



**Building Brighter Futures Together at the  
Ottawa-Carleton District School Board**



**OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD**

**BOARD MEETING  
AGENDA**

**Tuesday, 24 September 2019**

**6:30 p.m. In Camera**

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

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

**Lynn Scott**  
Trustee Zone 1  
Chair of the Board

**Sue Baker**  
Acting Manager of  
Board Services

**Prasith Wijewwra**  
Student Trustee

**Ganaaboute Gagné**  
Student Trustee

**Lyra Evans**  
Trustee Zone 9

**Keith Penny**  
Trustee Zone 8

**Jennifer Jennekins**  
Trustee Zone 7

**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

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

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**

**Tuesday, September 24, 2019, 7:00 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

**Pages**

1. Call to Order -- Chair of the Board
2. Approval of the Agenda
3. Presentation to Mark Fisher
4. Presentation to Frank Wiley
5. Report from the Board (In Camera)
6. Briefing from the Chair of the Board
7. Briefing from the Director
8. Delegations
  - 8.1 Thom Dawson, re Childcare Space Rental 1
  - 8.2 Martin Pall, re Biological Effect of Radiation from Cell Phones 3
9. Matters for Action
  - 9.1 Confirmation of Board Minutes, 24 June 2019 7
  - 9.2 Business Arising from Board Minutes

9.3	Receipt of Committee of the Whole Report, 17 September 2019	29
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*Recommendations*

- a. Approval of Chapman Mills Public School Area Consultation Plan
- b. Approval of Supervisory Officer Selection Process

9.4	Non-Consent Items	
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9.5	Report 19-088, Provisions for Calling Extraordinary Meetings of the Board and Appointing Trustees to a Strike Management Committee (J.McCoy, ext. 8207)	47
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9.6	Report 19-090, Approval of the Board Work Plan and Key Areas of Focus for 2019-2020 (M. Giroux, ext. 8310)	51
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9.7	Report 19-083, Appointment of Association Representative to the Special Education Advisory Committee	57
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9.8	Notice of Motion, Re: Appointment of Trustees to an Ad Hoc Supervisory Officer Selection Committee, Trustee Ellis	71
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10.	Matters for Discussion	
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10.1	Report from OPSBA Representatives (if required)	
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11.	Matters for Information	
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12.	New Business -- Information and Inquiries	
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13.	Adjournment	
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**Issue:** There is a current policy in place within the Ottawa Carleton District School Board (OCDSB) that allows child care providers with existing relationships with the OCDSB first right of refusal for new space opening up within a school. As such, child care providers, such as our cooperative (The Westboro Village Cooperative Preschool) are unable to compete for available space in local schools. Additionally, we are aware of vacant and unused space from a former childcare program at the Churchill Alternative School, which is only a few blocks from our current location, but are unable to compete for a request for proposal (RFP), given our cooperative is not currently a provider within the OCDSB.

**Remedy Sought:** We are requesting this policy be abolished, and that the vacant space be opened up for an RFP process so we can compete as a potential tenant. If this space is not available for other reasons, we wish to work with the OCDSB to find suitable space in a school nearby.

**About us:** The Westboro Village Cooperative Preschool is a non-profit cooperative owned and operated by the parents of the children attending the preschool. Our licensed Preschool has been running in the community for over 40 years, with the dual principle that children learn best through play, exploration and inquiry, and that parent involvement is key to any child's educational success. We are proud of our programs and wonderful teaching staff, who work hard to help our children be prepared for entry into the school system.





[www.PreventCancerNow.ca](http://www.PreventCancerNow.ca)

September 19<sup>th</sup>, 2019

Re: Improving health and learning by limiting exposure to WiFi and wireless devices

Dear Trustees,

I am writing further to a preliminary note of September 17<sup>th</sup> indicating that as an Ottawa resident, I would like to share the expertise of a leading scientist who will be visiting Ottawa, and for him to be available to the Board. **Martin Pall**, PhD, Professor Emeritus in Biochemistry and Basic Medical Science from Washington State University, is a leading expert on the biological effect of radiation from cell phones, Wi-Fi and proposed 5G wireless technology.

Students will soon not be distracted by cell phones in classrooms, and this will have the added benefit of reducing exposure to the associated radiofrequency radiation (RFR). Canada is behind some progressive jurisdictions in protecting children and their teachers from diverse harms from RFR.

**We ask that the OCDSB consider how to advance,**

- 1. to optimize use of fibre-optic and copper cables to connect to the internet, and**
- 2. to minimize and plan to phase out use of wireless technology.**

**The objective is to achieve RFR exposures that are as low as reasonably achievable (ALARA).**

Please find attached "Questions and Answers about Wi-Fi in Schools," that summarizes scientists' and doctors' findings regarding health effects of RFR, and solutions recommended by experts, as well as requirements in a variety of other educational settings.

Dr. Pall will explain effects that are very extensively documented from our current EMF exposures. These include:

1. widespread neurological/neuropsychiatric effects;
2. diverse reproductive effects including infertility;
3. DNA damage;
4. oxidative stress;
5. elevated cell death;
6. endocrine (hormonal) effects;
7. cardiac effects on the electrical control of the heart; and
8. cancer.

Two key publications by Dr. Pall are:

1. Pall, Martin L. "Wi-Fi Is an Important Threat to Human Health." *Environmental Research* 164 (July 1, 2018): 405–16. <https://doi.org/10.1016/j.envres.2018.01.035>.
2. Pall, Martin L. "Microwave Frequency Electromagnetic Fields (EMFs) Produce Widespread Neuropsychiatric Effects Including Depression." *Journal of Chemical Neuroanatomy, Controversies on Electromagnetic Fields in Neurobiology of Organisms*, 75, Part B (September 2016): 43–51. <https://doi.org/10.1016/j.jchemneu.2015.08.001>.

Further I co-authored,

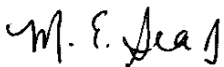
Clegg, Frank M., Margaret Sears, Margaret Friesen, Theodora Scarato, Rob Metzinger, Cindy Lee Russell, Alex Stadtner, and Anthony B. Miller. "Building Science and Radiofrequency Radiation: What Makes Smart and Healthy Buildings." *Building and Environment*, August 6, 2019, 106324. <https://doi.org/10.1016/j.buildenv.2019.106324>.

This strongly referenced, publication reviews effects of RFR on human and environmental health, many examples of actions taken globally to protect public health, and recommendations for facilities to minimize exposure to RFR and to protect health.

We look forward to addressing the trustees on September 24<sup>th</sup>, and providing the opportunity for them to question a highly regarded international expert in this matter, Dr. Martin Pall.

In the interim, a public presentation will be offered by Dr. Pall, at 2:30pm in the Banquet Hall at Woodroffe United Church. Trustees and all interested

Sincerely,

A handwritten signature in black ink, appearing to read "M. E. Sears".

Meg Sears PhD

Chair, Prevent Cancer Now  
613 832-2806  
613 297-6042 (cell phone)

Meg@PreventCancerNow.ca  
www.PreventCancerNow.ca



# Questions and Answers about Wi-Fi in Schools

## Why are doctors recommending wired - not wireless- internet networks in schools?

All wireless devices (including cell phones, cordless landline phone, any item with Wi-Fi or bluetooth capability, etc.) generate and emit an invisible electromagnetic radiation called radiofrequency (RFR). An ever growing amount of scientific [research documents show adverse effects from exposure to this radiation](#)—such as memory and sleep problems, headaches, cancer, and damage to reproduction, brain development, and DNA. These effects are found at very low levels of wireless radiation. The radiation penetrates deeper into children’s brains due to their thinner skulls. Children’s brains and immune systems are still developing, therefore they are more vulnerable to the effects.

## Where can I find expert opinions about wireless effects on health?

Physician groups such as the [American Academy of Pediatrics](#), the [Vienna Medical Association](#), and [Athens Medical Association](#) are among the many [international medical organizations](#) that have issued recommendations to the public to reduce exposure to cell phone radiation. [Countries](#) such as France, Cyprus, and Israel have banned wireless in young children’s classrooms. In several [letters](#) sent to school districts, physicians strongly recommended wired connections for technology in classrooms to eliminate unnecessary wireless radiation exposures.

## The American Academy of Pediatrics recommendations include:

- Use text messaging when possible, and use cell phones in speaker mode or with the use of hands-free kits.
- Make only short or essential calls on cell phones.
- When talking on the cell phone, try holding it an inch or more away from your head.\*
- Avoid carrying your phone against the body like in a pocket, sock, or bra. Cell phone manufacturers can’t guarantee that the amount of radiation you’re absorbing will be at a safe level.
- If you plan to watch a movie on your device, download it first, then switch to airplane mode while you watch in order to avoid unnecessary radiation exposure.
- Avoid making calls in cars, elevators, trains, and buses. The cell phone works harder to get a signal through metal, so the power level increases.

*\*EHT recommends holding the phone as far away from the head and body as possible and minimizing overall wireless use by preferring corded connections.*

## The Collaborative for High Performance School Low EMF Criteria includes:

- Install a wired local area network (LAN) for Internet access throughout the school.
- Provide wired network connections for desktop computers, laptops, notebooks, and tablets.
- All wireless transmitters shall be disabled on all Wi-Fi-enabled devices.
- Install easily accessible hard-wired phones for teacher and student use.
- Prohibit use of standard DECT cordless phones operating at 2.4 GHz and 5.8 GHz
- Prohibit the use of cell phones and other personal electronic devices in instructional areas / classrooms.

## How are students and staff exposed to this radiation in schools?

When students use a wireless computer or laptop, talk with a cell phone to the ear or even carry muted phones in their pocket, the radiation penetrates into their head and body. Wireless devices are always emitting radiation, even when they are not actively in use. Students are also exposed to RFR from wireless internet access points installed on or inside classroom ceilings and walls. Radiation emissions from the cell phones in combination with the emissions from each of the other wireless devices/accessories/networks in a school building create a cumulative daily RFR exposure for students, teachers, and staff.

## What do teachers say?

The United Educators of San Francisco passed a [resolution](#) on safer technology; numerous teachers’ unions are [calling](#) for reducing RFR exposures in schools to as few sources and as low emission levels as possible. The New Jersey Education Association published “[Minimize health risks from electronic devices](#)” recommending use of cords/cables/wires (rather than wireless) to connect devices and use of corded phones. The Ontario Secondary School Teachers’ Federation Limestone District has [called](#) for a moratorium on Wi-Fi. The [Canadian Teachers’ Federation](#) and [Ontario English Catholic Teachers Association](#) recommends avoiding and reducing RFR. New York’s United Federation of Teachers has posted Dr. Moskowitz’ “[Reducing Your Exposure](#)” and the [BabySafe brochure](#) for pregnant women.

