



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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



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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BOARD MEETING AGENDA

Tuesday, 26 November 2019

6:00 p.m. In Camera

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

Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Prasith Wijeweera
Student Trustee

Ganaaboute Gagné
Student Trustee

Lyra Evans
Trustee Zone 9

Keith Penny
Trustee Zone 8

Jennifer Jennekens
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

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

ABOUT THE BOARD:

- The Board of Trustees is the formal decision making body of the Ottawa-Carleton District School Board. For the 2019-2020 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.
- For more information on schedules and agendas please see https://ocdsb.ca/board/board_meetings.

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

- The following rules apply to members of the public who would like to address the Board at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie 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
- 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, November 26, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

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| 1. Call to Order -- Chair of the Board | |
| 2. Approval of the Agenda | |
| 3. Presentation to Trustee Mark Fisher | |
| 4. Presentation on Evidence of Practice - Eric Hardie | |
| 4.1 Report 19-116, Evidence of Practice (E. Hardie, ext. 8401) | 2 |
| 5. Report from the Board (In Camera) | |
| 6. Briefing from the Chair of the Board | |
| 7. Briefing from the Director | |
| 8. Delegations | |
| 8.1 Jen Doueck, Ottawa Coalition to End Violence Against Women (OCTEVAW) re Dress Code | 6 |
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Recommendations

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| a. | Approval of Consultation Plan for P.032.SCO Safe Schools and P.125.SCO School District Code of Conduct | | |
| | a. | Supplemental Information: Memo 19-134, Updates to Safe Schools Consultation Plan (M.J. Farrish, ext. 8821) | 102 |
| | b. | Approval of Timeline and Consultation Plan for John Young Elementary School | |
| | c. | Approval of an Amendment to P.096.SES Special Education Programs and Services | |

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| 9.4 | Receipt of Committee of the Whole Report, 19 November 2019 | 108 |
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Recommendations

- | | | | | |
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| a. | Approval of staffing increase to support students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD) | | | |
| | b. | Approval of Policy P.141.GOV Integrity Commissioner | | |
| | | a. | Supplemental Information: Memo 19-144, Revisions to Draft Policy P.141.GOV Integrity Commissioner (M.Giroux, ext. 8310) | 132 |
| | c. | Approval of Revisions to P.025.GOV Board Member Conflict of Interest | | |
| | d. | Approval of Commencement of Activities with a View to Phase Out the High Performance Athletes Program at John McCrae Secondary School | | |

9.5 Non-Consent Items

9.6 Oral Report, Audit Committee, 25 November 2019

Recommendation

- | | | |
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| a. | Approval of Draft 2018-2019 Consolidated Financial Statements | 134 |
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| 9.7 | Report 19-126, Appointment of Association Representatives to the Special Education Advisory Committee (M. Giroux, ext. 8310) | 166 |
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10. Matters for Discussion

10.1 Report from OPSBA Representatives (if required)

11. Matters for Information

12. New Business -- Information and Inquiries
13. Adjournment



Board

26 November 2019

Report No. 19-116

Evidence of Practice

Key Contact: Eric Hardie, Superintendent of Instruction

PURPOSE:

1. To present information to the board of trustees on a school's experience in demonstrating evidence of practice in the area of the Culture of Innovation.

CONTEXT:

2. Students in the West Carleton Secondary School courses, TEJ3M (Grade 11) 'Introduction to Computer Engineering' and TEJ4M (Grade 12) 'Computer Engineering', in addition to learning how to code, also learn how to create printed circuit boards (PCBs) which allows them to build hardware while earning a credit.

Many schools offer computer programming, but actually building circuit boards is not common.

KEY CONSIDERATIONS:

3. The courses are part of the 'Information and Technology' Specialist High Skills Major (SHSM) at West Carleton Secondary School. Students in a SHSM earn a specialist designation on their graduation certificate if they complete all of the components, which include the following:
 - Bundle of 7 - 9 credits (grade 11 & 12 including 2 Coop)
 - Industry Sector recognized certifications (compulsory & electives)
 - Experiential Learning (work experience & job shadowing)
 - Reach Ahead Opportunities (post-secondary)
 - Essential Skills & Work habits
 - Innovation, Creativity, Entrepreneurship

The OCDSB currently runs 42 SHSM programs across the district. Schools receive additional funding from the Ministry to offer these programs which help cover costs related to equipment purchases, certifications, and materials.

The initiative developed in the following way:

- Students were invited to visit a PCB (Printed Circuit Board) Verification & Testing company, DA Integrated.
- Students toured the facility and heard from employees.

- Students were then shown a presentation focused on how they created PCBs and were provided guidance to allow them to build one themselves.
- Back in the classroom students designed and tested custom made PCBs which they then programmed.
- PCB design and manufacturing became a keystone part of the grade 12 engineering course which continues today.

The initiative has taken place over three years and has included the following elements:

- site visit (facilities tour/employee discussion panel);
- a project launch by the community partner;
- industry standard software taught in the course to satisfy this project;
- real product manufacturing; and
- the project has become a foundational part of the grade 12 course.

Examples of projects include:

I. “Whack a mole” game

Students made a game board with 16 lights and 16 buttons that they programmed to be lit up in an increasingly fast game that lit up a button to be “whacked” by pushing the corresponding button.

II. Robot arm controller base station and remote control

Students repurposed an older robot arm by building a modern control circuit that could be remotely controlled from a wireless controller (also designed and built).

III. “Advanced Useless Box”

This will be demonstrated at the Board meeting.

Student success is seen in:

- extremely high student engagement;
- every student having a board manufactured and the ability to see the product of their work; and
- the opportunity for students to put on a demo for the community partner to demonstrate their hard work.

Teacher practice shifted as a result of observing the impact on student outcomes. Staff reported as being more open to embrace a project-based approach to instruction.

The factors contributing to the success are:

- connections to real-life problem and purpose;
- knowledge that they are learning real industry skills and software; and
- that it creates fun and approachable challenges.

Some of the challenges faced were:

Initially:

- creating the partnership in the first place, reaching out to industry and then developing a plan;
- learning the best way to approach teaching this software; and

- finding a funding formula that was achievable for both West Carleton Secondary School and DA Integrated. This ended up being a combination of SHSM funding and DA Integrated offering some contributions (as the costs were approximately \$1,500).

Longer term:

- finding an achievable way to replicate this year after year regarding cost, materials and safety;
- by moving to an 'in-house' model, the school was able to have students manufacture their own simple circuit board, but still send away group project boards to have them formally manufactured. The result is a smaller number and much lower cost per board etched in-house in the school's chemistry lab; and
- typically the cost is now less than \$500 per year, each student still receives a board to take home and has seen the full manufacturing/design process for formal circuit boards.

This initiative was successful in improving outcomes for students by enabling them to learn about both software and hardware simultaneously. Students report very high levels of engagement, and some students have gone on to study in related fields in their post-secondary studies.

RESOURCE IMPLICATIONS:

4. Start-up costs are approximately \$1,500, on top of the \$500 a year to run the program.

STRATEGIC LINKS:

5. This initiative linked with our strategic objectives in the areas of Innovation. Additionally, many of the Exit Outcomes are demonstrated such as: Goal-oriented, Innovative/Creative, Collaborative, Globally Aware, Resilient, Ethical Decision-makers, Academically Diverse, Effective Communicators and Critical Thinkers.

GUIDING QUESTIONS:

- How might the practice be expanded to other schools in the district?
- What supports or professional learning would be required?

Eric Hardie
Superintendent of Instruction

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

November 21, 2019

Delegation at November 26th meeting of the OCDSB Trustee Meeting regarding Dress Codes.

Dear Trustees

Thank you for the opportunity to speak with you today about the school board's Dress Code Policy and Consultation.

My name is Jen Douek and I am here today to represent the Ottawa Coalition to End Violence Against Women (OCTEVAW).

Firstly, OCTEVAW asked me to share part of a letter that I wrote to my son's school principal last year - as they fully endorse its message:

It is only the beginning of week three and I have a lot of concerns about the environment of learning and how the school is handling and modelling matters of gender, sexuality and respect. I am overhearing a lot of chatter from my son and his friends about "dress coding" and girls getting called out by teachers—in front of others!—about their clothing choices.

This is indirect information but it has already come up more than once. Can this really be a thing at [REDACTED]? A few conversations with other parents and students reveals that it is DEFINITELY a thing at [REDACTED]!

I have worked very hard to teach my son about respect and consent from the time he was a toddler. I did not expect that his school would tell him that the bodies of his classmates are targets for public commentary, evaluation and shame. Quite simply, it is not okay (and by "not okay" I mean "illegal") for a teacher to sexualize a student ("I can see your bra strap" and "raise your arms, let's see if I can see your midriff"). It is deeply humiliating, disrespectful and damaging to the student being singled out and it teaches other students that the policing of girls' bodies, what amounts to nothing less than sexual harassment, is part and parcel of coming of age.

I am appalled.

Our children deserve immediate assertive action to change this hostile climate. Please do not underestimate the import or impact of what is happening. This is where rape culture starts. I want none of it for my child or for any other child.

OCTEVAW would like to underscore that the current policy:

- Teaches girls that what they look like is more important than what they think; and
- Could be used as a tool to target and punish already marginalized students including young racialized girls and boys, and trans students (i ii iii). For example, a study in the US found that young black women in DC were disproportionately affected by dress codes^{iv}.

We are keen to review the proposed consultation process that will be tabled this evening for the dress code consultation. Some key aspects that we expect to see in the consultation process include:

- Engaging students as leaders in this process, especially those with expertise in these issues including those in GSAs, feminist collectives and other relevant student groups.
- Consulting with every student in the Board through by devoting class time to this critical issue.
- Consulting with community leader experts in preventing sexual violence and promoting an inclusive school environment including OCTEVAW, the Sexual Assault Network, the Ottawa Rape Crisis Centre, the Sexual Assault Support Centre of Ottawa, CALACS francophone d'Ottawa and Planned Parenthood Ottawa.
- Integrating intersectional analysis to prevent marginalization of girls, gender diverse, racialized, Indigenous or other student populations.
- Identifying other progressive frameworks to inform this work, such as the Oregon NOW's model student dress code which has the following values^v:
 - All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
 - All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
 - Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
 - Students should not face unnecessary barriers to school attendance.
 - Reasons for conflict and inconsistent discipline should be minimized whenever possible. (Oregon NOW, p 1)

On behalf of OCTEVAW, thank you for the opportunity to share our perspective on this important issue, and we look forward to engaging in the public consultation process and encouraging other community organizations, parents and students to do so.

Endnotes

ⁱ National Women’s Law Centre “Dress Coded: Black girls, bodies, and bias in D.C. schools” available at: https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/04/web_Final_nwlc_DressCodeReport-1.pdf

ⁱⁱ WTSP news (August 22, 2014 “NAACP: 'Saggy Pants' ordinance targets black men” available at: <https://www.wtsp.com/article/news/local/naacp-saggy-pants-ordinance-targets-black-men/300244738>

ⁱⁱⁱ Jan Hoffman (2009) “Can a boy wear a skirt to school?” New York Times available at: <https://www.nytimes.com/2009/11/08/fashion/08cross.html>

^{iv} National Women’s Law Centre “Dress Coded: Black girls, bodies, and bias in D.C. schools” available at: https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/04/web_Final_nwlc_DressCodeReport-1.pdf

^v Oregon NOW (2016) “Oregon NOW Model Student Dress Code” available at: https://noworegon.org/wp-content/uploads/sites/12/2018/01/or_now_model_student_dress_code_feb_2016_1.pdf



BOARD PUBLIC MINUTES

Tuesday, October 22, 2019, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Olga Grigoriev (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Rebecca Mason (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Susan Baker (Acting Manager of Board Services), Nicole Guthrie (Senior Board Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:04 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 Jennkens,

THAT the agenda be approved.

Carried

3. Presentation of D. Aubrey Moodie Award to Mingde Yin and Rassam R S Yazdi

Chair Scott, Director Williams-Taylor and Ellen Boynton, of the Bells Corners United Church, presented the D. Aubrey Moodie Award to former Colonel By Secondary School student Mingde Yin and former Lisgar Collegiate Institute student Rassam RS Yazdi. The pair were the highest achieving students in 2018-2019, graduating with an average of 97.31 percent, among all secondary students in the OCDSB.

Director Williams-Taylor remarked that Mingde, Rassam and their families are to be congratulated on their outstanding academic achievement and their amazing accomplishments.

4. Presentation on Evidence of Practice - Olga Grigoriev

Your committee had before it Report 19-099, Evidence of Practice, highlighting evidence of practice in two areas of the Strategic Plan: Culture of Innovation and Culture of Social Responsibility. Superintendent Grigoriev, grade 7 students from Hopewell Avenue Public School and their teacher Mr. Ranger spoke of their collaboration with community partners to create a design for a sustainable community located at the Natural Resources campus on Booth Street in Ottawa. The project was driven by “No. 9”, an organization dedicated to promoting a sustainable culture. The students were involved in the creation of an innovative architectural and landscape design project to solve a current and relevant problem about urban land use.

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

- The students presented their models at the Carleton University School of Architecture;
- Students were able to take ownership of their learning and, through hands-on, real-world work, were able to plan, design, prepare and present a model;
- The presentation of the model at Carleton University enabled the students to interact with different community leaders and the students felt that their opinions mattered;
- The students worked as teams to design a modern, aesthetically pleasing, sustainable mini-community;
- The initiative could be expanded and shared system-wide with a curriculum link to geography which could have students create models for an imagined or real local community site; and
- No.9 staff enjoyed working with the students and have indicated they would like to work with students in younger grades as well.

Trustee Lyra Evans thanked the staff and students of Hopewell Avenue Public School and presented the students with a small token of appreciation.

5. Report from the Board (In Camera)

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

5.1 Approval of Contract for External Audit Services

Moved by Trustee Fisher

Seconded by Trustee Braunovan

THAT a contract for external audit services be executed as directed in Board in camera.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

6. Briefing from the Chair of the Board

Chair Scott noted that the District will host an Early Learning Career Fair at Sir Guy Carleton Secondary School on 26 October 2019 in an effort to recruit Early Childhood Educators and Early Learning Assistants.

Chair Scott shared that First Nations, Métis and Inuit secondary school students from across the District will attend the fourth annual Indigenous Youth Symposium on 24 October 2019. Indigenous youth from Pikwakanagan and Kitigan Zibi will also be attending. She noted that the symposium provides an opportunity for students, staff and community members to gather, learn, network and share.

Chair Scott announced that the registration for the annual Parent Conference and School Council Training Day on 9 November 2019 is still open and that close to 600 parents have registered to date.

7. Briefing from the Director

Director Williams-Taylor noted that Ottawa-Carleton District School Board members of the Elementary Teachers' Federation of Ontario (ETFO) and Ontario Secondary School Teachers' Federation (OSSTF) have taken part or will participate in central strike votes. ETFO and OSSTF have advised that they have asked the Minister of Labour to appoint a conciliation officer with respect to central bargaining. Director Williams-Taylor reminded trustees and the public that strike votes and conciliation are part of the bargaining process and they are

necessary preconditions for strike action. It does not mean that strike action is imminent.

8. Delegations

There were no delegations.

9. Matters for Action

9.1 Confirmation of Board Minutes, 24 September 2019

**Moved by Trustee Schwartz, seconded by Trustee Hough,
THAT the 24 September 2019 Board minutes be confirmed.**

Carried

9.2 Business Arising from Board Minutes

In response to a query from Trustee Campbell regarding the delegation referring to a childcare space rental outlined on folio 7, Director Williams-Taylor advised that staff will prepare a memorandum on the review of Policy P.059.SCO Child Care Programs in Schools.

9.3 Receipt of Committee of the Whole Report 01 October 2019

**Moved by Trustee Braunovan, seconded by Trustee Schwartz,
THAT the Committee of the Whole report dated 01 October 2019 be received.**

Carried

9.3.a Approval of Consultation Plan for Policy P.074.IT Computer Network Security

Moved by Trustee Schwartz

Seconded by Trustee Braunovan

THAT the consultation plan outlining revisions to Policy P.074.IT - Computer Network Security, attached as Appendix B to Report 19-092 be approved. (Attached as Appendix A)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.3.b Approval of an amendment to Policy P.125.SCO School District Code of Conduct

Moved by Trustee Evans

Seconded by Trustee Braunovan

THAT the Board approve an amendment to Policy P.125.SCO School District Code of Conduct, attached as Appendix B to Report 19-094. (Attached as Appendix B)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.4 Receipt of Committee of the Whole Report 15 October 2019

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT the Committee of the Whole Report dated 15 October 2019 be received.

