




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**

**Monday, 24 June 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**

Jennifer Jennekens  
Trustee Zone 7

Keith Penny  
Trustee Zone 8

Lyra Evans  
Trustee Zone 9

Erica Braunovan  
Trustee Zone 10

Mark Fisher  
Trustee Zone 11

Sandra Schwartz  
Trustee Zone 12

Chris Ellis  
Trustee Zone 6

Rob Campbell  
Trustee Zone 5

Wendy Hough  
Trustee Zone 4

Donna Blackburn  
Trustee Zone 3

Christine Boothby  
Trustee, Zone 2

Isaac Glassman  
Student Trustee

Samantha Lin  
Student Trustee

For further information on this agenda or how the Board meeting works, please contact  
Nicole Guthrie, Senior Coordinator, Board Services at (613) 596-8211 ext. 8643 or  
[nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@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](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 Nicole Guthrie, Senior Coordinator, Board Services at (613) 596-8211, ext. 8643, or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@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

**Monday, June 24, 2019, 7:30 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

	<b>Pages</b>
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Student Trustee Report	1
4. Presentation to Student Trustees for 2018-2019	
5. Presentation of the OPSBA 2019 Jack A. MacDonald Award of Merit to Hannah Burrows	
6. Report from the Board (In Camera)	
7. Briefing from the Chair of the Board	
8. Briefing from the Director	
9. Delegations	
10. Matters for Action	
10.1 Confirmation of Board Minutes, 28 May 2019	13
10.2 Confirmation of Special Board Minutes, 10 June 2019 (approval of budget)	39
10.3 Business Arising from Board Minutes	

10.4	Receipt of Committee of the Whole Report, 21 May 2019	43
	Recommendation dealt with at the Board meeting of 28 May 2019	
10.5	Receipt of Committee of the Whole Report, 4 June 2019	57
	No Recommendations	
10.6	Receipt of Committee of the Whole Report, 18 June 2019	69
	Supplemental Information: Memo 19-089, Land Acknowledgement on the Strategic Plan	
	<i>Recommendations</i>	
	a. Special Education Plan 2019 and Special Education Report 2019	
	b. Education Development Charges Amending By-Law	
	c. New Fernbank Elementary School - Grade Structure, Program and Attendance Boundary	
	d. 2019-2023 Strategic Plan	
10.7	Receipt of Committee of the Whole Budget Report, 29 May 2019	111
	No Recommendations	
10.8	Receipt of Committee of the Whole Budget Report, 3 June 2019	117
	No Recommendations	
10.9	Receipt of Committee of the Whole Budget Report, 10 June 2019	125
10.10	Non-Consent Items	
11.	Matters for Discussion	
11.1	Report from OPSBA Representatives (if required)	
12.	Matters for Information	
13.	New Business -- Information and Inquiries	
14.	Adjournment	





# STUDENT TRUSTEE REPORT, JUNE 2019

**A Year-End Summary of Our Work, Connections, and Experience**  
Student Trustees Samantha Lin and Isaac Glassman

Prepared for:  
**OCDSB Board of Trustees**

Presented on:  
**25/06/2019**

# INTRODUCTION

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As the academic year 2018-2019 comes to a close, we Student Trustees Glassman and Lin are, pleased to present this report to the board to share a few of our most memorable moments from this year and update the board on the progress we have made over the course of the year.

Our work includes, but has not been limited to, the various themes set out in our Student Trustee Report of Winter 2018. We have built off some of the ideas presented in our previous report and departed from others. Overall, we have a fantastic year filled with learning and impact. We are honoured to share our work with the board of trustees in this Student Trustee Report of June 2019.

**Samantha Lin and Isaac Glassman**  
2018-2019 Student Trustees

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# 1 | STUDENT SENATE

## BOARD CONSULTATIONS

Student Senate has been heavily involved with various OCDSB consultations throughout the course of this year. These consultations embody our Board's commitment to engaging in genuine student voice. A timeline of the consulting-sessions follows:

**October 2018:** Executive Officer Giroux and her team “pre-consulted” Senate on the 2019-2023 strategic plan; that is, requested feedback on how to best engage students in the true city-wide consultation. Senate provided information as to which media, questions, and formats would most appeal to students for the online Thoughtexchange stage of the consultation.

**November 2018:** Dr. Petra Duschner and her team consulted Senate with regard to the upcoming OCDSB Mental Health Strategy Plan. Senate provided rich feedback on a variety of topics, including pragmatic use of social media and the challenge of getting mental-health “buy-in” from students. This consultation inspired Senate to discuss these issues long after the event itself, particularly within the Town Hall format we developed.

**November-December 2018:** The Strategic Plan Consultation Thoughtexchange received over 1000 student contributions, more than ever before.

**January 2019:** Student Senate, the OCDSB President's Council, and students from every high-school participated in a focus group, held by Executive Officer Giroux and her team, to further organize and evaluate the ideas shared in the Thoughtexchange.

**March 2019:** Student Senate was consulted on the types of communication employed within their schools. Results from this consultation can be found in the following section.

**May 2019:** The Draft Strategic Plan was distributed to the community for feedback. Senators provided Student Trustees Glassman and Lin with various suggestions as to the design, wording, and accessibility of the document.



## THE TOWN HALL ACTIVITY

A major theme that we wanted to focus on this year was communication: from administration to students, from students to administration, and between the students themselves. Knowing that schools can have drastically different communication channels already established, we asked our student senators what types of events or activities allowed effective communication to occur.

Many valuable activities were presented such as Lunch With the Principal and email and in-person announcements. It was finally decided upon that the unique structure of the Town Hall was an adaptable and feasibly implemented activity for all schools.

A Town Hall is an event hosted by students to allow student council members and administration to answer any questions the student body has about resources provided at the school, school policy on various topics, and how to get help. They are incredibly important to allow for good two-way communication at schools.

During a Student Senate meeting, a Mock Town Hall was held and used to present the formatting and structure of a Town Hall to the student senators. Many had never had hosted or been a part of a Town hall before and the hands-on experience allowed them to see logistically how a Town Hall would be held.

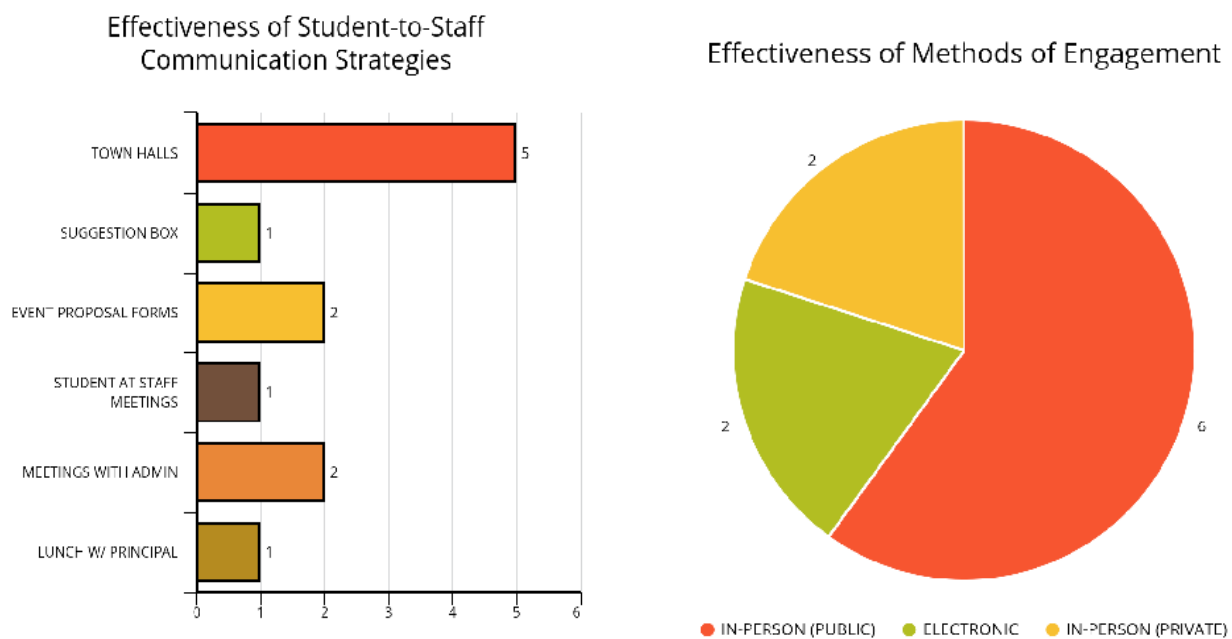


**ABOVE:** Student Senators were assigned various school-roles to enact during the mock Town Hall. Although this acting may sound foolish, it is actually a useful tool in embodying—and therefore considering—perspectives other than one's own.

## 2 | WORK AT THE OCDSB

### COMMUNICATION STRATEGIES IN SCHOOLS

We had the opportunity to present various communication strategies that could be used within schools to secondary school principals. In order to ensure that the data we were presenting was representative of the students themselves, we created a survey that was given to student senators. We received many in-depth and valuable answers. We compiled the data and categorized it, then used graphs to display our results.



### STUDENT TRUSTEE INFORMATION VIDEO

As the school year wrapped up, and it was time to elect two new student trustees for the new school year. We realized that many students are not aware of the responsibilities of the role of student trustee and so we created a promotional video for the role. With the help of Superintendent Lehman and Mr. Jordan Knarr, we filmed a Q+A style video that was casual but very informative about the specifics of being a student trustee.

The video can be found at <https://youtu.be/kwY2GuypZ8A>

# 3 | PROVINCIAL ADVOCACY

## OVERVIEW

The 2018-2019 work of the Ontario Student Trustees' Association (OSTA-AECO) has been both broad and effective. In addition to providing unparalleled professional development for the student trustees of Ontario, OSTA-AECO has been at the forefront of student advocacy throughout this year of tumultuous education politics. Details of OSTA-AECO's various achievements this year follow:

## PREBUDGET SUBMISSION

OSTA-AECO released our first-ever Pre Budget Submission at the beginning of February. The document was sent to the Ontario Legislature's Standing Committee on Finance and Economic Affairs, in addition to being a submission to the Minister of Finance's budget consultation. Included in the submission are five specific funding-allocation recommendations on the Learning Opportunities Grant, Capital Repairs, the Rural and Northern Education Fund, and Student Trustee Support Funding. The report was well-received, and, although the government did not act upon any of our recommendations (as with almost all other education-stakeholder submissions), this financial manifestation of student voice set the benchmark for student government submissions for years to come.



### 02 The Foundations of Success

Addressing Capital Repairs

**Why?**

In 2002, Ontario schools faced a capital repair backlog of \$5.6 billion.<sup>11</sup> This backlog has increased significantly to \$15.9 billion<sup>12</sup> today, and is projected to reach \$17 billion by the end of the 2018-19 school year.<sup>13</sup> Ending this state of disrepair requires a dual-track approach, concurrently addressing the root causes of the capital repair backlog while providing clear funding streams to reduce and ultimately eliminate the accumulated unfunded renewal needs.

A school in good state offers a safe environment for students to comfortably learn and excel in their studies. It is integral that repairs required by school boards be addressed, understood, and executed to increase the longevity of schools.

Currently, a substantive backlog exists. Countless repairs in schools across the province must be made, but very few are being executed, leaving students to attend schools in various states of deterioration.

**The students of Ontario will benefit academically with a variety of improved school infrastructures such as temperature-regulated classrooms, accessible water fountains, and reliable electric services.**

**(1) The provincial government should increase investments in the School Renewal Allocation to be 2.5% of school replacement value to rectify a root cause in Ontario's funding capital repair backlog.**

**Current Cost: \$360.7 million (2018-19)**  
**Additional Investment: \$1.06 billion**

The School Renewal Allocation (SRA) provides school boards with funding to address the cost of renewal and renovation needs to schools. It is primarily funded through student enrolment and includes various benchmark renewal costs, considerations for the age of buildings, and the unique design features of schools. The SRA is funded at \$360.7 million for the 2018-19 school year.<sup>13</sup>

The root cause of the backlog in renewal needs is the inadequate base funding provided by the SRA. Current industry standards, supported by the Auditor General and Education Equality Task-force Report, state that 2-4% of a building's replacement value should be invested in renewal expenditures annually.<sup>14</sup>

The Foundations of Success

OSTA-AECO Budget Submission 2019 | 18

# THE OSTA-AECO VISION DOCUMENT

The OSTA-AECO Vision Document, our organization's first, set a broad, bold, and ambitious roadmap to change our education system for the better. The Vision Document laid out 35 recommendations, encompassing various areas of education policy, across 6 pillars:

1. Enhancing Equity
2. Funding Formula Reform
3. Strengthening Rural & Northern Schools
4. System Modernization for 21st Century Learning
5. Supporting Student Well-Being
6. School Board Governance

The Vision Document was rooted in both research and student voice, and incorporated results from 3 surveys from 20,000 Ontario students in the past 7 years and testimonials from students across the province. The document was presented on May 6, 2019, at Queen's Park. Education stakeholders and politicians all-over Canada were hugely impressed by the document, and have adapted recommendations into their own strategic or vision-based plans.



## PILLAR 3: STRENGTHENING RURAL & NORTHERN SCHOOLS

*Out of Ontario's 72 school boards, 70 of them have schools in rural areas. There are clear discrepancies between learning in an urban school or a rural one that can come in the form of fewer courses offered, longer bus commutes to school, and less experiential learning opportunities, to name a few. Students across the province deserve to receive a rich educational experience regardless of their geographic location by minimizing barriers and optimizing learning opportunities for rural and northern students.*

### SUPPORTING EVERY RURAL SCHOOL: EXPANDING THE RNEF MODEL

Realizing that rural students face significant differences in comparison to urban boards, the GSNs provide the Geographic Circumstance Grant to help eliminate significant barriers.

The grant consists of several allocations, such as the Remote & Rural Allocation to account for the higher cost of procurement for rural boards, the Supported Schools Allocation that enhances the viability of certain programming or staffing allocations like ECEs<sup>10</sup>, and the Rural & Northern Education Fund (RNEF).

The unique aspect of the RNEF is that unlike almost any other block funding section of the GSNs, it is mostly funded on a school-by-school basis, rather than board-by-board. This has allowed for rural schools in large urban boards that would not have received support under a board-wide funding determination have received support. For example, in the Peel DSB, several schools in Caledon (a rural area) received \$55,000 in funding in 2017-18 for crucial staff allocations, expanded technical, arts, and athletic course program-

ming<sup>11</sup> due to the structure of this funding model.

Funding through the RNEF is determined through a calculation of the number of rural students on a school-by-school basis based on the Statistics Canada definition and two formulas calculating the density of rural student enrolment in a board.<sup>12</sup> The funding structure of the RNEF, combined with its requirement that resources only go to schools where at least 50% of its students are rural<sup>13</sup>, has allowed for schools across rural & northern Ontario to get the extra funding they require.

This innovative funding stream has allowed for deeply impactful school-level investments in 70 of Ontario's 72 school boards. This is due to the unique model of the RNEF, which is why

### RECOMMENDATION 3.1

*OSTA-AECO recommends that the provincial government expand the school-by-school model of the RNEF to the rest of the Geographic Circumstances Grant and other aspects of the GSNs, ultimately providing all rural & northern schools across Ontario with the support they need.*



## THE OSTA-AECO E-LEARNING SURVEY

As a result of the provincial government's announcement of mandating 4 e-learning credits for secondary students, OSTA-AECO launched an online survey to gather student input. Both students who have and have not taken E-Learning courses were invited to share their thoughts on this topic. Nearly 5000 responses have been submitted from students across the province.

## OSTA-AECO BOARD COUNCIL CONFERENCE

The OSTA-AECO Board Council Conference, held in Ottawa, was a great success. Student Trustees from all across the province came together to learn, discuss, and work on specific initiatives ranging in scope and effect. Highlights of the conference included a keynote address on anti-bullying strategy by Ottawa City Councillor Allan Hubley, an education-policy panel featuring OSTA-AECO Alumni and executive education-stakeholders, boardroom simulations, and Vision Document feedback, development, and design sessions.



**LEFT:** Student trustees from across the province debate and discuss the OSTA-AECO Vision Document. Every trustee provides a different perspective, ultimately creating a rich mosaic of student voice.

**RIGHT:** Student trustees engage in a mock board-meeting during which a faux-resolution is introduced, debated, and voted upon.



## OSTA-AECO ANNUAL GENERAL MEETING

The OSTA-AECO Annual General Meeting, hosted in Toronto, provided essential professional development for incoming student trustees and a sense of satisfaction and for outgoing student trustees who, like Student Trustees Lin and Glassman, are due to finish their terms soon. The conference was filled with valuable sessions, speakers, and discussions for Student Trustees of any experience level. Highlight keynote addresses included those delivered by the Hon. Lisa Thompson, Ontario Education Minister, and Jagmeet Singh, Leader of the Canadian New Democratic Party. Student trustees were invited to ask questions to both speakers, and great discussion ensued. As well, the AGM included sessions during which outgoing student trustees shared best-practices, helpful tips, and succession plans with their according “incomings.”

**RIGHT:** Jagmeet Singh, federal leader of the New Democratic Party, speaks of the importance of youth involvement in politics. Great discussion ensued.



**LEFT:** The Honourable Lisa Thompson, Ontario Minister of Education, explains some of the education-policy changes we have seen this year. Student trustees were largely unsatisfied with the Minister’s reasoning.

## 4 | RECOMMENDATIONS

### RATIONALE

Although we certainly have learned to structure and understand formal motions and recommendations to the board from C.O.W., Board, and Budget meetings, the following are various informal recommendations that we as Student Trustees would like to suggest to the Adult Trustees of the board. From observation, experience, and reflection of our year as Student Trustees, we believe that Adult Trustees should consider:

### RECOMMENDATIONS TO TRUSTEES

1. Attending at least one OCDSB Student Senate meeting every year to directly experience the work of the Senate and engage with Student Senators on a personal basis. Senators greatly appreciated the company of Adult Trustees to answer questions about Board finances, politics, and issues that the Student Trustees may not be familiar with. As well, having adult “allies” at Senate meetings reinforces the idea, to the Senators, that the OCDSB has a strong commitment to student voice.
  
2. Attending at least one Town Hall or similar event at each high-school in your zone once a year. These Town Hall events, explained earlier in this report, give students and teachers alike an opportunity to air questions about school life in a stress-free environment. Often, trustees are able to answer students’ questions pertaining to a wide variety of fields, particularly board governance, finance, and lesser-known board policies. As well, it means a great deal to students to see truly interested adults in attendance of these events. If you are unsure as to how to attend one of these meetings, contact the OCDSB Student Trustees and they will facilitate your attendance.
  
3. Connecting with the Student Senators in each of the high-schools in your zone. Again, if you are unsure as to how to contact these students, talk to the Student Trustees for the current academic school year and they will facilitate the connection. Student Senators immensely appreciate your efforts to connect with them, as it is validating for their position and self-esteem within the role.