# Questions and Answers about Wi-Fi in Schools

## What are best practices for schools to reduce this exposure?

Schools can ensure internet connectivity with safe corded connections, rather than wireless. EHT has developed a full list of [recommendations](#) for schools. Physicians [recommend](#) banning cell phones in schools for personal use and ensuring LAN networks, phones, printers, and technology systems are wired rather than wireless as best practices for schools. The [Maryland State Children's Environmental Health and Protection Advisory Council's](#) Report advises reducing RFR as much as possible with wired internet connections. The Collaborative for High Performance Schools, a US green building rating program, has developed [LOW EMF criteria](#) for classrooms so that RFR is reduced to as low as possible.

A [growing list](#) of schools are removing and/or reducing EMF exposure for students. An example of a private school policy to reduce RFR exposure is the [Upper Sturt Primary School WiFi and Cell Phone Policy](#). Castle Hill High School has developed [recommendations](#) to educate students on reducing cell phone radiation. FCC limits are not protective of health.

## What actions are governments taking?

Numerous [governments](#) such as France, Cyprus and Israel are banning and/or restricting wireless in classrooms to reduce children's radiation exposure. The European Parliamentary Assembly issued [Resolution 1815](#) which recommends reducing EMF exposure to the public and recommends, "for children in general, and particularly in schools and classrooms, give preference to wired Internet connections, and strictly regulate the use of mobile phones by school children on school premises." Local governments have passed [resolutions](#) to promote wired rather than wireless internet and have [removed](#) and/or [halted](#) the introduction of wireless systems into school buildings.

## What materials can I share with my school administrators?

The Santa Clara Medical Association Bulletin articles "[Wifi In Schools: Are We playing It Safe With Our Kids?](#)" and "[Shallow Minds: How the Internet and Wi Fi in Schools Can Affect Learning](#)" review the health impacts and doctors' recommendations. Both the New York State United Teachers (union) [webinar](#) and United Educators of San Francisco [webinar](#) are online videos about classroom wireless and health. Printable resources include the [New Jersey Education Association Recommendations](#), [Dr. Moskowitz of University of California Recommendations](#), [EHT's How To Reduce EMF in School Building Recommendations](#), and [CHPS Low EMF Criteria](#). Videos from an [expert forum](#) in Massachusetts on the impacts of Wireless in Schools featuring Dr. Ronald Melnick, Dr. Martha Herbert and Dr. David Carpenter are watchable online.

## Resources

[Reducing Electromagnetic Field Exposure in the Classroom: EHT Guide for Schools](#)

[Doctor Letters on Wi-Fi in School](#)

[Physicians for Safe Technology](#)

[Joel Moskowitz PhD, Director of the Center for Family and Community Health School of Public Health at the University of California](#)

[The BabySafe Project \(EPA recognized campaign for pregnant women signed onto by over 270 Doctors, educators and public health experts\)](#)

[Grassroots Environmental Education Child Safe School](#)

[EHT Database of Worldwide Policies on Cell Phones, Wireless and Health](#)

[Generation Zapped](#): A documentary film investigating children and wireless that schools can screen to start a community conversation on the issue.

[Resources on Cell Towers at Schools](#)

[Draft Letter to School on Wifi and Health For Parents to use](#)

[Expert Forum on Wi-Fi in Schools](#)

## Peer Reviewed Published Science

Pall. "[Wi-Fi is an important threat to human health: literature review.](#)" *Environmental Research*, 2018.

Miller et al. "[Cancer Epidemiology Update, following the 2011 IARC Evaluation of Radiofrequency EMF \(Monograph 102\).](#)" *Environmental Research*, 2018.

Carlberg and Hardell. "[Evaluation of Mobile Phone and Cordless Phone Use and Glioma Risk Using the Bradford Hill.](#)" *BioMed Research International*, 2017.

NIEHS, National Toxicology Program Carcinogenesis Studies of Cell Phone Radiofrequency Radiation, [Final Reports](#), 2018.

Avendaño et al. "[Use of laptop computers connected to internet through Wi-Fi decreases human sperm motility.](#)" *Fertility and Sterility*, 2012.

Houston et al. "[The effects of radiofrequency electromagnetic radiation on sperm function.](#)" *Reproduction*, 2016.

Shahin et al. "[2.45 GHz Microwave radiation impairs hippocampal learning and spatial memory.](#)" *Toxicological Sciences*, 2017.

Megha et al. "[Low intensity microwave radiation induced oxidative stress, inflammatory response and DNA damage in rat brain.](#)" *Neurotoxicology*, 2015.

Yüksel et al. "[Long-term exposure to EM radiation from mobile phones and Wi-Fi devices in pregnant rats and their offspring.](#)" *Endocrine*, 2015.

Kostoff and Lau. "[Combined biological and health effects of EMFs and other agents.](#)" *Technological Forecasting and Social Change*. 2013.

Yakymenko et al. "[Oxidative mechanisms of biological activity of low-intensity radiofrequency radiation.](#)" *Electromagnetic Biology and Medicine*, 2016.

Redmayne. "[International policy and advisory response regarding children's exposure to radio frequency EMF.](#)" *Electromagnetic Biology and Medicine*, 2015.

Ferreira and de Salles. "[Specific Absorption Rate \(SAR\) in the head of Tablet user's.](#)" *LAW On Communications*, 2015.

Hedendahl et al. "[Measurements of RF Radiation with a body-borne exposimeter in Swedish schools with Wi-Fi.](#)" *Frontiers in Public Health*, 2017.

Siervo, B., [Numerical evaluation of human exposure to WiMax patch antenna in tablet or laptop.](#) *Bioelectromagnetics*. 2018



## BOARD PUBLIC MINUTES

**Monday, June 24, 2019, 7:30 pm**  
**Board Room**  
**Administration Building**  
**133 Greenbank Road**  
**Ottawa, Ontario**

Trustees: Donna Blackburn, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Keith Penny, Lynn Scott, Isaac Glassman (Student Trustee) , Samantha Lin (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Katrine Mallan (Manager of Board Services), Karyn Carty Ostafichuk, (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Senior Board Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:30 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 Hough, seconded by Trustee Lyra Evans,**

**THAT the agenda be approved.**

**Carried**

3. Student Trustee Report

Student Trustees Lin and Glassman presented their report on the progress they have made over the 2018-2019 school year in their roles within the Student Senate, Student Presidents' Council, and as Executive Council members of the Ontario Student Trustees' Association (OSTA-AECO).

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

- The Student Senate participation in the District's 2019-2023 Strategic Plan process and the Draft Mental Health Strategy was a highlight of their term;
- The OCDSB Student Senate led Town Hall was a success. The Town Hall is an effective and easy to implement solution to ensure students have a mechanism to share thoughts and feedback with the administration and should be encouraged;
- A survey on preferred communication strategies to engage and connect with students was conducted. The survey concluded that students prefer in-person engagement, town hall style, and public engagement over electronic communication;
- Student Trustees Lin and Glassman created a promotional video to increase student awareness on the role of student trustee. The video is available on the District's YouTube channel;
- Student Trustees Lin and Glassman participated in the creation of the OSTA-AECO Vision Document. A first for the organization, the OSTA-AECO Vision Document outlines a broad plan for the organization in pursuit of change within the education system. The Vision Document contains 35 recommendations backed with student voice;
- Student Trustees Lin and Glassman attended the OSTA-AECO Annual General Meeting in May 2019; and
- Student Trustee Glassman recommended that all trustees attend one student senate meeting a year, attend one town hall or similar event in their zone at least once a year and find student trustees in their zone and connect with them.

Student Trustee Lin thanked all Board members and staff for contributing to their positive and valuable experiences in their roles over the school year. She highlighted the support of Superintendent Lehman, Trustee Braunovan, Vice-Principal Gagnon and Myra Wells.

In response to a query from Trustee Ellis, Student Trustee Lin advised that trustees continue to provide support to student trustees. She cited the importance of Trustee Ellis's generous support in helping them run a successful student event.

Chair Scott thanked Student Trustees Lin and Glassman for their presentation. She noted that both student trustees had done a tremendous job throughout the school year.

#### 4. Presentation to Student Trustees for 2018-2019

Chair Scott remarked that student trustees provide a vital role for the Ottawa-Carleton District School Board. She noted that in 2018-2020 the District was

fortunate to be represented by two skillful, articulate, engaging and highly intelligent student trustees, Isaac Glassman and Samantha Lin.

Director Williams-Taylor presented an award and token of appreciation to Student Trustee Lin. Chair Scott noted Ms. Lin would be attending Western University in the fall of 2019 in the Business Management and Organizational Studies and Ivey Program.

Director Williams-Taylor presented an award and token of appreciation to Student Trustee Glassman. Chair Scott noted that Mr. Glassman would be traveling in Australia and Asia working on organic farms and plans to attend McMaster University in the fall of 2020 to pursue a degree in Health Sciences.

Director Williams-Taylor wished the students well in their post-secondary studies and every success in future endeavors.

Chair Scott thanked the student trustees for their effort and commitment to public education and student voice.

Chair Scott acknowledged the presence of Mr. Alex MacDonald and Mr. Kayvon Mihan, former OCDSB student trustees, seated in the public gallery and welcomed new student trustees Prasith Wijeweera and Ganaabouté Gagné.

5. Presentation of the OPSBA 2019 Jack A. MacDonald Award of Merit to Hannah Burrows

Chair Scott and Director Williams-Taylor presented the Ontario Public School Boards' Association's 2019 Jack A. MacDonald Award of Merit to Hannah Burrows, a graduating student from Osgoode Township High School. Chair Scott noted that the award is presented to students who have a sound academic record and have demonstrated outstanding community service and leadership.

6. Report from the Board (In Camera)

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

6.1 External Audit Services Contract

**Moved by** Trustee Blackburn

**Seconded by** Trustee Braunovan

**THAT a two-year contract be negotiated with KPMG LLP in compliance with the interim measures established under the Centralized Procurement Initiative (CPI) for the Ontario Public Service and Broader Public Sector (BPS) organizations.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

6.2 Human Resources Matter

**Moved by** Trustee Blackburn

**Seconded by** Trustee Braunovan

**THAT staff proceed as directed in Board, in camera, with respect to a Human Resources matter.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

6.3 Elmdale Public School Addition and Retrofit – Budget Revision

**Moved by** Trustee Blackburn

**Seconded by** Trustee Braunovan

**THAT staff proceed, as directed in Board in camera, with respect to the Budget Revision for the Elmdale Public School Addition and Retrofit.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

6.4 Employee and Family Assistance Program

**Moved by** Trustee Blackburn

**Seconded by** Trustee Braunovan

**THAT the Board approve a one-year extension of the contract with Morneau Shepell for the Employee and Family Assistance Program, from 31 August 2019 to 31 August 2020.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

7. Briefing from the Chair of the Board

Chair Scott noted that a recording of the 2019 OCDSB Community Recognition Awards ceremony would air on Rogers TV, Ottawa Cable 22 on Tuesday 25 June at 9:30 p.m.

Chair Scott advised that the meeting would be the last Board meeting for the 2018-2019 school year.

Chair Scott expressed gratitude to all OCDSB trustees, student trustees, staff, parents, and the community for remaining engaged and dedicated to the achievement and well-being of the children across our District.

