year of operation. The school has continued to receive additional supports and allocation for both Student Success and Program Enhancement to support student achievement (e.g., credit accumulation) and well-being (e.g., vice-principal, Learning Support Teacher, Student Success Teacher, ESL tracking).

While the majority of the renovations have been completed, Gloucester HS experienced a number of delays in the completion of construction and further construction is still planned (e.g., food labs need updating, need to include accessible kitchen for students in wheelchairs, newly renovated greenhouse, building of picnic tables, building of an outdoor garden, completion of second

auto shop, music room and drama studio need some updating to be comparable to Rideau).

The staff at Gloucester HS has continued to gather qualitative data on student wellness, and has provided some commentary and reflections on the transition from the perspectives of students, staff, parents, and the principal from 2017 to present, including:

- samples of how student voice is collected on an ongoing basis;
- quotes from students;
- a quote from parent council;
- positive outcomes as a result of the amalgamation;
- challenges faced as a newly amalgamated school;
- what is being done to address the challenges;
- additional resources and opportunities that have resulted from the amalgamation;
- a list of school clubs and sports available to students;
- next steps for the school to work toward; and
- a note from the Principal.

These are detailed in Appendix A.

Additionally, the students at Gloucester HS have prepared a brief video to capture student voice to be presented to the Board of Trustees this evening.

6. Enrolment

Enrolment data is based on the official October 31 enrolment reports produced by the Planning Department. In the following table, data is presented for the current year and the previous three years in order to address the following question related to the Board motion:

How has enrolment been impacted following the transition in terms of: overall number of students, the rate of growth/decline, and distribution by pre-amalgamated boundaries?

Number of students. Going into the accommodation review, both sites had been experiencing a decline in enrolment (Table 1). Looking at enrolment between last year and this year, the total number of enrolled students at Gloucester is 5 fewer students, while the enrolment difference in 2017 was 27 fewer than total enrolment at Gloucester and Rideau in October 2016. This is in contrast to a decrease of 31 and 61 students per year in each of the two previous years.

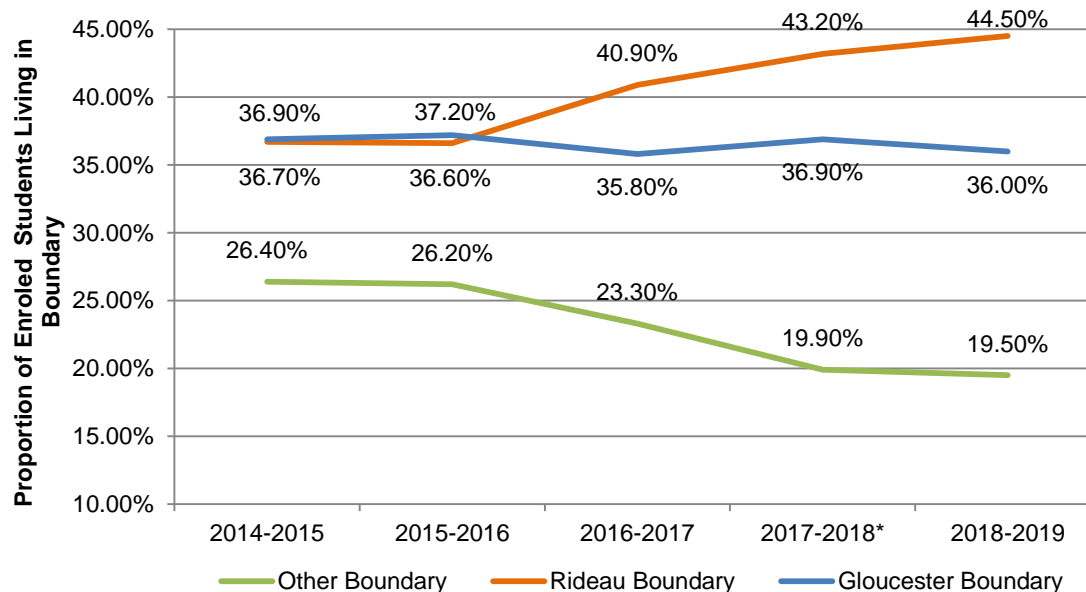
The rate of decline for Gloucester has slowed relative to the combined total for previous years, reaching -2.1% in October 2017 and -0.05% in October 2018 (for more detailed information regarding rate of growth/decline, see Appendix B).

Table 1: Total Enrolment by School as of October 31

	2014	2015	2016	2017	2018
Gloucester	690	665	642		
Rideau	455	419	411		
Combined/ Gloucester (post ARC)	1,145	1,084	1,053	1,031	1,026
<i>District (S)</i>	<i>24,050</i>	<i>23,932</i>	<i>24,066</i>	<i>24,452</i>	<i>25,184</i>

Disaggregation of total enrolment by pre-amalgamated English program boundaries.

Figure 1 shows the proportion of enrolled students according to: (i) the boundary in which their home address was located on October 31¹; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries². Over time, both the number and proportion of students living in the Rideau boundary has been increasing, while the number and proportion of students living outside the Rideau or Gloucester boundaries (Other boundary) has been decreasing. The number and proportion of students enrolled at and who live in the Gloucester Boundary has fluctuated over the previous 5 years. For more detailed information, include raw enrolment numbers by boundary, see Appendix B.

Figure 1: Total Enrolment Disaggregated by the Proportion of Students Living in Each Boundary as of October 31

¹ The disaggregation of students by boundary is based solely on the physical bodies living within those boundaries. It does not account for students approved on cross boundary transfers.

² It should be noted that students living in the Other Boundary may include: (1) students on cross-boundary transfers; or (2) students attending specialized programs (e.g., English Language Learner (ELLs), International Students, French Immersion (FI) program, Learning Disability (LD) program, Developmental Disabilities Program (DDP), Specialist High Skills Major (SHSM) program, etc.)

7. New Students

Data in this section reflects the number of new admissions to the school between the end of June one school year and October 31 the next school year³, and addresses the following question:

What has been the impact on the number of new students to enrol at Gloucester HS following the amalgamation of Gloucester and Rideau high schools?

Number of new students and proportion of overall enrolment. Between October 2014 and October 2018, there were no observable trends in the number of new students enrolling at either Gloucester HS or Rideau HS (Table 2). Historically, new students accounted for 30-32% of overall enrolment at Gloucester, and for 27-32% of overall enrolment at Rideau.

Following the amalgamation, new admissions ($N = 573$ students) accounted for 56% of total enrolment at Gloucester. However, 263 of these students were transfers from Rideau HS, yielding a total of 310 students admitted to Gloucester in October 2017 who had not previously been enrolled at either school. In 2018, the number of new students rose slightly to 347 students. New students accounts for 30% of total enrolment in 2017, and nearly 34% of total enrolment in 2018.

In 2017, approximately two-thirds of the new students were comprised of the grade 9 cohort, and just under one-quarter are students arriving from other countries or provinces. In 2018, 58% of new students were comprised of the grade 9 cohort, and almost 36% were students arriving from another country or province.