# CONCLUSION

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Being student trustees has been, without a doubt, the greatest honour and experience that we have had in our lives. Becoming part of the community—more so family—of the OCDSB has allowed us to learn, grow, and make a difference on every level of our Board. The incredible year we have had would not have been possible without the help, care, and unconditional commitment of a few individuals. Firstly, a huge thank-you to our Student Senators who devoted their year to serving and representing the students of their school. We engaged in valuable discussion and debate that will certainly stay with us for the rest of our careers. Secondly, a special thank you to both Superintendent Lehman and Vice Principal Gagnier, without whom we would not have been able to succeed in this position. The guidance and support of Superintendent Lehman and Vice Principal Gagnier expresses, on a genuine level, the OCDSB's deep commitment to amplifying student voice. Thirdly, a profound thank-you to Trustee Erica Braunovan who, at the beginning of the year, "showed us the ropes" of being a trustee and attended many of our student senate meetings. Fourthly, a ginormous thank-you to Myra Wells, for organizing our transport to and from OSTA-AECO events, professional development sessions, and government consultations. Lastly, a general thank-you to all other Board Staff, Superintendents, Trustees, and students that helped us along our journey.

Although we might be concluding our terms as Student Trustee, our devotion and thanks to the OCDSB will remain with us forever. Who knows—maybe we will re-join the board as adults trustee in a few years...

**Samantha Lin and Isaac Glassman**  
2018-2019 Student Trustees



## BOARD PUBLIC MINUTES

**Tuesday, May 28, 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, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Isaac Glassman (Student Trustee)

**Staff:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Eric Hardie (Superintendent of Instruction), Jennifer Perry (Principal), Katrine Mallan (Manager of Board Services), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Interim Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Sharlene Hunter (Communications Coordinator), Amanda Rock (Committee Coordinator)

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

Chair Scott called the public meeting to order at 7:06 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 Schwartz, seconded by Trustee Blackburn,**

**THAT the agenda be approved.**

**Carried**



### 3. Report from the Board (In Camera)

Trustee Braunovan reported that the Board met in camera earlier this evening and reports and recommends as follows:

#### 3.1 Acquisition of a Student Information System

**Moved by** Trustee Campbell

**Seconded by** Trustee Braunovan

**THAT the Board authorize staff to proceed as directed in Board in camera with respect to the acquisition of a student information system.**

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

### 4. Briefing from the Chair of the Board

Chair Scott advised that the OCDSB Volunteer Appreciation Reception and Community Recognition Awards will take place at the Confederation Education Centre located at 1635 Woodroffe Avenue on 13 June 2019 at 6:00 p.m. She invited everyone to celebrate the contributions of all our volunteers and at the District's annual appreciation event.

Chair Scott advised that the District is seeking feedback on the new OCDSB draft strategic plan. The District's new plan is about building a culture of innovation, a culture of caring and a culture of social responsibility. It recognizes culture as a driver of change. The community is welcome to share their thoughts by 07 June 2019.

Chair Scott advised that the Canada Green Building Council and the Canada Coalition for Green Schools are looking for schools that are weaving sustainability education into their curriculum and bringing programs and activities to students that encourage awareness about the environment. The winning school will receive \$2,000 in prize money to use for a green activity and the coveted title of Greenest School in Canada. The deadline to apply is 15 June 2019.

5. Briefing from the Director

Director Williams-Taylor advised that the 2018-2019 School Year Calendar has been approved by the Ministry of Education. School year calendars are distributed to all students at the beginning of each school year. The school year calendar lists school holidays and other important dates.

Director Williams-Taylor advised that staff will present the 2019-2020 Staff Recommended Budget at the Committee of the Whole Budget meeting on Wednesday 29 May beginning at 7:00 p.m. Community members who would like to make a delegation were encouraged to attend. Staff will be accepting requests for four minute delegations until 4:00 p.m. on 29 May 2019. Delegations registering just prior to the start of the meeting will be granted up to 2 minutes to speak. Delegations will also be heard at the Committee of the Whole Budget meetings on 03 June and 10 June 2019.

Director Williams-Taylor advised that the 14th Annual Student Recognition Awards will take place on 30 May 2019. Secondary students will be recognized for their will to succeed, their dedication to finish what they started, and their commitment to achieve their personal best. This year's winners will be posted on the District's website.

6. Delegations

There were no delegations.

7. Matters for Action

7.1 Confirmation of Board Minutes, 23 April 2019

Moved by Trustee Schwartz, seconded by Trustee Boothby,

THAT the Board minutes, dated 23 April 2019, be confirmed.

Trustee Boothby requested that item 8.1, Report from the OPSBA Representatives, clarify that "it is the Board's intention to rewrite the motion".

**Moved by Trustee Schwartz, seconded by Trustee Boothby,**

**THAT the Board minutes, dated 23 April 2019, be confirmed, as amended.**

**Carried**

7.2 Confirmation of Special Board Minutes, 7 May 2019

**Moved by Trustee Boothby, seconded by Trustee Jennekens,**

**THAT the Special Board minutes, dated 07 May 2019, be confirmed.**

**Carried**

### 7.3 Business Arising from Board Minutes

There was no business arising from the 23 April 2019 Board and 07 May 2019 Special Board minutes.

### 7.4 Receipt of Committee of the Whole Report, 7 May 2019

**Moved by Trustee Braunovan, seconded by Trustee Blackburn,**

**THAT the Committee of the Whole report, dated 07 May 2019, be received.**

**Carried**

The recommendation to approve the revisions to P.073.GOV Board Member Code of Conduct was dealt with at the Special Board meeting of 7 May 2019.

### 7.5 Receipt of Committee of the Whole Partial Report, 21 May 2019

**Moved by Trustee Jennekens, seconded by Trustee Penny,**

**THAT the Committee of the Whole partial report, dated 2 May 2019, be received.**

**Carried**

#### 7.5.a Elementary English with Core French Program

**Moved by** Trustee Campbell

**Seconded by** Trustee Jennekens

**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.**

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

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

AGAINST: Nil (0)

ABSTENTION: Braunovan (1)

**Carried**

7.6 Receipt of Committee of the Whole Budget Report, 16 April 2019

**Moved by Trustee Penny, seconded by Trustee Boothby,**

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

**Carried**

There were no recommendations in the report.

7.7 Receipt of Advocacy Strategy Committee Report, 17 April 2019

**Moved by Trustee Braunovan, seconded by Trustee Hough,**

**THAT the Advocacy Strategy Committee report, dated 17 April 2019, be received.**

**Carried**

There were no recommendations in the report.

7.8 Receipt of Advocacy Strategy Committee Report, 22 May 2019

**Moved by Trustee Braunovan, seconded by Trustee Lyra Evans,**

**THAT the Advocacy Strategy Committee report, dated 22 May 2019, be received.**

**Carried**

7.8.a Feedback to Ministry of Education on School Board Hiring Practices and Class Sizes

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

**Moved by Trustee Braunovan, seconded by Trustee Campbell,  
THAT the Board adopt the Rules of Committee.**

**Carried**

Trustee Campbell noted that there may be options to explore with regard to school organization and class size flexibility but expressed concern that the District did not consider a class size cap as a possible response to question two of the Class Size Consultation Questions - Grades 1-8.

Superintendent McCoy noted the following:

- The District has considered certain class sizes unacceptable in the past;
- Individual districts may exercise discretion when deciding their class size caps, based on different programs and other criteria; and
- An average class size across the District may be explored locally by the OCDSB.

During discussion of the response, a number of amendments were proposed as follows:

Trustee Penny recalled that the Advocacy Strategy Committee was considering funding for class sizes rather than class size caps. He noted that class size caps should be fully funded which isn't currently being done. Trustee Campbell noted that the District advocates for full funding for a number of Ministry initiatives. Trustee Boothby noted that the Ministry of Education's class size key goals were noted by the Board and stressed that they should be documented in the feedback provided to the government.

An amendment moved by Trustee Boothby, seconded by Trustee Hough,

THAT the key goals of the Ministry of Education's Class Size Consultation Guide be inserted into the beginning of the narrative sections of each of the Class size and Hiring Practices responses from the District.

Trustee Boothby noted the Ministry of Education's class size key goals as:

- Student achievement;
- Protecting front line staff;

- Fiscal responsibility; and
- Evidence-based decision making.

Trustee Boothby noted that the Ministry's key goals should be clearly linked to the District's responses/feedback. She noted that the key goals are helpful should the government have queries about the District's submission.

Trustee Braunovan noted that the Board should be mindful of the word count of its submission. In response to a query from Trustee Boothby, Executive Officer Giroux shared that the Ministry's class size key goals can be referenced in the submission cover letter.

*An amendment moved by Trustee Boothby, seconded by Trustee Hough,*

*THAT the key goals of the Ministry of Education's Class Size Consultation Guide be inserted into the beginning of the narrative sections of each of the Class size and Hiring Practices responses from the District.*

*Carried, friendly*

Trustee Lyra Evans commented that students who did not grow up using technology may face challenges while completing e-learning courses. She explained that new Canadian families may not have had access to technology prior to, and since arriving in Canada.

Trustee Schwartz queried whether the language used in the last bullet to question two of Class Size Consultation Questions - Grades 9-12 fully captures how funding models will support students engaging in the e-learning model.

Trustee Ellis queried whether the Advocacy Strategy Committee considered including non-profit as deliverables in the e-learning model. Director Williams-Taylor advised that the idea had not been contemplated but could be researched.

*An amendment moved by Trustee Ellis, seconded by Trustee Lyra Evans,*

*THAT the words "federations and unions" be added after "local boards" to bullet two of question three to the Class Size Consultation Questions – Grades 9-12.*

Trustee Ellis noted that developing a Ministry Policy/Program Memorandum (PPM) that sets out guiding principles for hiring, including equity, fairness, and transparency directly affects federations and unions and they should be consulted. Trustee

Blackburn reflected that the District will be affected by the government's consulting decisions and that the response to alternative approaches to achieve the government's goal should not be amended. Trustee Penny recalled that the issue was previously discussed with significant impacts and suggested that negotiations with federations and unions may not be the best alternative approach. Trustee Lyra Evans noted that there is a difference between consultation and negotiation and that the government should be consulting with all of its strategic stakeholders. Trustee Ellis highlighted that the development of a PPM will affect educators and administrators directly and the Board should encourage the province to consult with them. He urged his colleagues to support the amendment.

*An amendment moved by Trustee Ellis, seconded by Trustee Lyra Evans,*

*THAT the words "federations and unions" be added after "local boards" to bullet two of question three to the Class Size Consultation Questions – Grades 9-12*

*Carried, friendly*

An amendment moved by Trustee Schwartz, seconded by Trustee Lyra Evans,

THAT the words "and must be accompanied by sufficient and full funding for boards to provide technological resources for all students" be added to the sixth bullet of question two to the Class Size Consultation Questions – Grades 9-12.

Trustee Schwartz reflected that the District does not know the parameters of the e-learning model and the response should highlight to the Ministry that sufficient and full funding is required to provide students with computers, laptops, and other technological resources for them to succeed in the e-learning courses.

*An amendment moved by Trustee Schwartz, seconded by Trustee Lyra Evans,*

*THAT the words "and must be accompanied by sufficient and full funding for boards to provide technological resources for all students" be added to the sixth bullet of question two to the Class Size Consultation Questions – Grades 9-12.*

*Carried*

An amendment by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT the words "especially for students, such as some new Canadians, who did not grow up with technology or with limited access to technology" be added to the second bullet of question two to the Class Size Consultation Questions - Grades 9-12.

Director Williams-Taylor cautioned that the wording used in the amendment makes a presumptuous statement about new Canadians. There may new Canadians who are very familiar with technology and the perception of such statements may not be well received by new Canadian communities.

Trustee Lyra Evans expressed the view that the District should highlight that there may be some new Canadians that may not have not grown up with technology and e-learning courses may be difficult to complete. Trustee Hough suggested that the words "such as some new Canadians" be removed from the amendment.

*A sub-amendment moved by Trustee Hough, seconded by Trustee Schwartz,*

*THAT "such as some new Canadians" be removed from the amendment.*

*Carried, friendly*

Trustee Jennekens suggested "the OCDSB will take steps to ensure that all students have access to technological equipment" to simplify the amendment. Trustee Scott reminded the members that the amendment is about identifying students who find it difficult to access technology to complete e-learning courses.

Trustee Schwartz suggested that the amendment should be to the third bullet of question two adding the words "and students who do not have access technology". Trustee Scott called a recess for three minutes for the Board to brainstorm wording. She called the meeting back to order at 8:15 p.m.

Trustee Lyra Evans requested permission to withdraw the amendment. With consent of the Board, the amendment was withdrawn.

*An amendment moved by Trustee Lyra Evans, seconded by Trustee Schwartz,*

*THAT the words "who did not grow up with technology and students" be added before "with limited access to technology or the internet will face significant barriers to their learning within the E-learning model" to bullet four of question two to the Class Size Consultation Questions – Grades 9-12.*

*Carried, friendly*

Trustee Braunovan assumed the Chair when Trustee Scott wished to speak.

*An amendment moved by Trustee Scott, seconded Trustee Blackburn,*

*THAT the words “even those who are highly motivated” be added to the end of bullet three of question two to the Class Size Consultation Questions – Grades 9-12.*

*Carried, friendly*

Trustee Scott resumed the Chair.

*An amendment moved by Trustee Boothby, seconded by Trustee Blackburn,*

*THAT the words “potentially requiring a fifth year to fulfill prerequisites” be added to the end of bullet four to question one of the Class Size Consultation Questions – Grades 9-12.*

*Carried, friendly*

**Moved by Trustee Ellis,**

**THAT the Board end the Rules of Committee.**

**Carried**

**Moved by** Trustee Hough

**Seconded by** Trustee Braunovan

**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)**

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**

**7.9     Receipt of Ad Hoc Committee for the Board and Director Evaluation Process, 22 May 2019**

Moved by Trustee Schwartz, seconded by Trustee Hough,

THAT the Ad Hoc Committee for the Board and Director Evaluation Process report, dated 22 May 2019, be received.

Trustee Campbell recalled the discussion at the meeting with regard to a sequencing concern between the staff and Board workplans. He added that there was a consensus that the structural issue would be dealt with through an ongoing dialogue and expressed concern that this was not fully captured in the report.

**Moved by Trustee Schwartz, seconded by Trustee Hough,**

**THAT the 22 May 2019 Ad Hoc Committee for the Board and Director Evaluation Process minutes be received, as amended.**

**Carried**

**7.9.a     Evaluation process, job description and performance assessment guide for the 2019-2020 evaluation of Director of Education**

**Moved by**                      Trustee Braunovan

**Seconded by**                Trustee Schwartz

**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. (Attached as Appendix C)**

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

7.10 Report 19-056, Appointments to the Ontario Public School Boards' Association (OPSBA) for 07 July 2019 to July 2020 (M. Giroux, ext 8310)

Your Committee had before it Report 19-056 to confirm the appointments to the Ontario Public School Boards' Association (OPSBA) for the period of 07 July 2019 to 07 July 2020.

Executive Officer Giroux noted the requirement to confirm the following OSPBA appointments:

- Two directors to the Board of Directors;
- Two alternate directors to the Board of Directors;
- A voting delegate and an alternate voting delegate for the Eastern Regional Council Meetings; and
- A voting delegate and alternate voting delegate for the 2020 Annual General Meeting.

Trustee Blackburn, seconded by Trustee Braunovan, nominated Trustee Boothby. Trustee Boothby accepted the nomination.

Trustee Blackburn, seconded by Trustee Hough, nominated Trustee Penny. Trustee Penny accepted the nomination.

**Moved by Trustee Ellis, seconded by Trustee Schwartz,**

**THAT nominations be closed.**

**Carried**

Trustees Boothby and Penny were acclaimed as the two directors to the OPSBA Board of Directors, voting delegate and an alternate voting delegate for the Eastern Regional Council Meetings, and voting delegate and alternate voting delegate for the 2020 Annual General Meeting for the period of 07 July 2019 to 07 July 2020.

Trustee Penny, seconded by Trustee Blackburn, nominated Trustee Jennekens. Trustee Jennekens accepted the nomination.

Trustee Boothby, seconded by Trustee Penny, nominated Trustee Braunovan. Trustee Braunovan declined the nomination.

Trustee Hough, seconded by Trustee Penny, nominated Trustee Blackburn. Trustee Blackburn accepted the nomination.

Trustee Ellis, seconded by Trustee Lyra Evans, nominated himself.

**Moved by Trustee Boothby, seconded by Trustee Schwartz,**

**THAT nominations be closed.**



**Carried**

Following an election, Chair Scott declared Trustees Blackburn and Jennekens as alternates to the OPSBA Board of Directors for the period of 07 July 2019 to 07 July 2020.

**Moved by** Trustee Schwartz

**Seconded by** Trustee Evans

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

**B. THAT Trustees Blackburn and Jennekens be appointed as the two alternate directors to the OPSBA Board of Directors for the period 7 July 2019 to 7 July 2020.**

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

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

AGAINST: Nil (0)

ABSTENTION: Trustee Braunovan (1)

**Carried**

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)

Your Committee had before it Report 19-065 providing information on student achievement and well-being resulting from the closure of Rideau High School (HS) and redirection of students to Gloucester High School (HS), effective September 2017.

Executive Officer Giroux highlighted the following information in the report:

- In depth monitoring has highlighted the impact of the transition decisions with respect to the closure of Rideau High School and relocation of students to Gloucester High School;
- The monitoring and analysis of transition decisions is in its second year of a three year Board motion;

- The analysis of the transition decisions include quantitative data, a presentation, and qualitative reflections from students and staff;
- The goals of the accommodation review include 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 geographical model; alignment of schools to support the Secondary School Program Framework, and optimization of available resources; and
- Concerns from the community included the impact on enrolment, market share, student participation in extra-curricular activities and part-time employment, the potential loss of funding that was specific to one school site, and the possibility of the loss of the Indigenous Lodge.

Principal Perry highlighted some reflections received from students:

- The video presentation highlights the learning experiences, school activities, and feedback from students when considering amalgamating other schools in the future;
- There are more academic choices and extra-curricular activities at Gloucester HS;
- There were adequate student supports during the transition period;
- Staff have continued to foster a positive school climate to support a smooth transition into the second year of amalgamation;
- Gloucester HS continues to receive additional supports for student achievement and well-being;
- Gloucester HS continues to make physical enhancements to its facility which include food labs, accessible kitchen, greenhouse, picnic tables, outdoor garden, auto shop, music room, and drama studio;
- There are four Specialist High Skills Majors (SHSM) and many courses in all pathways to achieve academic excellence at Gloucester HS;
- Over 75 clubs and teams are offered, based on student demand;
- The student voice and leadership opportunities have grown;
- Indigenous students provided feedback about Indigenous displays in Ottawa museums;
- A nurse practitioner is available through the Urban Priorities funding;
- Trustees have participated and helped parent chefs in community partnerships such as the "Soup and Share";

- Gloucester HS has received additional supports for academics and transportation to the school to allow for equity of access;
- Students transitioning from Rideau HS were granted PRESTO passes for ease of access to Gloucester HS;
- Homework Club takes places every night of the week; and
- The Boys and Girls Club offers programming at the school three times per week.