8. Briefing from the Director

Director Williams-Taylor advised that the students at Katimavik Elementary School created, developed and supervised business ventures during the 2018-2019 school year as part of the Entrepreneurial Adventure program. Their work, along with eleven others from Calgary, Edmonton, Toronto, and Ottawa, were recognized with a BMO National Student Innovation Award. Director Williams-Taylor congratulated Katimavik ES for their award in the "Teamwork" category for their Escape Night.

Director Williams-Taylor noted that students working with the JA program through the Ottawa Network for Education (ONFE) initiated, operated and wound down real businesses with the help of volunteer business advisors and teachers. The JA program helps Ottawa's young people develop business skills and innovative thinking. She added that the 2019 JA Ottawa Student Business Awards Ceremony was held on 11 June 2019 at Longfields-Davidson Heights Secondary School and was the largest JA Awards ever. Several secondary school students from the District received awards for their projects.

Director Williams-Taylor highlighted the graduation ceremonies taking place across the District. She congratulated all students on their achievement and wished them well in their future.

9. Delegations

There were no delegations.

10. Matters for Action

10.1 Confirmation of Board Minutes, 28 May 2019

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

**THAT the minutes of the Board meeting, dated 28 May 2019, be confirmed.**

**Carried**

10.2 Confirmation of Special Board Minutes, 10 June 2019 (approval of budget)

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

**THAT the minutes of the Special Board meeting, dated 10 June 2019, be confirmed.**

**Carried**

10.3 Business Arising from Board Minutes

There was no business arising from the Board minutes.

10.4 Receipt of Committee of the Whole Report, 21 May 2019

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

**THAT the Committee of the Whole report, dated 21 May 2019, be received.**

**Carried**



The recommendation regarding the Elementary English with Core French Program was dealt with at the Board meeting of 28 May 2019.

10.5 Receipt of Committee of the Whole Report, 4 June 2019

**Moved by Trustee Braunovan, seconded by Trustee Campbell,**

**THAT the Committee of the Whole report, dated 4 June 2019, be received.**

**Carried**

10.6 Receipt of Committee of the Whole Report, 18 June 2019

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

**THAT the Committee of the Whole report, dated 18 June 2019, be received.**

**Carried**

10.6.a Special Education Plan 2019 and Special Education Report 2019

**Moved by** Trustee Campbell

**Seconded by** Trustee Braunovan

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.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

10.6.b Education Development Charges Amending By-Law

**Moved by** Trustee Blackburn

**Seconded by** Trustee Braunovan

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.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

10.6.c New Fernbank Elementary School - Grade Structure, Program and Attendance Boundary

**Moved by** Trustee Blackburn

**Seconded by** Trustee Braunovan

1. **THAT the opening grade structure, program offering, and attendance boundary for the new Fernbank elementary school be approved as outlined in Appendix C of Report No. 19-070, to be implemented upon its opening;**
2. **THAT the revised attendance boundary for John Young Elementary School be approved according to Appendix C of Report No. 19-070, to be implemented upon the opening of the new Fernbank elementary school; and**
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 D of Report No. 19-070.**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (8)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Carried**

10.6.d 2019-2023 Strategic Plan

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

Moved Trustee Campbell, seconded by Trustee Braunovan,

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

In introducing the motion Trustee Campbell thanked staff, stakeholders and fellow trustees for their hard work on the strategic plan.

Director Williams-Taylor noted that in response to queries at the 18 June 2019 Committee of the Whole meeting, Memo 19-089 was provided as supplemental information. She suggested that based on input from the senior team, the Indigenous Education team, and the Indigenous community, the District continue the use of the current land acknowledgment developed with Indigenous partners.

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

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

**Carried**

An amendment moved by Trustee Lyra Evans,

THAT the large print run of the strategic plan be delayed until staff has consulted with IEAC on the wording of the land acknowledgment.

Director Williams-Taylor noted that all of the advisory committees would continue to be a part of the conversation as the strategic plan

is implemented. The approval of the strategic plan signals an operational shift. Staff and administrators must understand the vision as they begin their planning for the 2019-2020 school year. The strategic plan will help in the development of school action plans. Director Williams-Taylor advised that the amendment would impact the timeline for implementation. As the District continues to learn about its role in reconciliation, the District recognizes that the Indigenous communities will provide guidance and the District aims to be responsive to their insight.

In response to a query from Trustee Penny, staff noted that the delay of the printed material would result in missed opportunities for awareness building. Senior staff aim to move quickly from adoption to implementation and having visual reminders for schools, staff and the community is essential. Staff advised that should the amendment pass, the printed materials would not be distributed to schools until early 2020.

Trustee Blackburn, speaking against the amendment, noted that Memo 19-089 indicates the District's longstanding efforts to work with and consult Indigenous communities. The current land acknowledgment statement was generated with their input. She expressed the view that the plan must be communicated quickly and broadly in a variety of media sources to ensure staff begins its implementation at the start of the 2019-2020 school year.

Trustee Hough expressed the view that by supporting the amendment, the Board has an opportunity to highlight the agility of the plan and show leadership.

In wrap up, Trustee Lyra Evans stressed the importance of being considerate and accurate with both the language and intent of the land acknowledgment and that the delay would be acceptable to ensure that the Indigenous community is consulted.

An amendment moved by Trustee Lyra Evans,

THAT the large print run of the strategic plan be delayed until staff has consulted with IEAC on the wording of the land acknowledgment.

Defeated

An amendment moved by Trustee Lyra Evans,

THAT the first goal and the third goal in Culture of Social Responsibility (as indicated on pages 103 and 106) be reversed.

Trustee Lyra Evans expressed the view that by reordering the list the District emphasizes environmental stewardship.

Trustee Campbell advised that he would not be in support of the amendment as the goals are not listed in rank order and the community was not broadly consulted on the priority of each goal. He suggested that the action plan will better define areas of priority.

An amendment moved by Trustee Lyra Evans,

THAT the first goal and the third goal in Culture of Social Responsibility (as indicated on pages 103 and 106) be reversed.

Defeated

Trustee Ellis expressed the view that the strategic plan must be responsive to the community and the learning needs of students. He feared the notion of agility and its impact on the strategic plan. Director Williams-Taylor noted that the strategic plan would serve as a blueprint to structure and focus action. She also noted that a flexible plan would enable the District to reflect and expand on new learning. The strategic plan will be executed through the action plans of the Board and staff. The action plans will adjust year to year to achieve milestones, while the key goals and areas of focus identified within each culture will not change.

**Moved by Trustee Braunovan,**

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

**Carried**

**Moved by** Trustee Campbell

**Seconded by** Trustee Braunovan

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

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

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Evans, Hough, Penny, and Scott (7)

AGAINST: Nil (0)

ABSTENTION: Ellis (1)

**Carried**

10.7 Receipt of Committee of the Whole Budget Report, 29 May 2019

**Moved by Trustee Penny, seconded by Trustee Campbell,**

**THAT the Committee of the Whole Budget Report, dated 29 May 2019, be received.**

**Carried**

10.8 Receipt of Committee of the Whole Budget Report, 3 June 2019

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

**THAT the Committee of the Whole Budget Report, dated 3 June 2019, be received.**

**Carried**

10.9 Receipt of Committee of the Whole Budget Report, 10 June 2019

**Moved by Trustee Penny, seconded by Trustee Ellis,**

**THAT the Committee of the Whole Budget Report, dated 10 June 2019, be received.**

**Carried**

11. Matters for Discussion

11.1 Report from OPSBA Representatives (if required)

There was no OPSBA report.

12. Matters for Information

There were no matters for information.

13. New Business -- Information and Inquiries

Director Williams-Taylor noted that the Environmental Climate Fund, created for the 2019-2020 school year at the 10 June 2019 Special Board meeting, will be further discussed by senior staff. Details will be communicated to school staff and councils.

Chair Scott indicated her intention to prepare a congratulatory letter to the new Education Minister Lecce. She added that she would also send a message to the new minister responsible for the Ontario Autism Program. She noted that although the Board will not meet for another two months, outreach efforts will continue. Trustee Blackburn suggested that the Chair follows up on the meeting request with local MP Lisa McLeod.

Chair Scott expressed appreciation to staff for their hard work over the past year and wished everyone a safe and happy summer break.

14. Adjournment

The meeting adjourned at 9:21 p.m.

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Lynn Scott, Chair of the Board





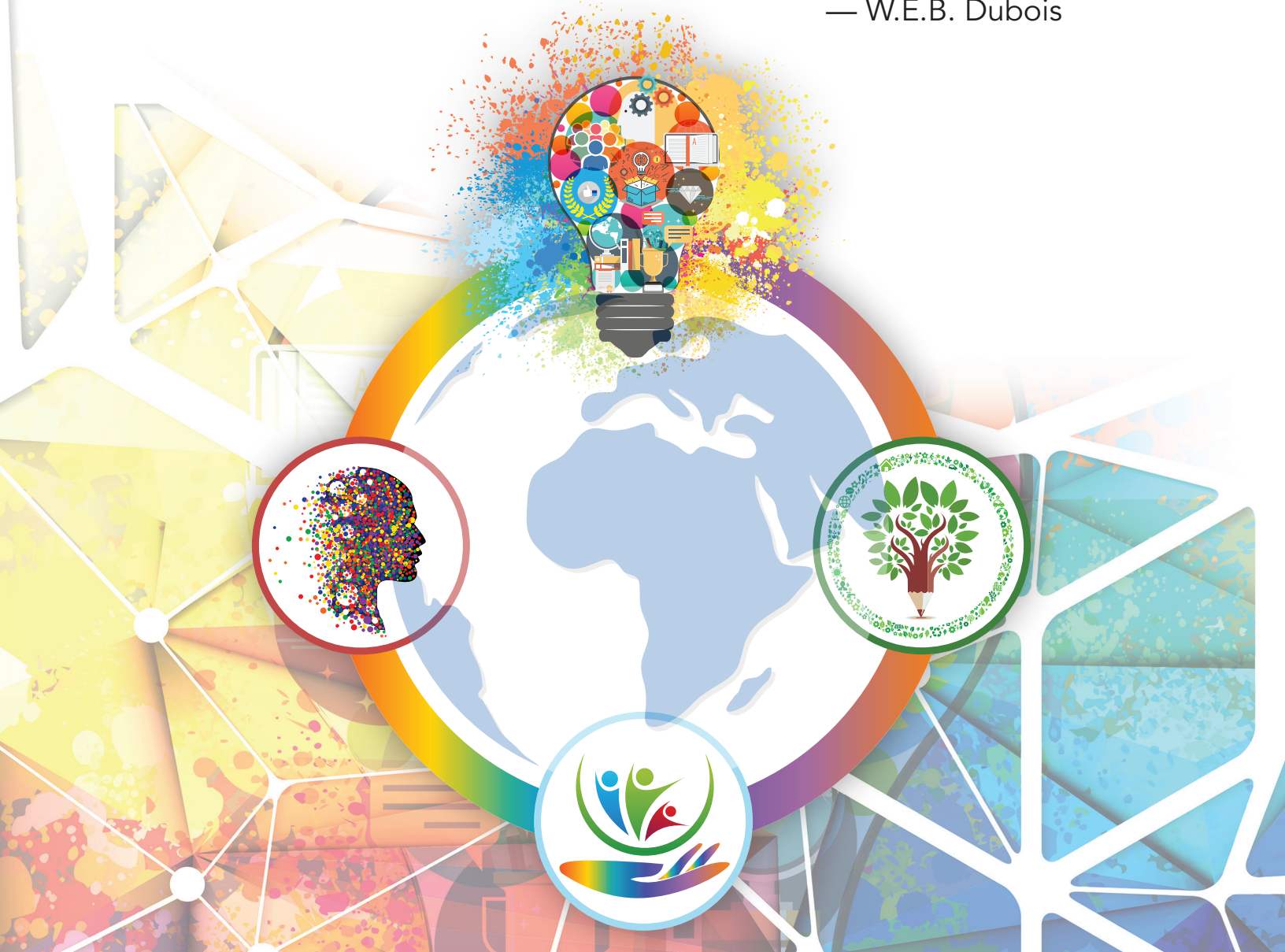


# BUILDING BRIGHTER FUTURES TOGETHER

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 sustainable 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