Table 2: Number and Proportion of New Students Enrolled as of October 31

	2014	2015	2016	2017	2018
Gloucester	220 (31.9%)	198 (29.8%)	201 (31.3%)		
Rideau	136 (29.9%)	112 (26.7%)	130 (31.6%)		
Combined/ Gloucester (post ARC)	356 (31.1%)	310 (28.6%)	331 (31.4%)	310 (30.1%)	347 (33.8%)

Disaggregation of new students by pre-amalgamated English program boundaries. Similar to the trends observed with the total enrolment, Figure 2 shows:

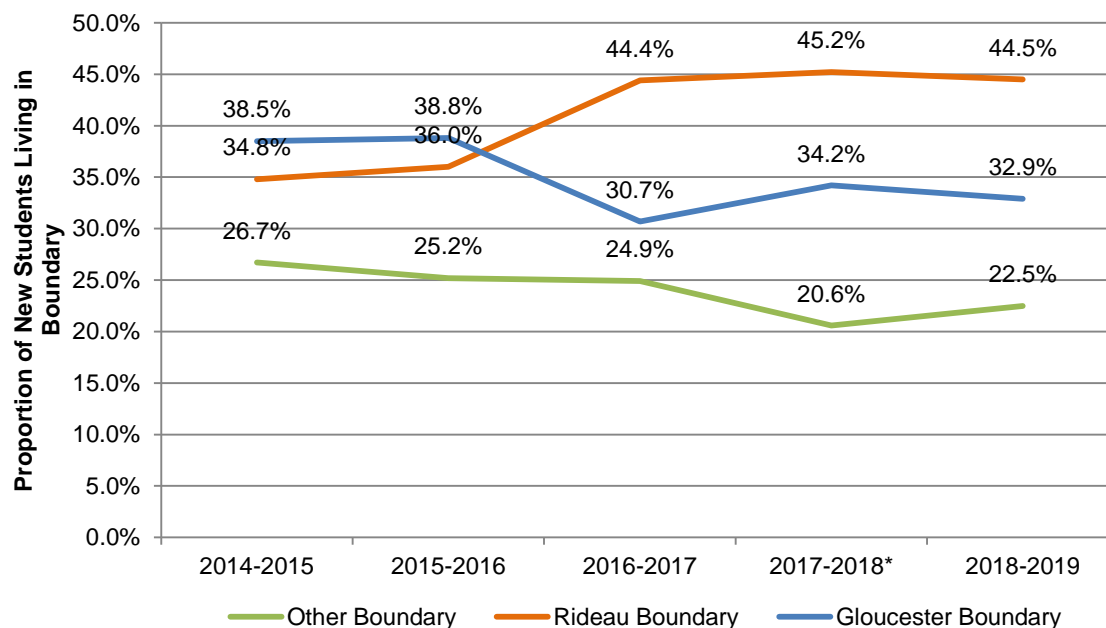
- the proportion of new students living in the Gloucester boundary has somewhat declined over the time period, with some fluctuation in the past few years;

³ Section K of the October 31 OnSIS submission to the Ministry: Total number of admissions to the school less the number of: (i) returning students (i.e., those who were recorded as either a transfer or retirement in June, but who returned to the same school in the fall and was actively enrolled on October 31), (ii) re-entrants (students re-entering after a period of non-attendance).

- the proportion of new students living in the Rideau boundary has been steadily increasing historically, though down slightly in 2018; and
- the proportion of new students living in the Other boundary has been steadily declining historically, though up slightly in 2018.

For more detailed information, include raw enrolment numbers by boundary, see Appendix B.

Figure 2: New Students Enrolled Disaggregated by the Proportion of Students Living in Each Boundary as of October 31



8. Attrition and Student Transfer Requests

Data in this section presents a cross-sectional analysis of student withdrawals and transfer requests over time, as well as a longitudinal tracking approach that specifically looks at students enrolled at either Gloucester HS or Rideau HS in 2016-2017. Both approaches measured attrition by the number of students leaving the school between the end of June one school year and October 31 the following school year in order to address the following question:

What has been the impact on student withdrawals following the amalgamation of Gloucester and Rideau high schools?

Number and proportion of student withdrawals over time. Student withdrawals, and rates of withdrawal, were historically higher for the former Rideau HS population compared to Gloucester HS (Table 3). While the rate of withdrawals for Gloucester HS in 2017 was comparable to the historical combined total for 2016, withdrawals were significantly lower in 2018 (30% less withdrawals than in 2017). A total of 57 students withdrew between June and October 2018, representing 5.6% of the October 31 enrolment (down from almost 8% in 2017).

Table 3⁴: Number and Proportion of Students Not Returning to School as of October 31

	2014	2015	2016	2017	2018
Gloucester	30 (4.3%)	29 (4.4%)	37 (5.8%)		
Rideau	65 (14.3%)	51 (12.2%)	51 (12.4%)		
Combined/ Gloucester (post ARC)	95 (8.3%)	80 (7.4%)	88 (8.4%)	81 (7.9%)	57 (5.6%)

Student destinations. An analysis of “exit codes” for students who withdrew from each school shows that the vast majority enrol in another publicly-funded secondary school in Ontario, many within the OCDSB (for more detailed information on the destinations of these students, please see Appendix B). Further, fewer students were lost to other boards or destinations in the year of the transition than in any year prior (74% of these students remained at an OCDSB school). This increased retention of students in OCDSB schools decreased for 2018 (nearly 40% of students leaving Gloucester HS went to another OCDSB secondary school), with proportions resembling pre-amalgamated trends.

Historically, cross-boundary transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (for more detailed information on cross-boundary transfer requests, see Appendix B).

⁴ Section K of the October 31 OnSIS submission to the Ministry: Total number of students leaving the school between June and October (i.e., those who were recorded as a transfer or a retirement from the school).

Cohort tracking. Table 4 indicates the number of students in each grade at Rideau HS at the end of June 2017 who have continued to be enrolled at Gloucester HS on October 31 each year.

Table 4: Cohort Tracking of Rideau HS Students Who Transitioned to Gloucester HS (Tracking of 2016-2017 Rideau HS Cohort by Grade)⁵

Grade	Rideau Jun 2017 ⁶	Rideau Cohort at Gloucester Oct 2017	Rideau Cohort at Gloucester Oct 2018
9	86		
10	85	68	
11	97	76	61
12	131	118	91
Total	399	262	152

Of the 399 students enrolled at Rideau HS at end of June 2017:

- 77 students graduated;
- 262 students transferred to Gloucester;
- 60 students were not enrolled at Gloucester HS, however, the majority of these indicated transferred to another educational institution.

Of the 262 remaining Rideau students enrolled at Gloucester HS at the end of June 2018:

- 86 former Rideau students graduated from Gloucester HS;
- 24 students were not enrolled at Gloucester HS; however, the majority of these indicated moved or transferred to another educational institution.
- 152 former Rideau students remained at Gloucester HS for the 2018-2019 academic year

⁵ Note that many ELL students started at Rideau and were on record as Grade 9 students, but were later registered as grade 11 or 12 when they transitioned to Gloucester.

⁶ As of June 2017.

While the majority of students typically advance from one grade to the next, there are some exceptions to this, which makes exploration of retention rates year-over-year challenging. These exceptions are reflected in the graphics in Table 4. Of the 86 students at Rideau HS in grade 9 at the end of June 2017, 74 (86%) were enrolled at Gloucester HS at the end of October 2017. Retention was similar for the grade 10 cohort of students at 86%, and lower for grade 11 at 80%. Twenty-eight percent of grade 12 students returned for a fifth year.

In October 2018, 63 (93%) of the grade 10 cohort, and 55 (72%) of the grade 11 cohort were retained. Thus, retention of the grade 10 cohort increased (from 86% in 2017 to 93% in 2018) while retention for the grade 11 cohort decreased (from 86% to 72%). Retention for grade 12 students was not significantly different (28% in 2017 vs. 29% in 2018).

9. Number of Courses Running (Sections) by Pathway⁷

Information presented in Table 5 reflects the total number of unique courses running at each site, and across both school sites as if the two student populations were already merged (i.e., “Combined” column).

The increase in enrolment that resulted from the amalgamation of Gloucester and Rideau high schools provided an opportunity to provide a larger choice of programs/courses to students, which was evidenced by a total of 204 unique courses running in 2017-2018 – slightly greater than the number of courses offered in the previous three years. In fact, the number of unique courses even increased slightly to 206 in 2018-2019, providing even more programs/courses available to students at Gloucester than the combined totals for the three years prior to amalgamation.