Carried

9.4.a Approval of Timeline and Consultation Plan for New Stittsville Secondary School Study

Moved by Trustee Braunovan

Seconded by Trustee Evans

A. THAT the Board affirm that a pupil accommodation review under OCDSB Policy P.118.PLG, Pupil Accommodation Review, is not required for this study; and

B. THAT the timeline and consultation plan, attached as Appendices B and C to Report 19-078, for a study to determine the program, attendance boundary, and opening grade structure for the new Stittsville

secondary school, and other associated changes, be approved. (Attached as appendices C and D)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.4.b Approval of KPMG LLP's Plan for the Audit of OCDSB Consolidated Financial Statements

Moved by Trustee Schwartz

Seconded by Trustee Evans

THAT KPMG LLP's plan for the audit of the 2018-2019 Consolidated Financial Statements be approved. (Attached as Appendix E)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.4.c Approval of the 2018-2019 Annual Report on Internal Audit Activity

Moved by Trustee Schwartz

Seconded by Trustee Evans

THAT Appendix A to Report 19-073 be approved as the 2018-2019 Annual Report on Internal Audit Activity. (Attached as Appendix F)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.4.d Approval of the 2018-2019 Audit Committee Annual Report to the Board

Moved by Trustee Schwartz

Seconded by Trustee Evans

THAT Report 19-074 be approved as the Audit Committee Annual Report to the Board for 2018-2019. (Attached as Appendix G)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.4.e Approval of the 2019-2020 Internal Audit Mandate

Moved by Trustee Fisher

Seconded by Trustee Evans

THAT the 2019-2020 Regional Internal Audit Mandate be approved. (Attached as Appendix H)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.4.f Approval of the 2019-2020 Internal Audit Plan

Moved by Trustee Fisher

Seconded by Trustee Evans

THAT the Regional Internal Audit Plan for 2019-2020 be approved. (Attached as Appendix I)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

9.5 Non-Consent Items

There were no non-consent items.

9.6 Receipt of Advocacy Strategy Committee Report, 01 October 2019

Moved by Trustee Braunovan, seconded by Trustee Blackburn,

THAT the report from the Advocacy Strategy Committee dated 01 October 2019, be received.

Carried

Chair Scott advised that a draft summarizing the committee's advocacy recommendations was circulated to trustees. She requested they review the draft and provide comments for further action.

10. Matters for Discussion

10.1 Report from OPSBA Representatives (if required)

There was no report from OPSBA representatives.

11. Matters for Information

There were no matters for information.

12. New Business - Information and Inquiries

Trustee Lyra Evans requested an opportunity to discuss at a future meeting the litigative stance of the District as it relates to playgrounds and field trips.

13. Motion to Reconvene In Camera

Moved by Trustee Schwartz, seconded by Trustee Hough,

THAT the Board reconvene In Camera.

Carried

14. Report from the Board (In Camera)

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

15. Adjournment

The meeting adjourned at 9:21 p.m.

Lynn Scott, Chair of the Board

APPENDIX A TO BOARD 22 OCTOBER 2019

**Consultation Plan**

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

| | |
|--|---|
| DATE: | 01 October 2019 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | Consultation regarding the proposed updates to Policy P.074.IT Computer Network Security, Report 19-092 |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Shawn Lehman, Superintendent of Instruction, ext 8391 |
| WHAT? | |
| 1.WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information) | |
| To seek input into the proposed changes to Policy P.074.IT Computer Network Security | |
| WHY? | |
| 2.WHY ARE YOU CONSULTING? (Check all that apply) | |
| <input 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) | |

| |
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| |
| <p>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 (if applicable)?</p> |
| <p>The policy reflects the District’s commitment to a Culture of Caring: Champion and nurture a safe, caring and respectful workplace.</p> <p>The District last wrote and approved Policy P.074.IT Computer Network Security in January 1999. The digital security landscape has evolved considerably during the last 20 years. While technology has to continually evolve to mitigate the technological threats, there is a greater need for awareness for staff and students to be cognizant of threats via social engineering, phishing attacks, email spoofing, etc. The revisions to the computer network security will assist in raising District awareness of security threats to the organization.</p> |



Consultation Plan

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

| WHO? |
|---|
| <p>4.WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)</p> <p><u>OCDSB Community Internal to OCDSB External / Other (please identify)</u></p> <p> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trustees _____ Agencies/associations <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> Superintendents _____ Community groups <input checked="" type="checkbox"/> School council(s) <input checked="" type="checkbox"/> Principals and/or Vice-principals _____ General Public _____ Ottawa Carleton Assembly of School Councils <input checked="" type="checkbox"/> Managers _____ Other _____ governments _____ Advisory committees (Specify below) <input checked="" type="checkbox"/> District staff _____ Other _____ Special Education Advisory Committee, etc <input checked="" type="checkbox"/> Federations _____ <input checked="" type="checkbox"/> Other Technology Advisory Committee _____ <input checked="" type="checkbox"/> Audit Committee </p> <p>Please describe or expand on who will be consulted and any partners in the consultation:</p> <p style="margin-left: 40px;">Information about this consultation will be sent to all school councils through the school council newsletter and to all parents through Keeping You Connected. Interested parents will be invited to share feedback either electronically or at a planned Policy Discussion meeting.</p> <p style="margin-left: 40px;">In addition to the parent consultation, the consultation includes targeted outreach to the federations, the Audit Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.</p> |
| <p>5.HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?</p> <p>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> |

Staff in Business and Learning Technology has been part of discussions about how to implement the recommendations from the security audit.

HOW?

6.HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- Media advertisement (print and/or radio) School newsletter
- Letter distribution Website (schools and/or OCDSB sites)
- School council(s) Other - Principal Operations Meeting
- Ottawa Carleton Assembly of School Councils Keeping You Connected
- Student Focus Groups **School Council Newsletter**

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Information about this consultation will be sent to all school councils through the school council newsletter and to all parents through Keeping You Connected. Interested parents will be invited to share feedback either electronically or at a planned Policy Discussion meeting.

In addition to the parent consultation, the consultation includes targeted outreach to the federations, the Audit Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.

7.HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- Focus groups Ottawa Carleton Assembly of School Councils
- Interviews Public meetings
- Mail-out or email circulation Survey / questionnaire
- Open houses / workshops / cafes Web-based notice / Web-based comments
- School council(s) Other (Audit Committee)

Please describe:

The consultation approach has been targeted to invite participation from those stakeholders who are most likely to provide input to this policy. Recognizing that the subject matter may be of high interest to some stakeholders, the consultation has been designed to allow interested stakeholders to provide input.

Recognizing that the district has several policies and procedures to be reviewed this year, staff is developing a specific page on the district website which will contain information about current policy consultations. There will be a link to this page on school websites. This page will include key background information, timelines for consultation and opportunities for providing feedback.

Information about this consultation will be sent to all school councils through the school council newsletter and to all parents through Keeping You Connected. Interested parents will be invited to share feedback either electronically or at a planned Policy Discussion meeting.

In addition to the parent consultation, the consultation includes targeted outreach to the federations, the Audit Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.



CONSULTATION PLAN

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

| WHEN? | | |
|--|--|--------------------------------------|
| <p>8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:</p> <p>i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis;</p> <p style="text-align: center;">Date for Committee/Board deliberation; Evaluation of consultation</p> | | |
| <p>Targeted DATE FOR FINAL DECISION:</p> | | |
| PROJECT DATE(S) | ACTIVITY/MILESTONE | NOTES** |
| Sept 17 | DEC - Changes to Policy shared via LOT with consultation plan | DEC LOT with draft revisions |
| Oct 1 | COW presentation of draft policy and consultation plan | |
| October 2- Nov 25 | Community for input - information to go to community website text posted, period for input | |
| Oct 16 | Principal Operations | 3 Year Tech Plan - Feedback |
| Oct 28 | Meeting with Federation | OSSTFF, ETFO |
| Oct 28 | Policy Discussion Forum | Parents, Staff and Community Members |

¹

| | | |
|------------|---------------------|--|
| Nov. 4 - 8 | Student Focus Group | Students in grades 7 - 12 from across the district |
| Nov 25 | Audit Committee | Report to Audit Committee with proposed revisions |
| Jan 7 | COW | Proposed Changes presented for discussion and approval |
| Jan 28 | Board | Proposed Changes presented for discussion and approval |
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| <p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. | | |
| <p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p> | | |
| <p> <input type="checkbox"/> Email circulation _____ School / principal communications / newsletter <input type="checkbox"/> Letter distribution _____ Website (schools and/or OCDSB sites) <input type="checkbox"/> Letter of Transmittal to committee/Board _____ Media reports <input type="checkbox"/> Other _____ Please describe: Final Policy will be presented for discussion and approval to Committee of the Whole and Board. </p> | | |
| OTHER | | |
| <p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):</p> <p>Approximately \$500 to cover transportation costs for student focus groups.</p> | | |
| <p><i>* Note that the consulting body bears responsibility for the costs of the consultation.</i></p> | | |
| <p>11. EVALUATION: 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.)</p> | | |

Questionnaires/ surveys

- Does the draft policy establish an effective framework for network security?
- What specific computer security protocols or best practices would you like to see documented in the accompanying procedures?
- Are there gaps or opportunities to enhance our computer and information management security practices?
- What resources or supports do you believe are necessary to support effective implementation of this policy?



POLICY P.125.SCO**TITLE: SCHOOL DISTRICT CODE OF CONDUCT**

Date Issued: May 2008
Last Revised: 30 October 2018
Authorization: Board: 13 May 2008

1.0 OBJECTIVE

To outline the School District Code of Conduct and to provide guidelines for the development of school codes of conduct.

2.0 DEFINITIONS

In this policy,

- 2.1 **District** means the Ottawa-Carleton District School Board.
- 2.2 **Medical Cannabis User** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.
- 2.3 **Parent(s)** refers to parent(s) and guardian(s). Parental involvement applies, except in cases where the student is eighteen years of age or over or is sixteen or seventeen years of age and has "withdrawn from parental control".
- 2.4 **Persons in positions of authority** refer to members of the school such as principals, teachers, occasional teachers, administrative staff, support staff and volunteers.
- 2.5 The **school community** is composed of trustees, Board staff, students, parents and volunteers of the school and feeder schools/family of schools as well as the community of people in businesses that are served by or located in the greater neighbourhood of the school.

3.0 POLICY

- 3.1 It is the policy of the Board that:
 - a) a school be a place that promotes responsibility, respect, civility, accountability and academic excellence in a safe learning and teaching environment;
 - b) a positive school climate exists when all members of the school community feel safe, comfortable, accepted and valued;

- c) ***the use of personal mobile devices during instructional time is permitted under the following circumstances:***
 - (i) for educational purposes, as directed by an educator;***
 - (ii) for health and medical purposes; and***
 - (iii) to support special education needs.***
- b) all students, teachers, other staff members, volunteers, *trustees*, and parents have a responsibility to contribute to a positive school climate; and
- c) the implementation of initiatives such as Student Success and character development, along with the employment of progressive discipline strategies to address inappropriate behaviour, fosters a positive and inclusive school climate that supports academic achievement and responsible citizenship for all students.

4.0 SPECIFIC DIRECTIVES

- 4.1 The District Code of Conduct sets clear standards of behaviour that apply to all individuals (trustees, students, parents, volunteers, teachers and all other Board staff members) involved in the system when they are on District or school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.
- 4.2 The standards of behaviour in the District Code of Conduct fall into two categories:
 - d) In category one, all members of the school community shall:
 - (i) respect and comply with all applicable federal, provincial and municipal laws;
 - (ii) demonstrate honesty and integrity in all matters including copyright and academic acknowledgement;
 - (iii) respect differences in people, their ideas, and their opinions;
 - (iv) treat one another with dignity and respect at all times, and especially when there is disagreement;
 - (v) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age, or disability;
 - (vi) respect the rights of others;
 - (vii) show proper care and regard for school property and the property of others;
 - (viii) take appropriate measures to help those in need;
 - (ix) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
 - (x) respect all members of the school community, especially persons in positions of authority; and
 - (xi) respect the need of others to work in an environment that is conducive to learning and teaching;
 - e) In category two, all members of the school community shall not:
 - (i) engage in bullying behaviours;
 - (ii) commit sexual assault;

- (iii) traffic weapons, alcohol, cannabis or illegal drugs;
- (iv) give alcohol or cannabis to a minor;
- (v) commit robbery;
- (vi) be in possession of any weapon, including firearms;
- (vii) use any object to threaten or intimidate another person;
- (viii) cause injury to any person with an object;
- (ix) be in possession of, or be under the influence of alcohol, illegal drugs or, unless users of medical cannabis, cannabis;
- (x) inflict or encourage others to inflict bodily harm on another person;
- (xi) swear at any member of the school community;
- (xii) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- (xiii) commit an act of vandalism that causes damage to school property or to property located on the premises of the school; nor
- (xiv) engage in plagiarism or other means of academic dishonesty.

- 4.3 Under the leadership of their principal, teachers and other school staff members maintain order in the school and shall hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:
- a) help students work to their full potential and develop their sense of self-worth;
 - b) empower students to be positive leaders in their classrooms, school and community;
 - c) communicate regularly and meaningfully with students and parents;
 - d) maintain consistent standards of behaviour for all students;
 - e) demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
 - f) prepare students for the full responsibilities of citizenship;
 - g) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules.
- 4.4 Students shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. These standards are demonstrated when students:
- a) come to school prepared, on time, and ready to learn;
 - b) show respect for themselves, for others, for those in authority, and for District and school property;
 - c) refrain from bringing anything to school that may compromise the safety of others; and
 - d) follow the established rules, take responsibility for their own actions, and encourage/assist peers to follow the rules of behaviour;

- e) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules.
- 4.5 Parents play an important role in the education of their children, and should support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role with respect to the District Code of Conduct when they:
- a) show an active interest in their child's school work and progress;
 - b) communicate regularly and meaningfully with the school;
 - c) help their child be neat, appropriately dressed, organized, and prepared for school;
 - d) ensure that their child attends school regularly and on time;
 - e) promptly report to the school their child's absence or late arrival;
 - f) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules;
 - g) encourage and assist their child in following the rules of behaviour;
 - h) assist school staff in dealing with disciplinary issues involving their child.
 - i) demonstrate respect for all students, staff, other parents, volunteers, and all other members of the school community; and
 - j) are engaged in the initiatives that foster a positive, safe school environment.

The school code of conduct shall include character development expectations as outlined in the Framework for Schools, Community of Character (Attachment 1).

- 4.6 The school code of conduct shall be consistent with provincial and the District Codes of Conduct and shall set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community.
- 4.7 The principal shall develop a communication plan that outlines how these standards of behaviour will be made clear to everyone, including parents and guardians whose first language is not English.
- 4.8 The principal shall seek input from the school council, parents, students, staff members, and the school community when developing a school code of conduct that is expressly tailored for their school.
- 4.9 The principal shall ensure that the school code of conduct is enforced in a fair and impartial manner.
- 4.10 The principal shall inform all members of the school community of the provincial, the District, and school codes of conduct.

- 4.11 The District Code of Conduct and school codes of conduct shall be reviewed at least every three years and revised as necessary.
- 4.12 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 APPENDICES

Attachment 1, Framework for Schools, Community of Character

6.0 REFERENCE DOCUMENTS

The Education Act

Education Amendment Act (Progressive Discipline and School Safety) 2007

Cannabis Act, 2017

Ontario Regulation 472/07 Suspension and Expulsion of Students

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, 2018

Policy/Program Memorandum 144, Bullying Prevention and Intervention, 2018

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, 2018

Board Policy P.032.SCO: Safe Schools

Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour

Board Procedure: PR.521.SCO: Safe Schools

Board Procedure: PR.659.SCO: Bullying Prevention and Intervention

Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour



NEW STITTSVILLE SECONDARY SCHOOL STUDY TIMELINE

| Activity | Date |
|--|---|
| <p>Notice of Intention to Commence Study and Approve Study</p> <ul style="list-style-type: none"> ➤ Board Approval of Study Consultation Plan and Timeline | October 2019 |
| <p>Consultative Stage</p> <ul style="list-style-type: none"> ➤ Formation of Working Group ➤ Working Group Meetings ➤ Public Consultation Meeting | November 2019 November 2019 January 2020 February 2020 March 2020 April 2020 |
| <p>Recommendation and Decision Making Stage</p> <ul style="list-style-type: none"> ➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report ➤ Regular Board Meeting – Final Decisions | June 2020 June 2020 |
| <p>Communication and Implementation Stage</p> <ul style="list-style-type: none"> ➤ Communication of Board Approved Decision ➤ Implementation of Board Approved Decision | June 2020 September 2022 |



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

CONSULTATION PLAN

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

| | |
|--|---|
| DATE: | September 2019 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | New Stittsville Secondary School Study – Approval of Timeline and Consultation Plan |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca |
| WHAT? | |
| 1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information) | |
| <p><i>The scope of the consultation includes six elementary and three secondary schools; A. Lorne Cassidy ES, Stittsville PS, Goulbourn MS, South Carleton HS, Glen Cairn PS, AY Jackson SS, Castlefrank ES, Katimavik ES, and Earl of March SS.</i></p> <p><i>The consultation process will serve to implement recommendations regarding the attendance boundary, program, and opening grade structure for the new grade 7 to 12 secondary school. Those changes may result in associated revisions to some area schools not directly impacted by the new school opening.</i></p> | |
| WHY? | |
| 2. WHY ARE YOU CONSULTING? (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) | |
| | |
| 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 (if applicable)? | |
| <p><i>The consultation will seek to recommend a plan to implement an opening grade structure, program, and attendance boundary for the new school. To minimize disruption to families and students it will also likely recommend the phasing of some of the recommended changes.</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> | |



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

CONSULTATION PLAN

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

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

- Students
 Parents/guardians
 School council(s)
 Ottawa Carleton Assembly of School Councils
 Advisory committees (Specify below)
 Special Education Advisory Committee, etc
 Other _____

Internal to OCDSB

- Trustees
 Superintendents
 Principals and/or Vice-principals
 Managers
 District staff
 Federations
 Other _____

External / Other (please identify)

- Agencies/associations _____
 Community groups _____
 General Public _____
 Other governments _____
 Other _____

Please describe or expand on who will be consulted and any partners in the consultation:

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

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 prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Yes, local Trustees, the Superintendent of Instruction for area schools, and the Chief Financial Officer.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- Media advertisement (print and/or radio)
 Letter distribution
 School council(s)
 Ottawa Carleton Assembly of School Councils
 School newsletter
 Website (schools and/or OCDSB sites)
 Other _____

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- Focus groups
 Interviews
 Mail-out or email circulation
 Open houses / workshops / cafes
 School council(s)
 Ottawa Carleton Assembly of School Councils
 Public meetings
 Survey / questionnaire
 Web-based notice / Web-based comments
 Other _____

Please describe:



CONSULTATION PLAN

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

**Appendix C
to Report 19-078**

| WHEN? | | |
|---|--|-----------------------|
| 8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: 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 | | |
| TARGETTED DATE FOR FINAL DECISION: | June 2020 | |
| <u>PROJECTED DATE(S)</u> | <u>ACTIVITY/MILESTONE</u> | <u>NOTES**</u> |
| October 2019 | Board Approval of Study Consultation Plan and Timeline | |
| November 2019 | Formation of Working Group | |
| November 2019 to March 2020 | Working Group Meetings | |
| April 2020 | Public Consultation Meeting | |
| June 2020 | Committee of the Whole Meeting – Presentation, Debate, and Recommendations | |
| June 2020 | Regular Board Meeting – Final Study Decisions | |
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| **In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. | | |

¹ 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)

**Appendix C
to Report 19-078**

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Email circulation | <input checked="" type="checkbox"/> School / principal communications / newsletter |
| <input checked="" type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> Letter of Transmittal to committee/Board | <input type="checkbox"/> Media reports |
| | <input type="checkbox"/> Other |

Please describe:

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

Consultation costs will be managed within existing departmental budgets.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

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.)