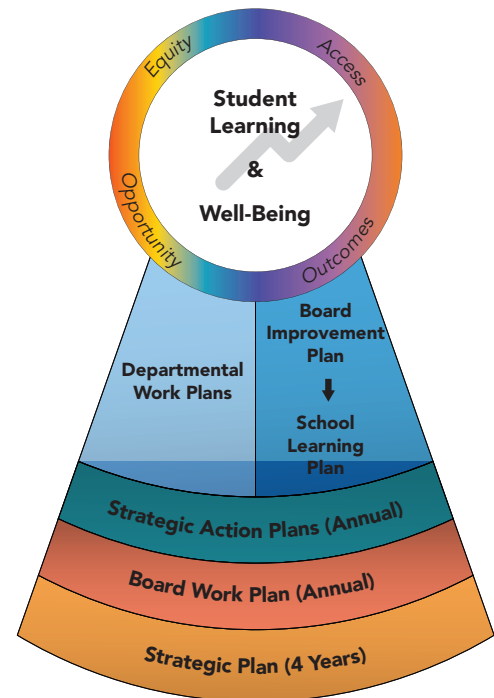
- ◆ Improved decision-making;
- ◆ Improved governance practices; and
- ◆ Improved environmental practice and reduction in greenhouse gas emissions.

## 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 (KPI's)

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 KPI's 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)





## COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, September 17, 2019, 7:30 p.m.**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

- Trustees Present: Erica Braunovan, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Prasith Wijeweera (Student Trustee), Ganaabouté Gagné (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Dorothy Baker, Eric Hardie, Shawn Lehman (Superintendents of Instruction), Michele Giroux (Executive Officer), Karyn Carty Ostafichuk (Manager of Planning), Joan Oracheski (Manager, Research, Evaluation & Analytics Division), Diane Pernari-Hergert (Manager of Communications), Susan Baker (Acting Manager of Board Services), Marc Labelle (Planner), Kathleen Moss (Research Officer), Sait Atas (Research Officer), Darcy Knoll (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Senior Coordinator, Board Services)
- Non-Voting Representatives: Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF); Brian Lesage, Ottawa-Carleton Elementary Teachers' Federation (OCETF); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC).

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

Vice-Chair Braunovan called the meeting to order at 7:34 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Trustee Lyra Evans,**

**THAT the agenda be approved.**

**Carried**

3. Briefing from the Chair of the Board

Chair Scott advised that the Facilities staff worked hard throughout the summer to enhance learning spaces. She noted that this year, the District would begin the implementation of the 2019-2023 Strategic Plan. Recognizing that learning, well-being and equity are the core of the District's work, the 2019-2023 Strategic Plan is focused on building a culture that supports and engages students, staff, parents and community members.

Chair Scott announced that the first speaker series event would take place on Rowan's Law Day, on Wednesday, 25 September 2019 at Longfields-Davidson Heights Secondary School. Led by Dr. Andree-Ann Ledoux, attendees will learn the causes of concussion, how to recognize a concussion, the neurobiology of a concussion, symptoms, recovery trajectory and concussion management protocols on return to learn and play.

Chair Scott announced that the OCDSB Parent Conference and School Council Training Day will take place on Saturday, 9 November 2019 at Longfields-Davidson Heights SS. The annual event will be hosted by the Parent Involvement Committee (PIC), in collaboration with the Ottawa-Carleton Assembly of School Councils (OCASC).

Chair Scott congratulated Superintendent Eric Hardie on the publication of his book, *The Relevant Classroom, 6 Steps to Foster Real World Learning*.

4. Briefing from the Director

Director Williams-Taylor welcomed staff and students to the 2019-2020 school year. On behalf of the District, Director Williams-Taylor wished students, parents, community partners and staff a successful and enjoyable school year.

Director Williams-Taylor noted that more than \$79 million was invested in school renewal, additions and renovations. She was pleased to report that the kindergarten playground at Bayview Public School, destroyed by the tornado last September, has been rebuilt.

Director Williams-Taylor advised that the new strategic plan was launched in September 2019. She noted that changes in practice drive changes in culture and the work of the next several years is aimed on building a culture of innovation, caring and social responsibility. She added that this year, the District would be creating opportunities to showcase strategies in action by highlighting examples of caring, innovation and social responsibility in our schools.

Director Williams-Taylor advised that the Ontario Ministry of Education has released new guidance regarding the restriction of cellphones in schools. She noted that the Provincial Code of Conduct had been updated to address the use of cellphones and other personal mobile devices during instructional time. The new requirement will come into effect on 4 November 2019. The District encourages the responsible use of technology as a critical part of on-going learning related to digital citizenship.

Director Williams-Taylor advised that the Ontario Ministry of Education has issued a revised elementary health and physical education curriculum. This approach will take effect starting in the 2019-2020 school year. The revised curriculum includes updates in sexual health, consent, mental health, online safety, bullying, cannabis, concussions, and healthy body image. It also introduces further learning about online safety and concussion prevention in Kindergarten. She added that the District will review the new curriculum and collaborate with parents, teachers, and students as the procedure is developed.

Director Williams Taylor announced the retirement of Superintendent Frank Wiley. She noted that Superintendent Wiley has been a dedicated educator for 40 years. She acknowledged his commendable commitment to student learning and well-being and ensuring the safety of students. His contributions have been many, and his retirement is well deserved.

Director Williams-Taylor announced effective 23 September 2019, retired Superintendent Neil Yorke-Slader would provide support to the West Superintendency.

Director Williams-Taylor encouraged parents to visit their school websites for information on upcoming events and parent information nights.

Trustee Blackburn indicated that the playground facility at Knoxdale Public School was impacted by the 2018 tornado.

## 5. Delegations

### 5.1 Peter Bradley, re Transgender Identity

Peter Bradley provided a statement on transgender identity.

Chair Braunvan noted that inclusion, equity, and acceptance are standard practices of the Board and the District. Director Williams-Taylor added that the District is committed to equity and inclusion and its principles and practices are reflective of this. The District strives to create a culture where all identities are valued and works diligently with students and staff to ensure a welcoming environment.

### 5.2 Sherry Khan, re Longfields-Davidson Heights Secondary School Boundary

Ms. Khan expressed concern regarding the proposed boundary options presented in the Chapman Mills Public School Area Intermediate and Secondary School Attendance Boundary redirection. She acknowledged

the enrolment pressure at John McCrae Secondary School (SS) and hoped that options would be explored to alleviate the matter.

Vice-Chair Bruanovan encouraged Ms. Khan to remain for the discussion of item 6.1, during which staff will respond to trustee queries on the boundary redirection.

In response to a query from Trustee Lyra Evans, Ms. Khan expressed the view that the option for families in some areas to choose either Longfields-Davidson Heights Secondary School or John McCrae Secondary School be removed. She added that the students could be redirected to South Carleton High School.

In response to Student Trustee Wijiweera, Ms. Khan noted that the large student population at Longfields-Davidson Heights SS impacts the student experience and limits student participation in clubs, sports, and teams. She added that the current library and cafeteria spaces are insufficient to accommodate large enrolment.

## 6. Matters for Action:

### 6.1 Report 19-077, Chapman Mills Public School Area Intermediate and Secondary School Attendance Boundary Redirection Consultation Plan Approval

Your committee had before it Report 19-077, seeking approval of a consultation process and timeline to review the accommodation pressures at John McCrae SS and at Cedarview Middle School (MS) by considering an attendance boundary redirection in the Chapman Mills neighborhood, (west of Woodroffe Avenue) area of South Nepean (Chapman Mills Public School boundary area).

Moved by Trustee Blackburn

- A. THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this review; and
- B. THAT the Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-077 to consult with local school communities and the public.

In introducing the motion, Trustee Blackburn thanked staff for bringing the matter forward. The residents of Barrhaven are concerned about the number of portables at John McCrae SS. The property is unique and cannot sustain additional portables. She expressed the view that boundary reviews are challenging and she aims to work with staff and the community during the consultation to find the best solution.

In response to a query from Trustee Blackburn, Director Williams-Taylor noted that staff anticipates queries regarding the High-Performance Athlete (HPA) program to emerge during the consultation, but it is not

relevant to the need for the boundary review. Manager Carty-Ofstafichuk noted that the HPA would only represent a reduction of 130 students over a four-year period. She added that staff will summarize comments received, but the HPA is not central to the review.

Trustee Jennekens indicated that she would be supportive of the families involved in the consultation. She reinforced the need for a new high school in Riverside South which will also help alleviate the overcrowding.

In response to a query from Trustee Schwartz regarding the timeline of the consultation, Manager Carty-Ostafichuk advised that the proposed schedule is a guideline and that additional meetings could be added as required. However, she indicated that the attendance boundary redirection for the area must be resolved by March 2020 in time for the academic staffing process. She added that significant concerns tend to arise early in the consultation and that planning staff is making every effort to hear from all members of the community.

Manager Carty-Ostafichuk noted that should the boundary redirection be approved, changes to Cedarview MS would be phased. In all cases, the boundary redirection seeks to maintain the current enrolment levels at their capacity or slightly higher. The growth in the community continues to replenish students in the area.

In response to a query from Ms. Moulaison, Manager Carty-Ostafichuk responded that planning staff have made arrangements with school councils to be a part of their agenda.

Manager Carty-Ostafichuk noted that all options would be discussed through the consultation process, and the comments from the community will be provided to trustees. She noted that the issue is scoped to ensure that the consultation is focused. She added that staff has already received several comments and that the complete package is available to the public on the District's website.

In response to a query from Student Trustee Wijiweera regarding the long term vision of the District to deal with continued growth in Barrhaven, Manager Carty-Ostafichuk noted that the District has a plan but that it is presently dependent on the Ministry providing the funding to construct a new high school in Riverside South.