Following the amalgamation, students residing in the former Rideau boundary have had greater access to Applied courses, Academic courses, University courses, and Classical Studies/International Languages courses compared to previous years, where students residing in the former Gloucester boundary have had considerably greater access to Locally Developed Essentials, Workplace courses and ESL/ELD courses. Students residing in both boundaries have mutually benefitted from an overall increase in Open, College, College/University courses (e.g., dance and psychology).

⁷ Extracts from Trillium for the past couple of years for these two sites were obtained from Business & Learning Technologies. The information reflects unique courses in which students were enrolled over the course of the year at each site that were identified as either “Day School” or “ELearning” course types; courses identified as “Credit Recovery” or “Day-Out-of-School Coop” are not included, nor are courses that are non-credit bearing.

Table 5: Number of Unique Courses in Which Students were Enrolled by School

Course Type	2014-2015			2015-2016			2016-2017			2017-2018	2018-2019
	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester (post ARC)	Gloucester (post ARC)
Locally Developed Essentials Gr. 9/10	2	5	5	2	7	7	2	7	7	6	5
Applied Gr. 9/10	10	9	10	9	9	9	10	9	10	11	10
Academic Gr. 9/10	12	10	12	12	10	12	12	10	12	12	12
Open Gr. 9/10/11/12	52	42	67	52	39	66	57	36	67	63	66
College/ University Gr. 11/12	27	20	35	27	23	35	28	22	35	37	41
Workplace Gr. 11/12	6	8	12	5	11	12	5	8	10	11	10
College Gr. 11/12	15	11	17	14	12	16	17	13	19	20	21
University Gr. 11/12	27	22	31	30	19	31	28	19	30	30	29
ESL/ELD	5	10	10	5	10	10	5	10	10	11	10
Classical Studies/ International Languages	3	0	3	2	0	2	2	1	2	3	2
TOTAL COURSES	159	137	202	158	140	200	166	135	202	204	206

10. Student Achievement

The most recent achievement results are from the 2017-2018 academic year. Provincial assessment results (OSSLT), and grade 10 credit accumulation have been used to monitor changes in student achievement over time. In order to provide additional context, District level results are also provided (where applicable), and results have been disaggregated (where appropriate and feasible). It should be noted that while the board motion indicated that EQAO results should be disaggregated by pre-amalgamated boundary, only the students participating in the 2017-2018 Grade 10 OSSLT assessment would have been impacted by the transition. Thus, EQAO results for the Grade 9 students are not presented in this report.

Provincial Assessment Results (EQAO).

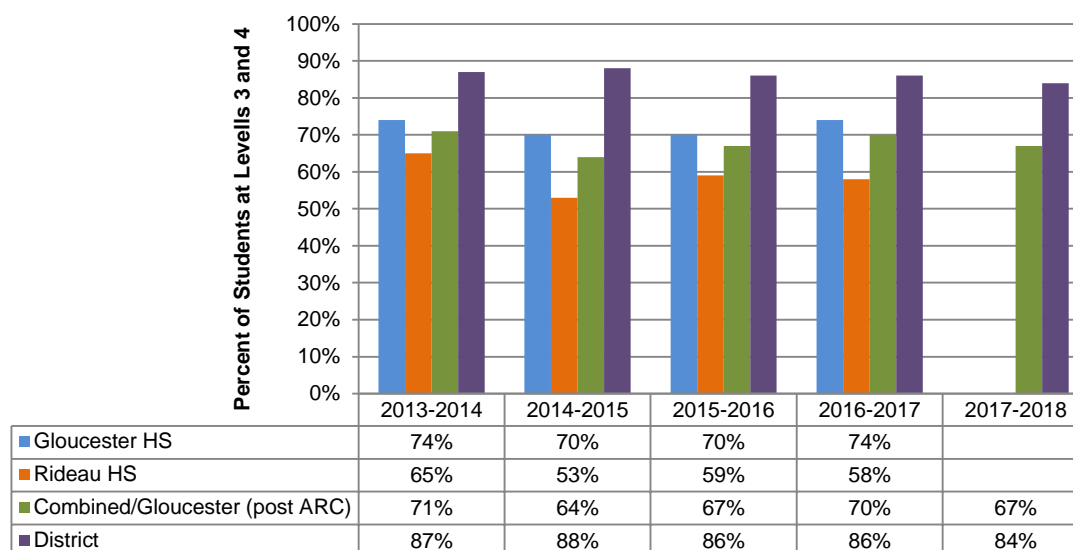
Success rates are presented for the Grade 10 Ontario Secondary School Literacy Test (OSSLT) assessments (Figure 3). Historical results are presented for Gloucester HS and Rideau HS independently, and combined outcomes for the two schools have been weighted by student participation at the respective schools.

The year-over-year fluctuations in the provincial assessment results indicate:

- success rates for First-Time Eligible (FTE) students on the OSSLT have historically been higher for Gloucester HS than for Rideau HS;
- the rate of success for Gloucester HS (post ARC) slightly decreased (by 3%) the year of the transition compared to the combined total for the previous year
- OSSLT results have been slowly declining over the past few years for the District

Disaggregating the 2017-2018 OSSLT results by pre-amalgamated cohort (those enrolled at either Gloucester HS or Rideau HS in 2016-2017), 72% of former Gloucester HS students were successful on the OSSLT (on par with average success rate over previous 4 years), compared to 50% of former Rideau HS students (lower than average success rate over previous 4 years).

Figure 3: EQAO Results – Success Rates for Grade 10 OSSLT (FTE, Fully Participating)



Credit Accumulation. Research shows that the successful completion of 16 credits by the end of grade 10 keeps students on track to graduate with their peers. Therefore, credit accumulation serves as an important provincial indicator in targeting students who may be at risk for dropping out of high school prior to earning a diploma. Both the number and proportion of grade 10 students who successfully completed 16 credits by the end of grade 10 is captured in the data (Table 6)⁸. Combined results for the two schools and District level results are presented for the purposes of comparison.

While credit accumulation for Gloucester HS was 14% lower the year of the amalgamation (2017-2018) than the previous year (56% vs. 70%), this was only 2% lower than the proportion of students achieving 16+ credits when compared to the *combined* total for both Rideau and Gloucester schools the previous year.

⁸ The data presented in Table 11 does not reflect that students in specialized programs are now identified at a grade appropriate level, where they were identified as Grade 8 students previously. These changes should be reflected in data that will be available for next year's report.

Table 6: Credit Accumulation (16+ Credits) for Grade 10 Students as of June 30

2015			2016			2017			2018		
Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)
Gloucester											
137	89 65%	▲2%	150	105 70%	▲5%	150	105 70%	0%			
Rideau											
100	40 40%	0%	108	52 48%	▲8%	84	31 37%	▼11%			
Combined									Gloucester (post ARC)		
237	129 54%	---	258	157 61%	▲7%	234	136 58%	▼3%	234	131 56%	▼2%
District											
5102	4056 79%	▲5%	5221	4109 79%	0%	5430	4014 74%	▼5%	5344	4275 80%	▲6%

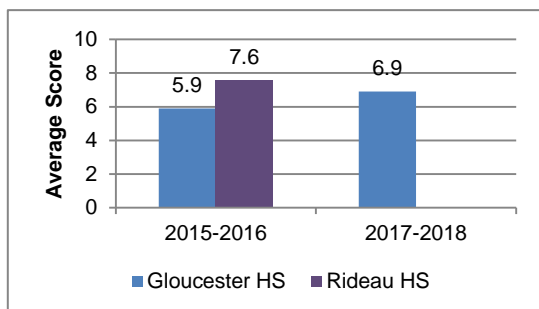
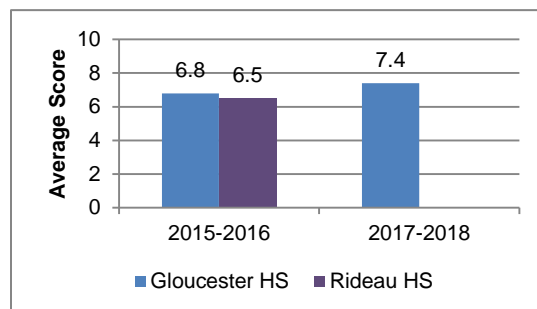
11. Student Well-Being

Results from the bi-annual school climate surveys (OurSCHOOL School Climate Survey) conducted with students and parents have been used to monitor changes in student well-being over time. The most recent school climate data is presented from the parent survey in 2017-2018. The results from this year's student survey will not be available until next year's report; however, historical data is presented in Appendix C for reference. Data leading up to the amalgamation is presented separately for Gloucester HS and Rideau HS; post-amalgamation results are reported for Gloucester HS as a whole⁹. In order to provide additional context, District level results are also provided (where applicable).