Manager Oracheski noted the following:

- Both school sites were experiencing a decline in enrolment prior to the amalgamation;
- The rate of declining enrolment at Gloucester HS was less than one percent for the 2018-2019 school year;
- There is an increased proportion of students living in the former Rideau HS boundary, a stable proportion of students living within the Gloucester HS boundary, and a slight decline in the proportion of students living outside of either schools' boundary;
- Student mobility has been offset with the enrolment of new students and the student attrition and transfers;
- New students accounted for 34 percent of overall enrolment as of October 2018;
- More than half of the new students are represented from the grade nine cohort and nearly 40 percent are immigrants;
- Attrition, transfers, withdrawals and rates of withdrawal were higher in the former Rideau HS than Gloucester HS;
- Less than six percent (57 students) withdrew from Gloucester HS as of 31 October 2018;
- There have been fewer transfer requests out of Gloucester HS compared to previous years;
- There were 262 Rideau HS students enrolled at Gloucester HS at the end of June 2018. By October 2018, 86 Rideau HS students had graduated, 26 students were not enrolled with the majority transferring to another educational institution, and 152 students remained at Gloucester HS for the current school year;
- Students in the former Gloucester HS boundary had greater access to locally developed and essentials courses, workplace courses, English

as a Second Language (ESL) and English Literacy Development (ELD) courses;

- Students from both schools have mutually benefited from an overall increase in open, college, and college/university level courses;
- There has been a modest decline of three percent in student achievement and success rates since the Eastern Area Accommodation Review;
- There has been a two percent decline in credit accumulation since the Eastern Area Accommodation Review;
- Staff are working to collect data from the OURschools survey with regard to student well-being; and
- The Parent Survey of 2017-2018 indicated that ratings have increased with regard to perceptions of school inclusivity, welcoming environment, supports for learning and positive behaviour, and school safety.

Superintendent Farrish noted the following next steps:

- Gloucester HS is committed to improve and increase parent/guardian/caregiver engagement and involvement from community and families;
- The school will continue to provide a range of learning and leadership opportunities and spaces while encouraging students to express their voices;
- Analyzing student achievement and well-being data from OURSchools student survey;
- Creating opportunities for more formal dialogue to understand experiences of those impacted by the transition; and
- Committed to welcome guests to visit the school.

During discussion of the report, the following points were noted:

- Trustee Blackburn noted her recent attendance at the OPSBA Eastern Regional meeting at Gloucester HS where she met some individuals who expressed concern over the amalgamation of Gloucester and Rideau high schools. She expressed the view that the Board should agree that the consolidation of both schools was a success and queried how the continued focus on the consolidation of both school was impacting the students. Principal Perry explained that students are approachable and happy to help the District in its analysis of the

consolidation of both school and that staff are learning more collaboratively together;

- The development of the report and the video involved school staff, the Research, Analytics, and Evaluation department (READ), the Business and Learning Technologies department and the senior staff team; and
- Disaggregating data, based on former boundaries, was a significant and challenging part of the work that was completed.

**Moved by Trustee Ellis, seconded by Trustee Braunovan,**

**THAT the Board adopt the Rules of Committee.**

**Carried**

Trustee Ellis submitted that the Board could use the Eastern Accommodation Review as a learning tool for future school site consolidations and to convey to communities that the District has followed through on intentions and plans for its schools. He queried the differences between the success rates at Gloucester HS in comparison to Rideau HS and noted that he wished to view the disaggregated data from both school sites to demonstrate to the community that amalgamating Rideau HS and Gloucester HS led to a significant improvement in student success rates. Manager Orcheski explained the significant difficulty and staff time required to disaggregate data by grade and boundary for comparison with Education Quality Accountability Office (EQAO) data by school for the past five years.

Trustee Schwartz noted the importance of creating a culture of inclusivity when amalgamating schools and thanked Superintendent Farrish and Principal Perry for their leadership.

Trustee Campbell expressed concern about the removal of the extra supports that were provided to Gloucester HS for three years at the time of the amalgamation and whether it would have an impact on student achievement and well-being. He also expressed the hope that students would continue to receive a PRESTO bus pass.

Trustee Boothby expressed the opinion that all students should continue to receive a PRESTO bus pass to enable them to continue to participate in extracurricular activities.

Trustee Blackburn queried the need for a similar report next year and whether it would have any impact on the education of students at Gloucester HS. Staff advised that Urban Priorities funding is approved by the province on an annual basis and is also provided to Ridgemont High School.

In response to concerns expressed by Trustee Ellis with respect EQAO data for students from Rideau HS and whether there have been improvements, staff advised that many factors can affect results of student assessments. A significant amount of work would be required to disaggregate data which may not necessarily provide fulsome information on how students are doing or provide guidance on the future allocation of resources. Trustee Ellis noted his concern about the significant workload on the part of school staff to compile information for the report and that it was redirecting their time away from supporting student needs. Executive Officer Giroux noted that the work was directed by the Board and staff has allocated resources accordingly.

Trustee Lyra Evans requested a copy of last year's monitoring report and encouraged her colleagues to support the production of a similar report next year.

Trustee Ellis noted that Grade 10 Geography was offered every other year at Rideau HS due to low enrolment. Principal Perry noted that Grade 10 Geography is a compulsory course that is offered every year at Gloucester HS.

In response to a query from Trustee Ellis on Figure 1 and 2 in the staff report, Manager Orcheski agreed that staff would provide a memo explaining the differences in data with regard to the number of students enrolled at Gloucester High School who transferred from Rideau High School.

Trustee Braunovan assumed the Chair.

In response to a query from Trustee Scott regarding meaningful information in the report, Executive Officer Giroux drew attention to the reasons for consolidating Rideau HS and Gloucester HS including enriching program offerings, providing equitable access to program offerings and quality instruction, and improving facilities at Gloucester HS. The impact of school renovations, changes to school climate, and community engagement in the school consolidation process were all important factors in the amalgamation.

Director Williams-Taylor cautioned against the reliance on quantitative data to answer questions, and that, in many cases, the student voice is the most valuable type of data that can be collected.

Trustee Scott suggested that it may useful to ask different guiding questions each year when monitoring the impact on student achievement and well-being, given that new students are entering grade nine each year. With respect to the provision of PRESTO bus passes, Trustee Scott suggested that they continue to be provided.

Trustee Scott resumed the Chair.

**Trustee Hough, seconded by Trustee Schwartz,  
THAT the Board end the Rules of Committee.  
Carried.**

8.2 Report from OPSBA Representatives (if required)

There was no OPSBA report.

9. Matters for Information

There are no matters for information.

10. New Business -- Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 10:07 p.m.

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Lynn Scott, Chair of the Board





## 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.

### The Ministry's Key Goals:

1. **Student Achievement:** Success and well-being of every child.
2. **Protecting Front Line Staff:** The planned changes are to be managed through attrition protection for teachers.
3. **Fiscal Responsibility:** Delivering services in an effective and efficient manner.
4. **Evidence-based Decision Making:** Grounded in sound policy, inter-jurisdictional scans, and empirical research.
5. **Diverse teaching staff:** Enhance the quality of student education through a diverse teaching staff.

### *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, local boards, federations, and unions) 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.

### The Ministry's Key Goals:

1. **Student Achievement:** Success and well-being of every child.
2. **Protecting Front Line Staff:** The planned changes are to be managed through attrition protection for teachers.
3. **Fiscal Responsibility:** Delivering services in an effective and efficient manner.
4. **Evidence-based Decision Making:** Grounded in sound policy, inter-jurisdictional scans, and empirical research.

### 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, potentially requiring a fifth year to fulfill prerequisites.

- 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, even for those who are highly motivated.
- Students who did not grow up with technology and students with limited access to technology or 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 and must be accompanied with sufficient and full funding for boards to provide technological resources for all students (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.



## SPECIAL BOARD PUBLIC MINUTES

**Monday, June 10, 2019**

**7:00 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

Trustees Present: Donna Blackburn, Christine Boothby, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Olga Grigoriev (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Frank Wiley (Superintendent of Instruction), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Learning Support Services), Katrine Mallan (Manager of Board Services), Karyn Carty Ostafichuk, (Manager of Planning), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Miro Vala (Manager of Facilities), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Sharlene Hunter (Communications Coordinator), Nicole Guthrie (Committee Coordinator), John MacKinnon (Audio-Visual Technician)

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

Chair Scott called the public meeting to order at 8:39 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 Schwartz, seconded by Trustee Hough,**

**THAT the agenda be approved.**

**Carried**

3. Report from Committee of the Whole, Budget

Trustee Penny reported that the Committee of the Whole, Budget met this evening and reports and recommends as follows:

3.1 Approval of 2019-2020 Budget

Moved by Trustee Blackburn, seconded by Trustee Penny,

- A. THAT the unconsolidated 2019-2020 operating budget of \$980.1 million as presented in Report 19-066, 2019-2020 Staff-Recommended Budget and detailed in the 2019-2020 Staff-Recommended Budget Binder be approved; and
- B. THAT the 2019-2020 capital budget of \$82.8 million as presented in the 2019-2020 Staff-Recommended Budget Binder, be approved.

An amendment moved by Trustee Lyra Evans, seconded by Trustee Braunovan,

THAT an Environmental Climate Fund be created for 2019-2020 in the amount of \$150,000 sourced from budget reserves: and

- i. The funds be equally allocated among the Superintendencies of Instruction;
- ii. The funds be made available to schools to support environmental projects or initiatives following applications by school communities and/or principals; and
- iii. The application process and criteria be approved by the Director of Education.

In introducing the amendment Trustee Lyra Evans noted that the total amount for the environment climate fund has been reduced. She requested a recorded vote on the amendment to ensure those voting against the environment would be captured.

Trustee Blackburn expressed concern with Trustee Lyra Evans' introduction to the amendment. She stressed that her oppositional vote on the amendment does not diminish her commitment to the environment.



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

THAT items i. and iii. be removed.

In response to a query from Trustee Blackburn regarding the sub-amendment, Director Williams-Taylor noted that should the Board approve the amendment staff would create an implementation plan for the fund.

*A sub-amendment moved by Trustee Braunovan, seconded by Trustee Schwartz,*

*THAT items i. and iii. be removed.*

*Carried*

In wrap-up, Trustee Lyra Evans noted that it was not her intent to impugn the beliefs of fellow trustees in regard to the environment but rather to suggest that trustees are accountable to their respective communities through the vote on the budget amendment.

Moved by Trustee Lyra Evans, Seconded by Trustee Schwartz,

*THAT an Environmental Climate Fund be created for 2019-2020 in the amount of \$150,000 sourced from budget reserves: and*

- 1. The funds be made available to schools to support environmental projects or initiatives following applications by school communities and/or principals.*

*Carried*

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

FOR: Trustees Hough, Ellis, Jennekens, Lyra Evans, Braunovan, and Schwartz (6)

AGAINST: Trustees Scott, Boothby, Blackburn, Campbell, Fisher (5)

ABSTENTION: Trustee Penny (1)

**Moved by** Trustee Blackburn

**Seconded by** Trustee Penny

1. **THAT the unconsolidated 2019-2020 operating budget of \$980.2 million as presented in Report 19-066, 2019-2020 Staff-Recommended Budget and detailed in the 2019-2020 Staff-Recommended Budget Binder be approved, as amended; and**
2. **THAT the 2019-2020 capital budget of \$82.8 million as presented in the 2019-2020 Staff-Recommended Budget Binder, be approved.**

**Carried**

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

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

AGAINST: Nil (0)

Chair Scott thanked the trustees and non-voting representatives for their contributions to the budget discussions.

4. Matters for Information

There were no matters for information.

5. Adjournment

The meeting adjourned at 8:53 p.m.

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Lynn Scott, Chair of the Board



## 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

Vice-Chair 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 bussing 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 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.

tee 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

Your Committee had before it Report 19-062 providing student suspension data and analysis from the 2017-2018 school year, including information on how principals determine if suspension is appropriate, and measures being taken to proactively reduce instances which may result in suspension.

Associate Director Reynolds and System Principal Anderson provided an overview of the report and highlighted the following:

- Principals have responsibilities under the *Education Act* and Board Policy and Procedure to consider suspension in response to some student behaviours;
- When student behaviours take place that result in suspension, the goal of the suspension is correction, redirection, and education;
- Suspensions help students and parents understand the standards of behaviour and promote a safe learning environment;
- Behaviours resulting in suspension continue to increase faster than enrolment, particularly at the elementary level;
- Boys, (particularly those living in low socioeconomic status neighbourhoods) continue to be suspended in all areas at a greater rate than girls;
- Students identified with a Behavioural exceptionality are suspended at the highest rate of any group;
- The majority of students suspended are suspended for one day only and once only in a school year;
- The District operates under a framework of progressive discipline to reduce suspension rates;
- Progressive discipline and suspensions are used to help students understand the standards of behaviours in the District's schools;
- All suspensions are between one and twenty school days in duration;
- Students and their families are made aware of the suspension process and have the right to appeal any suspension;
- Proactive measures include informal coaching and mentoring for classroom teachers to increase their toolkit for working with students; and
- Behaviour Modification Systems (BMS) are an alternative to suspension; and
- The District will continue to explore ways of supporting students' self-regulation and providing engaging, meaningful and impactful learning opportunities to reduce dysregulated behaviours.

During discussion of the report, and in response to queries, the following information was provided:

- Student exclusions are not considered to be disciplinary actions, but rather a measure when there are no other options in the short-term to ensure safety in the classroom;

- Learning support teachers and other resources are provided to schools to assist them in working with students with dysregulated behaviours;
- Training on methods of addressing dysregulated behaviours was provided to teachers last year. There is no independent mechanism currently available to determine whether suspensions have decreased as a result of teacher training;
- Mitigating factors are considered when a suspension is imposed;
- Having an Identification, Placement and Review Committee (IPRC) determination and/or an Individual Education Plan (IEP) may not always provide greater supports for students unless there is a demonstrated need;
- The District does not track incidents that did not result in a suspension or lenient disciplinary measures based on mitigating factors;
- Incidents involving illicit, recreational drugs are categorized under "Alcohol/Other". The use of illicit drugs could lead to interventions other than suspension. Suspensions are imposed for drug trafficking;
- Individual student incidents are tracked at the school level;
- The Disproportionality Index shows how students in identified groups are often suspended disproportionately, particularly when multiple groups intersect. For example, the number of boys residing in a low socioeconomic status neighbourhood who are suspended indicates a greater rate of disproportionality. The Index may be helpful when identity based data becomes available;
- Students living in low SES neighbourhoods represent approximately 25% of the District's student population, and 50% of all students who have received suspensions;
- It was suggested that a suspension action plan may be required to identify and address behaviour issues that may result in suspension;
- Students with behavioural exceptionalities, including oppositional defiant disorder and conduct disorder, may have difficulty in managing their behaviour under certain conditions in a school setting. IPRC and multi-disciplinary teams explore options to support these students in collaboration with the student's family;
- Trends have not been identified for students who have a behaviour diagnosis and suffer from mental health issues;
- The District intends to address underlying stressors and concerns for students to reduce the risk of behaviours leading to suspension;

- Progressive discipline can help reduce the number of incidents that may result in suspension;
- Non-voting committee members noted the following points when asked to identify other areas of focus for the District:
  - There is a lack of common understanding about the meaning of progressive discipline;
  - Many schools do not have a progressive discipline plan;
  - Teachers are often told that confidentiality issues are the reason that they are not being made aware of progressive discipline steps being taken for students;
  - Clear communication between teachers and administrators are necessary to address dysregulated behaviour;
  - Suspension may erode relationships between staff and students; and
  - A student's dysregulated behaviour may communicate their frustration at not seeing themselves as learners.

Trustee Campbell provided notice of his intent to bring forward a motion with respect to the development of a policy regarding student exclusions.

Trustee Scott expressed appreciation for the quality of the report and the suspension data. She added that the intersectionalities presented in the data can help the District better understand students' needs and apply different strategies and resources to address some of the underlying issues associated with suspensions.

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

Your Committee had before it Report 19-059 providing an update on Indigenous Education within the OCDSB for the 2017-2018 school year.

In introducing the report, Superintendent Baker remarked that over the last several years staff has presented reports on Indigenous Education at different times of the year. This is a report on the 2017-2018 year, and includes bridge information in anticipation of a more fulsome report which will be presented to the Board in 2019-2020. The format of the report is structured around the Ministry goals for Indigenous Education, which include: improving student well-being; closing achievement gaps between Indigenous and non-Indigenous students; and increasing public confidence.

System Vice-Principal Alexander highlighted the following:

- The Indigenous Education learning team has been working hard to build trusting relationships among and between staff, students and families.
- The report highlight the phases of understanding and knowledge that our educators have as they move along the learning continuum from awareness to engagement;
- Some educators are in the early stages of understanding different Indigenous knowledge and pedagogy;
- Other teachers are starting to engage with Indigenous history, contemporary issues and implement and embed approaches to learning from the Indigenous perspective in their classrooms with the support of the Indigenous Education learning team;
- The final stage, and the desired outcome, is that teachers will be able to embed and engage in the work on their own;
- The Indigenous Education learning team has had many opportunities to listen to the community and students in order to empower them to become leaders in our system; and
- The Board will be joined by Indigenous student Gaanaboute Gagne as a student trustee in September 2019.

Trustees congratulated the team for closing some of the academic gaps and noted their appreciation for the work staff is doing to rebuild trust with our Indigenous communities.