APPENDIX E TO BOARD 22 OCTOBER 2019



KPMG LLP
150 Elgin Street, Suite 1800
Ottawa ON K2P 2P8
Canada
Telephone 613-212-5764
Fax 613-212-2896

Mr. Michael Carson
Chief Financial Officer
Ottawa-Carleton District School Board
133 Greenbank Road
Nepean, Ontario
K2H 6L3

September 25, 2019

Dear Mr. Carson:

The purpose of this letter is to outline the terms of our engagement to audit the consolidated annual financial statements ("financial statements") of the Ottawa-Carleton District School Board ("the Entity"), commencing for the period ending August 31, 2019.

This letter supersedes our previous letter to the Entity dated September 4, 2018. The terms of the engagement outlined in this letter will continue in effect from period to period, unless amended or terminated in writing. The attached Terms and Conditions and any exhibits, attachments and appendices hereto and subsequent amendments form an integral part of the terms of this engagement and are incorporated herein by reference (collectively the "Engagement Letter").

Financial Reporting Framework for the Financial Statements

The annual financial statements will be prepared and presented in accordance with a basis of accounting described in the notes to the financial statements (hereinafter referred to as the "financial reporting framework").

The annual financial statements will include an adequate description of the financial reporting framework.

Management's Responsibilities

Management responsibilities are described in Appendix A – Management's Responsibilities.

An audit does not relieve management or those charged with governance of their responsibilities.

Auditor's Responsibilities

Our responsibilities are described in Appendix B – Auditor's Responsibilities.

If management does not fulfill the responsibilities above, we cannot complete our audit.



Auditor's Deliverables

The expected form and content of our report(s) is provided in Appendix C – Expected Form of Report. However, there may be circumstances in which a report may differ from its expected form and content.

In addition, if we become aware of information that relates to the financial statements after we have issued our audit report, but which was not known to us at the date of our audit report, and which is of such a nature and from such a source that we would have investigated that information had it come to our attention during the course of our audit, we will, as soon as practicable: (1) communicate such an occurrence to those charged with governance; and (2) undertake an investigation to determine whether the information is reliable and whether the facts existed at the date of our audit report. Further, management agrees that in conducting that investigation, we will have the full cooperation of the Entity's personnel. If the subsequently discovered information is found to be of such a nature that: (a) our audit report would have been affected if the information had been known as of the date of our audit report; and (b) we believe that the audit report is currently being relied upon or is likely to be relied upon by someone who would attach importance to the information, appropriate steps will be taken by KPMG, and appropriate steps will also be taken by the Entity, to prevent further reliance on our audit report. Such steps include, but may not be limited to, appropriate disclosures by the Entity to the users of the financial statements and audit report thereon of the newly discovered facts and the impact to the financial statements.

Our deliverables regarding income tax compliance and advisory services are described in Appendix – Income Tax Compliance and Advisory Services.

Additional Responsibilities regarding "Other Information"

"Other information" is defined in professional standards to be the financial or non-financial information (other than the financial statements and the auditors' report thereon) included in the "annual report". An "annual report" is defined in professional standards to comprise a document or combination of documents. Professional standards also indicate that:

- an annual report is prepared typically on an annual basis in accordance with law, regulation or custom (i.e., is reoccurring)
- an annual report contains or accompanies the financial statements and the auditors' report thereon
- an annual report's purpose is to provide owners (or similar stakeholders) with information on the Entity's:
 - operations; and/or
 - financial results and financial position as set out in the financial statements.
 - Based on discussions with management, there are no reports expected to meet the definition of an "annual report" under professional standards.

Fees

Appendix D – Fees for Professional Services to this letter lists our fees for professional services to be performed under this Engagement Letter.



We are available to provide a wide range of services beyond those outlined above. Additional services are subject to separate terms and arrangements.

We are proud to provide you with the services outlined above and we appreciate your confidence in our work. We shall be pleased to discuss this letter with you at any time. If the arrangements and terms are acceptable, please sign the duplicate of this letter in the space provided and return it to us.

Yours very truly,

A handwritten signature in black ink that reads 'KPMG LLP' in a cursive, slightly slanted font. A horizontal line is drawn underneath the signature.

Rob J. Clayton, CPA, CA

Partner responsible for the engagement and its performance, and for the report that is issued on behalf of KPMG LLP, and who, where required, has the appropriate authority from a professional, legal or regulatory body.

613-212-3601

Enclosure

cc: Audit Committee

The terms of the engagement for Ottawa-Carleton District School Board are set out as agreed:

Michael Carson, Chief Financial Officer

Date (dd/mm/yy)



Appendix A – Management’s Responsibilities

Management acknowledges and understands that they are responsible for:

- (a) the preparation and fair presentation of the financial statements in accordance with the financial reporting framework referred to above.
- (b) providing us with all information of which management is aware that is relevant to the preparation of the financial statements such as financial records, documentation and other matters, including:
 - the names of all related parties and information regarding all relationships and transactions with related parties
 - the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of shareholders, board of directors, and committees of the board of directors that may affect the financial statements. All significant actions are to be included in such summaries.
- (c) providing us with unrestricted access to such relevant information.
- (d) providing us with complete responses to all enquiries made by us during our engagement.
- (e) providing us with additional information that we may request from management for the purpose of the engagement.
- (f) providing us with unrestricted access to persons within the Entity from whom we determine it necessary to obtain evidence.
- (g) such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. Management also acknowledges and understands that they are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- (h) ensuring that all transactions have been recorded and are reflected in the financial statements.
- (i) ensuring that internal auditors providing direct assistance to us, if any, will be instructed to follow our instructions and that management, and others within the entity, will not intervene in the work the internal auditors perform for us.
- (j) providing us with written representations required to be obtained under professional standards and written representations that we determine are necessary. Management also acknowledges and understands that, as required by professional standards, we may disclaim an audit opinion when management does not provide certain written representations required.



Appendix B – Auditor’s Responsibilities

Our function as auditors of the Entity is:

- to express an opinion on whether the Entity's annual financial statements, prepared by management with the oversight of those charged with governance, are, in all material respects, in accordance with the financial reporting framework referred to above
- to report on the annual financial statements

We will conduct the audit of the Entity's annual financial statements in accordance with Canadian generally accepted auditing standards and relevant ethical requirements, including those pertaining to independence (hereinafter referred to as applicable “professional standards”).

We will plan and perform the audit to obtain reasonable assurance about whether the annual financial statements as a whole are free from material misstatement, whether due to fraud or error. Accordingly, we will, among other things:

- identify and assess risks of material misstatement, whether due to fraud or error, based on an understanding of the Entity and its environment, including the Entity's internal control. In making those risk assessments, we consider internal control relevant to the Entity's preparation of the annual financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control
- obtain sufficient appropriate audit evidence about whether material misstatements exist, through designing and implementing appropriate responses to the assessed risks
- form an opinion on the Entity's annual financial statements based on conclusions drawn from the audit evidence obtained
- communicate matters required by professional standards, to the extent that such matters come to our attention, to the appropriate level of management, those charged with governance and/or the board of directors. The form (oral or in writing) and the timing will depend on the importance of the matter and the requirements under professional standards.



Appendix C – Expected Form of Report

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Ottawa-Carleton District School Board

Opinion

We have audited the consolidated financial statements of the Ottawa-Carleton District School Board (the "Entity"), which comprise:

- the consolidated statement of financial position as at August 31, 2019
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of change in net debt for the year then ended
- the consolidated statement of cash flows year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "consolidated financial statements").

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Entity as at August 31, 2019, and its consolidated results of operations, its change in net debt and its cash flows for the year then ended in accordance with the basis of accounting described in note 1(a) to the consolidated financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the **Auditors' Responsibilities for the Audit of the Consolidated Financial Statements** section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

Without modifying our opinion, we draw attention to note 1(a) to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.



Appendix C – Expected Form of Report (continued)

Responsibilities of Management and Those Charged With Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with the basis of accounting described in note 1(a) of the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
- The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.



Appendix C – Expected Form of Report (continued)

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity's to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

(date)

Ottawa, Canada



Appendix D – Fees for Professional Services

Our fees for this engagement will be based on the complexity of the issues and the time required of the individuals who will be performing the services, and will be billed, as the work progresses. The Entity and KPMG agree to fees, before HST, based on our proposal dated April 24, 2012 quoting:

| Service | Fees for the year-ended August 31, 2019 |
|--|--|
| Audit of the consolidated financial statements of the Ottawa-Carleton District School Board | \$79,000 |
| Audit of the Ottawa-Carleton District School Board School Generated Funds and the additional audit work over the School Council Funds (subsequent to proposal) | \$17,000 |
| Total fees | \$96,000 |

Interest on overdue invoices as described in the terms and conditions ("Fee Arrangements") shall be 1% per month, calculated and compounded monthly (effective annual rate of 12.683%).

Harmonized Sales Tax (HST) will be computed and shown separately on our invoices, together with our firm's HST registration number, so that you will have the information required to claim input tax credits and input tax refunds, if applicable.

The Entity agrees, by accepting the terms of this engagement, to pay all invoices to KPMG within 30 days of receipt.

These Terms and Conditions are an integral part of the accompanying engagement letter or proposal from KPMG that identifies the engagement to which they relate (and collectively form the "Engagement Letter"). The Engagement Letter supersedes all written or oral representations on this matter. The term "Entity" used herein has the meaning set out in the accompanying engagement letter or proposal. The term "Management" used herein means the management of Entity.

1. DOCUMENTS AND LICENSES.

- a. All working papers, files and other internal materials created or produced by KPMG in relation to this engagement and all copyright and intellectual property rights therein are the property of KPMG.
- b. Only in connection with the services herein, Entity hereby grants to KPMG a limited, revocable, non-exclusive, non-transferable, paid up and royalty-free license, without right of sublicense, to use all logos, trademarks and service marks of Entity solely for presentations or reports to Entity or for internal KPMG presentations and intranet sites. Further, Entity agrees that KPMG may list Entity as a customer in KPMG's internal and external marketing materials, including KPMG websites and social media, indicating the general services rendered (e.g., "Client is an Audit, Advisory, and/or Tax client of KPMG LLP").

2. ENTITY'S RESPONSIBILITIES.

- a. Entity agrees that all management responsibilities will be performed and all management decisions will be made by Entity, and not by KPMG.
- b. Entity's provision of documents and information to KPMG on a timely basis is an important factor in our ability to issue any reports under this Engagement Letter. KPMG is not responsible for any consequences arising from Entity's failure to deliver documents and information as required.
- c. To the extent that KPMG personnel are on Entity's premises, Entity will take all reasonable precautions for their safety.
- d. Entity understands and acknowledges that KPMG's independence may be impaired if any KPMG partner, employee or contractor accepts any offer of employment from Entity.
- e. Except as required by applicable law or regulation, Entity shall keep confidential the terms of this Engagement Letter, and such confidential information shall not be distributed, published or made available to any other person without KPMG's express written permission.
- f. Management agrees to promptly provide us with a copy of any comment letter or request for information issued by any securities or other regulatory authority in respect of information on which KPMG reported, including without limitation any continuous disclosure filings.

3. FEE AND OTHER ARRANGEMENTS.

- a. KPMG's estimated fee is based in part on the quality of Entity's records, the agreed-upon level of preparation and assistance from Entity's personnel, and adherence by Entity to the agreed-upon timetable. KPMG's estimated fee also assumes that Entity's financial statements and/or other financial information, as applicable, are prepared in accordance with the relevant financial reporting framework or the relevant criteria, as applicable, and that there are no significant changes to the relevant financial reporting framework or the relevant criteria, as applicable; no significant new or changed accounting policies; no significant changes to internal control; and no other significant issues.
- b. Additional time may be incurred for such matters as significant issues, significant unusual and/or complex transactions, informing management about new professional standards, and any related accounting advice. Where these matters arise and require research, consultation and work beyond that included in the estimated fee, Entity and KPMG agree to revise the estimated fee. Our professional fees are also subject to an additional charge to cover information technology infrastructure costs and administrative support of our client service personnel. Disbursements for items such as travel, accommodation and meals will be charged based on KPMG's actual disbursements.
- c. KPMG's invoices are due and payable upon receipt. Amounts overdue are subject to interest. In order to avoid the possible implication that unpaid fees might be viewed as creating a threat to KPMG's independence, it is important that KPMG's bills be paid promptly when rendered. If a situation arises in which it may appear that KPMG's independence is threatened because of significant unpaid bills, KPMG may be prohibited from signing any applicable report and/or consent.

- d. Fees for any other services will be billed separately from the services described in this Engagement Letter and may be subject to written terms and conditions supplemental to those in the Engagement Letter.
- e. Canadian Public Accountability Board ("CPAB") participation fees, when applicable, are charged to Entity based on the annual fees levied by CPAB.

4. USE OF MEMBER FIRMS AND THIRD PARTY SERVICE PROVIDERS; STORAGE AND USE OF INFORMATION.

- a. KPMG is a member firm of the KPMG International Cooperative ("KPMG International"). Entity acknowledges that in connection with the provision of services hereunder, KPMG may use the services of KPMG International member firms, as well as other third party service providers or subcontractors, and KPMG shall be entitled to share with them all documentation and information related to the engagement, including Entity's confidential information and personal information ("information"). KPMG may also: (i) directly, or using such aforementioned KPMG International member firms, third party service providers or subcontractors, perform data analytics in respect of the information; and (ii) retain and disclose to KPMG International member firms the information to share best practices or for knowledge sharing purposes. In all such cases, such information may be used, retained, processed, or stored outside of Canada by such KPMG International member firms, other third party service providers or subcontractors, and may be subject to disclosure in accordance with the laws applicable in the jurisdiction in which the information is used, retained, processed or stored, which laws may not provide the same level of protection for such information as will Canadian laws. KPMG represents that such KPMG International member firms, other third party service providers or subcontractors have agreed or shall agree to conditions of confidentiality with respect to Entity's confidential information, and that KPMG is responsible to ensure their compliance with those conditions. Any services performed by KPMG International member firms or other third party service providers or subcontractors shall be performed in accordance with the terms of this Engagement Letter, but KPMG remains solely responsible to Entity for the delivery of the services hereunder. Entity agrees that any claims that may arise out of the engagement will be brought solely against KPMG, the contracting party, and not against any other KPMG International member firms or other third party service providers or subcontractors referred to above.
 - b. Certain information (including information relating to time, billing and conflicts) collected by KPMG during the course of the engagement may be used, retained, processed and stored outside of Canada by KPMG, KPMG International member firms or third party service providers or subcontractors providing support services to KPMG for administrative, technological and clerical/organizational purposes, including in respect of client engagement acceptance procedures and maintaining engagement profiles; and to comply with applicable law, regulation or professional standards (including for quality performance reviews). Such information may be subject to disclosure in accordance with the laws applicable in the jurisdiction in which the information is used, retained, processed or stored, which laws may not provide the same level of protection for such information as will Canadian laws. KPMG may also share information with its legal advisers and insurers for the purposes of obtaining advice.
 - c. Entity acknowledges that KPMG aggregates anonymous information from sources including the Entity for various purposes, including to monitor quality of service, and Entity consents to such use. KPMG may also use Entity's information to offer services that may be of interest to Entity.
- #### 5. PERSONAL INFORMATION CONSENTS AND NOTICES.
- KPMG may be required to collect, use and disclose personal information about individuals during the course of the engagement. Any collection, use or disclosure of personal information is subject to KPMG's Privacy Policy available at www.kpmg.ca. Entity represents and warrants that (i) it will obtain any consents required to allow KPMG to collect, use and disclose personal information in the course of the engagement, and (ii) it has provided notice to those individuals whose personal information may be collected, used and disclosed by KPMG hereunder of the potential processing of such personal information outside of Canada (as described in Section 4 above). KPMG's Privacy Officer noted in KPMG's privacy policy is able to answer any individual's questions about the collection of personal information required for KPMG to deliver services hereunder.