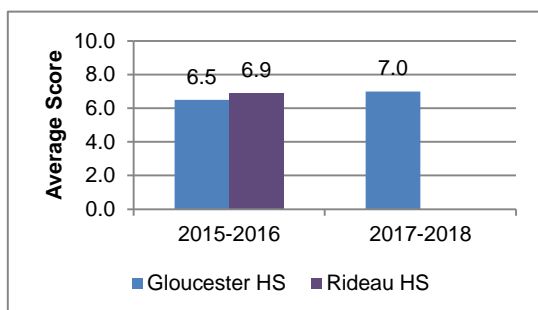
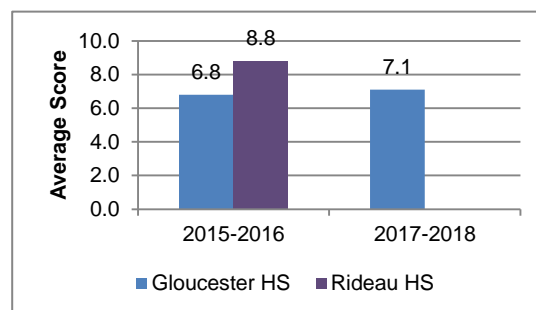
Socio-emotional well-being: The most recent Our SCHOOL School Climate Survey asked parents about inclusion at the school and how welcome they feel. Parent ratings¹⁰ of school inclusivity at Gloucester HS were higher in 2017-2018 than prior to the amalgamation (in 2015-2016) and higher than the OCDSB average (6.4/10) (Figure 4). Parent ratings of how welcome they feel at Gloucester HS also increased and were higher than the District average (7.3/10) (Figure 5).

⁹ OurSchool data cannot be disaggregated by boundary as results are anonymous.

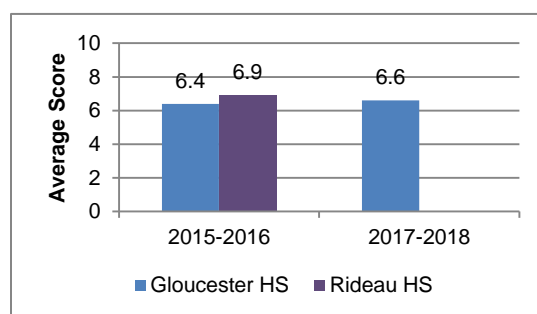
¹⁰ Based on N = 65 parent respondents to the 2017-2018 OurSCHOOL Parent Survey

Figure 4: Parent Rating of School Inclusivity**Figure 5: Parents Feel Welcome**

Cognitive well-being: In 2017-2018, parents at Gloucester HS agreed that the school supports positive behaviour (i.e., 7 out of 10, equal to the District average), which represented an increase from the 2015-2016 results at both Gloucester and Rideau (Figure 6). Parents at Gloucester HS also felt that the school does a good job of supporting learning (7.1 out of 10, compared to District average of 6.9) (Figure 7).

Figure 6: Parent Rating of How Well the School Supports Positive Behaviour**Figure 7: Parent Rating of How Well the School Supports Learning**

Physical well-being: Parent ratings of school safety were moderate to high for Gloucester HS in 2017-2018 (6.6 out of 10), though this was considerably lower than the District average (7.4 out of 10) (Figure 8).

Figure 8: Parent Rating of School Safety

SUMMARY OBSERVATIONS:

12. Staff, students, and parents of the former Gloucester and Rideau High School sites have continued to work hard to create a vibrant school community and address the challenges that were experienced in the first year of the transition.

In terms of the key observations from the data:

- After several years of decline at both sites, enrolment seems to have stabilized at Gloucester
- The number of students living in the former Rideau HS boundary attending Gloucester HS continues to grow
- New students continue to account for approximately 1/3 of the school population, with the largest proportion of new students coming from the former Rideau HS boundary
- Student attrition has decreased over the past few years (particularly in 2018), with more students enrolled in other OCDSB schools the past two years than any year prior to the amalgamation
- Rates of cross-boundary transfers continue to decline
- The number of unique courses has increased slightly this year and continues to remain greater than the number of options available prior to amalgamation
- Student achievement on the Grade 10 OSSLT was slightly lower than the previous year (combined total), which resembled the trend at the District level.
- In line with the historical data, a larger proportion (72%) of former Gloucester HS students were successful on the OSSLT compared to students who previously attended Rideau HS (50%)
- Grade 10 credit accumulation was slightly lower (reduction of 2%) in 2018 than the previous year (compared to combined total from previous year)
- Parent ratings of (a) school inclusivity, (2) how welcome they feel at Gloucester, (c) how well the school supports positive behavior and learning, and (d) parent ratings of school safety all increased compared to OurSCHOOL School Climate Survey parent results for Gloucester HS prior to the amalgamation

RESOURCE IMPLICATIONS:

13. A cross-departmental approach (i.e., Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) has been taken to compile the data/information related to student enrolment, program pathways, and achievement and well-being outcomes. The disaggregation of enrolment and achievement data according to pre-amalgamated boundaries adds a layer of complexity to the analysis, but has been achieved using the existing staffing complement. This work will continue to form a significant part of the major project plans for the Research, Evaluation & Analytics Division. Qualitative information for this report has been compiled by the school and also represents a significant

workload on the part of staff, redirecting their time away from supporting student needs.

14. In support of the amalgamation of Rideau HS into Gloucester HS, the Board allocated additional staff over and above what would typically be assigned to a school of this size and make-up, which extended into the 2018-2019 school year and includes:
 - an additional 0.5 vice-principal;
 - additional 1.0 Learning Support Teacher ;
 - additional 1.0 Student Success Teacher; and
 - a doubling of ESL tracking from .33 to .66 FTE.

For the 2019-2020 school year, the allocation of staff to Gloucester HS will be done based on the normal staffing considerations. Through this allocation process, variables such as overall student population, RAISE index, students with special education needs, and other site-specific considerations are taken into account when allocating staff such as vice-principal, LST and SST.

15. In addition to the Board allocated funding, Gloucester HS has been receiving Urban Priority Funding for the past two years. This additional funding was initially allocated to Rideau HS prior to the amalgamation and was transferred to Gloucester HS post-amalgamation to support the success and well-being of youth. This funding will continue for the 2019-2020 academic year.
16. Curriculum Services and Learning Support Services working in partnership with administration and staff at the school(s) have supported students affected by the transition in a variety of ways. Some examples include:
 - allocating additional Outdoor Education funding in the amount of \$9,900 for 2018-2019;
 - creating opportunities for school staff to meet with central educators and professional support staff (social workers, psychologists, speech language pathologists) to improve tracking, monitoring, identifying, and responding to both academic and non-academic supports required by students. For example, extra time or alternate assessment formats (i.e., oral vs. written) for assessments (ELLs); finding suitable housing and arranging for transportation and providing nutritional snacks for students (students residing in lower income neighbourhoods; students attending activities/events in the Lodge), and providing increased support for students with behavioural and/or mental health needs through assessments, counselling, conflict resolution, and family support.
 - Gloucester HS has, for the past two years, received an additional allocation (at the top end and/or significantly more than any other school) of sections for both Student Success and Program Enhancement to support the student achievement and well-being through the transition merging the two schools.