The following points were noted in response to questions:

- Statistically speaking, the well-being of Indigenous students can be at risk. To address this, the team has hired a second Student Support Coordinator to create a safe and caring environment and ensure that Indigenous students see themselves as part of the school community;
- The small number of self-identified Indigenous students makes a cohort analysis with respect to specific questions challenging. However, building relationships with students gives the team insight into how to best support students going forward.
- In some cases, students will informally self-identify themselves to a trusted staff member, but may prefer not to self-identify through formal mechanisms. The willingness to self-identify is about trust;
- An important component of relationship-building with the Indigenous community includes developing the trust and understanding of how the data is being used to support their education;

- Approximately 2% of our student population has identified as Indigenous. Based on Census data, an analysis of OurSCHOOLS survey data (which offers an opportunity for self-identification), and informal conversations with community partners, staff estimates that the number is closer to 4-5%;
- The District is exploring opportunities to offer Indigenous language courses to students. The Regional Ministry Representative is working with Elders and community partners to develop a pilot project whereby the Elders' Circle would receive applications from native speakers and recommend those applicants to the Ontario College of Teachers, thereby enabling those speakers to teach courses at the secondary level. There may be opportunities for programming at the elementary level as well;
- Barriers to teaching Indigenous languages include the diversity of languages within the Indigenous communities in the Ottawa region and the small pool of individuals with both the language skill and teaching qualifications;
- The Indigenous Education Advisory Council (IEAC) provides important direction and input into the Board Action Plan for Indigenous Education. IEAC is interested in suspension rates, but is more interested in graduation rates, supporting students along their education path, and embedding Indigenous ways of knowing into the curriculum;
- The District is doing a good job of building the relationships and creating the environment and spaces within our schools that improve the sense of belonging and well-being for our Indigenous students;
- The Indigenous Education learning team and the itinerant Indigenous coach are working with groups of teachers to impart unique Indigenous approaches and pedagogies for use in the classroom and having meaningful conversations about assessment. As a District, we have developed successful approaches to this work. The challenge is reaching more teachers;
- Staff is exploring opportunities to invite local and national Indigenous leaders to come to work with the Board and senior staff. Additionally, a newsletter is shared with principals that contains information on events taking place within the Indigenous communities to which anyone is welcome to attend;
- Trustee Fisher expressed an interest in exploring opportunities for the Board to meet outside a formal setting with Indigenous Elders, Knowledge Keepers, and leaders in other communities, to discuss issues of common concern;

- Trustee Blackburn noted that she found attending a meeting of the IEAC helpful to her understanding and was impressed by the number of students in attendance at the meeting;
- The Board Action Plan for Indigenous Education is funded by the Grants for Student Needs (GSN) and the Education Program-Other (EPO) grant;
- It is staff's understanding that there is a continued commitment by the Ministry to continue funding Indigenous Education, but cannot yet speak to specifics;
- Significant work has been undertaken to support Indigenous students at the newly amalgamated Gloucester HS. However, there are First Nations, Metis and Inuit students in all OCDSB schools. In order to make all schools places of belonging, schools must recognize a safe space for students to go, have protocols in place for smudging, build capacity and understanding in teachers and educators, and develop relationships and partnerships with students and the community;
- In response to a question, OCSSAN representative Rupi Bergamin noted that as teachers and non-Indigenous students are exposed to, engage in, and build their understanding of Indigenous culture, history and practices, they will bring their awareness and appreciation to the classroom, the curriculum and to their relationships with Indigenous students;
- Teachers have emphasized the positive impact on all students when valuing and celebrating Indigenous culture;
- Trustee Scott queried whether the fall report would provide information on the distribution of Indigenous students across the District. Superintendent Baker noted that there has been an increase in the Indigenous population in the western area of the District. Staff will provide updated information to trustees in memo format; and
- Vice-Principal Alexander described the way IEAC members, who come from different traditions, sit together in a circle of equals to work with and learn from each other. She reflected that this pedagogical approach to the use of physical space would be helpful to the students and families for whom institutional spaces may unintentionally be a place of trauma.

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 information.

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 does not have information on that item.

12. Adjournment

The meeting adjourned at 9:56 p.m.

Jennifer Jennekens, Acting Chair for

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Erica Braunovan, Chair





## COMMITTEE OF THE WHOLE PUBLIC REPORT PUBLIC

Tuesday, June 4, 2019, 7:30 pm  
Board Room  
Administration Building  
133 Greenbank Road  
Ottawa, Ontario

**TRUSTEE MEMBERS:** Donna Blackburn, Christine Boothby, Erica Braunovan (Chair), Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, and Lynn Scott.

**STUDENT TRUSTEES:** Isaac Glassman and Samantha Lin.

**STAFF:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Dorothy Baker (Superintendent of Curriculum), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish, Olga Grigoriev, Eric Hardie, Shawn Lehman, Frank Wiley (Superintendents of Instruction), Michele Giroux (Executive Officer), Karyn Carty Ostafichuk (Manager of Planning), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Eleanor Heap (Manager of Early Learning), Jody Alexander (System Vice-Principal, Indigenous Education), Jaqueline Lawrence (Diversity & Equity Coordinator), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Sue Baker (Senior Coordinator, Board Services)

### NON-VOTING

**REPRESENTATIVES:** Christine Lanos, Ottawa-Carleton Elementary Operations Committee (OCEOC); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN); Harvey Brown (Advisory Committee on Equity).

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 Hough

**THAT the agenda be approved.**

**Carried**

3. Briefing from the Chair of the Board

Chair Scott advised that Eid al-Fitr marks the end of the month long fast of Ramadan for the Muslim community. The festival began last evening and ends this evening.

Chair Scott advised that, last evening, the Committee of the Whole Budget heard delegations from the public on the staff-recommended budget for 2019-2020. Next Monday, 10 June 2019, the public will have another opportunity to present their views on the budget. Delegations who register with Board Services by 4:00 p.m. on Thursday, 6 June will be allocated four minutes to speak. Delegations may also sign up at the meeting to speak for two minutes.

Chair Scott advised that, in late May, Premier Ford announced the creation of an Audit and Accountability Fund to allow up to ten school boards to access funding to undertake independent third-party line-by-line reviews of operations and service delivery with a goal of finding administrative efficiencies of up to four cents on every dollar spent. The Deputy Minister will provide more information about the application-based funding in the coming days.

Chair Scott advised that, last Thursday, 30 May 2019, the District recognized graduating grade 12 students from all 26 OCDSB high schools, including the Adult High School and secondary alternate sites for their exceptional leadership in their school communities. She wished all students success and happiness as they begin a new chapter in their lives.

Chair Scott noted that next week, on 13 June 13 at 6:00 p.m., the District will host the annual community volunteer recognition awards at the Confederation Education Centre.

4. Briefing from the Director

Director Williams-Taylor advised that, during the month of May 2019, the District held meetings with community partners to plan for focus group meetings with students and families. On 31 May, the District held sessions to allow students to

share their experiences in school, including things that helped them to succeed, the barriers and challenges they had to overcome, and what we might do differently in the future to ensure equitable access to learning opportunities and outcomes. During June, the District will host focus group sessions for parents, guardians and community members. The sessions will be of particular interest to students and families who have experienced racism, bias, or barriers, including anti-black racism, anti-indigeneity, anti-semitism, homophobia, islamophobia, transphobia, poverty/classism, and ableism/d

Director Williams-Taylor noted that the OCDSB will continue to receive feedback on the draft strategic plan until 7 June 2019. Staff is reviewing feedback carefully and will present the final draft on the plan at the Committee of the Whole meeting on 18 June 2019.

Director Williams-Taylor advised that a school council works best when it is fully representative of the school community. Building a multicultural school council means giving the opportunity for both parents and students to share their experiences, beliefs and celebrations. This helps the council plan activities and events which will engage the whole community. The school council newsletter of 31 May 2019 contained a number of tips to help school councils build a more diverse school council.

Director Williams-Taylor extended congratulations to Principal Richard King and John McCrae Secondary School for being awarded the EQAO Dr. Bette M. Stephenson Recognition of Achievement Award. The award recognizes the school's use of EQAO data to enhance and support the progress of students in math programs.

5. Presentation on Student Bus Transportation (Vicky Kyriaco, General Manager/Chief Administrative Officer)

Vicky Kyriaco, General Manager and Chief Administrative Officer of the Ottawa Student Transportation Authority (OSTA), provided a presentation on the current status of student transportation services for the OCDSB. During the presentation, the following points were noted:

- OSTA provides transportation for approximately 71,000 students in 227 schools in the Ottawa-Carleton District School Board (OCDSB) and the Ottawa Catholic School Board (OCSB);
- There are approximately 4,900 bus runs per day and 13 active transportation routes with 18 leaders for walking students;
- All transportation policies reside at OSTA. Eligibility is established by member boards in service level agreements;
- This year, OSTA reviewed policies and procedures for inclement weather, consultation, student behaviour, empty seats, and expenses;

- OSTA policies that are currently under review include cannabis and tornado policies;
- The transportation cost per student is increasing due to a wage supplement paid to attract and retain bus drivers, tariffs on steel and aluminum causing an increase in the cost of school buses, US exchange rates; and an increasing number of students with special needs;
- A joint OSTA/OCDSB/OCSB working group is looking at bell times, program locations and student assignments, requests for accessible transportation, accommodation reviews, eligibility parameters, behaviour management, and operator contract compliance;
- Tornado and flood responses have impacted costs this year;
- Factors contributing to a driver shortage include compensation, split shifts, demographics in Ottawa, labour shortage, low unemployment, student and parent behaviour, and increasing personal risk;
- To attract drivers, OSTA provides a wage supplement, new contract rates to increase wages, joint advertising and events, daily oversight of coverage, increased attention to student behaviour management, Ministry bonus, operator recruitment and retention bonuses, and cameras on buses (coming soon);
- School bus safety initiatives include school bus safety presentations for students in grades K to 6, internal cameras, school bus stop-arm cameras, GPS tracking, electronic bus behaviour form pilot, participation on Federal task force and standing committee on the use of seat belts in school buses, and piloting CAA bus patrollers; and
- OSTA assists schools in setting up walking school buses by providing presentations, training for paid and volunteer leaders, and webinars for teachers.

In response to queries, the following information was provided:

- The Ministry's Efficiency & Effectiveness (E&E) rating in 2015 was a one-time program to encourage transportation consortia to harmonize policies. Once school boards demonstrated that they met the E&E requirements, their funding was increased. Since that time, there have been no adjustments to funding other than what is provided in the Grants for Student Needs (GSNs);
- The Ministry is collecting data from consortia to review the funding formula in recognition that costs are increasing beyond what is provided in the GSNs;
- Bus operators provide driver training and testing for their drivers;
- Vans are used to transport students to specialized programs located across the District, and to transport students residing in new construction areas where school buses are unable to travel;

- A report on the use of seat belts in school buses is currently being reviewed. There are not many studies available using Canadian data on the application of seat belts for young students wearing heavy winter clothing. It is estimated that bus monitors would be required to ensure seat belts were properly attached, increased time would be required for each run, and the capacity on school buses would be reduced if the number of students per seat was reduced from three to two;
- OSTA offers training to schools wishing to implement a walking school bus model;
- OSTA considered the transportation requirements and road conditions in rural versus urban areas when reviewing its inclement weather policy and cancellation of school bus transportation, and determined that the routes are too complex to differentiate between zones;
- Transportation options and bell times are reviewed for schools involved in area accommodation reviews. Due to the complexity of double and triple bus routes, it is necessary to re-do the transportation plan for the entire area where changes are required.

Chair Braunovan thanked Ms. Kyriaco for her report.

6. Delegations

There were no delegations.

7. Matters for Action:

7.1 Receipt of Advisory Committee Annual Reports

**Moved by** Trustee Hough

**THAT the 2018-2019 Annual Reports from the following committees be received.**

- i. **Advisory Committee on the Arts;**
- ii. **Advisory Committee on Equity;**
- iii. **Alternative Schools Advisory Committee;**
- iv. **Advisory Committee on Extended Day Program and Child Care;**
- v. **Indigenous Education Advisory Council; and**
- vi. **Parent Involvement Committee**

**Carried**

a. Advisory Committee on the Arts, Nancy Dean

Nancy Solange Dean, Chair of the Advisory Committee on the Arts (ACA), presented the Committee's annual report, and noted the following:

- The former Chair of the Committee, Ingrid Dabringer, stepped down during the year and Nancy Solange Dean assumed the Chair. This move required a readjustment of the Committee's goals for 2018-2019;
- The ACA supports and encourages arts education for all students, and provide a liaison between parents, OCDSB teachers, board staff and community arts organizations;
- ACA participated in the strategic plan consultations through the ThoughtExchange and focus groups;
- The role of the arts instructional coaches focused on intermediate arts programs;
- Instructional coaches work with small groups of teachers in their school to provide knowledge, skills and information about resources available to teachers;
- Instructional coaches contributed to building new community partnerships;
- ACA continues to advocate for additional supports for arts instructional coaches; and
- The future focus for the ACA is to continue to advise the Board on its strategic plan and implementation, provide advice on the inclusion of arts and the creative process in all areas, and increase awareness about, and engagement in the ACA.

In response to queries, Ms. Dean noted the following:

- ACA plans to examine the mandate and terms of reference for the committee next year; and
- Although the ACA does not have a specific request for additional arts funding for the 2019-2020 budget, it does wish to maintain the current level of funding.

Chair Braunovan thanked Ms. Dean for her report.

b. Advisory Committee on Equity, Elaine Hayles, Chair

Elayne Hayles, Chair of the Advisory Committee on Equity (ACE) presented the Committee's annual report for 2018-2019. During her presentation, the following points were noted:

- The mandate for ACE is to advise the Board of Trustees on the review, development, implementation and monitoring of all policies that support student achievement and well-being;
- During 2018-2019, ACE focused on strengthening the communication channels with communities and the Board, developing a communication and marketing membership outreach campaign, applying a diversity, equity and inclusion lens on District priorities, participating in the development of the 2019-2023 strategic plan and 2019-2020 budget;
- ACE recommended to the Board that it explore funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Inuit and Metis and for male students of Black African descent.
- ACE provided input to the District's draft Mental Health Strategy, and the collection of identity based data;
- ACE invited students to provide their stories (including the Indigenous voice, trans voice and black and Muslim voice) at the Indigenous Student Symposium, the Rainbow Youth Forum, and the Black Students Forum;
- Key next steps for ACE include continuing the conversation about the establishment of a central office of equity, including a superintendent whose portfolio is exclusively equity, preparing a District-wide Equity and Inclusive Education Strategy and Action Plan with measurable indicators, outlining concrete initiatives that will honour the Board's commitment to the UN Decade for People of African Descent, developing a diversity, equity and inclusion lens to support the work of schools and departments, and to enhance the equity web page to include resources for staff, students and the community. Strategies for moving forward on the proposed activities outlined as key next steps will be discussed at the next meeting of ACE; and
- ACE expressed its appreciation to the voting and non-voting members of ACE and guests, trustees, and staff for their on-going support and commitment to contribute to the District's efforts to foster a welcoming, caring and inclusive learning and working environment.

Chair Braunovan thanked Ms. Hayles for her report.

c. Advisory Committee on Alternative Schools

The Committee received the written report from the Advisory Committee on Alternative Schools.

d. Advisory Committee on Extended Day Program and Child Care, Eleanor Heap

Eleanor Heap, Manager of Early Learning, presented the 2017-2018 annual report from the Advisory Committee for Extended Day and Child Care Programs. During her presentation, she highlighted the following:

- The Chair of the Committee stepped down in December 2018 and the position has not yet been filled;
- 5,663 children are enrolled in OCDSB Extended Day Programs (EDP) across 63 locations. This does not include children enrolled in 31 licensed programs run by third-party child care operators;
- The District also offers infant, toddler and preschool child care at two locations;
- The EDP operates on a cost-recovery basis, paying between \$22.50 and \$27.00 per child, per day, depending on the number of sessions per week they require;
- The Committee provides advice to the OCDSB and the Board of Trustees on all strategic and operational challenges and opportunities within this wide program area, including the 2019-2023 strategic plan, review of parent survey results, the EDP fee structure for 2019-2020, calls for new members, and concerns of parents with respect to violent incidents within the EDP, and air conditioning; and
- Next steps include annual consultation on the EDP fee structure, review of the EDP policy, establishing a forum for stakeholders to collaborate and share experiences, and a discussion on improved methods for feedback from stakeholders.

In response to queries, the following points were noted:

- Some children attend EDP fewer than five days per week for a variety of reasons, including parents' irregular work schedules;
- The Committee is interested in reviewing its policy to determine whether updates are required to the mandate or structure of the Committee; and
- There are some purpose-built preschool spaces in the District that are currently unused. Requests for proposals have been issued for the use of these spaces, and it is hoped that they will be occupied by January, 2020.



Chair Braunovan thanked Manager Heap for her presentation.

e. Indigenous Education Advisory Council, Jody Alexander and Monique Manatch

System Vice-Principal for Indigenous Education Jody Alexander and Indigenous Education Advisory Council (IEAC) member Monique Monatch presented the IEAC annual report for 2018-2019. During their presentation, the following points were noted:

- The mandate for IEAC is to provide strategic advice on implementing the Truth and Reconciliation Calls to Action, specifically Calls to Action 62 and 63 pertaining to education, assist the Board in providing an equitable and inclusive education and work environment for First Nations, Metis and Inuit (FNMI) students and staff, provide advice on issues affecting FNMI students' learning and well-being; and provide authentic and current knowledge of FNMI perspective to support decision-making;
- Meetings for the Indigenous Education Advisory Council commenced in 2018-2019;
- Student representatives have been present at every meeting;
- The meetings this year focused on conversations about respectful language and communications, ceremonial safe spaces for students to participate in cultural activities, and conducting supported student-led presentations at schools across the District;
- IEAC is dedicated to an Indigenous-led meeting process;
- IEAC provides input into the Board action plan for Indigenous education;
- IEAC thanked the Elders, members, students and staff, and Trustee Hough for their participation at IEAC meetings; and
- The next steps for IEAC are to improve cultural competency, incorporate Ownership Control Access and Possession (OCAP) principles regarding research with the Indigenous community; establish smudging protocols in schools, and provide continuous support and advice in the creation of Indigenous spaces and programs throughout the school board.

In response to queries, the following points were noted:

- Ownership Control Access and Possession (OCAP) principles were created in response to the amount of research in the Indigenous community. The principles are used to build capacity

in the community. The Indigenous community is seeking access to information and survey results about their community. It is up to other communities whether they wish to adopt the OCAP principles for their use;

- IEAC wishes to review its policy with respect to the composition of IEAC due to concerns around the understanding of the identity and representation of First Nation, Metis and Inuit communities. It was noted that the District is located on Algonquin territory and it was felt that there should be a larger contingent of Algonquin members. There is also a large Inuit population in the District;
- The design and development of a lodge for Indigenous students should be led by students with the assistance and guidance of Elders;
- Many Indigenous students do not have a strong connection to their culture and community;
- Improving cultural competency is one way that education can make progress on Calls to Action 62 and 63. The Indigenous Education team is supporting educators in becoming more culturally aware and competent at infusing Indigenous issues into their curriculum;
- IEAC would welcome opportunities to have further dialogue with trustees, and thanked the Board members for their support.

Chair Braunovan thanked System Vice-Principal for Indigenous Education Jody Alexander and Indigenous Education Advisory Council (IEAC) member Monique Monatch for their presentation.

f. Parent Involvement Committee, Mostafizur Khan, Chair

Mostafizur Khan, Chair of the Parent Involvement Committee (PIC), presented the PIC annual report for 2018-2019. During his presentation, the following highlights were noted:

- The purpose of PIC is to support, encourage, and enhance parent engagement to improve student achievement and well-being by communicating with parents and providing advice to the District, developing strategies to engage parents, supporting the work of school councils, and identifying and reducing system barriers to parent engagement;
- PIC appointed community representatives from the Ottawa Network for Education and Parents for Diversity;
- In the area of providing support to parents, PIC hosted five speaker series, an annual Parent Conference, a workshop for

parents to provide feedback to the Ministry of Education's consultation on education reform, and revised the PIC Bylaws and Standing Rules;

- In the area of encouraging parent involvement, PIC participated in the consultation on school climate survey results and the development of the 2019-2023 strategic plan;
- In the area of building capacity, PIC established a membership sub-committee, and hosted a focus group session for advisory committees in support of the development of the 2019-2023 strategic plan;
- Looking forward, PIC will continue to support student achievement and well-being through initiatives that empower parents to play active roles in their children's education; and
- Mr. Khan thanked the Board for all the work they do on behalf of students.