TERMS AND CONDITIONS FOR ASSURANCE ENGAGEMENTS
6. THIRD PARTY DEMANDS FOR DOCUMENTATION AND INFORMATION / LEGAL AND REGULATORY PROCESSES.

a. Entity on its own behalf hereby acknowledges and agrees to cause its subsidiaries and affiliates to acknowledge that KPMG or a foreign component auditor which has been engaged in connection with an assurance engagement ("component auditor") may from time to time receive demands from a third party (each, a "third party demand"), including without limitation (i) from CPAB or from professional, securities or other regulatory, taxation, judicial or governmental authorities (both in Canada and abroad), to provide them with information and copies of documents in KPMG's or the component auditor's files including (without limitation) working papers and other work-product relating to the affairs of Entity, its subsidiaries and affiliates, and (ii) summons for production of documents or information related to the services provided hereunder; which information and documents may contain confidential information of Entity, its subsidiaries or affiliates. Except where prohibited by law, KPMG or its component auditor, as applicable, will advise Entity or its affiliate or subsidiary of the third party demand. Entity acknowledges, and agrees to cause its subsidiaries and affiliates to acknowledge, that KPMG or its component auditor, as applicable, will produce documents and provide information in response to the third party demand, without further authority from Entity, its subsidiaries or affiliates.

b. KPMG will use reasonable efforts to withhold from production any documentation or information over which Entity asserts privilege. Entity must identify any such documentation or information at the time of its provision to KPMG by marking it as "privileged". Notwithstanding the foregoing, where disclosure of such privileged documents is required by law, KPMG will disclose such privileged documents. If and only if the authority requires such access to such privileged documents pursuant to the laws of a jurisdiction in which express consent of Entity is required for such disclosure, then Entity hereby provides its consent.

c. Entity agrees to reimburse KPMG for its professional time and any disbursements, including reasonable legal fees and taxes, in responding to third party demands.

d. Entity waives and releases KPMG from any and all claims that it may have against KPMG as a result of any disclosure or production by KPMG of documents or information as contemplated herein.

e. Entity agrees to notify KPMG promptly of any request received by Entity from any third party with respect to the services hereunder, KPMG's confidential information, KPMG's advice or report or any related document.

7. CONNECTING TO THE ENTITY'S IT NETWORK; EMAIL AND ONLINE FILE SHARING AND STORAGE TOOLS.

a. Entity authorizes KPMG personnel to connect their computers to Entity's IT Network and the Internet via the Network while at the Entity's premises for the purpose of conducting normal business activities.

b. Entity recognizes and accepts the risks associated with communicating electronically, and using online file sharing, storage, collaboration and other similar online tools to transmit information to or sharing information with KPMG, including (but without limitation) the lack of security, unreliability of delivery and possible loss of confidentiality and privilege. Entity assumes all responsibility or liability in respect of the risk associated with the use of the foregoing, and agrees that KPMG is not responsible for any issues that might arise (including loss of data) as a result of Entity using the foregoing to transmit information to or otherwise share information with KPMG and, in the case of online tools other than email, KPMG's access to and use of the same in connection with obtaining Entity information and documents.

8. LIMITATION ON WARRANTIES.

THIS IS A SERVICES ENGAGEMENT. KPMG WARRANTS THAT IT WILL PERFORM SERVICES HEREUNDER IN GOOD FAITH WITH QUALIFIED PERSONNEL IN A COMPETENT AND WORKMANLIKE MANNER IN ACCORDANCE WITH APPLICABLE INDUSTRY STANDARDS. SUBJECT TO SECTION 14, KPMG DISCLAIMS ALL OTHER WARRANTIES, REPRESENTATIONS OR CONDITIONS, EITHER EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, WARRANTIES, REPRESENTATIONS OR CONDITIONS OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

9. LIMITATION ON LIABILITY AND INDEMNIFICATION.

a. Subject to Section 14: (i) Entity agrees that KPMG shall not be liable to Entity for any actions, damages, claims, fines, penalties, complaints,

demands, suits, proceedings, liabilities, costs, expenses, or losses (collectively, "Claims") in any way arising out of or relating to the services performed hereunder for an aggregate amount in excess of the lesser of one million dollars (\$1,000,000) or two times the fees paid by Entity to KPMG under the engagement; and (ii) on a multi-phase engagement, KPMG's liability shall be based on the amount actually paid to KPMG for the particular phase that gives rise to the liability.

b. Subject to Section 14, in the event of a Claim by any third party against KPMG that arises out of or relates to the services performed hereunder, Entity will indemnify and hold harmless KPMG from all such Claims, including, without limitation, reasonable legal fees, except to the extent finally determined to have resulted from the intentional, deliberate or fraudulent misconduct of KPMG.

c. Subject to Section 14: (i) in no event shall KPMG be liable for consequential, special, indirect, incidental, punitive or exemplary damages, liabilities, costs, expenses, or losses (including, without limitation, lost profits and opportunity costs); (ii) in any Claim arising out of the engagement, Entity agrees that KPMG's liability will be several and not joint and several; and (iii) Entity may only claim payment from KPMG of KPMG's proportionate share of the total liability based on degree of fault.

d. For purposes of this Section 9, the term KPMG shall include its subsidiaries, its associated and affiliated entities and their respective current and former partners, directors, officers, employees, agents and representatives. The provisions of this Section 9 shall apply regardless of the form of Claim, whether in contract, statute, tort (including, without limitation, negligence) or otherwise.

10. CONSENT TO THE USE OF THE KPMG NAME OR KPMG REPORT.

Except as otherwise specifically agreed in this Engagement Letter, KPMG does not consent to:

i. the use of our name or our report in connection with information, other than what we have reported on as part of this Engagement Letter or our report thereon, that contains, incorporates by reference, or otherwise accompanies our report or our name;

ii. the use of our report in another language, or the use of our report in connection with information that we reported on that has been translated into another language;

iii. the use of our report in connection with an offering document or other securities filing, including continuous disclosure filings; or

iv. the use of our name or our report in connection with the interim financial statements (or other interim financial information) or any statement by the Entity regarding the services that we provided on the interim financial statements or other interim financial information.

Any communication, report, statement or conclusion on the interim financial statements may not be included in, or otherwise referred to in any public document or public oral statements except when the interim review conclusion contains a modified conclusion, in which case our interim review report will accompany the interim financial statements.

If the Entity wishes to obtain KPMG's consent regarding the matters above or other matters not otherwise specifically covered by this Engagement Letter, we will be required to perform procedures as required by applicable professional standards, and such procedures would be a separate engagement and subject to separate engagement terms.

11. ALTERNATIVE DISPUTE RESOLUTION.

Any dispute or claim between the parties arising under or relating to this Engagement Letter or the services provided hereunder (the "Dispute") shall be submitted to non-binding mediation. If mediation is not successful within 90 days after the issuance by a party of a request for mediation, then the Dispute shall be referred to and finally resolved by arbitration under the Arbitration Rules of the ADR Institute of Canada in force at that time. The Seat of Arbitration shall be the province where KPMG's principal office performing this engagement is located. The language of the arbitration shall be English. The Arbitral Tribunal shall be made up of a single Arbitrator. The arbitration award shall be final, conclusive and binding upon the parties, and not subject to appeal.

12. POTENTIAL CONFLICTS OF INTEREST.

a. KPMG is or may be engaged by entities and individuals who have potentially conflicting legal and business interests to Entity. Entity agrees that, without further notice or disclosure to Entity, KPMG may: (i) accept or continue such engagements on matters unrelated to KPMG's engagement for Entity; and (ii) provide advice or services to any other person or entity


TERMS AND CONDITIONS FOR ASSURANCE ENGAGEMENTS

making a competing bid or proposal to that of Entity whether or not KPMG is providing advice or services to Entity in respect of Entity's competing bid or proposal.

b. In accordance with professional standards, KPMG will not use any confidential information regarding Entity in connection with its engagements with other clients, and will establish confidentiality and other safeguards to manage conflicts, which may include, in KPMG's sole discretion, the use of separate engagement teams and data access controls.

c. In no event shall KPMG be liable to Entity, or shall Entity be entitled to a return of fees or disbursements, or any other compensation whatsoever as a result of KPMG accepting or continuing a conflicting engagement in accordance with the terms of this Engagement Letter.

d. Entity agrees that KPMG may, in its sole discretion, disclose the fact and nature of its engagement for Entity to (i) KPMG International member firms to inform conflict searches, and (ii) to the extent reasonably required in order to obtain the consent of another entity or individual in order to permit KPMG to act for such entity or individual, or for Entity, in connection with the engagement or any future engagement.

e. In the event that circumstances arise that place KPMG into a conflict of interest as between Entity and a pre-existing client, which in KPMG's sole opinion cannot be adequately addressed through the use of confidentiality and other safeguards, KPMG shall be entitled to immediately terminate the engagement with Entity, without liability.

f. Other KPMG International member firms are or may be engaged by entities and individuals who have potentially conflicting legal and business interests to Entity. Entity agrees that (i) it will not assert that other KPMG International member firms are precluded from being engaged by those other entities or individuals, and (ii) those engagements of other KPMG International member firms do not conflict with KPMG's engagement for Entity.

13. LOBBYING.

Unless expressly stated in this Engagement Letter, KPMG will not undertake any lobbying activity, as that term is defined in all applicable federal, provincial and municipal lobbyist registration statutes and regulations, in connection with the engagement. In the event that KPMG and Entity agree that KPMG will undertake lobbying activity in connection with the engagement, such agreement shall be set out in an amendment to this Engagement Letter.

14. SEVERABILITY.

The provisions of these Terms and Conditions and the accompanying proposal or engagement letter shall only apply to the extent that they are not prohibited by a mandatory provision of applicable law, regulation or professional standards. If any of the provisions of these Terms and Conditions or the accompanying proposal or engagement letter are determined to be invalid, void or unenforceable, the remaining provisions of these Terms and Conditions or the accompanying proposal or engagement letter, as the case may be, shall not be affected, impaired or invalidated, and each such provision shall remain valid and in effect and be enforceable and binding on the parties to the fullest extent permitted by law.

15. GOVERNING LAW.

This Engagement Letter shall be subject to and governed by the laws of the province where KPMG's principal office performing this engagement is located (without regard to such province's rules on conflicts of law).

16. LLP STATUS.

KPMG is a registered limited liability partnership ("LLP") established under the laws of the Province of Ontario and, where applicable, has been registered extra-provincially under provincial LLP legislation.

17. INDEPENDENT LEGAL ADVICE.

Entity agrees that it been advised to retain independent legal advice at its own expense prior to signing this Engagement Letter (including without limitation with respect to Entity's rights in connection with potential future conflicts) and agrees that any failure on its part to retain such independent

legal counsel shall not affect (and it shall not assert that the same affects) the validity of the provisions of this Engagement Letter.

18. SURVIVAL.

All sections hereof other than Section 7(a) shall survive the expiration or termination of the engagement.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Report 19-073, 2018-2019 Annual Report on Internal Audit Activity was approved by Audit Committee as its annual report to the Board summarizing the work performed by the regional internal audit team (RIAT) during 2018-2019 in accordance with Ontario Regulation 361/10, Audit Committees. The following information has been prepared based on the report.

District School Board Name: Ottawa-Carleton District School Board

Fiscal Year: 2019

Re: Annual Audit Committee report to the Ministry of Education as per Ontario Regulation 361/10

During the 2019 fiscal year, the following internal audits were started and/or completed by August 31, 2019:

1. **Report 18-091 – Final Report: Records and Information Management Audit**
As part of the 2017-2018 Internal Audit Plan, an audit of key processes relating to records and information management was completed. The final report was presented to Audit Committee on 26 September 2018.
2. **Report 18-116 – Final Report: Extended Day Program Audit**
As part of the 2017-2018 Internal Audit Plan, an audit of key processes relating to the management of the District's Extended Day Program (EDP) was completed. The final report was presented to Audit Committee on 19 November 2018.
3. **Follow-up Procedures on the Audit of Patch and Release Management**
The follow-up review was completed in June 2018 and the findings were presented to Audit Committee on 19 November 2018.
4. **Follow-up Procedures on Past Audits**
In May 2019, the RIAT commenced follow-up reviews on the audits of records and information management, the EDP, continuing education, health and safety, and patch and release management. The reviews are only focused on outstanding recommendations relating to the audits. The findings will be presented during 2019-2020.

Based on the internal audit plan, the District is not expecting an enrolment audit to be performed in the 2020 fiscal year.

Approved by Audit Committee on 25 September 2019

Sandra Schwartz
Audit Committee Chair



**AUDIT COMMITTEE
Report No. 19-074**

25 September 2019

Audit Committee Annual Report for 2018-2019

**Key Contact: Michael Carson, Chief Financial Officer, (613) 596-8211
ext. 8881**

PURPOSE:

1. To seek approval of Report 19-074 as the 2018-2019 annual report of activities for submission to the Board in accordance with *Ontario Regulation 361/10, Audit Committees*.

CONTEXT:

2. *Ontario Regulation 361/10, Audit Committees* requires that a summary of work performed by the Audit Committee be provided to the Board. This report is in compliance with the requirement set out in the regulation and covers the period 01 September 2018 to 31 August 2019.

KEY CONSIDERATIONS:

3. The Audit Committee is integral to the District's corporate governance framework. Reporting to the Board, the Audit Committee works with District management to ensure that matters affecting financial, compliance and risk management activities are conducted appropriately. The Audit Committee meets this mandate by providing oversight in ensuring that management has implemented an appropriate system of internal control, by liaising with internal and external auditors, by discussing risks that may have a significant effect on the District's operational and financial resources, and by reviewing specific financial reports.
4. **Audit Committee Governance**
Audit Committee is a statutory committee of the Board. It is established pursuant to *Ontario Regulation 361/10* and is supported by Board policy P.016.GOV. The regulations and policy stipulate various governance requirements including committee composition, maximum term of office for external members, the minimum number of meetings that must be held during the year and the role and responsibilities of the Committee.

Five individuals serve on the Audit Committee. Prior to 01 December 2014, trustee members were appointed for terms commencing 01 December in each year as part of the Board's annual organizational meeting. The Board policy was updated and now allows for one trustee to be appointed for a two-year term while the others continue to serve one-year terms. In addition to trustee members, two external members are appointed for terms of up to three years.

The following table shows the names of committee members and meeting dates. As required by regulation, attendance at each meeting is also noted.

| <u>Committee Members for the Period 01 September 2018 to 30 November 2018</u> | |
|---|--|
| Trustees: Sandra Schwartz, Lynn Scott and Keith Penny | |
| External Members: Annik Blanchard and Erik Husband | |
| <u>Meeting Date</u> | <u>Attendance</u> |
| 26 September 2018 | Sandra Schwartz and Annik Blanchard, regrets |
| 19 November 2018 | All members present |
| <u>Committee Members for the Period 01 December 2018 to 31 August 2019</u> | |
| Trustees: Sandra Schwartz, Mark Fisher and Keith Penny | |
| External Members: Annik Blanchard and Erik Husband | |
| <u>Meeting Date</u> | <u>Attendance</u> |
| 21 January 2019 | Annik Blanchard, regrets |
| 27 March 2019 | Erik Husband, regrets |
| 22 May 2019 | Annik Blanchard, regrets |

Audit Committee met five times during the year. The work performed during the year is summarized below. The work has previously been communicated to the Board through the provision of meeting minutes which are included in Committee of the Whole agenda packages.

5. **Review of Draft Financial Statements**

The *Education Act* requires that school boards prepare audited financial statements annually and make the statements available to the public. A primary responsibility of the Audit Committee is to review the draft consolidated financial statements and recommend them for Board approval.

Audit Committee reviewed the draft 2017-2018 Consolidated Financial Statements at its 19 November 2018 meeting and recommended that the financial statements be approved. The statements were presented to, and subsequently, approved by the Board.

6. **Liaising with the External Auditor**

The external auditor met with the Audit Committee and provided an engagement letter and audit plan to ensure that members of the Audit Committee were aware of the purpose, extent and limitations relating to the audit of the 2017-2018 Consolidated Financial Statements. Audit Committee also discussed the draft 2017-2018 Consolidated Financial Statements both publicly and in-camera with the external auditor and reviewed observations and recommendations identified in the auditor's Audit Findings Report. The in-camera meeting included a session restricted to the external auditor and Audit Committee members.