Mr. Lesage expressed concern over the increase of the grades 7 and 8 student enrolment at Longfields-Davidson Heights SS as a result of the proposed boundary redirection. He noted that should the proposed boundary redirection be approved, a 0.5 FTE vice-principal will be insufficient. Staff indicated that any changes to Longfields-Davidson Heights SS would be phased. The top capital priority is for the construction of a new high school in Riverside South. Staff does not intend to block move students.

Director Williams-Taylor noted that the boundary review is not strictly about enrolment. She added that the review also impacts program and capacity and that the attendance boundary redirection will be responsive to the changes.

In wrap-up Trustee Blackburn thanked Chair Scott for meeting with Minister Lisa MacLeod regarding the recommendation for a new high school in Riverside South and hoped colleagues would support the motion.

**Moved by Trustee Blackburn,**

- A. THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this review; and**
- B. THAT the Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-077 in order to consult with local school communities and the public.**

**Carried**

6.2 Report 19-086, Supervisory Officer - Selection Process and Committee (J. McCoy, ext.8207)

Your Committee had before it Report 19-086, seeking approval to initiate the selection process for a supervisory officer position as provided for in the Ottawa-Carleton District School Board's (OCDSB) Policy P.087.HR, Selection of Supervisory Officers.

Moved by Trustee Lyra Evans,

THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 19-086, effective immediately.

In response to a query from Trustee Campbell, staff noted that the option for the use of a pool of candidate is operational. The process of the supervisory selection is labor-intensive for both staff and candidates. The opportunity for a pool enables staff to recall and utilize strong candidates and supports the trustees' request for the consideration of succession planning.

Staff advised that no decisions on the use of a pool have been made and that trustees will be consulted on next steps.

Vice-Chair Braunovan noted that the appointment of Trustees Blackburn and Boothby to the selection committee was made at the 3 December 2018 Organizational meeting for the period ending 30 November 2019.

**Moved by Trustee Lyra Evans,**

**THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 19-086, effective immediately.**

**Carried**

7. Report from Statutory and Other Committees

7.1 Special Education Advisory Committee, 12 June 2019

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee report, dated 12 June 2019, be received.

Trustee Boothby requested that the following changes be made:

- That Rob Kirwan be added to the list of members present;
- That the second to last bullet on folio 34 be revised to read "....System Principal Kessler advised that the LD SIP model has been changed to promote balance in the student's timetable..."; and
- That the reference to Dr. Maggie Mamen on folio 35 be revised to reflect the correct spelling of her last name.

**Moved by Trustee Boothby,**

**THAT the Special Education Advisory Committee Report, dated 12 June 2019, be received, as amended.**

**Carried**

8. Matters for Discussion:

8.1 Report 19-081, Update on the Identity-based Data Collection Project (M.Giroux, ext.8310)

Your committee had before it Report 19-081 providing an update on the Identity-based Data Collection project, including the student and community focus group meetings and the proposed plan and timelines for data collection, analysis and reporting.

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

- In response to a query regarding the public acknowledgment that racism and bias exist in the education system, staff noted that, while this is an important part of the learning from the focus groups, the District has acknowledged the issue in other ways, including the focus on equity and diversity in the new strategic plan and the Board adoption of the motion to support the United Nations

International Decade for People of African Descent, but the express acknowledgement is a very important step;

- Staff has undertaken a broad consultation approach to date and have spoken directly to community partners, parents and students. Staff recognises that there are many who have experienced bias and who did not attend the focus groups but believe the input received is representative;
- Staff will be meeting with community partners and agencies to continue the conversation on strategies for engagement;
- In response to a query regarding the removal of barriers to communication, staff noted that efforts to engage communities in the conversation are ongoing. Staff are working with the equity and Indigenous teams in an effort to reach student groups and parents;
- The focus groups were limited in the number of students and parents that can attend. Staff have been collecting feedback and are willing to continue to seek to engage and expand communication with voices that are currently unheard;
- The District's research staff, instructional coaches, and multi-cultural liaison officers (MLOs) helped facilitate conversations. Staff have been active listeners at all sessions;
- The District has planned for a data collection period in November/December 2019 when the survey will be administered. Identity based data can change over time, collection at registration only would not be sufficiently representative.
- The platform that will be used to collect the data is secure and is separate from other student data sets. The data will be accessible to research staff and will never be reported on at the individual student level, but reported in aggregate;
- The data standards establish the rules for collection and the base questions are prescribed;
- The Research, Evaluation & Analytics Division (READ) involved in identity-based data collection have taken training in the Indigenous principles of Ownership, Control, Access and Possession (OCAP) to better understand its principles as they relate to data integrity;
- The District is working to address issues such as bias and stereotyping and has conducted training with administrators. The District will also be undertaking an extensive communication campaign related to participation in the survey. Staff will provide a frequently asked questions (FAQ) document and have been communicating and learning from other districts who have already undertaken identity-based data collection;
- The data will be utilized to respond to many of the deeper questions and issues that have been raised e.g., disproportionate representation of Black students being expelled;
- Staff are optimistic more details will emerge from the data to clarify issues such as intersectionality;



- It is anticipated that students will complete the survey in class. Opportunities will also be available for students who were absent or chose to complete the survey outside of class time;
- Identity is not static and may change for students over time. Staff anticipates that the collection process will repeat on a cycle but have yet to determine that cycle. The data collected would be a set and would be active for a period of time;
- Achievement outcomes and identity expression will change over time. The District must be able to look at cohorts over time but longitudinally some identity categories may change for some students;
- Staff are drafting some perceptual questions which will be refined before the collection in November 2019;
- The strategic plan identifies other types of data collection that will support our equity work but is not governed by the standards;
- Staff are still creating retention and disposition schedules for the data;
- Parent information letters will be translated using the services of a professional translator and translated into the District's five most common languages. Within the survey itself, there are Google Gold translation capabilities. Staff is evaluating the alignment and accuracy of the survey translation. Staff anticipates translation support to assist communities in the completion of the surveys. The District plans to host evenings within the community to assist families and will seek the support of MLOs and other community members to aid families in the completion of the survey;
- The data collection provides the District with the data, and it is then analyzed to identify trends. The Board must determine the strategies to use the data. Those strategies will help the District review the structures, processes, and practices that may need to change to ensure students are able to meet their goals;
- Staff will engage with community agencies and partners on the clarity of questions. Community partners can help address the specificity of some questions and provide plain-language explanations;
- Trustees stressed the importance of the consistency of messaging on how the data will be used and why it is being collected;
- The District has a variety of ways to communicate directly with students. By allowing students the opportunity to complete the survey in the classroom, where teachers can provide context and assistance, staff anticipates broad and honest input into the survey from the students. Staff also will solicit the support of the Student Senate as ambassadors;
- The parents of students in kindergarten through grade six will be invited to complete the survey. Students from grades seven through twelve will complete the survey independently;
- The question regarding disability is provided by the Ministry and lists common exceptionalities. In cases where a disability may not be

included in the list, there is an open-ended text field for respondents to complete as required;

- The District must comply with the data standards for the collection and a framework is applied to all questions; and
- Disproportionality and disparity indices will apply to all the categories, not just race.

Director Williams-Taylor expressed appreciation for the work of staff. She also expressed appreciation for the trustees' interest, feedback and investment in this initiative. The report speaks to the complexity and sensitivity of the work of Identity-based data collection. The District seeks to improve the delivery of service to its students to improve their experience in District schools.

## 8.2 Report 19-080, Update on the OECD Study for the Development of Social and Emotional Skills (M. Giroux, ext. 8310)

Your committee had before it Report 18-080 providing an update on the status and next steps regarding the OCDSB's participation in the Organisation for Economic Cooperation and Development (OECD) Study for the Development of Social and Emotional Skills.

Executive Officer Giroux highlighted the purpose of the study and noted that Ottawa is one of ten cities and nine countries participating. The Ottawa site includes the OCSDB, the Ottawa Catholic Board, Conseil des Ecoles publiques de l'Est de l'Ontario (CEPEO), and the Conseil des Ecoles Catholiques du Centre-Est (CECCE). Executive Officer Giroux noted the research methodology and indicated that the OECD intends to release both an international report summary as well as an individual report for the participant city/country. A data set will also be provided as well as the study tool to ensure participants can undertake the study again in the future.

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

- Students and schools are randomly selected to participate. All District high schools and approximately 50 elementary schools are participatory;
- The financial commitment to the OECD study is accounted for within the 2019-2020 budget and includes the completion of the deliverables. Should the District wish to undertake the study in the future, the cost would have to be evaluated along with the related human resource allocations; and
- The data set provided may not directly connect to the current data sets gathered by READ, but future iterations may be able to provide linkages to help measure the development of social and emotional skills in students.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update

Memos 19-100, The Reciprocal Education Approach (REA) Parent, Guardian and Student Fact Sheet, and 19-098, Update Regarding the Ontario Autism Program, were provided as information.

9.3 OSTA Update (Memo 19-104, School Start Up 2019-2020)

Memo 19-104, School Start Up 2019-2020 was provided as information.

10. Long Range Agendas - September - October 2019

The long range agendas for September and October 2019 were provided for information.

11. New Business - Information and Inquiries

Trustee Schwartz queried whether or not the District will participate in the Climate Strike on 27 September 2019. Staff indicated they would provide a response.

Trustee Boothby requested a memorandum outlining wait lists for the Extended Day programs, early childhood educators' shortages and the plans to address both.

Trustee Scott requested a memorandum be prepared to provide details on school start up, particularly the total number of students registered in relation to the projected enrolment.

12. Adjournment

The meeting adjourned at 10:05 p.m.