In response to a query on indicators to measure parent engagement, Mr. Khan noted that education is a partnership among students, parents, teachers, administrators, the Board and its committees and government. He suggested that an effective partnership could provide strategies and activities to reach students and identify barriers. He also suggested that additional work on equity and attracting minorities is required.

Chair Braunovan thanked Mr. Khan for his presentation.

## 8. Report from Statutory and Other Committees

### 8.1 Parent Involvement Committee, 08 May 2019

**Moved by Trustee Hough,**

**THAT the Parent Involvement Committee report, dated 08 May 2019, be received.**

**Carried**

### 8.2 Special Education Advisory Committee, 15 May 2019

Moved by Trustee Jennekens,

THAT the Special Education Advisory Committee report, dated 15 May 2019, be received.

Trustee Boothby requested that the following sentence be added to the second paragraph under “Storefront” on page 58 of the agenda package:

“One important aspect of Storefront is a location outside the more traditional high school locations like OTSS, to promote more adult post-secondary environment, responsibilities and independence.”

**Moved by Trustee Jennekens,**

**THAT the Special Education Advisory Committee Report, dated 15 May 2019, be received, as amended.**

**Carried**

8.3 Indigenous Education Advisory Council, 16 May 2019

**Moved by Trustee Hough,**

**THAT the Indigenous Education Advisory Council report, dated 16 May 2019, be received.**

**Carried**

9. Matters for Discussion:

There were no items for discussion.

10. Information Items:

10.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

10.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

10.3 OSTA Update - Board of Directors, 29 April 2019

The minutes from the OSTA meeting of 29 April 2019 were provided for information.

11. New Business - Information and Inquiries

There was no new business.

12. Adjournment

The meeting adjourned at 9:51 p.m.

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Erica Braunovan, Chair



## COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, June 18, 2019, 6:45 p.m.**

**Board Room  
Administration Building  
133 Greenbank Road  
Ottawa, Ontario**

**TRUSTEE MEMBERS:** Donna Blackburn, Erica Braunovan (Chair), Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher (electronic communication), Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, and Lynn Scott.

**STUDENT TRUSTEES:** Samantha Lin.

**STAFF:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish, Olga Grigoriev, Eric Hardie, Shawn Lehman, (Superintendents of Instruction), Michele Giroux (Executive Officer), Christine Kessler (System Principal), Amy Hannah (System Principal), Karyn Carty Ostafichuk (Manager of Planning), Katrine Mallan (Manager of Board Services), Pamela LeMaistre (Manager of Human Resources), Ian Baxter (Assistant Manager of Planning), Halcian Joseph-Clost (Strategic Analyst), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Sue Baker (Senior Coordinator, Board Services).

**NON-VOTING REPRESENTATIVES:** Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC); Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN); Rob Kirwan, Special Education Advisory Committee (SEAC).

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

Vice-Chair Braunovan called the meeting to order at 6:47 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.

Thanks to student trustees for leading the practice to acknowledge that meetings are taking place on unceded Algonquin Territory.

2. Approval of Agenda

**Moved by Trustee Hough,**

**THAT the agenda be approved.**

**Carried**

3. Briefing from the Chair of the Board

Chair Scott advised that Friday, 21 June 2019 is National Indigenous Peoples Day. On this day, the OCDSB celebrates the contributions and cultures of First Nations, Inuit and Métis peoples and reflects on the ongoing commitment to learning truths and actioning reconciliation.

Chair Scott advised that at a Special Board meeting on 10 June 2019, the Board approved its 2019-2020 operating budget of \$980.25 million and capital budget of \$82.8 million. The budget is aligned with the Boards' three proposed strategic priorities and makes new investments of \$3.5 million in a Culture of Innovation, \$4.4 million in a Culture of Caring, \$305,000 in a Culture of Social Responsibility. Highlights of the budget include an \$8.2 million investment in Wi-Fi infrastructure to ensure appropriate network connectivity is provided for students and staff and the addition of 29.0 FTE teachers to meet needs resulting from enrolment growth and to respond to priority areas including English language learners and support for students with special education needs.

Chair Scott reported that, on 13 June 2019, the District hosted the annual community recognition awards at the Confederation Education Centre. Trustees and staff were honoured to recognize all volunteers who help support the work of the District and congratulated the following award winners:

- Chair's Award Helen Crawford: John McCrae Secondary School;
- Community Partnership Award: Doug Kendall and Grant Dillenbeck, Frederick Banting Secondary Alternate Site;
- Distinguished School Council Award: Nancy Solange Parra-Dean, Alta Vista Public School;
- Volunteer of the Year Award: Kathy Laffin, D.Roy Kennedy Public School and Don and Patricia Amundrud, Regina Street Alternative School;
- Community Award: Sylvia Qi, West Carleton Secondary School; and
- Excellence in Equity Community Award: Sachiko Okuda, Gloucester High School.

Chair Scott announced that the International Baccalaureate (IB) Organization has designated Merivale High School an IB World School. Merivale High School will begin the IB program in September 2019.

Chair Scott acknowledged that Communications Coordinator Sharlene Hunter has accepted the position of Manager of Communications at the Ottawa Catholic School Board. Chair Scott thanked Ms. Hunter for her efforts on behalf of the Board.

#### 4. Briefing from the Director

Director Williams-Taylor advised that June is pride month and the OCDSB community has a rich culture and history of celebrating persons of diverse sexual and gender identities every day. Throughout the month of June, staff and students will participate in events and activities in schools across the District to celebrate uniqueness. Ottawa's annual Capital Pride Parade will take place on Sunday, 25 August 2019, and a proud OCDSB contingent of students, staff, trustees, and community members will take part. She encouraged everyone to join OCDSB friends and colleagues.

Director Williams-Taylor advised that she had the pleasure of attending the annual Cappies Gala which took place at the National Arts Centre on 9 June 2019. Cappies award winners are selected by high school student critics and the evening featured and showcased talented students from the National Capital region. Director Williams-Taylor extended congratulations to Earl of March Secondary School, Sir Wilfred Laurier Secondary School, Colonel By Secondary School, Merivale High School, A.Y. Jackson Secondary School, and Sir Robert Borden High School for outstanding efforts in the performing arts.

Director Williams-Taylor noted that on Thursday, 6 June 2019, a number of Black Ottawa high school students took part in a ceremonial march towards the next chapter of their educational goals. The Walk of Excellence marks the importance of education to Black communities. The march was coordinated by staff and community partners. It began at Lisgar Collegiate Institute and ended at the University of Ottawa.

Director Williams-Taylor advised that the Ontario Public School Boards' Association (OPSBA) has awarded the 2019 Jack A. MacDonald Award of Merit to Osgoode High School student Hannah Burrows in recognition of her sound academic record and outstanding community service and leadership. The award will be presented to Ms. Burrows at the Board meeting on 24 June 2019.

Director Williams-Taylor announced that Sam Sharp, a student at West Carleton Secondary School, has been awarded the prestigious Loran Award. Sam is co-president of her school's student council. She has worked with initiatives supporting tornado relief in her community, Leadership Camp, and Relay for Life.

#### 5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 19-064, Special Education Plan 2019 and Special Education Report 2019 (P. Symmonds, ext. 8254)

Your Committee had before it Report 19-064 seeking approval of the Special Education Plan 2019 and the Special Education Report 2019.

Superintendent Symmonds and System Principal Hannah advised that the Special Education Plan is an annual report for the 2018-2019 school year. It provides detailed information about how the District carries out its legal responsibilities for the provision of special education programs and services. A comprehensive review of the document has been undertaken by staff and the Special Education Advisory Committee (SEAC) with a focus on improving the clarity and ease of use of the plan and aligning it with legislative requirements.

Trustee Campbell thanked staff for their work and noted his appreciation for the ongoing improvements to the plan and report.

**Moved by** Trustee Campbell

1. **THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved; and**
2. **THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.**

**Carried**

a. Appendix A 2018-2019 Special Education Plan

Provided for approval.

b. Appendix B 2019 Special Education Report

Provided for approval.

6.2 Report 19-067, Adoption of OCDSB Education Development Charges Amending By-Law (M. Carson, ext. 8881)

Your Committee had before it Report 19-067 seeking approval for the adoption of an amendment to the Education Development Charges (EDC) by-law, for implementation within the jurisdiction effective 29 June 2019.

Chief Financial Officer Carson, Manager Carty Ostafichuk and Assistant Manager Baxter advised that the Board approved a new EDC by-law on 26 March 2019 based on rates that were in force under the previous by-law, pending a Ministry review of the policy framework surrounding the charges. On 29 March 2019, the Ministry announced amendments to



Ontario Regulation 20/98 to remove the existing freeze on EDC rates. Staff is now recommending the adoption of an amending by-law to ensure that adequate revenues are collected over the period of the by-law to meet future obligations. The revised EDC rates are \$787.00 per new residential dwelling unit and \$0.58 per new square foot of non-residential gross floor area. The non-residential charge will be phased in over a three-year period. If approved, the by-law would be implemented five days following Board approval.

Moved by Trustee Blackburn,

1. THAT the Board confirm that an additional public meeting under section 257.63 (3) of the *Education Act* is not required prior to the adoption of the Ottawa-Carleton District School Board's Education Development Charges Amending By-law No. 02-2019;
2. THAT the Board approve the Ottawa-Carleton District School Board Education Development Charges Amending By-law No. 02-2019 (attached as Appendix B to Report 19-067), and authorize staff to undertake steps regarding its implementation effective 29 June 2019; and
3. THAT the Board set the rates of \$787.00 per new residential dwelling unit and \$0.58 per new square foot of non-residential gross floor area, to be implemented in accordance with the schedules contained in Appendix B to Report 19-067.

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

- The shortfall resulting from the temporarily frozen EDC rates in place since 1 April 2019 is approximately \$100,000, and is expected to increase as the non-residential charge is phased in over the next three years;
- The new rates were specified in the extensive background study that was used by the four area school boards during consultation with community partners; and
- Some religious charities who are exempt from paying EDCs are those who are exempt from taxation under Section 3 of the Assessment Act. Expanding religious charities to include those who are not currently exempt would require a change to the background study. Organizations requesting an exemption are considered on a case by case basis. To date, no exemptions have been granted.

**Moved by Trustee Blackburn**

1. **THAT the Board confirm that an additional public meeting under section 257.63 (3) of the *Education Act* is not required prior to the**

**adoption of the Ottawa-Carleton District School Board's Education Development Charges Amending By-law No. 02-2019; and**

- 2. THAT the Board approve the Ottawa-Carleton District School Board Education Development Charges Amending By-law No. 02-2019 (attached as Appendix B to Report 19-067), and authorize staff to undertake steps regarding its implementation effective 29 June 2019;(Attached as Appendix A) and**
- 3. THAT the Board set the rates of \$787.00 per new residential dwelling unit and \$0.58 per new square foot of non-residential gross floor area, to be implemented in accordance with the schedules contained in Appendix B to Report 19-067. (Attached as Appendix B)**

**Carried**

- 6.3 Report 19-070, New Fernbank Elementary School - Approval of Opening Grade Structure, Program, and Attendance Boundary (M. Carson, ext. 8881)

Your Committee had before it Report 19-070 seeking approval for the opening grade structure, program, and attendance boundary for a new elementary school to be opened in the Fernbank development area, and other associated changes.

Manager Carty Ostafichuk advised that a new elementary school in the Fernbank area is highest on the District's list of capital priorities. Construction cannot begin until the Ministry issues a call for capital priorities and funding is approved. Under the proposed plan, the new school would be a dual-track kindergarten to grade 6 facility, offering both an English program with Core French (ENG) and an Early French Immersion (EFI) program. The attendance boundary would be comprised of that portion of the John Young Elementary School boundary located west of Terry Fox Drive and the Carp River. John Young Elementary School is overcrowded at 134 percent with eleven portable classrooms on site. The area would be bounded by Hazeldean Road to the north, Iber Road and Robert Grant Avenue to the west, Fernbank Road to the south, and Terry Fox Drive and the Carp River to the east. When capital funding is provided for the opening of a second elementary school in the Fernbank development area, the attendance boundary would be reduced to a more sustainable longer-term size. An opening date of September 2021 is planned. The proposed plan also includes a revision to the MFI program boundaries in the Fernbank development area. The proposed plan was presented to the community on 23 May 2019 at a public consultation meeting.

Trustee Scott expressed appreciation to Planning staff for their work and noted that the working group and public consultation meetings were cordial. A group of parents residing in the Trail West area expressed interest in having their children directed to the new Fernbank school rather than John Young Elementary School. It was agreed by the working group that the students should remain at John Young Elementary School.

**Moved by Chair Scott**

1. **THAT the opening grade structure, program offering, and attendance boundary for the new Fernbank elementary school be approved as outlined in Appendix D of Report No. 19-070, to be implemented upon its opening; (Attached as Appendix C)**
2. **THAT the revised attendance boundary for John Young Elementary School be approved according to Appendix D of Report No. 19-070, to be implemented upon the opening of the new Fernbank elementary school; and (Attached as Appendix C)**
3. **THAT upon the opening of the new Fernbank elementary school, a boundary revision be approved that redirects a portion of the Bridlewood Community Elementary School Middle French Immersion program boundary to A. Lorne Cassidy Elementary School, beginning with grade 4 and adding one grade per year thereafter, as outlined in Appendix E of Report No. 19-070. (Attached as Appendix D)**

**Carried**

6.4 Report 19-068, 2019-2023 Strategic Plan (M. Giroux, ext. 8310)

Your Committee had before it Report 19-068 for discussion and approval of the 2019-2023 Strategic Plan.

Director Williams-Taylor advised that the presentation tonight is the culmination of almost a year's worth of work. She thanked the staff leadership team for their investment in this work as well as Michelle Dagnino and Jorge Hurtado of Lura Consulting for the facilitation of discussions to synthesize a great volume of thoughts into the formation of a plan. Director Williams-Taylor noted that the Board members' direction, questions, and insistence on a plan that reflects the realities of our students and school communities has motivated and inspired the work. Staff has drawn on multiple modalities for input from the community to understand what worked in the previous strategic plan, how our communities' perspectives and realities have changed, and what to consider in the development of a new plan that will be a "driver for positive change". In addition to excellence in instruction, well-being is also a key factor in success for students and staff. A sense of value, belonging and

autonomy are necessary contributors to well-being, and meaningful and relevant work are key factors for engagement and success for students and staff.

Director Williams-Taylor noted that the 2019-2023 strategic plan, "Building Brighter Futures Together", is based on three drivers: a culture of innovation, a culture of caring, and a culture of social responsibility. The cultures will foster strategic actions to promote imagination, integrity, responsibility, high performance, and a wholesome sense of self-worth in classrooms, staff rooms, officers, schools, and school communities. The goals for each culture signal complexity in delivery as the District collaborates on emerging actions to deliver on the goals and achieve the desired outcomes. The strategic plan is agile and iterative. Annually, the District will consider successes and measure impacts to adjust actions going forward.

With the aid of a PowerPoint presentation, Executive Officer Giroux and Strategic Analyst Halcian Joseph-Clost recalled that the planning process began in June 2018, and included a comprehensive community consultation, focus group meetings, and research. The plan was designed with the understanding that student learning, well-being, and equity are the core areas of the District's work. The plan was available for community feedback between 7 May and 7 June. The feedback was reviewed by staff and informed the refinement of the draft plan. The following three objectives were identified as the means to realizing transformational change in the OCDSB:

- A Culture of Innovation: We will build a learning community where innovation and inquiry drive learning;
- A Culture of Caring: We will advance equity and a sense of belonging to promote a safe and caring community; and
- A Culture of Social Responsibility: We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

The feedback to the plan was positive and guided revisions to both the language and structure of the draft plan. Throughout the development process, there was considerable discussion regarding the architecture of the strategic plan. The new plan had to build on the current strategic plan and carry forward key priorities. The Exit Outcomes continue to be foundational to the work and need to be emphasized. Creating a culture of innovation is intended to support the creation of engaging innovating, experiential, and exciting learning for students by addressing teaching practices and how and what is taught to meet the needs of students. A culture of caring seeks to extend actions taken to address well-being and equity in the District. A culture of social responsibility seeks to focus on the breadth of experiences students gain during their school life including

equipping them to be strong and socially responsible members of society. Goals, strategies, outcomes and key performance indicators are also included in the plan. The plan will be monitored and measured using a variety of key performance indicators (KPIs). A dashboard demonstrates the connection between KPIs and desired outcomes for each of the three culture statements.

Moved by Trustee Campbell,

THAT the Strategic Plan 2019-2023, attached as Appendix A of Report 19-068, be approved.

Trustee Campbell expressed appreciation to staff for their work. He noted that the strategic plan is high level and aspirational along with a monitoring and measurement framework. The plan also provides room for agility.

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

- The Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) includes achievement data and a well-being component. All schools are required to set well-being goals;
- The KPIs will be used in measurement reports and annual progress reports. Additional KPIs may be added; and
- Trustee Hough suggested that the Board partner with universities to undertake research on the efficacy and scalability of innovative practices.

An amendment moved by Trustee Lyra Evans,

THAT the heading of "Culture of Social Responsibility" be changed to "Culture of Social and Environmental Responsibility".

During discussion of the amendment, the following points were noted:

- The icon for "Culture of Social Responsibility" reflects the environment;
- Progressive stewardship of the environment is one of the goals of this culture;
- Short and simple titles for each culture are preferable; and
- Adding the environment to the title narrows the meaning of the culture of social responsibility.

Trustee Lyra Evans encouraged the members to remember the students who marched out of school because of a lack of action on the environment.

An amendment moved by Trustee Lyra Evans,

THAT the heading of "Culture of Social Responsibility" be changed to "Culture of Social and Environmental Responsibility".

Defeated

Trustee Lyra Evans advised that she has spoken with members of Indigenous communities with respect to the District's acknowledgement that it is meeting on unceded Algonquin territory. She submitted that the District should admit historical fault and work with Indigenous communities to make the system less colonial.

An amendment moved by Trustee Lyra Evans,

THAT the land acknowledgement on page one of the plan be revised to read:

"We acknowledge that our District is on the unceded and unsundered territory of the Algonquin or Anishnaabe people, and the colonial history of the school systems in Canada. We will work with the traditional stewards of this land on reconciliation and decolonization."

During discussion of the amendment, the following points were noted:

- Several members expressed concern that the statement may not reflect the voice of the Indigenous community, including First Nations, Métis, and Inuit people, and that they should be consulted prior to changing the acknowledgement on the first page of the strategic plan;
- If the statement were to change during the life of the strategic plan, the plan could be amended;
- Trustee Hough suggested that the statement be part of the plan under the heading of Culture of Caring or Culture of Social Responsibility following consultation with the Indigenous community;
- The acknowledgement statement was not included in the draft plan that was presented to the Indigenous Education Advisory Council; and
- The final wording of the statement should be confirmed prior to printing and framing the strategic plan.