7. **Liaising with the Internal Auditor**

The regional internal audit team (RIAT) supports the Audit Committee by providing analyses, assessments, recommendations, and advice that contribute to the effectiveness of risk management, internal control, and governance processes. The RIAT is led by the RIAT manager who reports administratively to the senior business official of the host board (Ottawa Catholic School Board) and functionally to the audit committees in the region.

In June 2015, Audit Committee approved the risk-based 2015-2020 Internal Audit Plan which has guided the work of the internal audit team. Audits identified in the plan focus on various policies and processes including those relating to school generated funds, health and safety, staffing and information technology.

The timing and scope of the anticipated work shown in the multi-year plan is, in consultation with Audit Committee, confirmed with the approval of the annual internal audit plan which is developed with consideration of emerging priorities.

The RIAT experienced a change in leadership in 2018-2019. The incumbent manager resigned in September 2018 and the vacancy was filled in January 2019. Although the change did have an effect on the planned work, the following initiatives were either completed or commenced during the reporting year:

- In September 2018, the RIAT presented its final report on the audit of the records and information management (RIM) program. The objectives of the audit were to verify compliance with Board policies, procedures, laws and regulations; assess the internal controls in place; and to examine the effectiveness and efficiency of the RIM process.
- In November 2018, the RIAT presented its final report on the audit of the Extended Day Program (EDP). The audit focused on processes and documentation relating to the 2016-2017 and 2017-2018 school years. The objectives were to obtain an understanding of the key administrative, operational and financial processes relating to the EDP; to ensure the Board is in compliance with legislative requirements relating to the program; to assess the adequacy and effectiveness of associated internal controls; and to identify opportunities for control or process improvements.

- The RIAT manager customarily conducts follow-up reviews to ascertain progress towards implementing changes in response to audit recommendations. In June 2018, the RIAT completed follow-up procedures on the audit of key processes relating to the audit of patch and release management that had been performed in 2015-2016. The findings of the follow-up review were presented to Audit Committee in November 2018. Follow-up reviews on the audits of RIM and EDP, along with continuing education, health and safety and patch and release management commenced in May 2019. Updates will be presented during 2019-2020.

In addition to discussing the audit findings and the need to ensure that future audit plans are aligned with the District's strategic enterprise risk management (SERM) framework, Audit Committee provided the host board with an assessment of the work performed by the audit team in 2017-2018. Providing formal feedback to the internal audit team through a high-level performance evaluation contributes to continued improvement in the team's effectiveness. Additional feedback is provided to the audit team during Audit Committee meetings.

Additional information on the work of the RIAT is provided in Report 19-073, 2018-2019 Annual Report on Internal Audit Activity. Staff continues to work with the RIAT to finalize the internal audit plan for 2019-2020.

8. Review of Financial Projections

Monitoring actual performance against the Board's approved budget allows management to identify opportunities to reallocate resources to address emerging needs and to respond to changes in revenue streams and expense patterns.

Finance staff presented two forecasts to Audit Committee in 2018-2019. The forecasts identified opportunities to enhance budget development practices. As a result, actual costs are expected to be more consistent with the spending plans shown in the approved budget.

Audit Committee's work has encouraged staff to continue its efforts to enhance budgeting and financial monitoring practices. Three forecasts are planned for the coming year.

9. **Risk Management**

The duties of the Audit Committee related to the District's risk management activities include inquiring about significant risks, to review the District's policies for risk assessment and risk management and to ensure there is adequate insurance to cover risks. Significant risks are brought to the attention of the Audit Committee through the Director of Education and Chief Financial Officer as well as in external and internal auditor reports. Audit Committee also receives a staff report annually on the District's insurance coverage and associated costs.

In March 2019, the Audit Committee received a presentation regarding the District's efforts to establish a SERM framework. The framework being adopted aligns with the International Organization for Standardization (ISO) 31000 risk management guidelines and was customized for school boards under the leadership of the Council of Senior Business Officials (COSBO) and the Ontario School Boards' Insurance Exchange (OSBIE). The framework will enhance the District's strategic planning and operational processes by developing an organizational culture that considers both risk exposure and risk tolerance as a fundamental aspect in decision making.

A SERM readiness assessment of the District was conducted during the spring of 2019. The assessment findings resulted in the development of phase II, a SERM implementation plan, which will be implemented in 2019-2020. SERM project updates will be provided to Audit Committee on a regular basis.

10. **Regulatory Compliance**

The Audit Committee is responsible to ensure that appropriate processes and controls are in place so that the District is in compliance with regulations and to monitor and correct instances of non-compliance. A report is provided annually to the Audit Committee on the key statutes and regulations governing the District, the associated substantial compliance or areas of partial or non-compliance, and the plan for becoming fully compliant.

11. **Oversight of Internal Controls and Regulatory Compliance Reporting**

Audit Committee recognizes that a system of internal control is essential to managing risk and to ensuring the provision of quality financial information. Audit Committee's oversight of internal controls included receiving formal presentations and having discussions on key areas including:

- responsibilities of Audit Committee and the role of the internal auditor;
- information technology and information security;
- adherence to purchasing policies and procedures including the effect of new trade treaties and the impact of the Government of Ontario's centralized procurement initiative;
- insurance coverage and business continuity considerations;
- succession planning; and
- incidents that may result in significant financial and reputational risk.

12. Mandatory Audit Committee Reports

Ontario Regulation 361/10 requires that Audit Committee provide the Board with a summary of its activities for the previous fiscal year. A separate report summarizing the work of the RIAT during the previous fiscal year must also be provided to the Board and shared with the Ministry of Education.

In September 2018, Audit Committee approved the mandatory reports for 2017-2018 and the report summarizing the work of the RIAT was submitted to the Ministry.

13. Summary

Audit Committee performs work that contributes to the District's successful corporate governance framework. The work performed by the Audit Committee during 2018-2019 continues to enhance the District's internal control, risk management, and financial reporting processes.

RESOURCE IMPLICATIONS:

14. Approval of the report has no financial impact.

COMMUNICATION/CONSULTATION ISSUES:

15. The report was prepared by Finance staff. No consultation was required.

STRATEGIC LINKS:

16. An effectively functioning Audit Committee and approach to risk management is a key component in the Board's efforts to allocate resources in a sustainable manner. Audit Committee works with District management to ensure that matters affecting financial, compliance and risk management activities are conducted efficiently and that an appropriate system of internal control exists.

RECOMMENDATION:

THAT Report 19-074 be approved as the Audit Committee Annual Report to the Board for 2018-2019.

Michael Carson
Chief Financial Officer

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



Regional Internal Audit Mandate

PURPOSE AND DEFINITION

The purpose of the regional internal audit team is to provide independent, objective assurance and consulting services designed to add value and improve the district school boards' operations in the Ontario East region. It helps the district school boards accomplish their objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

ROLE

The regional internal audit activity is established by the Ministry of Education through the annual Grants for Student Needs funding. The oversight role of the Audit Committee of the Board of Trustees over the regional internal audit activity is established by Regulation 361/10.

PROFESSIONALISM

The regional internal audit activity will adhere to the Institute of Internal Auditors' mandatory guidance including the Core Principles for the Professional Practice of Internal Auditing, the Definition of Internal Auditing, the Code of Ethics, and the International Standards for the Professional Practice of Internal Auditing (Standards). This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of the regional internal audit activity's performance.

AUTHORITY

The regional internal audit activity, with strict accountability for confidentiality and the safeguarding of records and information is authorized full, free and unrestricted access to any and all of the district school boards' records, physical properties, and personnel pertinent to carrying out any engagement. All school board employees are requested to assist the regional internal audit team in fulfilling its responsibilities. The regional internal audit team will also have free and unrestricted access to school board leaders and to the Audit Committee of the Board of Trustees.



ORGANIZATION

The internal audit function follows a regional model. The function consists of a Regional Internal Audit Manager responsible to district school boards in one of the eight regions in the province of Ontario as identified by the Ministry of Education. The Regional Internal Audit Manager will report functionally to their regional audit committees of the Boards of Trustees and administratively are supported by a host school board Senior Business Official. Every effort is made to adequately staff the internal audit function, within available financial resources, in order to perform its audit activities.

Each Audit Committee of the Board of Trustees will for their Board:

- Approve the regional internal audit mandate;
- Recommend for approval the risk based internal audit plan;
- Receive information from the Regional Internal Audit Manager about the internal audit activity performance to plan and other relevant matters;
- Inquire of the Regional Internal Audit Manager and the Senior Business Official whether there are resource or scoping limitations; and
- Review annually the performance of the regional internal audit activity and provide the Board of Trustees with their comments regarding the performance of the Regional Internal Audit Manager.

The Regional Internal Audit Manager will interact directly with the Audit Committee of the Board of Trustees, including in-camera sessions and between audit committee meetings as appropriate.

INDEPENDENCE AND OBJECTIVITY

The regional internal audit activity will remain free from interference by any element in the district school board including matters of audit selection, scope, procedures, frequency, timing or report content to permit maintenance of a necessary independent and objective mental attitude.

Regional internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, they will not implement internal controls, develop procedures, install systems, prepare records or engage in any other activity that may impair judgment.

Regional internal auditors will exhibit the highest standards of professional objectivity in gathering, evaluating and communicating information about the activity or process being examined. Auditors will make a balanced assessment of all the relevant circumstances and not be unduly influenced by their own interests or by others in forming judgments.

The Regional Internal Audit Manager will confirm to the Audit Committee of the Board of Trustees, at least annually, the organizational independence of the internal audit activity.



RESPONSIBILITY

The scope of work of the regional internal audit team encompasses but is not limited to:

- Evaluating risk exposure relating to the achievement of the district school board's strategic objectives;
- Evaluating the reliability and integrity of information and the means used to identify measure, classify and report information;
- Evaluating the systems which ensure compliance with policies, procedures, applicable laws and regulations which impact the district school board;
- Evaluating whether resources are acquired economically, used efficiently, and are adequately protected;
- Evaluating operations and processes to ascertain whether results are consistent with established objectives and whether processes are functioning as planned;
- Performing consulting and advisory services or assessments of specific operations as requested by the Audit Committee of the Board of Trustees or district school board management as appropriate;
- Evaluating the effectiveness of the district school board's risk management and governance processes;
- Reporting periodically on the regional internal audit performance against plans; and
- Reporting significant risk exposures and control issues, including fraud risks, governance issues and other matters requested by the Audit Committee of the Board of Trustees.

INTERNAL AUDIT PLAN

Annually, the Regional Internal Audit Manager will submit to district school board management and to the Audit Committee of the Board of Trustees an internal audit plan for recommendation to their Board of Trustees for approval. If there are any resource limitations or interim changes, these will be communicated.

The internal audit plan will be developed based on a prioritization of the internal audit universe using a risk based methodology which includes input of district school board management. The Regional Internal Audit Manager will review and adjust the plan as required in response to changes in the risk profile. Any significant deviation from the approved internal audit plan will be communicated through periodic status reports. The Regional Internal Audit Manager or any of his or her team may initiate and conduct any other audit or review deemed necessary for potential illegal acts, fraud, abuse, or misuse of funds. Reasonable notice shall be given to appropriate personnel of intent to audit in their areas except when conditions warrant an unannounced audit.



REPORTING AND MONITORING

Opportunities for improving internal control may be identified during audits. A written report will be issued by the Regional Internal Audit Manager at the conclusion of each audit and will be distributed according to the school board's requirements. (This could include the head of the audited activity or department, the director of education, the audit committee and the external auditor of the district school board.)

Each report will describe opportunities to strengthen district school board risk, internal control and governance processes and conclude on the adequacy and effectiveness of the processes. The district school board management will provide action plans and timelines to address each opportunity (observation). The regional internal audit team is responsible to perform appropriate follow-up procedures to attest to the completion of action plans. Significant observations will remain in an open issue status until cleared.

QUALITY ASSURANCE

The regional internal audit team will maintain a quality assurance and improvement program that covers all aspects of the internal audit activity and conformance with the International Standards for the Professional Practice of Internal Auditing.

The Regional Internal Audit Manager will communicate to district school board management and the Audit Committee of the Board of Trustees on the internal audit activity's quality assurance and improvement program, including the results of ongoing internal assessments and external assessments conducted as appropriate, usually on a five year cycle.

Regional Internal Audit Manager

Audit Committee Chair

Director of Education

Dated



DEFINITION OF SELECTED TERMS

| | |
|------------------------------|---|
| Add Value | Value is provided by improving opportunities to achieve organizational objectives, identifying operational improvement, and/or reducing risk exposure through both assurance and consulting services. |
| Advisory/Consulting Services | Advisory and related client service activities, the nature and scope of which are agreed to with the client and which are intended to add value and improve a school board's governance, risk management and control processes without the regional internal auditor assuming management responsibility. Examples include counsel, advice, facilitation and training. |
| Assurance | An objective examination of evidence for the purpose of providing an independent assessment on governance, risk management, and control processes for the organization. Results can be relied upon for supporting informed decision making. |
| Board of Trustees | A legislative body that has overall responsibility and accountability for the district school board. For purposes of this Mandate, this also includes committees that support the Board of Trustees including the audit committee. |
| Compliance | Conformity and adherence to policies, plans, procedures, laws, regulations, contracts or other requirements. |
| Control Environment | <p>The attitude and actions of the Board of Trustees and district board management regarding the significance of control within the organization. The control environment provides the discipline and structure for the achievement of the primary objectives of the system of internal control. The control environment includes the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrity and ethical values. <input type="checkbox"/> Management's philosophy and operating style. <input type="checkbox"/> Organizational structure. <input type="checkbox"/> Assignment of authority and responsibility. <input type="checkbox"/> Human resource policies and practices. <input type="checkbox"/> Competence of personnel. |
| Control/Internal Controls | <p>Any action taken by district board management and other parties to enhance risk management and increase the likelihood that established objectives and goals will be achieved. Management plans, organizes and directs the performance of sufficient actions to provide reasonable assurance that objectives and goals will be achieved.</p> <p>The system of management controls (business plans, capturing and analyzing data, performance reporting, code of conduct, etc.) that are implemented within a school board to ensure that assets (human, physical and information) are protected and to provide reasonable assurance that its objectives can be achieved.</p> |



| | |
|-------------------|--|
| Control Processes | The policies, procedures and activities that are part of a control framework, designed to ensure that risks are contained within the risk tolerances established by the risk management process. |
| Fraud | Any illegal acts characterized by deceit, concealment or violation of trust. These acts are not dependent upon the application of threat of violence or of physical force. Frauds are perpetrated by parties and organizations to obtain money, property or services; to avoid payment or loss of services; or to secure personal or business advantage. |
| Governance | The combination of processes and structures implemented by the Board of Trustees in order to inform, direct, manage and monitor the activities of the organization toward the achievement of its objectives. |
| In-camera | A separate discussion between members of the Audit Committee and the (<i>insert title here</i>) promoting open communication and discussion of any sensitive issues or problems. |
| Independence | The freedom from conditions that threaten objectivity or the appearance of objectivity. Such threats to objectivity must be managed at the individual auditor, engagement, functional and organizational levels. |
| Objectivity | An unbiased mental attitude that allows regional internal auditors to perform engagements in such a manner that they have an honest belief in their work product and that no significant quality compromises are made. Objectivity requires regional internal auditors to not subordinate their judgment on audit matters to that of others. |
| Risk | Effect of uncertainty on objectives or outcomes. |
| Risk Management | A structured and disciplined approach aligning strategy, processes, people, technology and knowledge with the purpose of evaluating and managing the risks an organization faces. Overall, it is about choices made under conditions of uncertainty, balanced by acceptable levels of risk. |



| Subject: Presented by: Meeting Date: | 2019-20 Regional Internal Audit Plan Geneviève Segu, Regional Internal Audit Manager Gord Champagne, Senior Internal Auditor September 25, 2019 | | | | | | | | | | | | | | |
|---|--|----------------|---------------|-------|---------|---------------------------|----------------|---------|-------------------------------|----------------|---------|----------------------|----------|--|--|
| Purpose | To provide the Audit Committee with the 2019-20 Regional Internal Audit Plan | | | | | | | | | | | | | | |
| Content | <table border="1"> <thead> <tr> <th data-bbox="423 653 574 730">Year</th> <th data-bbox="574 653 1247 730">Audit & Scope</th> <th data-bbox="1247 653 1498 730">Dates</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 730 574 800">2019-20</td> <td data-bbox="574 730 1247 800">Attendance Support Review</td> <td data-bbox="1247 730 1498 800">September 2019</td> </tr> <tr> <td data-bbox="423 800 574 869">2019-20</td> <td data-bbox="574 800 1247 869">Attendance Data Visualization</td> <td data-bbox="1247 800 1498 869">September 2019</td> </tr> <tr> <td data-bbox="423 869 574 932">2019-20</td> <td data-bbox="574 869 1247 932">Follow-up Procedures</td> <td data-bbox="1247 869 1498 932">On-going</td> </tr> </tbody> </table> | Year | Audit & Scope | Dates | 2019-20 | Attendance Support Review | September 2019 | 2019-20 | Attendance Data Visualization | September 2019 | 2019-20 | Follow-up Procedures | On-going | | |
| Year | Audit & Scope | Dates | | | | | | | | | | | | | |
| 2019-20 | Attendance Support Review | September 2019 | | | | | | | | | | | | | |
| 2019-20 | Attendance Data Visualization | September 2019 | | | | | | | | | | | | | |
| 2019-20 | Follow-up Procedures | On-going | | | | | | | | | | | | | |
| Recommendations | That the Ottawa-Carleton District School Board Audit Committee: Recommends for approval the 2019-20 Internal Audit Plan. | | | | | | | | | | | | | | |



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, November 5, 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 (electronic communication), Lynn Scott, Ganaabouté Gagné (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaj (Superintendent of Instruction), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), John MacKinnon (Audio-Visual Technician), Sue Baker (Acting Manager of Board Services), Jessica Young (Vice-Principal), Halcion Joseph-Clost (Strategic Business Analyst), Marc Labelle (Planner), Megan Faraday (Planner), Darcy Knoll (Communications Coordinator), Samantha Flynn (Board/Committee Coordinator)
- Non-Voting Representatives Present: Rob James, Ottawa-Carleton Elementary Operations Committee (OCEOC), Brian Lesage, Elementary Teachers' Federation of Ontario (ETFO), Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC), Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF), and Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN).