17. A significant capital project was undertaken at Gloucester to address the learning needs of the new larger learning community. These expenditures, totaling approximately \$4.7 million, improved many areas of the school including: the renewal of seven science labs and teacher preparation areas; the creation of a new chemical storage room; the creation of a new Learning Commons in the former library space; and the creation of the Lodge and adjacent smudging area. Major renovations to the main office and foyer have provided a more welcoming entrance to the building, and gathering areas have been created in the main foyer with benches and charge stations for student collaboration. In the past year, additional work has involved renovations to the main floor boys' and girls' washrooms, various classroom upgrades to accommodate program requirements, new ceilings and LED lighting in the main foyer and all lower hallways, and an upgrade to the fire alarm and public address systems. Renovations to the school are virtually complete at this time.

COMMUNICATION/CONSULTATION:

18. Community engagement in the consultation process associated with the Eastern Area Accommodation Review was high. It will be important to keep that community informed during the implementation and monitoring phase of the review, as these annual updates are brought forward to Committee of the Whole for discussion and made available through the Accommodation Review area of the District's website.

STRATEGIC LINKS:

19. The Ottawa-Carleton District School Board is committed to providing optimal learning opportunities for students in a way that ensures equity of access within sustainable resources. The work being undertaken through the monitoring of student achievement and well-being as a result of the closure of Rideau HS and redirection of students to Gloucester is important to the District's understanding of how this decision is contributing to these outcomes for students.

GUIDING QUESTIONS:

20. The following questions are provided to support the discussion of this item by the Committee:
- How will this information be used to inform Board decisions?
 - How will this work benefit students?
 - Have the resources and supports supported the transition for students and staff?

Michèle Giroux
Executive Officer, Corporate Services

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

Perspectives from the School Community on the Transition 2017-2019

Samples of How Student Voice is Gathered:

- Students as members of GHS Well-Being Committee
- Student art work displayed throughout the school and murals on classroom doors
- Circles with students and FNMI Community leaders regarding needs, goals, issues, next steps, planning etc.
- Circles with ELD students and Administration
- Administration periodically attends Black Youth Diversity Club meetings for feedback on student voice, opportunities for enrichment, etc.
- Student Suggestion Box for ongoing feedback in Guidance Department
- Invitations to meetings with Principal regarding any issues, concerns or questions (e.g., construction, completion of classrooms, initiatives, concerns, opportunities, etc.)
- Consultations with students regarding learning, school culture, events etc.
- DILA projects and presentations - opportunity for student voice - (e.g. DILA project resulted in the renovation of washrooms in the school)
- Student presentations and performances in the community (e.g., Dance Performance at City Hall for Black History Month, Feeder School Music, Sports Workshops)
- FNMI students working with Ingenium to provide feedback about Indigenous Displays in Ottawa Museums
- Students are organizing a Mental Health Fair with staff and Rotary.
- Students have also organized a Health Fair (science students) and an Asian Food fair at lunch time.
- Black History Month Conference, Assembly/Pop Up Performances, Flash Mobs and displays organized by students with staff
- Asian History Month Assembly being organized by students (2018/2019)
- Pow Wow organized May 2018 and 2019 with students, community and staff
- Model United Nations organized by Students May 2019
- Student Council and events, ongoing meetings with administration
- Student Led events such as Coffee House, Relay for Life, Sleepless (community fundraiser), Holiday hamper to support community,
- Establishment of new Gloucester traditions (Gloucester Book of Records, Holiday Hamper, etc.)
- Boys Group and Girls Group

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Quotes from Students (2018-2019):

“Gloucester is the first school I have attended where I have felt that I could be me - - I feel accepted and supported here. I love this school.”

“Rideau, Gloucester. School is school.”

“I am still learning my way around - Gloucester is a big school. At Rideau - all my classes were in one place. I am still getting used to this.”

“We were involved in the Rideau/Gloucester transition in grade 10. We spoke at board meetings on behalf of students and how excited we were to welcome the Rideau students to the GHS Family. Gloucester is such an inclusive school so naturally we felt like two big families coming together. As Co-Presidents, we promised that we would keep traditions from both schools and that we would create new traditions together. We definitely have had more involvement in student clubs, extracurriculars and overall school spirit. Gloucester has never had so much positive energy and we are so happy with how this transition has gone. We are proud to have been a part of this transition and I love how we have all come together as one.”

Quotes and Commentary from Parents, School Council and Community (2018-2019):

“This merger has provided my child to create new peer relationships that are more positive to her well-being.”

“The diversity and community focus that has resulted from the schools joining together has been breathtaking - the Soup and Share, the Multicultural Gala and the Lodge are clear examples of what now makes GHS the place to be.”

“Gloucester is recognized internationally as one of the best and most welcoming schools in the country.”

“With much appreciation I would have to say the transition from Rideau High School and Gloucester High was smooth, accommodating and effortless. I must say it was largely in part to [the] wonderful team of teachers and [school principal]. Bringing familiar faces along with the Lodge was a huge factor in the youth being comfortable with the transition. My worry was that the kids would get lost in the shuffle and not find a place of safety. That has been accomplished by both OCDSB and the community service providers. I would like to think the powwow was a way to incorporate success and showcase the culture.

My only concern is that the Lodge is available for the students during their break times. I understand it gets rented out and I have heard some students say that they

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went there only to find a meeting for unfamiliar faces in the Lodge. I do know that the staff has been integral in helping and supporting students feel safe and on track.

I am grateful as both a parent and service provider. We are looking forward to having all FNIM service providers take part in the powwow being held at Gloucester again."

Quotes and Commentary from Staff (2018-2019):

"I have found this blending of the schools wonderful. Two years in - the students don't talk about Rideau anymore. Gloucester has been so welcoming and accommodating to us! Many of us have felt rejuvenated as teachers! The change in the building, the addition of new students from all over the world, the added resources now available, along with more staff to work with and learn from has made the transition years much better than first thought."

"I feel like we have been able to raise student learning expectations and provide additional supports and scaffolding to support. I feel like my students are more engaged and more successful since amalgamation."

"The additional staff has given new life to all departments. There is so much collaboration going on with ideas being shared and teachers revising and improving both content and delivery. Teacher preparation areas are so vibrant now and the renewed enthusiasm is evident."

"In a small school - it can be difficult to teach within your subject area. Now that I am a part of a larger amalgamated school am very happy. I think it was a great idea to put these two schools together. So far, everything looks bright for me and I am enjoying to teach once again. This has been a very successful transition."