**Moved by Trustee Ellis,**

**THAT the following amendment be referred to staff to seek clarification and report to Board on 24 June 2019:**

**An amendment moved by Trustee Lyra Evans,**

**THAT the land acknowledgement on page one of the plan be revised to read:**

**"We acknowledge that our District is on the unceded and unsundered territory of the Algonquin or Anishnaabe people, and**

**the colonial history of the school systems in Canada. We will work with the traditional stewards of this land on reconciliation and decolonization.”**

**Carried**

During discussion of the motion to approve the plan, and in response to queries, the following points were noted:

- There should be less importance placed on having a final, framed strategic plan hanging on the wall;
- The strategic plan is a living document that should be posted on the District's website. Explanations for any changes could be added to demonstrate transparency;
- The focus on changing the culture and putting students at the centre will drive the Board forward over the next four years;
- It is hoped that future staff reports will link to the strategic plan to help the Board focus on issues of importance; and
- With respect to why some groups are not seeing themselves represented in the plan, Executive Officer Giroux advised that staff would go back to the feedback data to see if a reason can be determined.

**Moved by** Trustee Campbell

**THAT the Strategic Plan 2019-2023, attached as Appendix A of Report 19-068, be approved. (Attached as Appendix E)**

**Carried**

**7. Report from Statutory and Other Committees**

**7.1 Audit Committee, 22 May 2019**

**Moved by Trustee Schwartz,**

**THAT the Audit Committee Report, dated 22 May 2019, be received.**

**Carried**

There were no recommendations in the report.

**7.2 Advisory Committee on Equity, 23 May 2019**

**Moved by Trustee Ellis,**

**THAT the Advisory Committee on Equity Report, dated 23 May 2019, be received.**

**Carried**

There were no recommendations in the report.

8. Matters for Discussion:

8.1 Report 19-063, Learning Disabilities Specialized Intervention Program (LD SIP) Monitoring Results (P. Symmonds, ext. 8254)

Your Committee had before it Report 19-063 providing information on the program monitoring results for the Learning Disabilities Specialized Intervention Program (LD SIP), in accordance with Memo No. 18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update. Additional information regarding implementation was also presented for discussion.

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

- To qualify for the program a student would have a diagnosis of a learning disability (LD) or a specific LD in reading and or math. The school team, in collaboration with the parents, may determine to make a referral for the LD SIP following a review of the progress of other interventions. A referral committee evaluates the referral and provides an opinion to the Identification, Placement and Review Committee (IPRC). The IPRC makes the decision to place the student in LD SIP, a partially integrated program;
- Students in the LD SIP program have a half day of intensive support with a learning support teacher (LST);
- Two additional LD SIP classes were added for the 2019-2020 school year during academic staffing to address student needs;
- There are no comparative measures for LD students in small classes without LD SIP interventions;
- Initial analysis of the financial implications of the program indicates LD SIP is similar in cost or more expensive than the previous model. The cost increase is a result of the need to add additional classes and teaching staff to accommodate the students' integration. Staff acknowledged the need for a cost benefit analysis;
- There is variability within the number of annual LD SIP program referrals and LSS review enrollment patterns annually. As the program continues and LSS have more data they can begin to develop a profile of the ideal student and determine whether or not the program is sized appropriately;
- The previous model was congregated and included students from grades four through eight. The students proceeded along an adaptive program pathway with limited opportunities to complete an Ontario Secondary School Diploma (OSSD). Research suggests that the



congregation of LD students may not support students to the best of their abilities across the entire curriculum. Staff anticipate the longitudinal data will help support this hypothesis. The long term outcomes of LD SIP need to be fully understood;

- LSS has begun to develop the next phase of monitoring and understand that, in order to achieve a robust analysis, five years of data is required. Staff are interested in longitudinal measures of academic achievement and staff well-being and will continue to leverage the partnership with the University of Ottawa. LSS continue to consult with the LD Steering Committee and the Special Education Advisory Committee (SEAC);
- One of the challenges with LD SIP program is finding time for teacher collaboration between the congregated and integrated parts of the day;
- Students have expressed challenges with the voice to text software in the integrated portion of the day due to the noise level within the regular classroom. The learning resource teacher (LRT) and LD SIP teacher must be aware of these types of issues in order to introduce compensatory strategies or assistive technology to ensure student success;
- There is a wide range of need among LD students and many are well served in the regular classroom and do not require LD SIP. Learning Support Services (LSS,) when making the decision to introduce LD SIP at grade five, considered the maturity level of the student as well as language development and language readiness. There are many other supports available to LD students that begin in grade one. Language Learning Disability (LLD) classes are offered across the District to students who experience lagging language skills. LSS realizes that early intervention leads to the greatest change in academic trajectory. LSS are strategic in the supports it offers to ensure the needs of students with learning disabilities are met;
- The LD SIP is a part of a suite of supports for LD students that evolved from the LD program review. There is a risk when students are moved from their community school to attend a specialized program class. The multi-disciplinary teams which include speech-language pathologists, social workers, psychologists and the classroom teacher begin with a variety of tiered interventions and supports in the regular classroom. A very small percentage of students require intensive support and LSS aims to provide those supports in the student's community school;
- Most students are accessing a second year of LD SIP. At present, there are no clearly defined exit criteria;

- In order to further qualify the program's efficacy, LSS needs more time to assess the students who have completed LD SIP at various points after the program and cross reference that with students with LD intervention;
- The University of Ottawa Study referenced in the report is not yet available publicly and is part of larger project by Dr. Maria Rogers;
- The measures used by Dr. Rogers were standardized and normed. Staff cautioned preliminary interpretations and conclusions as to the success of the integrative setting;
- LSS continues to learn how they can best support students with learning disabilities to be successful and to feel confident and capable in the regular classroom. LSS also aims to build the capacity of the teaching staff;
- LSS is reviewing ways to enhance the integration teacher's ability to meet the needs of the student during the integration part of the day. LSS also hopes to better support the social-emotional growth of students with LD to ensure they experience success in the regular classroom;
- Mr. Kirwan shared that the Learning Disabilities Association of Ottawa-Carleton (LDAO-C) were concerned with the low percentage of students receiving LD SIP compared to the total number of students with LD; and
- Trustee Scott indicated that the LDAO-C comments be reviewed cautiously as numbers were based on the entire enrolment in the District and not on the number of students in grades five through eight in which the LD SIP program serves.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update

There were no new Ministry updates.

a. Memo 19-083 Audit and Accountability Fund (M. Carson, ext. 8881)

Memo No. 19-083, Audit and Accountability Fund, was provided for information. The funding is available for up to ten school boards to undertake independent line-by-line reviews of operations and service delivery with a goal of finding administrative efficiencies. The deadline for applications is 28 June 2019.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 9:44 p.m.

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Erica Braunovan, Chair



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

A By-law for the imposition of education development charges

**BACKGROUND**

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

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

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

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

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

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

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

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

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

## PART 1

### APPLICATION

#### Definitions

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



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

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

### **Application of By-law and Exemptions**

#### **3. Subject to any exemption contained herein:**

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

### **Development Approvals**

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



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

## PART II

### EDUCATION DEVELOPMENT CHARGES

#### A. Residential Education Development Charges

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

#### Exemptions from Residential Education Development Charges

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

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

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

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



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

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

## **B. Non-Residential Education Development Charges**

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

### **Exemptions from Non-Residential Education Development Charges**

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

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

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

where,

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

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

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

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

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

**C. Mixed Use Development**

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

**PART III****ADMINISTRATION****Payment of Education Development Charges**

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

**Payment by Services**

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

**Collection of Unpaid Education Development Charges**

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

**Date By-law In Force**

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

**Repeal**

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



**Severability**

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

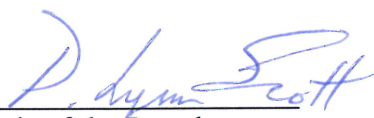
**Interpretation**

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

**Short Title**

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

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

  
Chair of the Board

  
Director of Education

**OTTAWA-CARLETON DISTRICT SCHOOL BOARD  
EDUCATION DEVELOPMENT CHARGES  
AMENDING BY-LAW No. 02-2019**

**A by-law to amend the Ottawa-Carleton District School  
Board Education Development Charges By-law No. 01-2019**

**WHEREAS** Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the "Act") provides that a district school board may pass a by-law amending an education development charge by-law;

**WHEREAS** the Ottawa-Carleton District School Board (the "Board") passed the Ottawa-Carleton District School Board 2019 Education Development Charges By-law No. 01-2019 (the "2019 By-law") on March 26, 2019;

**WHEREAS** the Board wishes to amend the 2019 By-law to increase the education development charges payable thereunder consistent with the legislative provisions established by O. Reg. 55/19 and adopted by the Province of Ontario on March 29, 2019;

**AND WHEREAS** the Board has given notice of the proposed amendment to the 2019 By-law in accordance with the regulations made pursuant to the Act, has ensured that the education development charge background study for the 2019 By-law and sufficient information to allow the public to understand the proposed amendment have been made available to the public, and has held a public meeting on June 24, 2019;

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

1. Section 5 of the 2019 By-law is hereby repealed and replaced with the following:

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

- i. June 29, 2019 to March 31, 2020 - \$787.00
- ii. April 1, 2020 to March 31, 2021 - \$787.00
- iii. April 1, 2021 to March 31, 2022 - \$787.00
- iv. April 1, 2022 to March 31, 2023 - \$787.00
- v. April 1, 2023 to March 31, 2024 - \$787.00

2. Section 8 of the 2019 By-law is hereby repealed and replaced with the following:

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

- i. June 29, 2019 to March 31, 2020 - \$0.55
- ii. April 1, 2020 to March 31, 2021 - \$0.57
- iii. April 1, 2021 to March 31, 2022 - \$0.58
- iv. April 1, 2022 to March 31, 2023 - \$0.58
- v. April 1, 2023 to March 31, 2024 - \$0.58

3. For greater certainty, the 2019 By-law remains in full force and effect subject only to the amendments thereto described in Sections 1 and 2 of this amending by-law.
4. This amending by-law shall come into force on June 29, 2019.

ENACTED AND PASSED this 24<sup>th</sup> day of June, 2019

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Chairperson of the Board

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Director of Education and Secretary



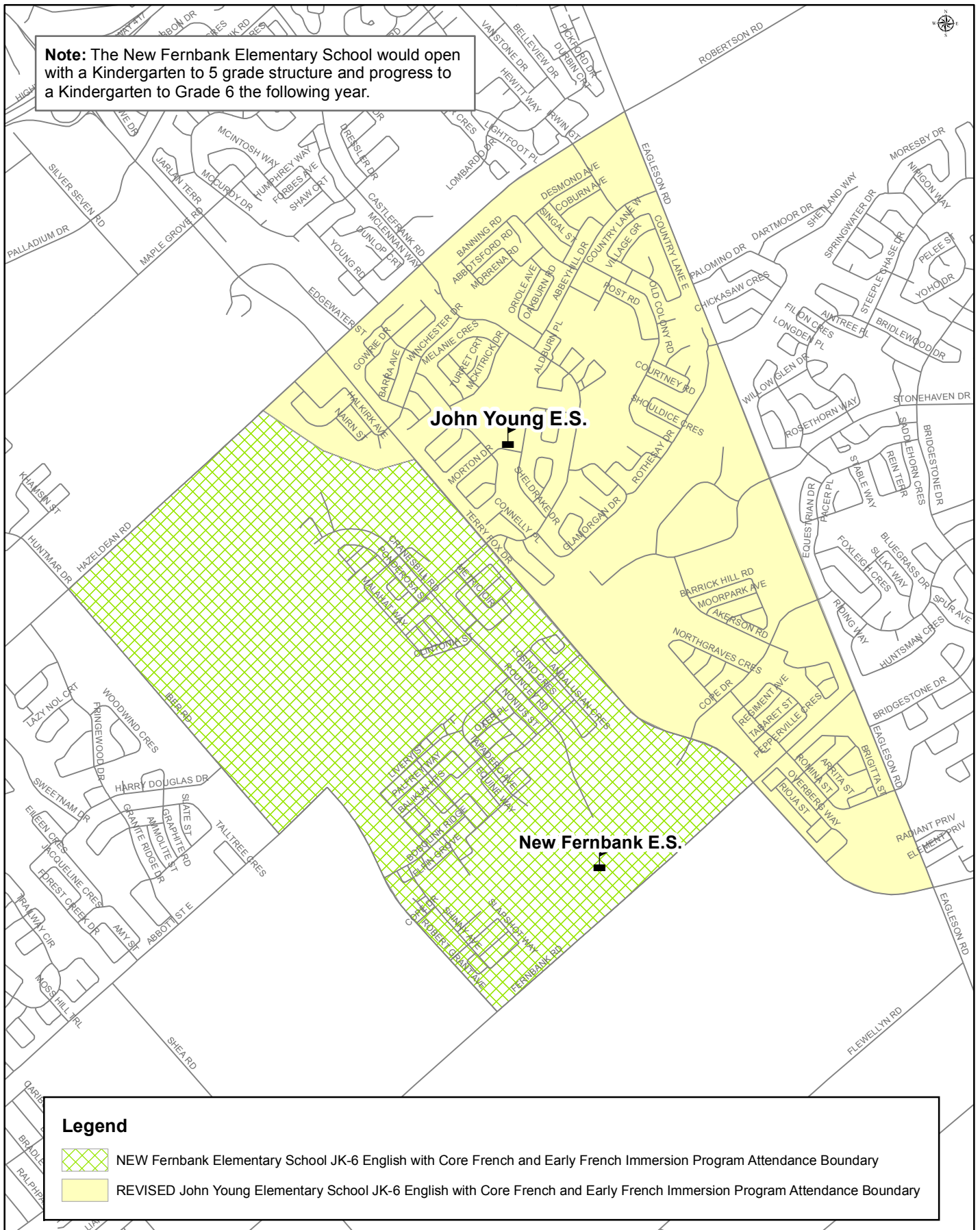


# Recommended Attendance Boundaries

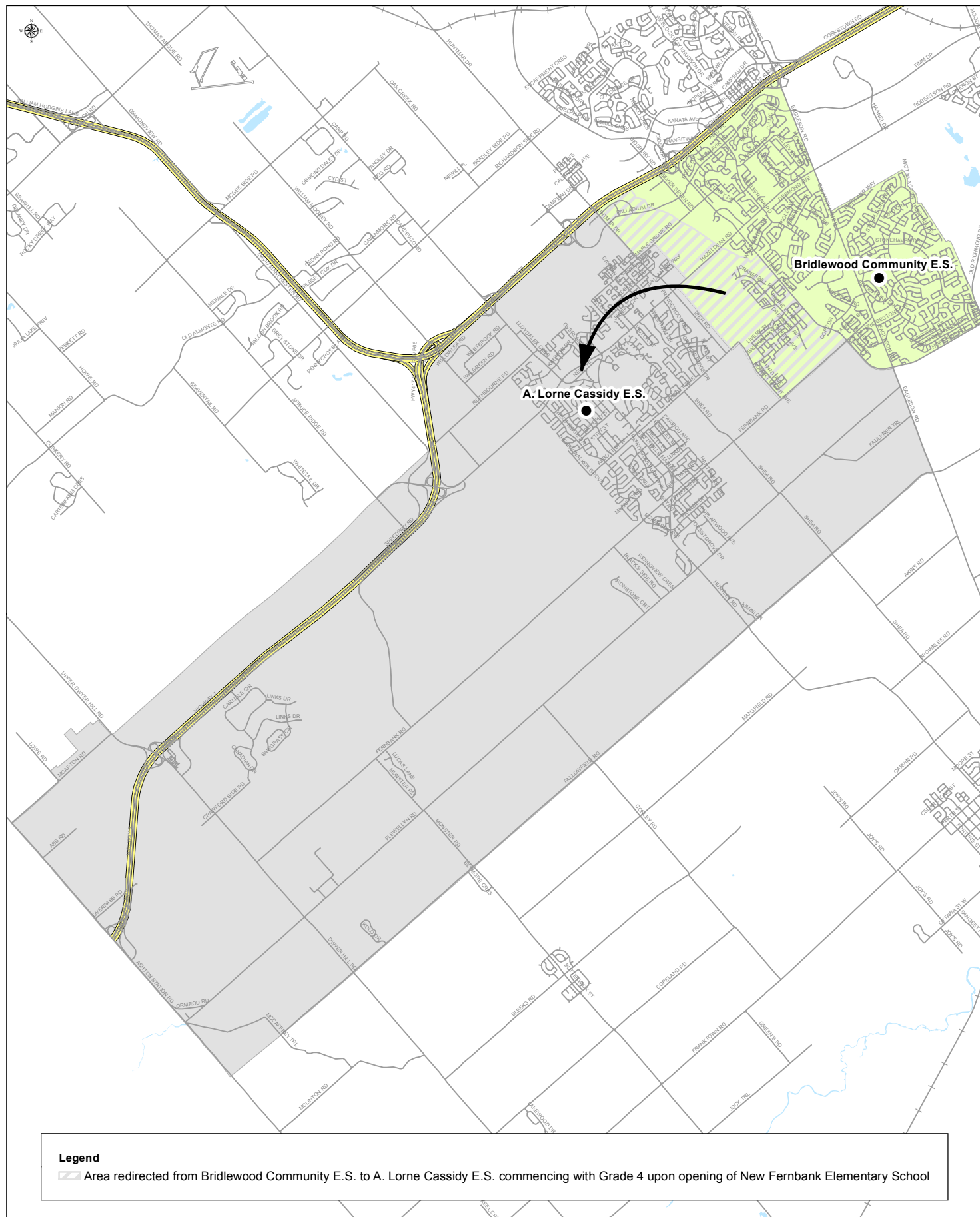
## NEW Fernbank Elementary School

### JK-6 English Program with Core French and Early French Immersion

**Note:** The New Fernbank Elementary School would open with a Kindergarten to 5 grade structure and progress to a Kindergarten to Grade 6 the following year.