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

Vice-Chair Braunovan called the 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 Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that on 06 November 2019, the District will be celebrating its 25th anniversary of "Take Our Kids to Work" day which provides grade 9 students with a glimpse into the District's working environment. The annual initiative prompts young people to begin thinking about the choices available to them following high school. The District's students have participated in the partnering of education and business since the program's inception in 1994.

Chair Scott announced that on 14 November 2019, all of the District's secondary students are invited to attend the 15th annual Rainbow Youth Forum. The Forum is a celebration of the District's diversity and provides an opportunity for students, staff, and community members to learn together by encouraging student voice. She noted that both students and educators will interact with speakers, listen to inspiring stories, receive valuable information, and encourage safer, more inclusive school environments.

Chair Scott noted that the District will be holding a moment of silence on 11 November 2019 to mark Remembrance Day. Activities will include assemblies on the day itself, along with a focus on the topic in all District classrooms. She added that Sir Robert Borden High School students have signed over one thousand Canadian flags that will be placed on the graves of fallen Canadian soldiers at the Bény-sur-Mer Canadian War Cemetery in France.

Chair Scott advised that the District has updated its Computer Network Security Policy noting that a parent and community member consultation will take place on 12 November 2019 from 7:00 p.m. to 9:00 p.m. at Brookfield High School. She encouraged everyone to visit the District's website for further information or to complete the online survey.

4. Briefing from the Director

Director Williams-Taylor announced that 04 to 11 November is Treaties Recognition Week, noting that the goal of the week is to promote public education and awareness about treaties and treaty relationships. She added that schools have been asked to take time during the week to incorporate subject matter as it relates to treaties within their classrooms.

Director Williams-Taylor noted that the District has initiated its annual United Way campaign and that funds raised will support community initiatives to combat

poverty, support youth, and assisting people in overcoming challenges across the region. She added that the campaign will run from 16 October to 30 November and District employees will be offered the opportunity to engage in fundraising events, donate to the United Way or a registered charity of their choice through payroll deductions. She highlighted that last year, the District and its employees contributed more than \$100,000 through the campaign.

Director Williams-Taylor advised that on 01 November, the Ministry of Labour issued "no-board" reports with respect to the Ontario Secondary School Teachers' Federation (OSSTF) teachers and education workers, adding that all OSSTF members will be in a legal strike position on 18 November. On 01 November, the Elementary Teachers' Federation of Ontario (ETFO) indicated that its members voted in favour of strike action depending on the outcome of the central bargaining process.

Director Williams-Taylor noted that parents and guardians across the District have received a letter about the upcoming 2019 Student Survey. The survey will take place between 26 November and 13 December and will allow staff to identify the barriers faced by students as well as finding solutions to improve learning. She encouraged students and parents to complete the surveys.

Director Williams-Taylor advised that registrations for the upcoming Parent Conference and School Council training are now closed.

5. Delegations

6. Matters for Action:

6.1 Report 19-087, Safe School Policy Framework and Consultation Plan (M.J. Farrish, ext.8821)

Your Committee had before it Report 19-087 seeking approval of the consultation plan to review P.032.SCO Safe Schools and P.125.SCO School District Code of Conduct.

Superintendent Farrish acknowledged Mr. Colin Anderson, System Principal of Safe Schools and Ms. Jessica Young, Vice-Principal for their input and prompting a review of Policies P.032.SCO Safe Schools and P.125.SCO School District Code of Conduct. She noted that a review of both policies will address current shortcomings in the District's existing domain of policies relating to safe schools. The consultation process will be used to inform staff in applying an equity lens to the policies with the goal of promoting a culture of caring for students and staff. Staff will use the feedback received to create revised drafts of each policy and will continue the consultation process in response to the draft policies. She highlighted that the goal of the consultation process is to ensure that the policies are aligned with the District's 2019-2023 Strategic Plan.

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

- In updating P.125.SCO School District Code of Conduct a potential outcome may be that schools will no longer be directed to develop their own dress codes. The updated policy will more closely align with the District's values while representing the 2019-2023 Strategic Plan;
- The consultation seeks to gather stakeholder voices with regard to what safety in school settings means to community members;
- Staff are mindful of the different geographic areas in the District and will seek input from school administrators to work toward obtaining feedback that is representative of the entire student body. Staff is currently working with nine schools across the District to establish a process for conducting student forums and ensuring they will serve the best interest of the schools;
- During the initial consultation process, staff will reach out to school administrators to monitor the process and to determine if the feedback received is not representative of a diverse student body;
- The student-centered safe schools policy chart was included with the report to provide further context of all current directives with regard to safe schools. The consultation process will not necessarily result in a reduction of current policies or procedures. Policy/Program Memorandum No. 128, The Provincial Code of Conduct and School Board Codes of Conduct requires that the District's Code of Conduct remains up to date and consistent with the provincial Code of Conduct;
- The Board will be presented with drafts of both revised policies as well as a recommendation for approval of policy revisions in June of 2020;
- The collation of data received during the consultation process will take place between February and April of 2020. Following the initial policy revision stage, outreach with stakeholders will continue after the draft policies are completed. A different methodology will be used for consultation following the completion of the draft policies, however the same stakeholder groups will be sought out for feedback;
- Parent forums will be held over two separate evenings that will include facilitated discussions. The forums will be advertised through the District's various social media platforms. Forums will be approximately two hours in length to provide participants with an opportunity to address more than one topic; and
- Staff anticipates that the revised draft policies will be shared with the District's advisory committees as well as direction about how feedback can be provided on the draft policies. Invitations to forums and focus groups will be sent explicitly through the District's established structures.

Moved by Trustee Campbell,

THAT the Consultation Plan, attached as Appendix B to Report 19-087, be approved.

In response to a query from Trustee Campbell regarding the development of a policy on school exclusions, Superintendent Farrish noted that although the District does not currently have an adequate policy or procedure related to school exclusions, the consultation plan will help to inform the Board and staff. Following the review of policies P.032.SCO Safe Schools and P.125.SCO School District Code of Conduct, the Board can determine whether a separate policy is needed.

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

- Student focus group sessions currently projected to take place in November 2019 may be impacted by a revised consultation plan;
- The revised draft policies will be shared through the District's electronic structures that are currently in place;
- The District will communicate with school councils at all stages during the consultation. The first stage of consultation will take place in larger forums so that participants may discuss the issues about which they are most passionate. Feedback gained from the first stage of the consultation will be shared with the community. Staff anticipate that the revised draft policies will be ready for further consultation by May 2020 with a final draft prepared by the end of June 2020;
- It was suggested that principals discuss the consultation plan during school council meetings;
- Concern was expressed regarding the proposed timeframe for the presentation of the revised policies and recommendation for approval (June 2020) as it is generally a busy time of year for parents and students and could hinder the amount of feedback received;
- Staff has not yet determined how the Ottawa-Carleton Assembly of School Councils (OCASC) will assist in distributing information about the consultation; staff are open to recommendations with regard to the distribution process;
- It was requested that OCASC be included as a stakeholder in the consultation;
- Although the proposed consultation timeline may not coincide with all school council meetings, school principals will be directed to communicate electronically with school councils to ensure the timely distribution of information;
- It was suggested that focus group sessions be held in a location that is easily accessible by public transit;

- The scope of the consultation is focused on improving student safety, it does not focus on staff safety;
- A suggestion was made to provide students with copies of the current policies included in the consultation at the student focus groups;
- It was recommended that the social media platform Instagram be used to communicate the consultation process;
- It was suggested that the District consider the use of youth coordinator(s) to assist in facilitating the consultation process;
- It was suggested that staff consider other methods of ensuring that students representative of diverse identities are encouraged to participate in the consultation;
- It was requested that staff identify a specific threshold with regard to the amount of feedback collected during the consultation process;
- In response to a request from trustees, staff agreed to provide more information regarding the flexibility of timelines related to the consultation process at the upcoming Board meeting on 26 November;
- It was requested that the Board be provided with opportunities to provide feedback at all draft stages throughout the consultation process;
- Parent forums will be held in two geographic locations across the District (one in the east and one in the west). The discussion will be guided by facilitators to ensure that input is received on various different topics and themes;
- Various digital tools will be used to collect feedback to ensure that participants are able to provide their input in a manner they are comfortable with; and
- Student focus groups will require school administrators to assist in informing the process and engaging all students. If some students are not comfortable participating in the focus groups, there are other methods of collecting their feedback.

In response to a query regarding staff safety, Director Williams-Taylor advised that although the consultation pertains only to student safety, staff safety could be discussed in the future if labour relations representatives indicate a willingness to discuss the matter. Superintendent McCoy added that the District's current policy with respect to workplace violence is reviewed annually by the Joint Occupational Health and Safety Committee at which a union representative is present. She advised that the policy was reviewed earlier in the year and it was determined that no immediate changes were required.

An amendment moved by Trustee Scott,

THAT “in principle” be added to the end of the motion, and that a Part B be added as follows:

THAT staff be directed to prepare a draft revision for Board consideration on 26 November based on input received at the 05 November Committee of the Whole meeting.

Carried, friendly

In introducing the amendment, Chair Scott noted that the Board has raised various concerns and suggestions with regard to the draft consultation plan and she is hopeful that staff will be able to adequately revise the consultation plan, based on the feedback received, by the 26 November Board meeting.

In wrap up, Trustee Campbell expressed the view that the Board should have further discussions with regard to their role in policy development. He highlighted the importance of trustee input at all draft stages of policy review.

Moved by Trustee Campbell,

- A. THAT the Consultation Plan, attached as Appendix B to Report 19-087, be approved, in principle, as amended. (Attached as Appendix A)**
- B. THAT staff be directed to prepare a draft revision for Board consideration on 26 November based on input received at the 05 November Committee of the Whole meeting.**

Carried

6.2 Report 19-105, John Young Elementary School - Interim Accommodation Measures - Consultation Plan Approval (M. Carson, ext.8881)

Your Committee had before it Report 19-105 seeking Board approval of a consultation process and timeline to review accommodation pressures at John Young Elementary School (ES) in advance of the building and opening of the new Fernbank ES by considering the implementation of measures that would alleviate pressure in the interim.

Manager Carty Ostafichuk provided the following overview of the report:

- A new elementary school in the Fernbank development area was previously identified by the Board in May 2018 as the highest priority capital project. The District once again submitted the project as the highest priority in response to a Ministry request for capital priorities in September 2019. To date, the project has not received Ministry funding;

- As residential development in the Fernbank area continues, accommodation pressure at John Young ES is expected to increase;
- John Young ES is beyond its utilization rate with 16 portable classrooms on site;
- Staff does not anticipate that Ministry decisions with regard to capital funding will be announced prior to February 2020;
- Given the John Young ES's attendance pressures, staff is recommending that the Board consider interim accommodation measures; the measures are not intended as a permanent or long-term solution;
- Current attendance pressures at John Young ES are concentrated in younger grades;
- Should the scope of issues brought forward by participants expand beyond the consultation, staff will adjust the scope of the consultation accordingly;
- It is expected that concerns will arise during the consultation process regarding school bell times and siblings; and
- The suggested accommodation scenario would see the least amount of disruption for students and schools; staff is amenable to other suggested accommodation scenarios that may arise as a result of the consultation.

Moved by Trustee Boothby,

A. THAT Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and

B. THAT Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-105, in order to consult with local school communities and the public.

In introducing the motion, Trustee Boothby thanked the District's planning department for considering a variety of interim accommodation measures in determining the most suitable plan for consultation. She noted that the Fernbank community is aware that interim accommodation measures are needed to alleviate pressures at John Young ES. The issue was discussed during the most recent school council meeting at John Young ES and attendees were generally pleased with the proposed accommodation scenario; some concerns were raised with regard to grandfathering of younger siblings and the extended day program. She highlighted the importance and timeliness of the consultation in allowing parents to begin planning for possible changes in advance of the 2020-2021 school year.

Chair Scott expressed concern regarding an area adjacent to Westwind Public School that is also expected to undergo significant development over the coming years. She noted that development in this area may also be discussed during the consultation, adding that it may contribute to further accommodation pressures at Westwind PS in the future.

Trustee Boothby acknowledged the efforts of Principal Rob James in working with the school community and staff to ensure student needs continue to be met as the school deals with current accommodation pressures.

Moved by Trustee Boothby,

A. THAT Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and

B. THAT Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-105, in order to consult with local school communities and the public. (Attached as Appendices B and C)

Carried

7. Report from Statutory and Other Committees

7.1 Special Education Advisory Committee, 09 October 2019

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee report dated 09 October 2019 be received.

Trustee Boothby noted that on Folio 37, under "new business," the date contains a typographical error.

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee report dated 09 October 2019 be received, as amended.

Carried

a. Approval of an amendment to Policy P.096.SES Special Education Programs and Services

Trustee Campbell noted that the amendment on Folio 33 contains errors and requested that the motion be revised to reflect his intended language.

Moved by Trustee Campbell, in substitution for Ian Morris,

THAT the Board revise section 3.3(a) of Policy P.096.SES of Special Education Programs and Services to read: "a range of appropriate and timely assessments, accompanying tiered

interventions, and professional strategies.” (Attached as Appendix D)

Carried

7.2 Advisory Committee on Equity, 26 September 2019

Moved by Trustee Ellis,

THAT the Advisory Committee on Equity Report dated 26 September 2019 be received.

Carried

7.3 Ad Hoc Code of Conduct, 17 September 2019

Moved by Trustee Blackburn,

THAT the Ad Hoc Committee on Code of Conduct Report dated 17 September 2019 be received.

Carried

8. Matters for Discussion:

8.1 Report 19-096, Final Measurement Report of the Strategic Plan 2015-2019 (M. Giroux, ext. 8310)

Your Committee had before it Report 19-096 providing the Board with information on the status of the objectives of the 2015-2019 Strategic Plan at the end of year four of the plan.

Executive Officer Giroux provided the following overview of the report:

- Community engagement was foundational to the District, specifically with regard to the development of tools and resources to facilitate engagement with and amongst stakeholder communities;
- An examination of the District's performance on the learning objective will be provided with the Annual Student Achievement Report (ASAR) in December 2019;
- The District invested in the infrastructure of the District and school websites, student and parent portal and a school to home communication system. Although an increase in parent and student engagement was observed, the District continues to grow its capacity;
- With regard to stewardship, the District undertook two school accommodation reviews between 2015-2019 involving 29 schools. The reviews were undertaken with a goal of enhancing student learning opportunities and school utilization rates;

- The District took great strides in addressing environmental issues and is well on the way to exceeding the 15% greenhouse gas emission reduction target;
- With regard to well-being, the objective included in the strategic plan was to enhance the use of resources and supports to improve the well-being of all learners and staff, which included the development of a mental health strategy;
- The District has significantly increased its understanding of equity issues and it remains a priority under the current strategic plan. An identity based data survey is being undertaken to better understand the challenges faced by students relating to equity, bias, and privilege. There is a commitment to acknowledge historical biases and move forward;
- Work is being done with regard to narrowing achievement gaps among English Language Learners (ELLs);
- The District remains committed to planning, developing, and implementing initiatives that support and promote employee engagement and personal well-being, as well as mitigating against negative workplace factors; and
- Much of the work included in the 2015-2019 Strategic Plan informed the development of the current strategic plan; specifically with regard to how the District identifies measurements at the front-end of the planning process.