Positive Outcomes as a Result of the Amalgamation:

- Tremendous improvements to programming excellence that include a significantly greater variety of courses in all grades and pathways (workplace, college, university), International Certificate program, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs, DELF (Internationally recognized certification in French <https://delf-dalf.ambafrance-ca.org/>). Some courses include: Percussion, Guitar, Strings, Dance, Exercise Science, Psychology, Japanese, Spanish, InSTEM, Environmental Science, College Chemistry, College Physics, Indigenous Art, Athletic Leadership, Peer Tutoring
- Greater number and variety of sports teams, clubs, extra-curricular activities, field trips, guest speakers, opportunities to meet with Indigenous Elders and Knowledge Keepers, Community Role Models
- Increased numbers allow for global opportunities such as exchanges to Japan and China
- More direct student supports: Student Support and Re-Engagement Coordinator Indigenous Education, Social Worker-5 days, Psychologist-3 days, Itinerant EA-1 day, MLO- 2 days, Nurse Practitioner-1.5 days, Clinical Youth Worker 0.5 day, Diversion Counsellor-3 days, additional VP 0.50, LST and SST, Boys and Girls Club Programming and Homework Club-5 days per week, Wabano lunch programming 1 day per week
- In the second year, we are an even stronger professional community after one year of working together. There is a lot more staff working together (both formally and informally). Morale and enthusiasm is a much higher with staff which builds trust and relationships for sharing teaching practices and honing our teaching skills for our students. Staff are excited to learn from one another. This enthusiasm is felt by students.
- Greater sense of community, empowerment, and student voice
- The incredible community partnerships that had been established at Rideau and spirit of reconciliation - coming to GHS (e.g. Wabano, Minwaashin, Inuuqatigiit (formerly OICC), Metis Nation of Ontario, Carleton University Mentorship and KPMG, etc.).

Challenges We Have Faced as a Newly Amalgamated School:

- The challenges of getting materials and resources from Rideau to GHS, as well as realizing even this year that some resources did not come over (e.g., college physics textbooks)
- Delay in the completion of construction (some details still incomplete), continued issues with the phone system, and waiting for more construction (e.g., food labs need updating and need to include accessible kitchen for children in wheelchairs, greenhouse, music room and drama studio need some updating to be comparable to Rideau)

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- Setting up specialty classrooms took more time than anticipated (e.g. Digital Photography Lab and Electrical/Plumbing SHSM, second auto shop still not quite complete)
- Losing the Greenhouse and outdoor gardens at Rideau and picnic tables
- We continue to work on improving credit accumulation
- In the second year of the transition – changes in administration/guidance posed some challenges in terms of time required to build relationships

What Was Done to Address the Challenges:

- Student BBQs, lunchtime activities, school tours for new students, working on communication and engagement in multiple student opportunities (such as clubs and teams)
- Community, Student, Parent BBQ at the end of August (very successful – we will continue this practice)
- Having two LINK Crew classes has had a significant positive impact on both transitions and developing leadership we will continue this next year
- PD days continue to be designed to promote unity and move forward as a whole school and celebrate accomplishments while also getting to know one another
- Professional learning teams by department - to work on aligning curriculum, assessments, goals moving forward and ensuring they provide opportunities for excellence in learning, etc.
- Staff handbook and pictorial staff directory continues to be helpful
- Construction crews and Facilities worked closely with administration to attempt to minimize impact on learning and wellbeing - excellent communication and regular communication/meetings with construction crew/Facilities to address issues or concerns
- We continue to attempt to keep certain staff with specific classes (e.g. ELD, LD, DDP programs)
- Used the old music room (a large room with small practice rooms) as the temporary library during the Learning Commons renovation. We also created other learning spaces around the building for students - e.g., study carols and tables in wide hallways. Students took advantage of this and used these resources well. We continue to keep some of these learning spaces - as it was very successful.
- Newly renovated Greenhouse planned for summer 2019
- Technology Department is planning on working on Picnic Tables and planning of outdoor garden - Spring 2019
- We use the additional staffing for SST and LST, Program Enhancement to address credit accumulation to strive to improve as well as help with wellbeing. This additional support is critical in the transition.
- The District has continued to fund bus passes for former Rideau students
- Administration/Guidance ensuring that they are in classes, halls, club meetings, hosting circles, meetings with students, attending and participating in student events as much as possible to work on building positive relationships

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What Additional Resources or Opportunities Have Resulted from the Amalgamation:

- Design and creation of the Lodge and supports - with input from students, Elders and community (relationships built with Wabano, OICC, Minwaashin, Carleton University).
- SHSM Programs (Arts and Culture, Plumbing and Electrical Construction, Auto-Transportation, Wellness and Sport)
- New digital photography lab, newly renovated second auto-shop, new science labs, updated library commons, more usable outdoor tennis/basketball courts, renovated washrooms and universal washrooms, the foyer as a learning space, some work on the grounds and outdoor spaces, new roof in technology hallway
- Vertical learning spaces (whiteboards) installed in many classrooms
- Additional Chromebooks and learning resources for students
- Homework Club 5 days a week is highly used
- Urban Priority Funding to support youth (e.g. nurse, social work, psychologist, Boys and Girls Club, transportation for athletics). These supports have been critical to student success and wellbeing. The additional staffing in special education and student success has also been critical in supporting student learning and credit accumulation.
- Breakfast Club - We are serving approximately 240 children a day and as a result of the increase in budget with the joining of the two schools we are able to provide many healthy options for all youth.

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Clubs and Athletics Available for Gloucester Students

Clubs	Athletics
Art Club	Athletic Assoc.
A-Team	Gator Gear
Best Buddies	Badminton
Book Club	Baseball
Breakfast Club	Boys Basketball (Sr.) Boys Basketball (Jr.)
Chess Club	Boys Rugby
Conversation Club (Big Brothers/Sisters)	Boys Soccer
Cooking Club	Boys Volleyball
Debate club & Model United Nations	Ringette
Drama	Curling Club
Flash Mob - Dance	Field Hockey
FNMI - Lodge	Girls Basketball
Diversity Club	Girls Rugby
GHS Ambassadors	Jr Girls Volleyball
Greenhouse Club	Sr Girls Volleyball
GSSA	Golf Team/Club
Guitar Club	Learn to Play Hockey for Girls & Hockey Team
Hobby Cafe (Games Club)	Ice Hockey Team-Boys
Homework Club	Learn to Skate Club
IELTS/TOEFL Prep	Ski Club
InSTEM (Indigenous Science, Tech., Engineering & Math)	Soccer Team/Club
International Certificate Program	Swim Team/Club
Key Club	Track & Field
Learn to Skate	Triathlon Club
LINK Crew	Ultimate
Peer Mediators	Weight Room Club
Youth Connections	XCcountry Running
Orienteering	XCcountry Skiing
Multi-Faith Prayer Group	Gator Power (Free the Children, Me to We, Relay for Life and Community Work)
Percussion Ensemble	
Public Speaking	

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RC / Robotics	
Rotary Club - Interact	
Rowing Club	
School Supplies	
Stage Band	
STEM (Science, Tech., Engineering & Math)	
Student Council	
Tennis Club	
Trivia Club	
Vocal Ensemble	
Restoration Club	
Writers' Club	
Yearbook	
Yoga	

Please note: If there is a club or team that students would like to have students are requested to talk to Administration – to ensure that there are opportunities for everyone!

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Next Steps the School is Working Toward:

Parents: Working to improve support and engagement for parents including opportunities for parents to learn about issues and opportunities that are important to them (e.g., supporting their children in mathematics, Exit Outcomes, Social Media, etc.). We would like parents to feel and be able to come to the school more frequently (e.g., for events such as the Soup and Share where we had approximately 400 people participate both in 2018 and 2019).

Students: Striving to provide supports as appropriate for students to enhance their learning by providing a myriad of learning opportunities, a welcoming learning environment, diverse learning spaces as well as encouraging students to find and express their voice. To continue working on excellence, growth mindset, increased awareness of how students learn, metacognition, accountable talk, achievement, and building a stronger sense of community.

Staff: We are working to further build staff cohesion through a variety of initiatives and social activities. We want to:

- work on expanding current professional learning teams to learn from one another, improve instructional practice and hence improve student achievement;
- improve student achievement across all pathways;
- work collaboratively together and with students to further build and foster a sense of community as well as provide more opportunities for student voice in the classroom, in curriculum and in the whole school community; and
- provide rich, relevant and diverse learning opportunities for all students where all students are engaged and successful.