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Erica Braunovan, Chair





**Chapman Mills Public School Area – Intermediate and Secondary  
School - Attendance Boundary Redirection  
TIMELINE**

Activity	Date
<p><b>Notice of Intention to Commence Study and Approve Study</b></p> <ul style="list-style-type: none"> <li>➤ Committee of the Whole Meeting</li> <li>➤ Board Approval of Study Consultation Plan and Timeline</li> </ul>	<p align="center">17 September 2019</p> <p align="center">24 September 2019</p>
<p><b>Consultative Stage</b></p> <ul style="list-style-type: none"> <li>➤ Information Meeting with Affected Principals and School Council Representatives</li> <li>➤ Information to the Community</li> <li>➤ Public Consultation Meeting</li> </ul>	<p align="center">October 2019</p> <p align="center">October 2019</p> <p align="center">November 2019</p>
<p><b>Recommendation and Decision Making Stage</b></p> <ul style="list-style-type: none"> <li>➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report</li> <li>➤ Regular Board Meeting – Final Decisions</li> </ul>	<p align="center">December 2019</p> <p align="center">December 2019</p>
<p><b>Communication and Implementation Stage</b></p> <ul style="list-style-type: none"> <li>➤ Communication of Board Approved Decision</li> <li>➤ Implementation of Board Approved Decision</li> </ul>	<p align="center">January 2020</p> <p align="center">September 2020</p>



**Appendix C  
to Report 19-077**



## CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

<b>DATE:</b>	September 2019
<b>PROJECT:</b> (Project name, Letter of Transmittal, etc.)	<b>Chapman Mills PS Area – Intermediate and Secondary School Attendance Boundary Redirection– Approval of Study Timeline and Consultation Plan.</b>
<b>CONTACT / PROJECT LEAD</b> (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, <a href="mailto:Michael.Carson@ocdsb.ca">Michael.Carson@ocdsb.ca</a>
<b>WHAT?</b>	
<b>1. WHAT IS THE PURPOSE OF THE CONSULTATION?</b> (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p><i>The scope of the consultation includes 2 elementary and 2 high schools; Chapman Mills Public School &amp; Cedarview Middle School. Secondary Schols include John McCrae Secondary School and Longfields – Davidson Heights Secondary School.</i></p> <p><i>The consultation process will serve to implement recommendations to reduce growing enrolment pressures at both Cedarview Middle School and at John McCrae Secondary School. .</i></p>	
<b>WHY?</b>	
<b>2. WHY ARE YOU CONSULTING?</b> (Check all that apply)	
<input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain)	
<b>3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES</b> (if applicable)?	
<p><i>The consultation will seek to recommend a plan to reduce accommodation pressures at both Cedarview Middle School and at John McCrae Secondary School.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	



# CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?			
<p><b>4. WHO WILL BE CONSULTED?</b> (Key stakeholders) (Check all that apply)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; border: none;"> <p><b><u>OCDSB Community</u></b></p> <input type="checkbox"/> Students  <input checked="" type="checkbox"/> Parents/guardians  <input checked="" type="checkbox"/> School council(s)  <input type="checkbox"/> Ottawa Carleton Assembly of School Councils  <input type="checkbox"/> Advisory committees (Specify below)  <input type="checkbox"/> Special Education Advisory Committee, etc  <input type="checkbox"/> Other _____</td> <td style="width: 33%; vertical-align: top; border: none;"> <p><b><u>Internal to OCDSB</u></b></p> <input checked="" type="checkbox"/> Trustees  <input checked="" type="checkbox"/> Superintendents  <input checked="" type="checkbox"/> Principals and/or Vice-principals  <input type="checkbox"/> Managers  <input type="checkbox"/> District staff  <input type="checkbox"/> Federations  <input type="checkbox"/> Other _____</td> <td style="width: 33%; vertical-align: top; border: none;"> <p><b><u>External / Other (please identify)</u></b></p> <input type="checkbox"/> Agencies/associations _____  <input checked="" type="checkbox"/> Community groups _____  <input checked="" type="checkbox"/> General Public _____  <input type="checkbox"/> Other governments _____  <input type="checkbox"/> Other _____</td> </tr> </table> <p>Please describe or expand on who will be consulted and any partners in the consultation:</p>	<p><b><u>OCDSB Community</u></b></p> <input type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input type="checkbox"/> Advisory committees (Specify below) <input type="checkbox"/> Special Education Advisory Committee, etc <input type="checkbox"/> Other _____	<p><b><u>Internal to OCDSB</u></b></p> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals <input type="checkbox"/> Managers <input type="checkbox"/> District staff <input type="checkbox"/> Federations <input type="checkbox"/> Other _____	<p><b><u>External / Other (please identify)</u></b></p> <input type="checkbox"/> Agencies/associations _____ <input checked="" type="checkbox"/> Community groups _____ <input checked="" type="checkbox"/> General Public _____ <input type="checkbox"/> Other governments _____ <input type="checkbox"/> Other _____
<p><b><u>OCDSB Community</u></b></p> <input type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input type="checkbox"/> Advisory committees (Specify below) <input type="checkbox"/> Special Education Advisory Committee, etc <input type="checkbox"/> Other _____	<p><b><u>Internal to OCDSB</u></b></p> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals <input type="checkbox"/> Managers <input type="checkbox"/> District staff <input type="checkbox"/> Federations <input type="checkbox"/> Other _____	<p><b><u>External / Other (please identify)</u></b></p> <input type="checkbox"/> Agencies/associations _____ <input checked="" type="checkbox"/> Community groups _____ <input checked="" type="checkbox"/> General Public _____ <input type="checkbox"/> Other governments _____ <input type="checkbox"/> Other _____	
<p><b>5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?</b>                      In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions <u>prior</u> to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)</p> <p><i>Yes all stakeholders in concert with the requirements of the Pupil Accommodation Review Policy</i></p>			
HOW?			
<p><b>6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS?</b> (Check all that apply)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <input checked="" type="checkbox"/> Media advertisement (print and/or radio)  <input checked="" type="checkbox"/> Letter distribution  <input checked="" type="checkbox"/> School council(s)  <input type="checkbox"/> Ottawa Carleton Assembly of School Councils</td> <td style="width: 50%; vertical-align: top; border: none;"> <input checked="" type="checkbox"/> School newsletter  <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites)  <input type="checkbox"/> Other</td> </tr> </table> <p>Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?</p>	<input checked="" type="checkbox"/> Media advertisement (print and/or radio) <input checked="" type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> School newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Other	
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<p><b>7. HOW WILL THE CONSULTATION BE CARRIED OUT?</b> (Check all that apply)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Focus groups  <input type="checkbox"/> Interviews  <input checked="" type="checkbox"/> Mail-out or email circulation  <input type="checkbox"/> Open houses / workshops / cafes  <input checked="" type="checkbox"/> School council(s)                      Please describe:</td> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Ottawa Carleton Assembly of School Councils  <input checked="" type="checkbox"/> Public meetings  <input type="checkbox"/> Survey / questionnaire  <input checked="" type="checkbox"/> Web-based notice / Web-based comments  <input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Focus groups <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Mail-out or email circulation <input type="checkbox"/> Open houses / workshops / cafes <input checked="" type="checkbox"/> School council(s) Please describe:	<input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input checked="" type="checkbox"/> Public meetings <input type="checkbox"/> Survey / questionnaire <input checked="" type="checkbox"/> Web-based notice / Web-based comments <input type="checkbox"/> Other	
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# CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

**Appendix C  
to Report 19-077**

WHEN?		
<b>8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)<sup>1</sup>:</b> i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
<b>TARGETTED DATE FOR FINAL DECISION:</b>	December 2019	
<u>PROJECTED DATE(S)</u>	ACTIVITY/MILESTONE	<u>NOTES**</u>
	SEE ATTACHED APPENDIX B - TIMELINES	
**In filling out this chart, please note: <ul style="list-style-type: none"> <li>▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;</li> <li>▪ any constraints such as necessary deadlines, availability of stakeholders; and</li> <li>▪ the timelines for communicating the outcome/related decisions reached to those consulted.</li> </ul>		

<sup>1</sup> Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.  
 OCDSB Form 644: Consultation Plan (April 2009)

<b>HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS?</b> (Check all that apply)	
<input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> Letter distribution <input type="checkbox"/> Letter of Transmittal to committee/Board Please describe:	<input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other
<b>OTHER</b>	
<b>10. ESTIMATED COSTS FOR THE CONSULTATION*</b> (i.e. advertising, facilities, translation, materials):	
Consultation costs will be managed within existing departmental budgets.  * <i>Note that the consulting body bears responsibility for the costs of the consultation.</i>	
<b>11. EVALUATION:</b>	
Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)	



**BOARD**

**24 September 2019**

**Report No. 19-088**

**Provisions for Calling Extraordinary Meetings of the Board and Appointing Trustees to a Strike Management Committee**

**Key Contact: Janice McCoy, Superintendent of Human Resources, 613-596-8211 extension 8207**

**PURPOSE:**

1. To recommend adopting a resolution authorizing the calling of extraordinary meetings of the Board and to appoint two trustees to the Strike Management Committee to deal with collective bargaining issues, as required.

**CONTEXT:**

2. In accordance with Section 8.6 of the Board's By-laws, attached as Appendix A, the Board may adopt a resolution authorizing extraordinary meetings to be called by the Chair without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members. The enabling resolution must state the nature of the business to be transacted at such extraordinary meetings.

A Strike Management Committee is established during the collective bargaining process to provide advice to the Board, if required. Meetings are held during the day and are usually scheduled weekly, if required. The current Strike Management Committee structure allows for one Trustee Member and one Alternate member. In addition, the Chair and Vice-Chair of the Board are ex-officio members.

**KEY CONSIDERATIONS:**

3. The Board's collective agreements with its bargaining units expired as of 31 August 2019, and preparations for collective bargaining are currently underway.

To ensure the Board's capacity to be responsive to local and provincial collective bargaining, it is the practice of the Board to invoke the provisions of the Board By-laws with respect to the calling of extraordinary meetings of the Board and to appoint trustees to a Strike Management Committee.

Staff is proposing that the provisions of Section 8.6 of the By-laws be invoked for the period of 24 September 2019 to 31 December 2019.

**RESOURCE IMPLICATIONS:**

4. There are no financial implications associated with the invoking of the extraordinary meetings provision or appointing trustees to a committee of the Board.

**COMMUNICATION/CONSULTATION ISSUES:**

5. There is no consultation required.

**STRATEGIC LINKS:**

6. Creating a culture of social responsibility through ethical leadership, equitable practice and responsible stewardship is one of the priorities of the Board. Adhering to the Board's By-laws and Standing Rules and ensuring trustee participation on a Strike Management Committee to provide advice to the Board demonstrates the Board's commitment to improving governance practices.

**RECOMMENDATION:**

- A. **THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to collective bargaining, for the period from 24 September 2019 to 31 December 2019.**
- B. **THAT the Board appoint Trustee \_\_\_\_\_ and Trustee \_\_\_\_\_ as members of the Strike Management Committee.**

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

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Janice McCoy  
Superintendent of Human Resources

**APPENDICES**

Appendix A: Board By-laws and Standing Rules (excerpt re Extraordinary Meetings)



**Appendix A  
Report 19-088**

**EXCERPT FROM:**

**OCDSB By-Laws and Standing Rules  
November 2018**

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.





**BOARD  
Report No. 19-090**

**24 September 2018**

**Approval of the Board Work Plan and Key Areas of Focus for  
2019-2020**

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

**PURPOSE:**

1. To approve the Board work plan and key areas of focus for the 2019-2020 school year.

**CONTEXT:**

2. As part of its responsibility for ethical leadership and accountability, the Board recognizes that it must plan and schedule its work to effectively govern the Ottawa-Carleton District School Board. The Board has had an annual work plan since 2013-2014, incorporating areas of focus, fiduciary responsibilities, major projects already directed by the Board, and new initiatives. The annual identification of areas of focus is a requirement in Board policy P.130.GOV Evaluation Process for the Board of Trustees.

The development and approval of the Board Work Plan and Areas of Focus enables the Board to 1) identify the learning opportunities it requires to effectively act on its priorities and, 2) clearly articulate the Board's expectations of its own contributions to the achievement of the District's strategic objectives and, 3) establishing the benchmarks against which the Board can evaluate its performance.

**KEY CONSIDERATIONS:**

3. **Board Annual Reflection**  
At the Trustee Professional Development Session held on 5 September 2018, the Board reflected on its accomplishments over the past year, identified areas of growth, reviewed its strategic objectives, discussed areas of focus, highlighted work to be carried forward from the previous year, and discussed new initiatives for the coming year. The Board Work Plan and Key Areas of Focus 2019-2020 results from that reflection and discussion.