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

- The District has not prepared an analysis of student achievement relative to the Resource Allocation Index based on Socioeconomics (RAISE). The supplementary funding is used to ensure equity of opportunity to hundreds of students across the District. The funding also allows for enrichment opportunities that can include guest speakers;
- It was suggested that further measures are used to ensure equity of outcome for students who benefit from RAISE funding;
- Factors such as timing, school issues etc., may have impacted the use of RAISE funding for the 2018-2019 school year. Superintendents are working closely with schools earlier in the school year to ensure all funds are utilized. Staff does not place restrictions on the use of the funding;
- The District's official "Instagram" account is fully operational;

- With regard to the District's progress in ensuring that gender neutral restrooms are available in all school facilities, staff works closely with school administrators to ensure that the location of the restrooms maintains the dignity of all users. Restroom renovations and/or additions are site-by-site specific;
- A comment was made that it would be helpful to receive a standard deviation in addition to the graphs highlighting the District's progress with regard to equity. Executive Officer Giroux noted that further data relating to the Education Quality and Accountability Office (EQAO) testing results will be included in the ASAR report;
- A concern was expressed that some activities and evidence provided in support of the strategic plan were not driven or informed by the strategic plan; the strategic plan should not be used as a classification scheme. Executive Officer Giroux noted that the District is altering its perspective with regard to its core work and how it contributes to other goals and priorities;
- Ontario Secondary School Teachers' Federation (OSSTF) representative Bailey commented that the report highlights various supports to advance the well-being of students but is deficient in its support for the well-being of staff. She added that work and learning environments are equivalent to one another;
- With regard to concerns raised regarding staff well-being and rising sick leave usage, Executive Officer Giroux noted that the collaboration between employee federations and the District in developing strategies and programs to support all staff has been vital and will remain crucial in addressing barriers to employee well-being under the current strategic plan;
- Trustees have received fewer concerns relating to the inequity of sports fees over the past school year; and
- It was suggested that further information be provided with regard to student absences to ensure that appropriate, timely supports are put into place. Executive Officer Giroux advised that identity based data collection will assist the District in better identifying groups of students with higher school absences; foundational work is being put into place to generate quality analysis and measures in the near future.

8.2 Report 19-109, Status of English with Core French Program (M. Carson, ext. 8881)

Your Committee had before it Report 19-019 providing the Board with information regarding the current status of the English with Core French program.

Due to the lateness of the hour, Trustee Campbell requested that discussion of the report be deferred to a future meeting. The Committee agreed to the request.

9. Information Items:

9.1 Report from OPSBA (if required)

Trustee Boothby encouraged trustees to read the document "The Students' Vision for Education" by the Ontario Student Trustees' Association (OSTA-AECO). She noted that the document was brought to her attention at a recent OPSBA meeting.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The meeting was adjourned at 9:57 p.m.

Lyra Evans, Acting Chair

Appendix A to COW
05 November 2019



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Consultation Plan

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

| | |
|--|---|
| DATE: | November 26, 2010 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | Safe Schools and School District School Code of Conduct Policy Review |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Mary Jane Farrish, 613 721-1821, mary.jane.farrish@ocdsb.ca |
| WHAT? | |
| <p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>A two-part consultation process is planned in order to support the policies: P.032.SCO Safe Schools and P.125.SCO School District Code of Conduct. Part one is an input process to collect information from students, parents, staff and community partners about their experiences relating to safe schools and code of conduct. This information will inform the policy review and update process. Part two of the consultation is a feedback stage; the draft revised policies will be shared and stakeholders will be invited to provide comments on the draft prior to Board approval.</p> <p>The first phase of the consultation will invite stakeholder input through a series of discussion forums with students, parents/guardians, staff and community partners.</p> <ul style="list-style-type: none"> • The student focus groups will be school based, will review school climate data, and will invite students to share their experiences related to school safety and code of conduct. Approximately 6 sessions will be held with students in a mix of elementary and secondary schools. • The parent/guardian forums will provide an overview about our safe schools policies and practices and then parents and guardians will be able to participate in a series of round table discussions on specific topics of concern such as bullying, progressive discipline, suspensions, incident management, dress code, etcetera. Members of advisory committees as well as trustees who are interested can attend one of the parent/guardian evenings. • The staff focus groups will be done in two ways; one session will be held with school administrators to collect their input about safe schools practices and code of conduct and to understand the current policy in the context of operational | |

opportunities and challenges. It is hoped that the second session would be with staff and would be developed in partnership with the federations. This session would allow staff to share their experiences and perspectives to inform policy and practice enhancements.

- Community partners and service agencies that work with the district on a regular basis will be consulted in a daytime meeting.

Throughout the consultation process, we will have information posted on our policy consultation page and interested parties will be able to provide input via email.

The second phase of the consultation will be the distribution of the revised policies. At this stage, we will optimize the electronic distribution of the revised draft policy and will invite public input through online platforms. The revised draft policies will be shared with the parent/guardian community as a whole, school councils, staff groups, students, advisory committees, and Trustees. The specific details of the second phase of the consultation may be revised based on the experience and input of phase one.

Throughout the consultation process we anticipate hearing input relevant to other policies and procedures that support student safety and we will proceed with amendments that reflect increased clarity and utility of policies and procedures to inform school and District practices.

WHY?

2. WHY ARE YOU CONSULTING? (Check all that apply)

To seek advice, informed opinion or input for consideration prior to decision-making?

To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?

To share information and awareness about a subject/recommendation/decision that has been made?

Other? (Please explain)

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 (if applicable)?

These policies are part of our commitment to a Culture of Caring. The desired outcomes of which are: improved equity of access opportunity and outcomes; improved student well-being; enhanced student safety. Culture of Caring strategies: build system capacity to support parent and family engagement at the classroom, school and district levels.

Culture of Social Responsibility desired outcomes: increased student voice; improved decision making. Culture of Social Responsibility strategies: collect and use data to inform instructional practice, policy and decision making

PPM 128 - Required review of School District Code of Conduct through a consultation process.

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

Students
 Parents/guardians
 School council(s)

Internal to OCDSB

Trustees
 Superintendents
 Principals and/or Vice-principals

External / Other (please identify)

Agencies/associations
 Community groups
 General Public

Ottawa Carleton Assembly of School Councils Managers Other governments

Advisory committees District staff Other
 Special Education Advisory Committee, etc Federations
 Other Other

Please describe or expand on who will be consulted and any partners in the consultation:
 See the description above.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

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 prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

A small group of students and school administrators have been consulted prior to designing this consultation plan.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

Media advertisement (print and/or radio) School council newsletter
 Letter distribution Website (schools and/or OCDSB sites)
 School council(s) Other
 Ottawa-Carleton Assembly of School Councils

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

School and central staff will help to facilitate communication with stakeholders about opportunities for contributing feedback through this consultation plan and will facilitate accommodations for translation and interpretation. General communication about the consultation plan will be shared via OCDSB multi-media platforms. We will respond to accommodation requests.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Focus groups | <input checked="" type="checkbox"/> Ottawa-Carleton Assembly of School Councils |
| <input type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Public meetings |
| <input type="checkbox"/> Mail-out or email circulation | <input type="checkbox"/> Survey / questionnaire |
| <input type="checkbox"/> Open houses / workshops / cafes | <input checked="" type="checkbox"/> Web-based notice / Web-based comments |
| <input checked="" type="checkbox"/> School council(s) | <input type="checkbox"/> Other |

Please describe: **See above**

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

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

TARGETED DATE FOR FINAL DECISION:

November 2020

| PROJECTED DATE(S) | ACTIVITY/MILESTONE | <u>NOTES**</u> |
|-----------------------------|---|-----------------------|
| November 2019 to March 2020 | Phase One: Engage with stakeholder groups including students, parents/guardians/caregivers, school staff, to solicit input to help inform draft policy creation. Engagement activities include: November 2019 - student focus group sessions (9 schools) November 2019 - principal and vice principal facilitated discussion | |

¹ 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.

| | | |
|--------------------------|---|--|
| | December 2019 -January 2020 - Staff/Federation facilitated discussion January 2020- Community partner facilitated discussion January - February 2020 - Staff/Federation focus group session March 2020 - parent/guardian facilitated discussion (2 sessions, east and west) | |
| April 2020 | This is the policy revision stage. Most of the work will be internal and will involve reflection on what we heard, research and drafting. | Collation of the data from the consultation activities and drafting of policies for presentation to the Board of Trustees. |
| September - October 2020 | Phase two: Draft policies will be shared with participants of phase one. Specifically draft policies will be shared with students, parents/guardians, trustees, community partner leads, school staff, advisors to Student Council Presidents and Student Senate, School Council Chairs and Chairs of Advisory Committees as well as Chair of OCASC. Draft policies will also be shared for input through OCDSB platforms including email. The draft policies will be scheduled as a discussion item at Committee of the Whole. | Draft policies of Safe Schools and District School Code of Conduct will be shared with participants and on our website. |
| November 2020 | Presentation of the revised policies and recommendation for approval of policy revision for Safe Schools and School District Code of Conduct. | Proposed revised policies shared with the COW and Board of Trustees |

****In filling out this chart, please note:**

- the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;
- any constraints such as necessary deadlines, availability of stakeholders; and
- the timelines for communicating the outcome/related decisions reached to those consulted.

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

Email circulation School / principal communications / newsletter
 Letter distribution Website (schools and/or OCDSB sites)
 Letter of Transmittal to committee/Board Media reports
 _____ Other

Please describe:

Participants in the consultation plan will receive communication through school administrators, advisors to Student Council Presidents and Student Senate, School Council Chairs and Chairs of Advisory Committees, Chair of OCASC, community

partner lead contact, direct email to staff and federation leads and website posting.

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

Estimated costs for consultation include printing of materials, interpretation services for community meetings and refreshments.

There will be costs associated with hiring a coordinator to facilitate this consultation plan including tasks such as, support the meetings and student sessions and collation of data for identification of themes and common messages. All costs will be covered through department funds.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

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.)

During the sharing of the outcome and decisions resulting from the Consultation Plan, feedback will be collected from participants about their experiences.



John Young Elementary School – Interim Accommodation Measures TIMELINE

| Activity | Date |
|--|--|
| <p>Notice of Intention to Commence Study and Approve Study</p> <ul style="list-style-type: none"> ➤ Committee of the Whole Meeting ➤ Board Approval of Study Consultation Plan and Timeline | <p>5 November 2019</p> <p>26 November 2019</p> |
| <p>Consultative Stage</p> <ul style="list-style-type: none"> ➤ Information Meeting #1 with Affected Principals and School Council Representatives ➤ Information Meeting #2 with Affected Principals and School Council Representatives ➤ Public Consultation Meeting | <p>December 2019</p> <p>January 2020</p> <p>January 2020</p> |
| <p>Recommendation and Decision Making Stage</p> <ul style="list-style-type: none"> ➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report ➤ Regular Board Meeting – Final Decisions | <p>February 2020</p> <p>February 2020</p> |
| <p>Communication and Implementation Stage</p> <ul style="list-style-type: none"> ➤ Communication of Board Approved Decision ➤ Implementation of Board Approved Decision | <p>February 2020</p> <p>September 2020</p> |



CONSULTATION PLAN

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

| | |
|--|---|
| DATE: | November 2019 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | John Young Elementary School - Interim Accommodation Measures – Approval of Study Timeline and Consultation Plan. |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca |
| WHAT? | |
| 1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information) | |
| <p><i>The scope of the consultation includes 2 elementary schools – John Young Elementary School and Westwind Public School.</i></p> <p><i>The consultation process will serve to implement recommendations to reduce growing enrolment pressure at John Young Elementary School, in advance of New Fernbank Elementary School being built and opened.</i></p> | |
| WHY? | |
| 2. WHY ARE YOU CONSULTING? (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) | |
| 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 (if applicable)? | |
| <p><i>The consultation will seek to recommend a plan to reduce accommodation pressure at John Young Elementary 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?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

- Students
 Parents/guardians
 School council(s)
 Ottawa Carleton Assembly of School Councils
 Advisory committees (Specify below)
 Special Education Advisory Committee, etc
 Other _____

Internal to OCDSB

- Trustees
 Superintendents
 Principals and/or Vice-principals
 Managers
 District staff
 Federations
 Other _____

External / Other (please identify)

- Agencies/associations _____
 Community groups _____
 General Public _____
 Other governments _____
 Other _____

Please describe or expand on who will be consulted and any partners in the consultation:

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

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 prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Yes all stakeholders in concert with the requirements of the Pupil Accommodation Review Policy

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- Media advertisement (print and/or radio)
 Letter distribution
 School council(s)
 Ottawa Carleton Assembly of School Councils
 School newsletter
 Website (schools and/or OCDSB sites)
 Other _____

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- Focus groups
 Interviews
 Mail-out or email circulation
 Open houses / workshops / cafes
 School council(s)
 Ottawa Carleton Assembly of School Councils
 Public meetings
 Survey / questionnaire
 Web-based notice / Web-based comments
 Other _____

Please describe:



CONSULTATION PLAN

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

Appendix C to Report 19-105

| WHEN? | | |
|---|-------------------------------------|----------------|
| 8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: 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 | | |
| TARGETTED DATE FOR FINAL DECISION: | February 2020 | |
| <u>PROJECTED DATE(S)</u> | <u>ACTIVITY/MILESTONE</u> | <u>NOTES**</u> |
| | SEE ATTACHED APPENDIX B - TIMELINES | |
| | | |
| | | |
| | | |
| | | |
| **In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. | | |

¹ 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)

| | |
|--|--|
| HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (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 | <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 |
| Please describe: | |
| OTHER | |
| 10. ESTIMATED COSTS FOR THE CONSULTATION* (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> | |
| 11. EVALUATION: 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.) | |
| (Empty space for evaluation details) | |



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.096.SES

TITLE: SPECIAL EDUCATION PROGRAMS AND SERVICES

Date issued: August 1998

Revised: 28 May 2013

Authorization: 28 May 2013

1.0 OBJECTIVE

To provide for the education of students with special education needs.

2.0 DEFINITIONS

In this Policy:

- 2.1 **Accommodation** means a system of special teaching and assessment strategies, human supports, and/or individualized equipment that help a student learn and demonstrate learning.
- 2.2 **Assessment** means the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving curriculum expectations in a subject or course.
- 2.3 **Differentiated Instruction** means an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience which responds to his or her individual needs.
- 2.4 **District** means the Ottawa-Carleton District School Board.
- 2.5 **Individual Education Plan (IEP)** means a written plan describing the special education program and/or services required by a particular student based on a thorough assessment of the student's strengths and needs and shall be used as both a document and as an accountability tool.
- 2.6 **Identification, Placement, and Review Committee (IPRC)** means the committee set up by the school board to consider the exceptionalities of students referred to them.

- 2.7 **Modification** means changes made to age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.
- 2.8 **Student with Special Needs** means a student who requires special education services, including any student who has been formally identified as exceptional by the IPRC process as well as students who may not have been formally identified but who may require services including, but not limited to, modified programs or accommodations.

3.0 POLICY

3.1 Policy Statement

The District believes every student is able to learn and to benefit from learning, and upholds the right of each student with special needs to an instructional program appropriate to that student's needs which enables him or her to achieve to the best of his or her ability. The term students with special needs includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional.

3.2 Guiding Principles

The following guiding principles shall govern the education of students with special needs:

- a) promoting early identification and intervention;
- b) ensuring a focus on the whole child;
- c) providing a range of services for the student, subject to available resources;
- d) ensuring every reasonable attempt is made to support participation by the student in school activities;
- e) emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs;
- f) recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with special needs; and
- g) ensuring the accommodation of students with special needs to the point of undue hardship for the District.

3.3 Key Learning Supports

The special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- a) a range of appropriate **and timely** assessments, ~~and~~ accompanying ~~by timely~~ tiered interventions, and professional strategies;
- b) a continuum of placement options;
- c) equitable application of the specialized class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- d) appropriate student/teacher ratios as governed by the *Education Act*;
- e) Individual Education Plans (IEPs) subject to regular review and outcome-based evaluation;
- f) a clearly communicated IPRC process, with consistent procedures;
- g) integration opportunities within the student's school;
- h) multi-disciplinary professional supports for students with special education needs;
- i) timely access as required to appropriate equipment and materials; and
- j) timely access to information for parents about programs and services.

3.4 Enrolment and Placement

As required under the *Education Act*, the District will provide a Special Education Program for the enrolment and placement of each student with special needs.

3.5 Special Education Report

As required under the *Education Act*, the Special Education report of the OCDSB shall be reviewed annually by SEAC and the Board and shall be made readily accessible on the District website.

4.0 **SPECIFIC DIRECTIVES**

4.1 Programs and Support Services for Students with Special Needs

- a) The District shall ensure that the Ministry of Education Curriculum Guidelines are the basis for Special Education Programs. The special needs of each student can be accommodated by using a

variety of teaching methods , support personnel, resources, equipment and special materials.

4.2 Service Delivery

- a) The Special Education service delivery of the District is based on a continuum of placement options ranging from non-specialized classes with special education resource support to specialized classes and schools where needs dictate. Specialized class locations shall be based on geographically defined catchment areas and designated schools. Special Education Programs and Services and school catchment areas will be reviewed regularly in consultation with various stakeholders.
- b) The special needs of each student should be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment including, but not limited to, adaptive technology, and appropriately trained specialized personnel.