School Environment: We wish to provide multiple creative learning and work spaces within the building as well as respond to student voice/requests. The student-made benches that came from Rideau are highly prized and loved by all students. We would like to make more for student use around the building. We would like to make picnic tables to replace the ones that were removed during construction as well as build some garden beds and an outdoor classroom. We have learned that we are able to use some of our larger hallway spaces as learning spaces as well.

Note from the Principal

We have an incredible school! I am so proud of the work of our students, our staff and our parents. From our perspective, the amalgamation of the two schools has gone exceptionally well over the past two years. If I could have done it again – I would have started the process earlier in 2017 so that we could have had even more opportunities than we did for our students to visit GHS and participate in activities. Regardless, I am so proud of how our students have integrated and worked together. They are truly remarkable. I am very proud to be their principal and so honoured to work for and with them. I am equally proud of our staff who demonstrate such care and compassion for our students and families every day.

Despite spending a good portion of last year under construction, our students and staff worked together to make learning and well-being a priority. They have embraced challenges with patience and incredible understanding. They are remarkable.

School Council works diligently with such care and compassion to be inclusive and welcome all families (e.g. the organization of the Soup and Share tradition from Rideau) and they want to support students. I am very appreciative of their work. Our School Council is amazing - student wellbeing, inclusivity and excellence in learning are their priorities.

I regularly hear so many positive things about the amalgamation of Rideau and Gloucester from students, staff and families. I love our students and staff together! More students are finding their voice since the merger - students come to me more often about their ideas and ask about opportunities that we might embrace - whether it is for a new course or a club or activity or an issue that they want to address - it is amazing and I am so proud of them for expressing their voices. Our school is now a vibrant place of learning. It is buzzing with students engaged in so many interesting activities. For example, at lunch - the games club is packed, the trivia club is packed, students are practicing in the dance studio, book club is discussing the latest great read, conversation club is honing discussion skills, lunch clubs are eating and studying and discussing together in classrooms, students are playing outside at the basketball hoops and at the end of the day flash mob is rehearsing in the foyer and homework club is busy researching and studying, while so many other teams are practicing or playing games in the gym. We are one community. We are always happy to host guests to the school to showcase the great work our students do every day – one only needs to visit the school to see the rich learning environment that the merger has created.

I am so proud, so honoured and feel so privileged to be the principal of Gloucester. I became a principal because I wanted to support and help students, staff and families and wanted to make a difference for them. I am so grateful to work with all of our students, staff and families together. We want all of our students to be successful and achieve excellence. We want them to graduate as confident learners and critical thinkers - the amalgamation truly has provided the environment to make this happen.

Respectfully,

Jennifer Perry

Proud Principal,

Gloucester High School - Algonquin Territory

Enrolment

Rate of growth/decline. The rate of decline in enrolment at Gloucester HS was relatively consistent over the three years prior to amalgamation of the two schools. The rate of decline at Rideau HS has shown considerably more fluctuation in that period (Table 7). The rate of decline for the amalgamated Gloucester, however, has slowed relative to the combined total for previous years, reaching -2.1% in October 2017 and -0.05% in October 2018. In contrast, the District has shown a growth of 3% in enrolment in the last year.

Table 7: Year-Over-Year Change in Total Enrolment by School as of October 31

	2014 to 2015 Yr/Yr %	2015 to 2016 Yr/Yr %	2016 to 2017 Yr/Yr	2017 to 2018 Yr/Yr %
Gloucester	-3.6%	-3.5%		
Rideau	-7.9%	-1.9%		
Combined/ Gloucester (post ARC)	-5.3%	-2.9%	-2.1%	-0.05%
<i>District (S)</i>	<i>-0.5%</i>	<i>+0.6%</i>	<i>+1.6%</i>	<i>+3.0%</i>

Disaggregation of total enrolment by pre-amalgamated English program

boundaries. Table 8 shows the total number of students enrolled according to: (i) the boundary in which their home address was located on October 31; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries.

Table 8: Total Enrolment Disaggregated by the Number of Students Living in Each Boundary as of October 31

	2014	2015	2016	2017	2018
Total Enrolment¹¹	1,146	1,084	1,057	1,031	1,025
Gloucester Boundary	423 (36.9%)	403 (37.2%)	378 (35.8%)	380 (36.9%)	369 (36.0%)
<i>Attended Gloucester</i>	410	387	363		
<i>Attended Rideau</i>	13	16	15		
Rideau Boundary	421 (36.7%)	397 (36.6%)	432 (40.9%)	445 (43.2%)	456 (44.5%)
<i>Attended Gloucester</i>	108	111	121		
<i>Attended Rideau</i>	313	286	311		
Other Boundary	302 (26.4%)	284 (26.2%)	247 (23.3%)	206 (19.9%)	200 (19.5%)
<i>Attended Gloucester</i>	173	168	161		
<i>Attended Rideau</i>	129	116	86		

¹¹ These numbers deviate slightly from enrolment data presented in Table 1, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

New Students

Disaggregation of new students by pre-amalgamated English program

boundaries. Of the new students at Gloucester in 2018: 114 (33%) lived within the Gloucester boundary, 154 (45%) lived within the Rideau boundary, and 78 (23%) lived outside either of these two boundaries (Table 9).

Table 9: Number of New Students Enrolled as of October 31 Disaggregated by the Number of Students Living in Each Boundary¹²

	2014	2015	2016	2017	2018
Number of New Students	356	309	329	310	346
Gloucester Boundary	137 (38.5%)	120 (38.8%)	101 (30.7%)	106 (34.2%)	114 (32.9%)
Rideau Boundary	124 (34.8%)	111 (36.0%)	146 (44.4%)	140 (45.2%)	154 (44.5%)
Other Boundary	95 (26.7%)	78 (25.2%)	82 (24.9%)	64 (20.6%)	78 (22.5%)

Attrition and Student Transfer Requests

Student destinations. An analysis of “exit codes” for students who withdrew from each school is presented in Table 8. Student withdrawals for Gloucester and Rideau combined are depicted for 2014-2016. Withdrawals for 2017 and 2018 are based on October 31 OnSIS data from Gloucester HS only.

¹² These numbers deviate slightly from enrolment data presented in Table 5, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

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Table 10¹³: Exit Codes for Non Returning Students as of October 31

Reason for Leaving	2014 (N = 95)	2015 (N = 80)	2016 (N = 88)	2017 (N = 81)	2018 (N = 57)
To publicly funded secondary school in Ontario	54 (56.8%)	45 (56.3%)	49 (55.7%)	73 (90.0%)	35 (61.4%)
<i>To another OCDSB secondary school</i>	41 (43.2%)	28 (35.0%)	32 (36.4%)	60 (74.1%)	22 (38.6%)
<i>To OCSB (Catholic) secondary school</i>	11 (11.6%)	4 (5.0%)	12 (13.6%)	1 (1.2%)	5 (8.8%)
<i>To CECCE/CEPEO (French) secondary school</i>	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
<i>To Other Board in Ontario</i>	0 (0.0%)	4 (5.0%)	1 (1.1%)	1 (1.2%)	5 (8.8%)
<i>School/District Unknown</i>	2 (2.1%)	9 (11.3%)	3 (3.4%)	11 (13.6%)	3 (5.3%)
To federally funded secondary school in Ontario	1 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
To private school in Ontario	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
Moved outside of Ontario	9 (9.5%)	14 (17.5%)	11 (12.5%)	2 (2.5%)	7 (12.3%)
Received Certificate of Achievement	0 (0.0%)	0 (0.0%)	2 (2.3%)	0 (0.0%)	0 (0.0%)
Received OSSD or equivalent	5 (5.3%)	6 (7.5%)	5 (5.7%)	2 (2.5%)	3 (5.3%)
School does not know destination of student	15 (15.8%)	11 (13.8%)	18 (20.5%)	2 (2.5%)	8 (14.0%)
Student is not attending school or education/training/institution	6 (6.3%)	3 (3.8%)	2 (2.3%)	1 (1.2%)	3 (5.3%)
To other education/training/institution in Ontario	5 (5.3%)	1 (1.3%)	0 (0.0%)	1 (1.2%)	1 (1.8%)

¹³ Section K of the October 31 OnSIS submission to the Ministry. Breakdown of "To publicly funded secondary school in Ontario" category required a merge with data in Trillium.