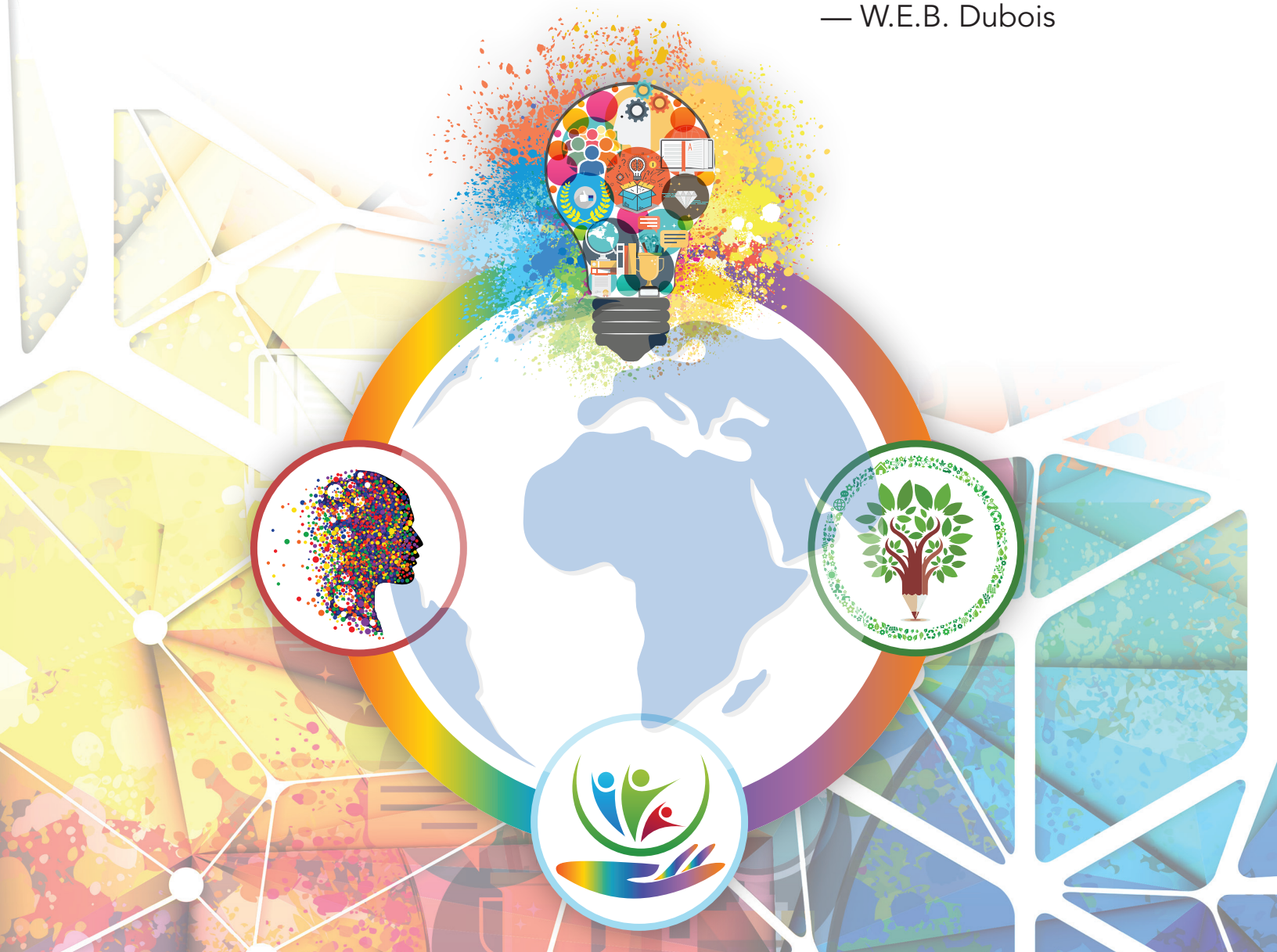


# BUILDING BRIGHTER FUTURES TOGETHER

2019 – 2023 STRATEGIC PLAN

***"Education must not simply teach work — it must teach life."***

— W.E.B. Dubois



We acknowledge that our District is on unceded and unsundered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.



# Strategic Plan 2019–2023

## Creating a culture of Innovation, Caring and Social Responsibility...

means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.

### CHARACTERISTICS



#### GOAL-ORIENTED

Students who are goal-oriented have self-motivation, diligence, initiative and a sense of responsibility.

#### RESILIENT

Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.



#### GLOBALLY AWARE

Students who are globally aware are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.

#### COLLABORATIVE

Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.



#### INNOVATIVE/CREATIVE

Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.

### SKILLS



#### CRITICAL THINKERS

Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

#### ACADEMICALLY DIVERSE

Students who are academically diverse have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology, in keeping with student needs.



#### DIGITALLY FLUENT

Students who are digitally fluent know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.

#### EFFECTIVE COMMUNICATORS

Students who are effective communicators are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.



#### ETHICAL DECISION-MAKERS

Students who are ethical decision makers model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.

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

Our goal was to create a simple, measurable and impactful plan that is meaningful to students, staff and community members. Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to that change. With this in mind, we are excited that our new strategic plan has three key objectives — to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

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



### **Culture of Innovation**

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

#### **Our Goals:**

- Champion high learning expectations for all students in all programs.
- Promote collaborative environments which foster innovation and creativity.
- Modernize instruction and administrative processes.



### **Culture of Caring**

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

#### **Our Goals:**

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



### **Culture of Social Responsibility**

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

#### **Our Goals:**

- Remove barriers to equity of access, opportunity, and outcomes.
- Model responsible and ethical leadership and accountability.
- Foster progressive stewardship of the environment, and human and financial resources.





# Culture of Innovation

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

## OUR GOALS:

- ♦ Champion high learning expectations for all students in all programs;
- ♦ Promote collaborative environments which foster innovation and creativity; and
- ♦ Modernize instruction and administrative processes.

## DESIRED OUTCOMES:

### For Students

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

### For Staff

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

### For System

- ♦ Improved business processes and efficiency.

## STRATEGIES:

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





# Culture of Caring

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

## OUR GOALS:

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

## DESIRED OUTCOMES:

### For Students

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

### For Staff

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

### For System

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

## STRATEGIES:

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



# Culture of Social Responsibility

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

## OUR GOALS:

- ♦ Remove barriers to equity of access, opportunity, and outcomes;
- ♦ Model responsive and ethical leadership and accountability; and
- ♦ Foster progressive stewardship of the environment, and human and financial resources.

## DESIRED OUTCOMES:

### For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Improved student behaviour;
- ♦ Reduced disproportionate representation;

### For Staff

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

### For System

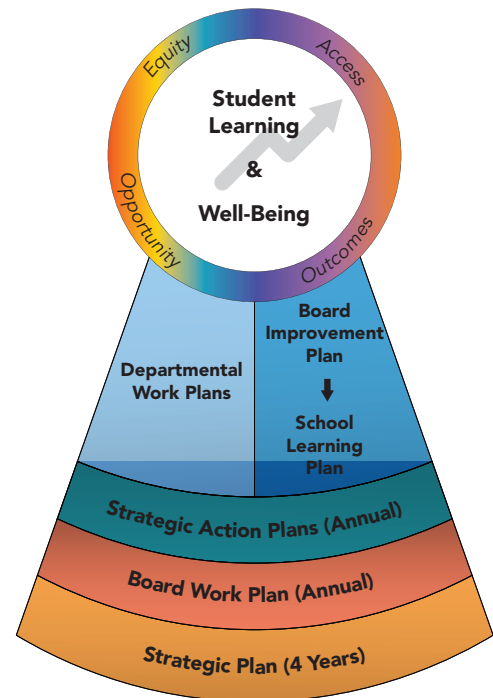
- ♦ Improved decision-making;
- ♦ Improved governance practices; and
- ♦ Improved environmental practice and reduction in greenhouse gas emissions.

## STRATEGIES:

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

# How are we going to move this work forward?

The Strategic Plan sets a course for the next four (4) years. Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities. The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives. Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan. The Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.



# How will we monitor progress?



As a system, we have to monitor progress in the classroom, at the school level, at the District level and in the Boardroom. This creates a cycle of accountability. Some sample questions to guide our monitoring include:

1. Is there evidence of these priorities in schools, classrooms, and workplaces?
2. Is decision-making guided by the strategic priorities ?
3. Are we creating conditions to promote a change in culture?
4. Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?
5. How does the data/evidence inform our work?

# Key Performance Indicators (KPIs)

Key Performance Indicators are used to measure change. The following KPIs include a mix of current data sources as well as some new data sources. For example, measuring student, staff, and parent experiences will require the collection of perceptual data. This type of data is an essential element of any strategy which seeks to effect change in culture.

The District currently collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. This includes the ability to generate disproportionality indices as a measure of progress in removing barriers and improving equity of access, opportunity, and outcome.

The KPIs will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.



## Culture of Innovation

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

### Key Performance Indicators:

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience (Annual survey data)



## Culture of Caring

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

### Key Performance Indicators:

- School climate (sense of belonging, bullying incidents, suspensions & exclusions)
- Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
- Student engagement (attendance, student voice)
- Parent engagement (participation, parent voice, representation)



## Culture of Social Responsibility

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

### Key Performance Indicators:

- Social Emotional Skills (OECD study data)
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship (GHG emissions rate)





## MEMORANDUM

**Memo No. 19-089**

**TO:** Trustees  
Student Trustees

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

**DATE:** 21 June 2019

**RE:** **Land Acknowledgement on 2019-2023 Strategic Plan**

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Following the Committee of the Whole meeting, staff has had an opportunity to review in more detail the proposed amendment to the land acknowledgement on the cover of the strategic plan. The original text is the land acknowledgement currently used by the OCDSB. This statement acknowledges both the land and the guidance of the Algonquian Nation. The statement was generated and has been refined through our work with and learning from our Indigenous community.

The proposed amendment seeks to explain the current text to acknowledge the history of colonisation and our commitment to reconciliation. These are important issues which warrant careful consideration in collaboration with our Indigenous partners.

Recognizing the limited time available to consult with the Indigenous community, staff recommends that we continue to use the land acknowledgement that has been developed with our Indigenous partners. Our strategies with respect to addressing the impact of our colonial history and how we will address the call to action of the Truth and Reconciliation Commission are priorities in our work that will be in each of the three priority areas in our plan.

The development of a strategic action plan for Indigenous education will identify key work for each of the four years of the Strategic Plan.

c.c. Senior Staff  
Manager, Board Services  
Corporate Records





## COMMITTEE OF THE WHOLE, BUDGET REPORT

### Board Room

**Wednesday, May 29, 2019**

**7:00 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, Sandra Schwartz, Lynn Scott
Staff Present:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Kevin Gardner (Manager of Finance), Karyn Carty Ostafichuk (Manager of Planning), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Miro Vala (Manager of Facilities), Sharlene Hunter (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Committee Coordinator)
Non-Voting Representatives Present:	Nancy Akehurst (Ontario Secondary School Teachers' Federation - ESP, PSSU, PSSP, EA, PECCS), Cathy Bailey (OSSTF Teachers/Occasional Teachers), Jennifer Capitani (Ottawa-Carleton Elementary Operations Committee), Jean Trant (OSSTF-SSP), Malaka Hendela (Ottawa-Carleton Assembly of School Councils), Wulf Heidecker (Elementary Teachers' Federation of Ontario), Donna Owen (Special Education Advisory Committee), Stacey Kay (Non-affiliated Staff)

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

Chair Penny called the public session to order at 7:05 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

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

**Carried**

3. Delegations

There were no delegations.

4. Presentation:

Trustee Braunovan declared an indirect pecuniary interest in the matter of the line item expenditure for Rideauwood Addiction and Family Services in the recommended budget. She noted that should the matter be tabled for discussion, she would recuse herself from both debate and vote.

4.1 Report 19-066, 2019-2020 Staff-Recommended Budget

Your Committee had before it Report 19-066, providing the 2019-2020 Staff-Recommended Budget for discussion.

Chief Financial Officer (CFO) Carson advised that the 2019-2020 Staff-Recommended Budget is a fair, equitable and manageable budget that meets the District's obligation to deliver a balanced budget to meet students' needs.

During his presentation, CFO Carson highlighted the 2019-2020 Staff-Recommended Budget assumptions, provided a financial overview, and outlined budget initiatives. The following points were noted:

- The Ministry of Education announcements indicate that the District will face funding reductions in 2019-2020 and further reductions in subsequent years;
- The 2019-2020 Budget reflects staff's commitment to maintaining stability while creating a plan to address future revenue uncertainties;
- Academic staffing was approved in March 2019. The 2019-2020 Staff-Recommended Budget contains additional staffing changes to provide direct support for students, schools and school-based activities through investments in special education, health and safety and student-focused technology;
- Areas of reduced Ministry funding include: class sizes at the secondary level, kindergarten early childhood educators (ECEs), secondary programming (20.0 FTEs), expiry of the Local Priorities Fund (LPF), school operations, education worker cost adjustment and Priorities and Partnerships Fund (formerly Education Program-Other (EPO) grants);



- School operations funding will be reduced in 2019-2020 by \$1.4 million. The total reduction will increase to over \$6.0 million in subsequent years;
- A new grant entitled Attrition Protection for teachers will help offset changes to funded classroom teacher ratios. This will allow the District the ability to increase class sizes only to the extent that there are teacher retirements rather than staff layoffs;
- Additional funding is available for school operations, supplies and services and student transportation services;
- Grant reductions in the 2019-2020 Staff-Recommended Budget net to \$23.2 million. By 2023-2024 the total reduction in revenue will be \$53.0 million. Charts will be provided in the question and answer memorandum that will further highlight the change in the individual grants over the next five years;
- Staff project an accumulated surplus of approximately \$43.0 million at the end of August 2019;
- Academic staffing has increased by 30.99 FTE owing to increased enrollment and is included as part of the budget;
- Staff recommend that the 55.0 FTE education worker staff that were added as part of the LPF be maintained;
- The most significant increase in new FTE staff is in Learning Support Services (LSS). This includes 30.0 FTE educational assistants (EAs) to support specialized classes approved in March 2019;
- The District continues to overspend within the special education envelope and for 2019-2020 anticipate an increase in approved expenditures of 7%;
- LSS has identified the need for 6.0 FTE new staffing positions which include an applied behaviour analysis (ABA) coordinator, Board certified behaviour analysts and communication disorder assistants; and
- An administrative position has been added in the Continuing Education department to support accountability to external federal and provincial funding sources.

Committee members thanked the staff for their work preparing the budget recommendation. During discussion, and in response to questions, the following points were noted:

- All pathways will continue to be offered in secondary schools across the District regardless of the reduction in sections. Smaller, optional classes that are not required for graduation, college or university pathways may need to be reduced;
- The Ministry has yet to provide details on how e-learning will be implemented and it is an identified risk factor for 2020-2021;

- The \$1.2 million identified in school facilities operations and renewal represents the inflationary increase associated with utilities, cleaning supplies and water. It is not a replacement for the Green House Gas (GHG) grant;
- The District's annual advertising budget is approximately \$125,000;
- Trustee Lyra Evans requested staff provide the cost of providing all secondary students, eligible and ineligible, with Presto passes within the question and answer document;
- Transportation continues to be an issue for school boards across the province. The District is currently working to address driver shortages and significant increases to the rates for specific routes;
- Ms. Hendela expressed the view that the communication of issues such as "sections" and other implications be more intentional and in plain language to ensure parents understand how it impacts their children and the services they receive;
- The new 1.0 FTE in continuing education would have an administrative role;
- Staff is reviewing the matter of the international student fee increase in consultation with the Ottawa-Carleton Education Network (OCENET). Staff anticipate fee increases over the next several years and believe any losses in 2019-2020 will be recovered from OCENET from the existing program when they provide grants to the District;
- The Ministry calculation sets the minimum rate international students may be charged, but school boards may elect to impose additional charges;
- Teachers were not a part of the calculation of class sizes, and the 120 sections were removed during academic staffing. The province is providing additional funding to make up the difference between the 28:1 class size minus retirees or those on leave; however under the collective agreements the District is not in a position to change class sizes. There is a gap between what the province will fund and the class sizes outlined in collective agreements. The gap will not be supported as the District is currently required to replace staff;
- CFO Carson noted that staff has worked to minimize the negative impacts and while there will be an impact on students from the reduction of the 120 sections at the secondary level there are also several positive investments which will help staff support students. The 2019-2020 Staff-Recommended Budget is appropriate given the District's obligations under the *Education Act*. The budget is prudent and will not require the use of additional reserves beyond the 1% threshold, which would require Ministry approval. The budget allows for some enhancements and prepares the District for the coming year and sets the stage for the difficult budget work of the next several years;

- CFO Carson noted that there is approximately \$300,000 available before the 1% threshold is surpassed;
- In response to a query from Trustee Scott regarding the revenue increase for English language learners and the overall surplus, CFO Carson noted that in the past, staff had overspent the English as a second language (ESL) envelope and are now underspending. Staff have evaluated the needs and growth within the program and advised that some of the additional special education expenditures are a result of the needs of newcomers. He noted a slight increase in ESL teaching and anticipated that more will be required in the future but require a broader understanding of Ministry funding changes prior to further investment;
- Staff advised there will be an increase to multicultural liaison services;
- Trustee Scott queried the salary differential outlined on page 140 of the budget binder. Staff noted that the Ministry's calculations of the salary differentials were provided late. Historically, the District has had a comparatively larger differential than other school boards in the province. The Ministry reviews the overall instructional funding and not just the salary differential;
- Ms. Hendela requested additional information on the technology and Wi-fi investment; and
- The Ministry requires that certain amounts of revenue be placed within deferred revenues. The most significant of these amounts is the special education grant. Once the expense is incurred, the funding is moved into actual revenues. The increase is related to the Wi-fi project. The accounting for deferred revenues will be further described in the question and answer memorandum.

5. New Business - Information and Inquiries

There was no new business.

6. Adjournment

The meeting adjourned at 8:41 p.m.

The next meeting of the Committee of the Whole, Budget will take place on 03 June 2019 at 7:00 pm at which delegations will be heard, and the debate will commence.

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Keith Penny, Chair





## COMMITTEE OF THE WHOLE, BUDGET REPORT

### Board Room

**Monday, June 3, 2019**

**7:00 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

Trustees Present:	Donna Blackburn, Christine Boothby, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott , Samantha Lin (Student Trustee)
Staff Present:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Olga Grigoriev (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Frank Wiley (Superintendent of Instruction), Kevin Gardner (Manager of Finance), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Miro Vala (Manager of Facilities), Sharlene Hunter (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Committee Coordinator)
Non-Voting Representatives Present:	Nancy Akehurst (Ontario Secondary School Teachers' Federation - ESP, PSSU, PSSP, EA, PECCS), Cathy Bailey (OSSTF Teachers/Occasional Teachers), Jennifer Capitani (Ottawa-Carleton Elementary Operations Committee), Jean Trant (OSSTF-SSP), Malaka Hendela (Ottawa-Carleton Assembly of School Councils), Wulf Heidecker (Elementary Teachers' Federation of Ontario), Donna Owen (Special Education Advisory Committee), Stacey Kay (Non-affiliated Staff), Pat Dixon (Ottawa-Carleton Elementary Occasional Teachers' Association), Kelly Granum (OSSTF-OT)

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

Chair Penny called the public session to order at 7:05 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Trustee Braunovan,**

**THAT the agenda be approved.**

**Carried**

3. Delegations

3.1 Janet Bowen, Chair, Crystal Bay Centre for Special Education School Council

Ms. Bowen, Chair of the Crystal Bay Centre for Special Education School Council, expressed concern over the class sizes and staff to student ratios at the school. She requested the teacher to student ratio be altered to 1:6 to match that of the Autism Spectrum Disorder (ASD) program to support the breadth of needs the students require. Specifically, she requested the Board allocate additional funding to hire 3.0 FTE teachers and 9.0 FTE educational assistants (EAs).

Ms. Bowen noted that while she had not spoken to, nor speaks on behalf of the school council of Clifford Bowey Public School, she observed that the situation at both schools is similar.

In response to a query from Trustee Ellis, CFO Carson noted that the funding received by the District for special education is based on the ratio set for the elementary level and depends on the age of the student. In the case of specialized classes, additional teachers and EAs are a part of the special education allocation.