Some of the things the Board appreciated in 2018-2019 were:

- Efficient management of the Board's fiduciary responsibilities;
- Effective and timely orientation program for new trustees that was responsive to their expressed needs;
- Trustee professional development sessions on the budget process and over, academic staffing process and timelines; collective bargaining/labour negotiations process; and development of the new 2019-2023 Strategic Plan;
- Increased focus on the collection and use of identity based data;
- Increased focus on the use of metrics and performance indicators to support decision-making and monitor progress on the 2015-2019 Strategic Plan;
- Improved engagement with marginalized communities;
- Established the Indigenous Education Advisory Council to seek advice from First Nations, Métis and Inuit on the Board's commitment to provide an equitable and inclusive education and work environment;
- Advocacy and responses to new Ministry initiatives, including changes to hiring practices, class sizes, Health & Physical Education curriculum; and Ontario Autism Program funding,
- Informal relationship building opportunities between trustees and community partners, including Ottawa-area MPPs; and
- Monitoring and understanding the impact of the amalgamation of Rideau High School and Gloucester High School.

#### 4. **Board Work Plan and Key Areas of Focus 2018-2019**

The 2019-2020 work plan includes Areas of Focus, Learning Opportunities, and Fiduciary Responsibilities. This approach differentiates the purpose of the work plan from that of the long range agenda.

#### 5. **Key Areas of Focus**

Based on the Board's discussion, the key areas of focus align with the Board's Strategic Plan for 2019-2023:

- **Culture of Innovation** - Build a learning community where innovation and inquiry drive learning.
- **Culture of Caring** – Advance equity and sense of belonging to promote a safe and caring community.
- **Culture of Social Responsibility** – Strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

#### 6. **Strategies and Opportunities**

During their discussion, members identified a range of strategies and actions that the Board will undertake to support their strategic priorities. The following list was included in the work plan and reflects the common themes from the discussion:

- Align and prioritize the work of the Board with the 2019-2023 Strategic Plan;
- Encourage innovation in the classroom by bringing attention to best practices;



- Encourage innovation in administrative processes by leveraging digital technologies;
- Understand cultural challenges and strengthen engagement, consultation and communication strategies with students, staff, parents, and community members;
- Improve the use of data and measurement metrics to support decision making;
- Understand how large organizations manage their facilities; and
- Understand the delivery models for special education programs and services.

#### 7. **Fiduciary Responsibilities**

The ongoing fiduciary responsibilities of the Board support the District in achieving its strategic objectives. These responsibilities were included in previous work plans and have been retained as an important facet of the work plan:

- Strategic plan measurement reports;
- Increase the alignment of the budget with strategic priorities;
- Approval of 2018-2019 Financial Statements.
- Monitor the 2019-2020 budget;
- Develop the 2020-2021 budget process and priorities;
- Approve academic staffing (2020-2021);
- Approve the 2020-2021 budget;
- OPSBA policy resolutions and appointment of representatives for 2020-2021;
- Adopt policy and retain an Integrity Commissioner;
- Director evaluation; and
- Board evaluation process.

#### 8. **Monitoring Progress**

The Board will monitor progress on its work plan during regular updates at Board every month. At the end of the year the Board will assess their accomplishments with respect to what it set out to do. This would be an opportunity for the Board to reflect on what has been accomplished and highlight the next year's work in year two of the Strategic Plan 2019-2023.

### **RESOURCE IMPLICATIONS:**

9. The creation of a work plan will require on-going monitoring by the Board to ensure effective implementation. In addition, the Board has identified areas for professional development to assist it in meeting its goals for each area of focus. The creation of the work plan is intended to establish high level priorities and guide the work setting for the Director and the District. The work plan itself does not require additional resources, but it does serve to inform how staff time will be invested in order to support the work of the Board.

**COMMUNICATION/CONSULTATION ISSUES:**

10. The Board will have the opportunity to review and discuss the work of the Board for the upcoming year and confirm its areas of focus during the Board meeting.

**STRATEGIC LINKS:**

11. Learning, well-being and equity are the core of the work of the Board, and building a culture that supports and engages students, staff and community is a priority of the District's strategic plan. The development and approval of the areas of focus and the Board work plan helps to move the work of the Board to create a culture of innovation, a culture of caring, and a culture of social responsibility.

**RECOMMENDATION:**

THAT the 2019-2020 Board Work Plan and Key Areas of Focus as outlined in Appendix A to Report 19-090 be approved.

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Michele Giroux  
Executive Officer, Corporate Services

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

**APPENDICES**

Appendix A: Board Work Plan and Key Areas of Focus 2019-2020

**Ottawa-Carleton District School Board****Board Work Plan 2019 – 2020**

<b>Key Areas of Focus</b>	
<b>Culture of Innovation</b>	Build a learning community where innovation and inquiry drive learning.
<b>Culture of Caring</b>	Advance equity and sense of belonging to promote a safe and caring community.
<b>Culture of Social Responsibility</b>	Strengthen our community through ethical leadership, equitable practice, and responsible stewardship

<b>Learning Opportunities</b>	<b>Fiduciary Responsibilities</b>
<ul style="list-style-type: none"> <li>• Align and prioritize the work of the Board with the 2019-2023 Strategic Plan;</li> <li>• Encourage innovation in the classroom by bringing attention to best practices;</li> <li>• Encourage innovation in administrative processes by leveraging digital technologies;</li> <li>• Understand cultural challenges and strengthen engagement, consultation and communication strategies with students, staff, parents, and community members;</li> <li>• Improve the use of data and measurement metrics to support decision making;</li> <li>• Understand how large organizations manage their facilities; and</li> <li>• Understand the delivery models for special education programs and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan measurement reports;</li> <li>• Increase the alignment of the budget with strategic priorities;</li> <li>• Approval of 2018-2019 Financial Statements.</li> <li>• Monitor the 2019-2020 budget;</li> <li>• Develop the 2020-2021 budget process and priorities;</li> <li>• Approve academic staffing (2020-2021);</li> <li>• Approve the 2020-2021 budget;</li> <li>• OPSBA policy resolutions and appointment of representatives for 2020-2021;</li> <li>• Adopt policy and retain an Integrity Commissioner;</li> <li>• Director evaluation; and</li> <li>• Board evaluation process.</li> </ul>

## **BOARD WORK PLAN AND KEY AREAS OF FOCUS 2019-2020**

As part of its responsibility for ethical leadership and accountability, the Board recognizes that it must plan and schedule its work to effectively govern the Ottawa-Carleton District School Board. The Board has had an annual work plan since 2013-2014, incorporating areas of focus, fiduciary responsibilities, major projects already directed by the Board, and new initiatives. The annual identification of areas of focus is a requirement in Board policy P.130.GOV Evaluation Process for the Board of Trustees.

The development and approval of the Board Work Plan and Areas of Focus enables the Board to 1) identify the learning opportunities it requires to effectively act on its priorities and, 2) clearly articulate the Board's expectations of its own contributions to the achievement of the District's strategic objectives and, 3) establishing the benchmarks against which the Board can evaluate its performance.

At the Trustee Professional Development Session held on 5 September 2018, the Board reflected on its accomplishments over the past year, identified areas of growth, reviewed its strategic objectives, discussed areas of focus, highlighted work to be carried forward from the previous year, and discussed new initiatives for the coming year. The Board Work Plan and Key Areas of Focus 2019-2020 results from that reflection and discussion.

The 2019-2020 work plan includes Areas of Focus, Learning Opportunities, and Fiduciary Responsibilities. This approach differentiates the purpose of the work plan from that of the long range agenda.



**BOARD (PUBLIC)**  
**Report No. 19-083**

**24 September 2019**

## **Appointment of Association Representative to the Special Education Advisory Committee**

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310**

### **PURPOSE:**

1. To appoint a primary committee member of Easter Seals Ontario to the Special Education Advisory Committee (SEAC) for the term 24 September 2019 to 14 November 2022.

### **CONTEXT:**

2. The composition of the Special Education Advisory Committee is outlined in sections 4.1 to 4.3 of Board Policy P.019.GOV: Special Education Advisory Committee (attached as Appendix A). The membership is currently comprised of three trustees, nine associations and organizations, and three community members.

Section 4.2 specifies that representative and alternates will be nominated by the association and that they shall be appointed by the Board for the term of the Board.

### **KEY CONSIDERATIONS:**

3. Board Services received indication in writing from Easter Seals Ontario (Appendix C) nominating their representative for the balance of the current term which ends 14 November 2022. Easter Seals Ontario will continue to seek an alternate member.

The appointment of representatives and alternates for the various associations/organizations takes place every four years, as their term of office coincides with the term of the Board.

Easter Seals Ontario has been without representation since June 2016. In November 2018 Easter Seals Ontario indicated their preference to maintain the organizations status but was unable to appoint a representative at the time.

In late June 2019, Allison Morse, Senior Manager of Services, Easter Seals Ontario, notified Board Services of their intent to nominate Nicole Ullmark as their

representative to SEAC. Ms. Ullmark meets the eligibility requirements prescribed in procedure PR.538.GOV Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee.

The nominee meets the criteria under the Regulation 464/97 and Policy P.019.GOV, Special Education Advisory Committee and is not an OCDSB employee.

#### **RESOURCE IMPLICATIONS:**

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

#### **COMMUNICATION/CONSULTATION ISSUES:**

5. No consultation is required as this is a direct appointment of the Board. SEAC Chair, Rob Kirwan, is aware of the request for appointment by Easter Seals Ontario.

#### **STRATEGIC LINKS:**

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

#### **RECOMMENDATION:**

THAT Nicole Ullmark, be appointed as the primary member representing Easter Seals Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.

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Michèle Giroux  
Executive Officer, Corporate Services  
(ext. 8310)

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

#### **APPENDICES**

- Appendix A: PR.538.GOV Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee  
Appendix B: P.019.GOV: Special Education Advisory Committee  
Appendix C: Easter Seals Ontario Appointment Letter



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**PROCEDURE PR.538.GOV****TITLE: APPOINTMENT OF COMMUNITY REPRESENTATIVES AND LOCAL ASSOCIATIONS TO THE SPECIAL EDUCATION ADVISORY COMMITTEE**

**Date issued: 17 April 2012**  
**Last revised: 11 October 2017**  
**Authorization: Board: 14 June 2012**

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**1.0 OBJECTIVE**

To provide guidelines for the Special Education Advisory Committee (SEAC) Selection Committee to use when recommending appointment of Community Representatives and Local Associations to the SEAC.

**2.0 DEFINITIONS**

In this procedure,

- 2.1 **SEAC Selection Committee** refers to the three trustee members serving on the SEAC who form the committee responsible for the selection of up to three Community Representatives and up to twelve Local Associations to serve on the SEAC for the duration of the term of the Board of Trustees.
- 2.2 **Community Representatives to the SEAC** refers to members of the community who have knowledge of special education issues, an understanding of the Ottawa-Carleton District School Board's (OCDSB) programs and services, and an appreciation of the role and responsibilities of the SEAC. The Community Representatives advocate in the interest of all special needs students, and do not represent the interests of any particular exceptionality.
- 2.3 **Local Association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

**3.0 RESPONSIBILITY**

- 3.1 The Director of Education and Secretary of the Board.