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Number of cross-boundary transfer requests over time. Historically, transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (Table 11).

Table 11: Cross-Boundary Transfer Requests for Rideau and Gloucester

		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
		Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT
Gloucester	Requested	43	40	32	37	20	36				
	Approved (%)	13 (30.2 %)	16 (40.0 %)	21 (65.6 %)	18 (48.6 %)	11 (55.0 %)	11 (30.6 %)				
Rideau	Requested	7	54	8	47	5	39				
	Approved (%)	7 (100.0 %)	11 (20.4 %)	7 (87.5 %)	24 (51.1 %)	3 (60.0 %)	14 (35.9 %)				
Combined ^{14/} Gloucester (post ARC)	Requested	50	94	40	84	25	75	9	48	13	49
	Approved (%)	14 (28.0 %)	21 (22.3 %)	14 (35.0 %)	28 (33.3 %)	6 (24.0 %)	17 (22.7 %)	9 (100.0 %)	7 (14.6 %)	9 (69.2 %)	8 (16.3 %)

¹⁴ Transfers between respective schools removed.

Student Well-Being as Measured by the OurSchool School Climate Survey with Students

Socio-emotional well-being: Social and emotional well-being has been measured through results obtained from the bi-annual OurSCHOOL School Climate Surveys that ask students about their sense of belonging at school and positive relationships. Approximately two-thirds of students at Gloucester HS reported a positive sense of belonging (4% lower than the district total and the Canadian norm), whereas nearly three-quarters of students at Rideau HS reported a positive sense of belonging (3% higher than the district and the Canadian norm) (Figure 9). The proportion of students at both Gloucester and Rideau high schools who reported having positive relationships was substantively lower compared to 77% of students in the district and 76% of students in Canada (Figure 10). The first School Climate Survey of Students since the amalgamation will be undertaken this spring with results expected to be available before the end of the school year.

Figure 9: Students Reporting a Positive Sense of Belonging

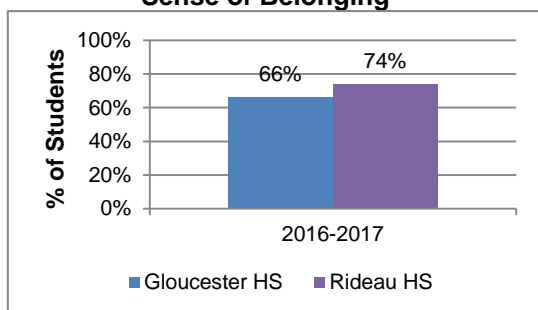
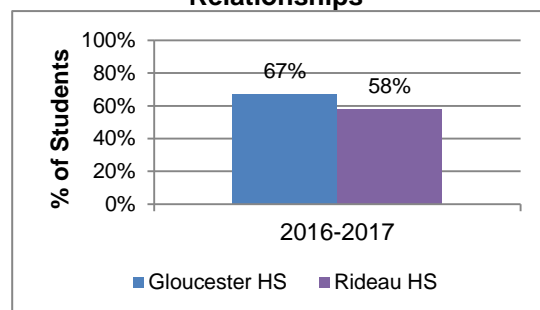
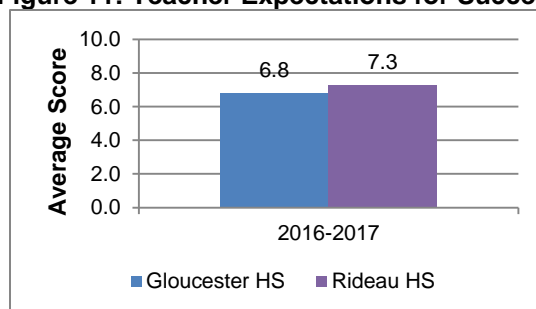


Figure 10: Students Reporting Positive Relationships



Cognitive well-being: According to the student survey in 2016-2017, students in the district and across Canada agreed that their teachers had high expectations for their success (i.e., 7.1 out of 10 for both groups of students) (Figure 11). For students at Gloucester, average ratings were lower compared to both the district average and the Canadian norm, whereas results for Rideau HS were marginally higher.

Figure 11: Teacher Expectations for Success



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Physical well-being: Physical well-being will be measured through OurSCHOOL School Climate Surveys (e.g., student self-reports of engagement in physical activity, feeling safe at school, and experiences of bullying/ exclusion/ harassment). Physical activity levels reported by students enrolled at Gloucester HS and at Rideau HS were similar to those reported by all grades 7-12 students in the district, but were slightly lower than the Canadian norm. Specifically, students at both Gloucester and Rideau high schools reported spending less than one hour per day, on average, engaging in either moderate (Figure 12) or intense (Figure 13) physical exercise.

Figure 12: Hours Per Day Spent Doing Moderate Physical Activity

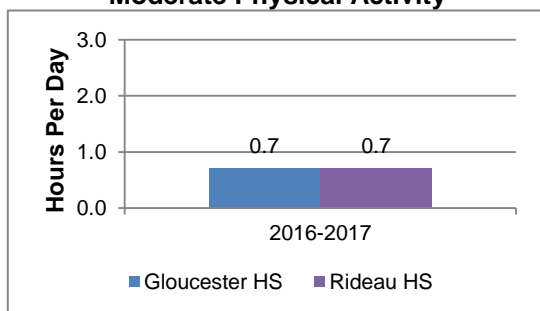
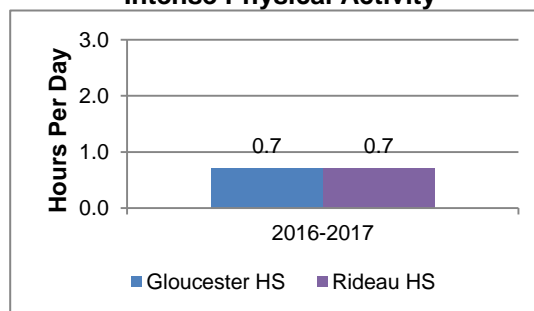


Figure 13: Hours Per Day Spent Doing Intense Physical Activity



Close to two-thirds of OCDSB students in grades 7-12 reported feeling safe at school, which is comparable to the Canadian norm. For students at Gloucester and Rideau high schools, however, feelings of safety were somewhat lower (Figure 14). In contrast, 22% of students in Canada reported experiences of bullying, exclusion or harassment compared to only 17% of students in the OCDSB. The rates of bullying, exclusion and harassment reported by students at both Gloucester and Rideau high schools fell between the overall rate experienced in the OCDSB and in Canada, more broadly (Figure 15).

Figure 14: Feeling Safe at School

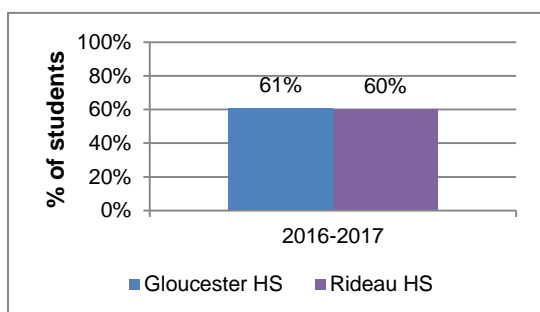


Figure 15: Bullying, Exclusion and Harassment