In response to a query from Trustee Boothby regarding the teacher to EA ratio for students with multiple exceptionalities, Superintendent Symmonds advised that the support models for specialized program classes differ. He noted that Learning Support Services (LSS) has noticed a change in the complex profile of developmental disabilities students at the Crystal Bay Centre for Special Education. LSS staff carefully monitors and reviews the support staff requirements and allocations for the site. LSS has increased the EA, learning support teacher (LST) and vice-principal allocations as a result. The requested change requires further consideration as the facility may not be able to accommodate both the large, physical equipment required by the students and the additional staff.

#### 4. Matters for Action:

##### 4.1 Report 19-066, 2019-2020 Staff-Recommended Budget

Moved by Trustee Blackburn,

A. THAT the unconsolidated 2019-2020 operating budget of \$980.1 million as presented in Report 19-066, 2019-2020 Staff-Recommended Budget and detailed in the 2019-2020 Staff-Recommended Budget Binder be approved; and

B. THAT the 2019-2020 capital budget of \$82.8 million as presented in the 2019-2020 Staff-Recommended Budget Binder, be approved.

Trustee Blackburn thanked the staff for preparing the recommended 2019-2020 Budget and acknowledged that the District is fortunate to be in a positive financial position, unlike that of other Ontario boards that are experiencing financial strain. She submitted that she looks forward to further questions and debate.

During discussion of Report 19-066, 2019-2020 Staff-Recommended Budget, supplemental Memo 19-077, Revisions to the Staff-Recommended Budget, and supplemental Memo 19-075, 2019-2020 Staff Recommended Budget Questions and Answers, the following points were noted:

- The District has entered the second phase of the wireless infrastructure enhancement project and the use of one-time reserve funding totaling \$8.2 million in 2019-2020 will permit its completion. Capital investments will decrease in 2020-2021 to align with available funding and use of reserves to balance the budget would not be required;
- The pilot program for registered behaviour technicians (RBTs) enabled the District to train 50 EAs, but there was no requirement for certification. The District intends to utilize RBT training to augment the skills and knowledge of its EAs but are not looking at creating a group of dedicated RBTs. LSS will be reviewing options to enhance knowledge among its 700 EAs;
- Employee life and health trusts are included as other income within the special education/other grants as a result of the cost allocation. A portion of the revenues and expenses are allocated to the special education envelope. The amount does not impact the net overspending within special education;
- The Identity Based Data Collection planned for the fall is identified in the 2019-2020 Budget. \$50,000 has been allocated for additional operating and communications costs associated with the project. The District have a Ministry grant for the collection of the qualitative data

and staff are confident that the quantitative data collection can be accomplished within existing department resources;

- The District utilizes the Communications budget in support of two primary advertising campaigns, back to school and kindergarten registration. Additional advertising in local media is required to meet regulatory requirements;
- Continuing Education generates more revenue than its expenditures through a combination of the popularity of special interest course offerings and the receipt of federal and provincial grants;
- The transitional funding related to the attrition and loss of secondary teachers as a result of the Ministry's class size changes is provided through the Teacher Qualification and Experience grant and is approximately \$105.0 million;
- The change in cross-departmental savings is a placeholder. For the 2019-2020 Staff-Recommended Budget the target amount has been reduced by \$250,000;
- Staff is still reviewing the possibility of cost-sharing an Integrity Commissioner. The \$50,000 within the 2019-2020 Staff-Recommended Budget is an estimate to provide a retainer and additional resources as required by the Integrity Commissioner;
- The ASD Pilot Project will receive the same amount of funding from the Priorities and Partnerships Fund (PPF) as the 2018-2019 school year;
- The Risk and Supply Chain Management department is comprised of supply chain management and risk management staff. The Manager of Risk and Supply Chain management is responsible for purchasing, movement of furniture, insurance, contractual negotiations, and incident and injury reduction. The department works to find ways to reduce risk that minimize and reduce financial costs to the Board;
- Restraint savings is a Ministry-imposed grant reduction and a holdover from a previous grant, and it is unlikely it will be removed until the Ministry has conducted a formal recalculation of all the benchmarks surrounding the grant;
- Transportation costs have increased significantly as a result of contract renewals and extensions. The Ottawa Student Transportation Authority (OSTA) had traditionally been charged reduced rates for several of its runs. Increased transportation costs are an issue for school boards across the province as a result of contract negotiations and increases to driver salaries to induce driver retention. It will require further investigation at both the local and provincial levels;
- Ms. Hendela requested further information be provided on the District's three-year technology plan and the five-year mobile technology plan;
- Ms. Hendela requested further details on the differentiation between the total number of Chromebooks purchased by school councils and those purchased by the District;



- Ms. Hendela expressed the view that the proposed expansion of the Infant Toddler Program (ITP) is commendable but problematic as the program has been subsidized by the fees paid by the general parent community for Extended Day Program (EDP);
- Trustee Braunovan requested clarification on the differences in the grants and revenues for the EDP;
- Trustee Braunovan noted that the 7% increase in special education funding is appropriate and suggested the issue be discussed further by the Ad Hoc Committee to Develop an Advocacy Strategy;
- Trustee Braunovan requested a detailed list of instructional coach assignments by department;
- In response to a query from Trustee Fisher, staff agreed to provide a summary of the risks and challenges within the budget as they relate to both the environmental scan and the draft 2019-2023 Strategic Plan;
- The move to more cloud-based systems may result in the reallocation of staff within the Business & Learning Technologies department. It will also reduce future expenditures as the District will no longer have to replace servers or increase the size of the processing capability and storage requirements. Changes and reductions will be evident in 2020-2021;
- The report detailing the capital expenditures for 2019-2020 will be provided in January 2020;
- Police Officers in District schools are paid for by the City of Ottawa, Police Services Budget with the exception of one position funded by the District. The School Resource Officers (SROs) work cooperatively with Ottawa Police Service to serve urban priority high schools;
- Staff agreed to provide further details and an inventory of the District's environmental investments;
- The 2019-2020 Staff-Recommended Budget was informed and influenced by the 2019-2023 Strategic Plan process;
- The goal of the 2019-2020 Staff-Recommended Budget is to maintain stability. Staff anticipates Ministry funding changes which will be rolled out over the next four to five years. The reduction will impact the number of staff in schools across the District. Staff has managed to maintain the positions funded through the Local Priorities Fund (LPF) for 2019-2020. The budget process for 2020-2021 will begin in November and staff and trustees must evaluate priorities to ensure the funding reductions enable the District to continue to support its goals and minimize the impact on students and families;
- The Ministry allows school boards to utilize up to 1% of its reserves and based on a number of conversations with staff and trustees the decision was made to utilize reserves to upgrade the Wi-fi infrastructure;

- In response to a question, staff indicated that the deficit would comply with the Ministry requirements. CFO Carson noted that the Ministry may require a deficit reduction plan. As the increase was due to an increase in capital spending, staff would be submitting the deficit reduction template showing the elimination of this additional spending in 2020-2021. Owing to the other funding reductions that will be phased in, there will be other necessary actions beyond that, these will be the subject of debate during the 2020-2021 budget;
- The footnote on page 97 of the budget binder should be removed;
- Staff carefully analyse and test several scenarios based on enrollment fluctuations. Staff consistently err on the side of caution and tend to be overly conservative in enrollment projections. A drop in enrollment of 1% reduces discretionary funding by approximately 0.5%. There is always the possibility that the Ministry will make in-year decisions that impact revenues, but the District has been able to continue programming despite those changes. There are some risk factors related to expenses, but staff is confident the 2019-2020 Staff-Recommended Budget can address those. With the planned introduction of a risk management strategy the process for stress testing the budget will become more formalized;
- Staff have carefully evaluated the potential impact the changes to the Ontario Autism Fund will have on District schools. It is anticipated that transportation is an area that will be affected, and staff have increased the transportation budget accordingly. Due to the uncertainty, staff was not comfortable reducing expenditures in other parts of the budget and propose to manage the issue through the reserves if required. Autism funding from the Ministry will be slightly enhanced based on the provincial average calculation per student. There were some additional benefits if the student was enrolled after the 31 March count date, but the increase was not significant;
- Trustee Scott requested that staff review options to support trustees in the preparation of amendments to the budget;
- Trustee Campbell requested further information on the types and areas of investment made by the District in support of achievement outcomes for students of low socioeconomic (SES) status;
- The EDP is not intended to generate a surplus but some flexibility is required as enrollment fluctuates and the projected surplus for 2019-2020 is \$290,000. The operating expenses assigned to the ITP reflect the costs of program delivery and include central departmental costs; and
- In response to a query regarding the salary differential on page 140 of the budget binder, staff noted that the benchmark remains the same across the province. Additional funding may be accessed for special enhancements, or additional hours and/or additional FTEs which may cover a salary gap.

5. New Business - Information and Inquiries

There was no new business.

6. Scheduled Committee of the Whole Budget Meetings

The meeting will continue on 10 June 2019.

7. Adjournment

The meeting adjourned at 9:35 p.m.

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Keith Penny, Chair





## COMMITTEE OF THE WHOLE, BUDGET REPORT

### Board Room

**Monday, June 10, 2019**

**7:00 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

Trustees Present:	Lynn Scott , Donna Blackburn, Christine Boothby, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz
Staff Present:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Curriculum), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Olga Grigoriev (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Frank Wiley (Superintendent of Instruction), Kevin Gardner (Manager of Finance), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Pamela LeMaistre (Manager of Human Resources), Katrine Mallan (Manager of Board Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Miro Vala (Manager of Facilities), Karyn Carty Ostafichuk (Manager of Planning), Sharlene Hunter (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Committee Coordinator)
Non-Voting Representatives Present:	Nancy Akehurst (Ontario Secondary School Teachers' Federation - ESP, PSSU, PSSP, EA, PECCS), Jennifer Capitani (Ottawa-Carleton Elementary Operations Committee), Jennifer Tremblay (Ottawa-Carleton Secondary School Administrators Network), Jean Trant (Ontario Secondary School Teachers' Federation -SSP), Stacey Kay (Non-affiliated Staff), Donna Owen (Special Education Advisory Committee)

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

Chair Penny called the public meeting to order at 7:14 p.m. and welcomed everyone to the meeting.

2. Approval of Agenda

**Moved by Trustee Boothby,**

**THAT the agenda be approved.**

**Carried**

3. Delegations

There were no delegations.

4. Matters for Action:

4.1 Report 19-066, 2019-2020 Staff-Recommended Budget

Moved by Trustee Blackburn,

A. THAT the unconsolidated 2019-2020 operating budget of \$980.1 million as presented in Report 19-066, 2019-2020 Staff-Recommended Budget and detailed in the 2019-2020 Staff-Recommended Budget Binder be approved; and

B. THAT the 2019-2020 capital budget of \$82.8 million as presented in the 2019-2020 Staff-Recommended Budget Binder, be approved.

An amendment moved by Trustee Lyra Evans,

A. THAT \$88,000 from the School Programs and Support Budget, which currently supports the Ottawa Police Service provision of two additional School Resource Officers (SROs) dedicated to priority schools, be reallocated to support the creation of 1.0 FTE restorative justice worker and 1.0 FTE conflict mediator; and

B. THAT no other funding be allocated or reallocated to pay, directly or indirectly, for any on-duty police officers.

In introducing the amendment, Trustee Lyra Evans, expressed the view that many of her constituents have indicated that they do not feel comfortable with police officers in schools and that many communities do not trust police officers. She noted that her proposal for alternative methods for dealing with issues that arise in schools may prevent the need for police intervention.

Trustees Blackburn, Ellis, Campbell, Hough, Jennekens, Fisher and Schwartz were not in favour of the amendment.

In response to a query from Trustee Campbell, Associate Director Reynolds responded that the SRO program has been used successfully in

boards across the province for several years. The role of the SRO is to provide support to the school community as a whole, which includes students, parents, school staff, and administrators. The SROs are experienced officers who work on building healthy and trusting relationships with students by becoming a familiar presence within the school. SROs also support the school administration's use of the Safe Schools Act.

Associate Director Reynolds advised that the District has implemented many conflict resolution, restorative practice and mediation models over the years and they are a key element in school staff and administrative training.

Principal Tremblay noted that many students have a fear of police officers, but the SROs help restore relationships and reverse trauma. She indicated the SROs are regarded as additional staff members in the school and help staff and students manage issues of violence and crime. The SROs also have numerous positive interactions with the students. She highlighted the dramatic reduction in violent incidents in her school's catchment area as a testament to the importance of SROs. She stated that the removal of an SRO would be very harmful to the schools.

Trustee Fisher suggested that a combination of both restorative justice and SROs are required within schools. He highlighted the importance of working with professionals to address the needs in schools. He noted that he was not in support of the amendment but would appreciate the opportunity to discuss the restorative justice model in the future.

In response to a query from Trustee Scott, staff noted that the two SROs are associated with Urban Priorities schools but are not funded through Urban Priorities. Principals from these schools would miss the support of the dedicated SROs.

Trustee Lyra Evans noted that the Toronto District School Board decided to remove all SROs from their schools. The amendment seeks to remove one.

*Moved by Trustee Lyra Evans,*

*THAT \$88,000 from the School Programs and Support Budget, which currently supports the Ottawa Police Service provision of two additional School Resource Officers (SROs) dedicated to priority schools, be reallocated to support the creation of 1.0 FTE restorative justice worker and 1.0 FTE conflict mediator; and*

*THAT no other funding be allocated or reallocated to pay, directly or indirectly, for any on-duty police officers.*

*Defeated*

An amendment moved by Trustee Lyra Evans,

THAT an Environmental Climate Fund be created for 2019-2020 in the amount of \$300,000 sourced from budget reserves: and

- i. The funds be equally allocated among the Superintendencies of Instruction;
- ii. The funds be made available to schools to support environmental projects or initiatives following applications by school communities and/or principals; and
- iii. The application process and criteria be approved by the Director of Education.

In introducing the amendment, Trustee Lyra Evans suggested that the new strategic plan focus on a culture of social responsibility should feature an element of environmental care which will require resources.

Director Williams-Taylor commented that the strategic plan would come to life in the classroom. She noted that through the educator's use of innovative practice, the District would be able to influence and change behaviours in schools and classrooms. In her opinion, daily practice in schools and communities will have the most significant impact on the environment. She noted that items i, ii, and iii will affect operations, particularly the decision making required for the application and disposition of the funds.

Trustee Hough agreed with the initiative in principle but had concerns about program implementation and fund allocation.

Trustee Campbell expressed concern about the additional use of reserves. He noted that staff had taken care to lower the system cost and reduce and eliminate excesses. He questioned the priority of need for this particular investment versus other potential investments in the system. He suggested the matter be further discussed when the Board sets its work plan and begins to implement the 2019-2023 Strategic Plan.

Trustee Scott expressed the view that the amendment presents logistical challenges, and the amount that would be allocated to each school would be small. She noted that environmental awareness is already a part of the curriculum, and teachers are doing an excellent job of conveying the message. She added that many school councils are already engaging in activities that confirm the need to be conscious of environmental change. She expressed her support for the funds to remain uncommitted.



A sub-amendment moved by Trustee Braunovan,

THAT parts i, ii, and iii be removed and "and fund a variety of projects in schools around the District" be added to the main amendment.

In introducing the sub-amendment, Trustee Braunovan submitted the amendment does not need to be overly prescriptive. She hoped fellow trustees would support the sub-amendment noting that it sends a clear message about the Board's commitment to the environment and climate change.

Trustees Lyra Evans and Hough speaking in support of the sub-amendment expressed concern about the removal of part ii which encourages project-based initiatives and community participation.

*A sub-amendment moved by Trustee Braunovan,*

*THAT parts i, ii, and iii be removed and "and fund a variety of projects in schools around the District" be added to the main amendment.*

*Defeated*

Trustee Fisher expressed concern that the environment is often forgotten during difficult financial periods. He noted that the District is proactive in its environmental stewardship but that it could be aiming higher. He emphasized the importance of seeking additional funding and partnerships to provide the necessary resources.

Trustees Fisher and Jennekens commented that they would rather the funds be used to support additional educational assistants (EAs).

Trustee Schwartz expressed the view that the District and the Board could do more to support environmental issues, particularly climate change, but had concerns about the 2020-2021 Budget and her preference to keep the funds in reserves to enable a response to emergencies that may arise. She indicated that she would support this amendment.

Trustee Lyra Evans noted that \$300,000 amounts to less than \$2,000 per school. The money could be used to support in-school greening initiatives. While a small investment, the Board has an opportunity to model the kind of strong environmental leadership it seeks to cultivate in students and urged her fellow trustees to support the amendment.

*Moved by Trustee Lyra Evans,*

*THAT an Environmental Climate Fund be created for 2019-2020 in the amount of \$300,000 sourced from budget reserves: and*

- i. The funds be equally allocated among the Superintendencies of Instruction;*
- ii. The funds be made available to schools to support environmental projects or initiatives following applications by school communities and/or principals; and*
- iii. The application process and criteria be approved by the Director of Education.*

*Defeated*

In response to a query from Trustee Boothby regarding enriched learning opportunities provided through the RAISE index funding allocation, staff noted that there are a range of options the schools can elect for enrichment opportunities to support the curriculum. These may include guest speakers, additional learning activities provided within the classroom, and field trips. The RAISE funds help offset the costs. Staff considers where each school falls on the RAISE index along with several other variables when allocating discretionary staffing to these schools. Staff noted that over the past several years, some of the additional RAISE index funding had been utilized to allow technology upgrades in schools where students typically would have less access to mobile technology.

Staff advised that they have not undertaken any specific measurement of the impact of the investment, noting that the idea behind it has primarily been to attempt to level the field in terms of accessing opportunities.

Staff noted that within every school in the District, there are students who would benefit from the additional resources provided with RAISE index support. Administrators, social workers and guidance counsellors aim to identify those students and ensure they are not denied opportunities by making them aware of available supports. The Education Foundation is another resource that helps support students who require additional financial support.

Trustee Blackburn thanked the staff for their efforts during the budget process.

**Moved by Trustee Blackburn,**

- A. THAT the unconsolidated 2019-2020 operating budget of \$980.1 million as presented in Report 19-066, 2019-2020 Staff-Recommended Budget and detailed in the 2019-2020 Staff-Recommended Budget Binder be approved; and**
- B. THAT the 2019-2020 capital budget of \$82.8 million as presented in the 2019-2020 Staff-Recommended Budget Binder, be approved.**

**Carried**

5. New Business - Information and Inquiries

Director Williams-Taylor thanked trustees for their thoughtful deliberation and considerate engagement with staff.

Director Williams-Taylor highlighted the exceptional work of Chief Financial Officer Carson and the Financial Services team of Kevin Gardner, Charles D'Aoust and Teri Adamthwaite for the production of the staff-recommended budget for 2019-2020. She also thanked the members of the Director's Executive Council for their collaborative work during the budget process.

6. Adjournment

The meeting adjourned at 8:35 p.m.

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Keith Penny, Chair