## 4.0 PROCEDURE

For the purposes of managing the selection process of Community Representatives and Local Associations to the SEAC, the following procedures will be adhered to:

### Selection Committee

- 4.1 A Selection Committee will be established comprised of the three trustee members as appointed by the Board to the SEAC.
- 4.2 Should a Selection Committee member determine any pecuniary interest, direct or indirect, following the review of applications, the member will immediately withdraw from the Selection Committee. The Chair or Vice-Chair of the Board shall replace the member on the Selection Committee. In the event that all three Selection Committee members must withdraw the Board shall be asked to appoint the members.

### Resource Support

- 4.3 The Superintendent of Learning Support Services, the Chair of the SEAC, and the Manager, Board Services will provide resource support to the Selection Committee. Such support shall include making arrangements for meetings, providing administrative support to the interview process, (scheduling, agendas, reference documentation, etc.) and providing advice about the role and needs of the SEAC.

## 5.0 PROCEDURES FOR APPOINTING COMMUNITY REPRESENTATIVES

- 5.1 The Board will appoint up to three Community Representatives.

### Advertising

- 5.2 An advertisement seeking applicants for consideration for appointment to serve on the SEAC as Community Representative shall be placed in daily and/or community newspapers, on the District's website, and copies will be sent to all school councils.

### Applications

- 5.3 The application period shall be a minimum of 10 business days following the date of posting of the notice/advertisement.
- 5.4 Applications shall be received by the Manager, Board Services.
- 5.5 Applications shall include:
  - a) a completed application form;
  - b) a statement of interest;
  - c) a current resumé; and
  - d) a confirmation of eligibility.
- 5.6 All Community Representative applicants must meet the following eligibility criteria:
  - a) Residency (must live within the city of Ottawa);
  - b) School support (must be a public school supporter); and
  - c) Employee status (employees of the OCDSB are not eligible to sit on the SEAC as Community Representatives).



Application Assessment and Selection of Candidates for Interviews

- 5.7 The Manager, Board Services shall provide to the Selection Committee a package containing a copy of each applicant's statement of interest and resumé.
- 5.8 All applicants who meet the eligibility criteria listed in section 5.7, and have applied at or prior to the deadline, will be considered for an interview.
- 5.9 From the original pool of eligible applicants, the Selection Committee may decide to interview a lesser number of eligible candidates.
- 5.10 Applicants not selected for an interview will be thanked for their application and advised that their applications will be maintained for one year in the event of a vacancy.

Interviews

- 5.11 Staff will contact applicants selected for an interview to schedule an interview time.
- 5.12 The Selection Committee will:
- a) confirm the interview schedule and interview list;
  - b) discuss and finalize interview questions;
  - c) develop a rating scale on which to assess applicants;
  - d) allow the same amount of interview time for each candidate;
  - e) ask all candidates the same questions;
  - f) take turns asking each candidate questions;
  - g) take notes during the interview and collectively rate the candidate according to the rating scale after the interview has ended;
  - h) identify the candidates that require reference checks;
  - i) conduct, or have staff conduct, reference checks for inclusion in consideration for the recommendation to the Board; and
  - j) discuss the overall rating scores and reference checks for interview candidates and make a recommendation, for consideration by the Board.
- 5.13 In the event a Selection Committee member is unable to be in attendance for an interview(s), the remaining Selection Committee members will conduct the interview(s).
- 5.14 Candidates selected for interviews for the Community representative position will:
- a) be asked to arrive fifteen minutes prior to his/her scheduled interview;
  - b) review a copy of the interview questions;
  - c) sign a consent form authorizing contact of references;

- d) sign a verification form confirming eligibility (as noted in 5.6 b) and attached);
- e) review a copy of Board Policy P.019.GOV: Special Education Advisory Committee; and
- f) review a copy of Board Procedure PR.538.GOV: Appointments of Community Representatives and Local Association to the Special Education Advisory Committee.

#### Recommendation to Board

5.15 A copy of the resumés and covering letters for those candidates recommended for appointment will be provided to Board members prior to the Board meeting. A letter of transmittal will be prepared by staff on behalf of the Selection Committee outlining the Selection Committee's recommendation for new Community Representatives for the Board's consideration.

#### Notification to Candidates

- 5.16 The recommended candidates will be notified by the Manager, Board Services that their name has been put forward by the Selection Committee to the Board, and that should the Board adopt the recommendation, they will be advised following the Board meeting.
- 5.17 Following the Board's decision, successful candidates will be notified of the Board's decision and provided with information regarding the next steps.
- 5.18 All unsuccessful candidates will be notified of the Board's decision, and thanked for their interest and involvement in the process.

#### Vacancy

5.19 Appointments will be made by the Board during an election year at the Inaugural Meeting of the Board, or shortly thereafter. In the event of a vacancy during the term of the Board, appointments will be made as soon as is reasonably possible.

## **6.0 PROCEDURES FOR APPOINTING LOCAL ASSOCIATIONS**

- 6.1 The Board may appoint up to twelve Local Associations for representation on SEAC once per term or as vacancies arise.
- 6.2 To ensure exceptionality representation, wherever possible the Board will endeavor to appoint one Local Association per exceptionality.

#### Advertising

- 6.3 The Manager, Board Services will coordinate with SEAC to advertise a call for applications targeted at qualified Local Associations.
- 6.4 The advertisement will be placed in daily and/or community newspapers, on the District's website, and sent to qualified Local Associations.

#### Applications

- 6.5 The application period shall be a minimum of 10 business days following the date of posting of the notice/advertisement.
- 6.6 Applications for Local Associations shall be submitted to the Manager, Board Services.
- 6.7 Applications shall include:
- a) A completed application form;
  - b) A description of the Local Association;
  - c) A statement of interest;
  - d) A confirmation of eligibility for the nominated representative and nominated alternate.
- 6.8 Receipt of applications will be acknowledged.

#### Application Assessment and Selection of Candidates for Interviews

- 6.9 The Selection Committee will review applications from Local Associations.
- 6.10 The SEAC will be invited by the Selection Committee to provide comment on which exceptionalities need representation.
- 6.11 The Selection Committee may consider nominating eligible Local Associations that are not represented amongst the present members of the SEAC.

#### Interviews

- 6.12 The CEO, Executive Director or Board Chair of the local association may be contacted for an interview by the Selection Committee.

#### Recommendation to Board

- 6.13 A copy of the applications from Local Associations will be provided to Board members prior to the Board meeting. A letter of transmittal will be prepared by staff on behalf of the Selection Committee outlining the Selection Committee's recommendation for new Local Associations for representation to the SEAC.
- 6.14 Selection and appointment of Local Associations will be the responsibility of the Board of Trustees.

#### Vacancy

- 6.15 As vacancies arise, existing applications will be considered and appointments will be made as soon as is reasonably possible

## **7.0 REFERENCE DOCUMENTS**

The Education Act, 2011, § 57

Ontario Regulation 464/97

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

Board Policy P.019.GOV: Special Education Advisory Committee

Board Policy P.101.GOV: Community Involvement on Board Standing Committee





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## POLICY P.019.GOV

### TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

**Date issued: 29 May 2006**  
**Last revised: 23 April 2019**  
**Authorization: Board: 29 May 2006**

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### 1.0 OBJECTIVE

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

### 2.0 DEFINITIONS

In this policy,

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

### 3.0 POLICY

#### Terms of Reference

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

## 4.0 SPECIFIC DIRECTIVES

### Composition

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

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

Non-voting representatives may participate in the discussion, but may not make or vote on motions.

#### Quorum

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

#### Reporting Procedure

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

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

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

#### Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.

## **5.0 REFERENCE DOCUMENTS**

*Education Act, 1998, § 57*

Ontario Regulation 464/97

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

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

PR 538 GOV: Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee





Helping Kids with  
Physical Disabilities  
Succeed

Ottawa-Carleton District School Board  
133 Greenbank Road,  
Nepean, Ontario  
K2H 6L3

August 15, 2019

Attention: Nicole Guthrie

Easter Seals Ontario would like to nominate Nicole Ullmark to the Ottawa Carleton District School Board Special Education Advisory Committee (SEAC) for the remainder of the 2018-2022 SEAC term.

Nicole is a Canadian citizen over the age of eighteen and she resides within the jurisdiction of the board and is a public school supporters. Nicole is not an employee of the school board. Nicole is in good standing as a representative of Easter Seals Ontario and is very knowledgeable about physical disability and the needs of students with disabilities.

Nicole may be contacted at 613-424-9425 or by e-mail at: [nicole.ullmark@gmail.com](mailto:nicole.ullmark@gmail.com). A short Biography is attached to this letter. I will continue to seek an Alternate member and I will be in touch if I am successful.

Easter Seals Ontario is a recognized voice for students with physical disabilities. Easter Seals Ontario was incorporated September 25, 1930, under the Ontario Corporation Number 000033730. If you require additional information please do not hesitate to contact me.

I look forward to your response in writing.

Sincerely,

A handwritten signature in blue ink that reads "Alison Morse".

Alison Morse  
Senior Manager – Services  
Easter Seals Ontario

cc: Nicole Ullmark, 1683 des Ravins Place, Orleans, ON, K1K 6H6





To: Chair and Members of the Board

DATE: 24 September 2019

RE: Notice of Motion re Appointment of Trustees to an Ad Hoc Supervisory Officer Selection Committee

Trustee Ellis has given notice that he intends to move as follows at the Board meeting of 24 September 2019:

WHEREAS the Board, at its inaugural meeting of 3 December 2018, appointed two trustees as members of the Ad Hoc Supervisory Officer Selection Committee for the period 3 December 2018 to 30 November 2019, following approval of the Board on 20 November 2019 to establish a supervisory officer selection committee;

WHEREAS Section 9.6 of the Board's By-Laws and Standing Rules provides for (a) the establishment of an ad hoc committee with a specific, defined mandate and be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee, and (e) shall automatically be stood down when the Board determines it has completed its assigned task in accordance with its terms of reference.

WHEREAS the Ad Hoc Supervisory Officer Selection Committee completed its mandate with the appointment of a supervisory officer by the Board at its meeting of 26 February 2019, effectively completing its mandate and automatically stood down;

WHEREAS past practice has been to create a new ad hoc committee for each supervisory officer selection process;

THEREFORE BE IT RESOLVED

- A. THAT the Board establish an Ad Hoc Supervisory Officer Selection Committee whose mandate shall be to recommend the selection of a supervisory officer; and**
- B. THAT Trustee \_\_\_\_\_ and Trustee \_\_\_\_\_ be appointed as members of the Ad Hoc Supervisory Officer Selection Committee.**

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

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Michèle Giroux  
Executive Officer  
Corporate Services

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