4.3 Identification, Assessment, Accommodation

- a) Students who may have special needs will be identified and assessed regularly and as appropriate. Assessments shall be undertaken in consultation with parents/guardians, after initial written consent has been received.
- b) Accommodations and modifications for the purposes of academic assessment/evaluation should be considered in accordance with District and Ministry policy relevant to assessment, evaluation, and reporting of student achievement (P.083.CUR and PR.584.CUR) to account for the requirements for assessments administered at beyond the District level (EQAO, PISA etc.).
- c) The principal is responsible for ensuring that an Individual Education Plan (IEP) is developed, implemented and updated in alignment with OCDSB reporting periods where:
 - i) a student has been formally identified as exceptional by an IPRC
 - ii) a student has not been formally identified but requires an ongoing special education program and/or services, including modified or alternative learning expectations and/or accommodations,
- d) The IEP shall be developed in partnership with parents/guardians and shall include SMART goals (specific, measurable, attainable, realistic, and timely).

- e) The IEP involves the following five phases:
 - i) Gather information about the student;
 - ii) Set the direction for the student;
 - iii) Develop the IEP as it relates to the student's special education program and services;
 - iv) Implement the IEP; and
 - v) Review and update the IEP.

- f) Students with special needs may be referred to an Identification, Placement and Review Committee (IPRC) set up by the District. The principal may, on written notice to a parent of a student, and shall, at the written request of a parent, refer a student to the District IPRC.

- g) Once the decision of the IPRC is received, the principal and superintendent of shall make every effort to work with the parent/guardian to resolve any concerns about the decision. In the event of a disagreement about the IPRC decision, the process for appeal outlined in P.117.SES Special Education Appeal Board Policy shall be followed.

- h) Students identified as exceptional must be provided with appropriate special programs and/or services designed to build on their strengths and meet their needs.

- i) The District shall ensure a process for appropriate access to special education programs. The process will be transparent, consistent, and equitable, and subject to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

- j) The District shall ensure regular opportunities are provided for the training and development of staff to support students with special needs. This may include training in the areas of instructional practice, accommodations, academic, socio-emotional and cultural sensitivity.

4.4 Communication

The District is committed to communicating clearly and regularly with parents/guardians of students with special needs and will do so on matters including:

- a) the full range of services available;
- b) the IPRC process, including the appeals process;
- c) implementation practice and progress of IEPs; and

- d) Ministry guidelines for the delivery of Special Education Programs.

4.5 Performance Measures

- a) The Board is committed to developing and maintaining special education programs and services that are based on best practice models, including evidence based data, ongoing assessment and measurement of objectives. These will be reviewed on a cyclical basis, to ensure that they remain effective and are current with evidence-based research findings.
- b) The District will continue to develop and will maintain Quality Program Indicators to help guide the implementation of special education programs and services in a consistent manner.

4.6 Transportation

- a) The Ottawa-Carleton District School Board, through its agent for transportation services, the Ottawa Student Transportation Authority, (OSTA) accepts responsibility for appropriate home-to-school transportation for exceptional students who meet the criteria set out in OCDSB Student Transportation Policy P.068.TRA.
- b) Under the authority of *The Education Act*, the Board, through its agent for transportation services, the Ottawa Student Transportation Authority, agrees to provide transportation for Ottawa-Carleton District School Board students attending Provincial and Demonstration Schools.

5.0 REFERENCE DOCUMENTS

The Education Act, Ontario

R.R.O. 1990, Reg. 298/Reg. 306

Identification and Placement of Exceptional Pupils, O.R. 181/98

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

OCDSB *Special Education Plan*

The Individual Education Plan (IEP): A Resource Guide

Board Policy P.083.CUR: Assessment, Evaluation, and Reporting of Student Achievement

Board Policy P.058.HS: Occupational Health and Safety

Board Policy P.068.TRA: Student Transportation

Board Policy P.032.SCO: Safe Schools

Board Policy P.125.SCO: Board Code of Conduct

Board Policy P.117.SES: SEAB

Board Procedure PR.556.TRA: Student Transportation



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 19-134

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Mary Jane Farrish, Superintendent of Instruction

DATE: 22 November 2019

RE: Updates to Safe Schools Consultation Plan

In response to feedback from the Board of Trustees at the 5 November 2019 Committee of the Whole regarding Appendix B to Report 19-087: Safe Schools Consultation Plan, this memo presents revisions to the Consultation Plan in a brief commentary and a chart to reflect the input received. Attached to this memo is Appendix A - revised Consultation Plan.

Timelines

Trustee feedback:

Trustees expressed concerns with respect to the timeline in the consultation plan, citing that it may not allow for analysis and interpretation of the breadth of feedback from the consultation forums necessary to complete draft policies for approval by the Board in June 2020.

Response:

The timeline has been extended until November 2020. The revised plan provides for greater time to complete the multiple forums in phase one and for feedback on the draft policies in the second phase. This revised timeline concludes with the presentation of the draft policies to Trustees for approval in November of 2020. We hope that this will provide greater ability for existing committees and councils to promote the consultation process and also to allow for members to provide feedback at each of the stages within the forums available as per the consultation plan. This extended timeline also allows for us to bring the draft policies to a COW meeting in June or September for initial Trustee input in addition to the phase 2 engagement activities.

Breadth of topics

Trustee Feedback:

Trustees recognize the volume of related policies and procedures in the domain of Safe Schools and asked for clarification about how staff would manage the facilitated discussions. Also of importance is understanding how staff will respond to what we hear to be responsive through other policy or procedural action.

Response:

The stakeholder forums will begin with an overview of the component parts of the Safe Schools domain of policies and procedures. Participants will then be able to join smaller facilitated discussion groups on the topics which are of most interest to them within the domain of the current policies and procedures, e.g., dress code, bullying prevention, progressive discipline, suspensions, etc.

A staff member will act as a facilitator to each group and will help balance the discussion and ensure all input is captured. The intent of the forums is to offer opportunities for feedback on each of the themes identified and listen to what is presented. There will be opportunities for feedback to be shared beyond the time and dates of the forums.

Model of consultation engagement*Trustee Feedback:*

Inclusion of multiple stakeholder voices is a priority for trustees through this consultation process. Clarity about how stakeholders enter the process in each phase was requested, as was confirmation of how trustee input will be incorporated.

Response:

Phase one of the consultation is designed to encourage broad participation and connect multiple stakeholders from diverse sub-groups. Having two large parent/guardian sessions will allow different stakeholders such as school council members, advisory committee members as well as trustees in the discussion and input sharing.

Student engagement in this consultation at phase one will be navigated by school level personnel who have knowledge of school level data, students, and effective methods to solicit and include the diversity of perspectives within their student body.

Staff engagement will be designed similarly to the parent/guardian forum with a cross section of employee groups gathering together to share input.

There will be an opportunity for online input throughout phase one to allow for voices to be heard outside of the live events.

Phase two of the consultation will invite stakeholders to respond to the draft policies once developed. The draft policies will be presented for discussion at Committee of the Whole to allow trustees the opportunity to discuss the document in draft form. The draft policies will be posted and information about how to provide feedback will be done through messaging to phase 1 participants, parents generally, school councils, staff and students. Feedback can be provided through the District's online platforms as detailed once the drafts are ready to be published for input.

The District will also encourage participation in Phase one and Phase two through online platforms such as School Council Connects newsletters, website banners, and social media posts, etc. This will provide a window of opportunity for stakeholders to

provide feedback during both phases of the consultation prior to presenting the draft policies for approval by the Board of Trustees.

Communication

Trustee Feedback:

A recommendation that communication methods and promotion of the consultation process is pursued through existing District committees and councils.

Response:

In addition to communication on the website, by email to parents, the school council newsletter, social media and Keeping You Connected, information will be shared with the Chairs of advisory committees, school principals for school council chairs, Ottawa-Carleton Association of School Councils (OCASC).

Phase One Consultation engagement

| Engagement | Trustees | Students | Parents/ Guardians and/or Community Partners | Employee Groups | Date | Promotion/Communication |
|--|----------|----------|--|--------------------|------------------------------|--|
| Approval of Plan | ✓ | | | | Nov. 26, 2019 | COW meeting |
| Principal and Vice Principal facilitated discussion forum | | | | ✓ | November 2020 | Safe Schools Principal and Vice Principal project lead |
| School based Student Focus Groups | | ✓ | | | Nov. 2019 - January 2020 | School Administrators Student Senators and Student Council Presidents |
| Student Senate and School Council Presidents Focus Groups | ✓ | ✓ | | | December 2019 - January 2020 | Trustee and Staff advisors |
| School based employee group discussion forums facilitated in collaboration with OSSTF and ETFO | | | | ✓ | December - January 2020 | Federation presidents, internal online communication tools accessed by employees |
| Community | | | ✓ | | January | Community partnership |

| | | | | | | |
|---|---|--|----------------------------|--|---|--|
| partner and service agency facilitated discussion | | | Community Partners | | 2020 | contacts |
| Parent/Guardian facilitated discussion forums | ✓ | | ✓ Parents/ Guardians | | East and West locations March - April 2020 | OCDSB communication platforms, School Administrator through School Council Chairs, Chairs of OCASC and Advisory Committees |

Phase two Consultation Engagement

| Engagement | Trustees | Students | Parents/ Guardians and/or Community Partners | Employee Groups | Date | Promotion/Communication |
|--|----------|----------|--|--------------------|--------------------------|--|
| Draft Policies shared with all participants of phase one consultation. | ✓ | ✓ | ✓ | ✓ | September - October 2020 | Draft policies will be shared through School Council Chairs, Community partner contact leads, School Administrators, Chairs of OCASC and Advisory Committees, Student Senate and Student Presidents' trustee and staff advisors as well as posted on OCDSB online platforms. |
| Feedback on draft policies submitted through online feedback platforms | ✓ | ✓ | ✓ | ✓ | September - October 2020 | Direction on how to submit online feedback shared with School Council Chairs, Community partner contact leads, School Administrators, Chairs of OCASC and Advisory Committees, Student Senate and Student Council Presidents' trustee and staff advisors, Direction for how to submit feedback will also be communicated through OCDSB online platforms such as School Council Connects, Website Consultation Page, etc. |

Please direct questions or comments to Mary Jane Farrish, Superintendent of Instruction at 613-596-8211 ext. 8821 or mary.jane.farrish@ocdsb.ca.

cc Senior Staff
Manager, Board Services
Corporate Records



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, November 19, 2019, 7:00 p.m.

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

- Trustees Present: Erica Braunovan, Donna Blackburn, Christine Boothby (electronic communication), Rob Campbell, Chris Ellis, Lyra Evans, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff Present: Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Karyn Carty Ostafichuk (Manager of Planning), John MacKinnon (Audio-Visual Technician), Sue Baker (Acting Manager of Board Services), Darcy Knoll (Communications Coordinator), Samantha Flynn (Board/Committee Coordinator)
- Non-Voting Representatives Present: Christine Lanos, Ottawa-Carleton Elementary Operations Committee (OCEOC), Elizabeth Kettle, Elementary Teachers' Federation of Ontario (ETFO), Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC), Harvey Brown, Advisory Committee on Equity (ACE), and Jean Fulton-Hale, Ottawa-Carleton Secondary School Administrators Network (OCSSAN).

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

Vice-Chair Braunovan called the meeting to order at 7:06 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Hough,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott noted that the Elementary Teachers' Federation of Ontario (ETFO) has advised that it intends to start work-to-rule strike action effective 26 November. The Ontario Secondary School Teachers' Federation (OSSTF) has announced that it has received a mandate from its members to strike, but has not scheduled any labour actions. The District is currently preparing contingency measures to ensure students and parents remain adequately supported in the event of a strike. She added that the District will continue to keep parents informed as updates become available.

Chair Scott advised that on 20 November, the District will mark World Children's Day and the 30th anniversary of the United Nations (UN) adoption of the Convention on the Rights of the Child. She noted that World Children's Day is a celebration of the universal rights of every child to attend school, raise their voice, and share their talents with the world. She thanked the City of Ottawa, as it will be marking 20 November as "Child Friendly Day" in Ottawa and celebrating those making the city a child friendly place.

Chair Scott noted that it is Bullying Awareness Week, serving as a reminder of the District's duty to protect students and ensure they feel safe at school. Bullying can come in many forms including (but not limited to) physical violence, verbal harassment, or cyberbullying. She highlighted that the District is committed to building a culture of caring across the school community, adding that every student has the right to feel safe, accepted and valued. The District will continue to work toward the prevention of bullying and support those affected.

4. Briefing from the Director

Associate Director Reynolds invited educators and parents to attend Breaking Barriers: Achieving Black Student Excellence, a conference on addressing anti-Black racism in schools on 23 November. He noted that the half-day event will provide an opportunity for attendees to learn about specific issues affecting Black students and families in the education system.

Associate Director Reynolds advised that the District will be expanding the Safe Arrival system in November noting that SchoolMessenger SafeArrival is the District's new absence management system. The system allows parents to use a mobile app, a website, or a toll-free phone line to report an absence in advance. He noted that, in the first phase, the SafeArrival system will be implemented across 12 schools; the remainder of schools will receive access to the system as part of a staggered rollout throughout the 2019-2020 school year.

Associate Director Reynolds encouraged parents and students interested in the District's International Baccalaureate Programme to attend the District's

upcoming information nights at Colonel By Secondary School and Merivale High School. He added that dates and registration details can be found on the District website.

5. Presentation on Student Bus Transportation

Ottawa Student Transportation Authority (OSTA) General Manager and Chief Administrative Officer, Vicky Kyriaco provided an overview of the organization's structure, highlighting that it is currently transporting 72,370 students. She advised that there is a driver shortage which is expected to increase over the winter season. Opportunities for cost-control measures were provided for information including a bell time review, reduction of single riders (vans), reduction of modified schedules (vans), and eligibility review.

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

- Transportation services provided by OC Transpo have been affected by the introduction of the light rail transit (LRT) system. Some students are regularly arriving late to school due to delays on the LRT route. OSTA is continuing to discuss the problems associated with the LRT with OC Transpo;
- OSTA does not track the number of students who have had their transportation privileges suspended or revoked. OSTA receives a significant number of annual complaints from drivers regarding student behaviour. OSTA is currently piloting the use of internal cameras on its busses to assist in monitoring and deterring misbehaviour;
- OSTA is aware of student use of vaping devices on buses; it is expected that the installation of internal cameras on busses may assist in this regard;
- With regard to active transportation, there is significant momentum operationally;
- OSTA does not track individual student transportation on a day-to-day basis. OSTA has not pursued measures to fill empty seats on its vehicles on a part-time basis due to the constant flux in student riders; and
- OSTA must conduct privacy impact assessments with regard to the installation of internal cameras on its buses. A privacy commissioner oversees this process. To ensure driver retention and a safe environment for students, OSTA believes that the installation of cameras is a necessary protocol.

6. Delegations

- 6.1 Jacqueline Shaw, Gloucester High School Council re Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School

On behalf of the Gloucester High School Council, Ms. Jacqueline Shaw urged the District to continue its timely monitoring and reporting on the amalgamation of Rideau High School and Gloucester High School. She acknowledged that, to date, two of four reports have been published adding that the reports are critical in identifying positive trends and areas of concern. She expressed the view that it is imperative to identify if there are students who are experiencing academic challenges due to the amalgamation.

In response to trustee queries, Ms. Shaw noted the following:

- Previous monitoring reports presented by the District have been difficult for some parents to understand. District staff are welcome to attend a Gloucester High School Council meeting to collect feedback on how monitoring reports may be improved; and
- The principal of Gloucester High School has indicated that she would be soliciting feedback from students on the current methods used in collecting qualitative data.

6.2 Peter Gareau re Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School

Mr. Gareau expressed concern regarding the proposed motion to reduce the number of monitoring reports on the amalgamation of Rideau High School and Gloucester High School. He highlighted that the Board made a commitment to produce three monitoring reports and commented on the importance of the monitoring reports to the school community. He urged the Board to ensure the production of the final monitoring report.

In response to a query from Trustee Ellis, Mr. Gareau noted that many parents in his community were disappointed with the decision to close Rideau High School and although Gloucester High School has offered a welcoming environment to former Rideau High School students, many of the programs have not been sustained. He added that his sentiments are shared amongst the former Rideau High School community.

7. Matters for Action:

7.1 Report 19-114, In-Year Support for Students with Autism Spectrum Disorders and Developmental Disabilities (P. Symmonds, ext. 8254)

Your Committee had before it Report 19-114 seeking approval for an increase in staffing to support students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD).

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

- Staff are requesting an additional 25 full time equivalent (FTE) educational assistants to support 27 students in the regular program;

- Staff are working collaboratively with the District's human resources department with regard to the timely recruitment of additional EAs within the current school year;
- The estimated cost associated with the proposed increase to in year staffing was not previously identified in the current budget year. The District is able to absorb the proposed costs without exceeding the mandate that restricts the use of accumulated surplus in any school year to 1% of the operating grants provided by the Ministry;
- There are 6 students with DD who are awaiting placement at a specialized program school. They are currently being accommodated in the regular classroom;
- Staff is closely monitoring the Ministry's funding for students with ASD. The City of Ottawa has been a diagnostic hub for students with autism which may affect funding;
- In response to a trustee request, CFO Carson advised that the actual cost associated with the proposed increase to in year staffing could be provided to the Board in January 2020; and
- A concern was expressed that students with special needs who are awaiting placement into a specialized program class can contribute to disruption in their regular classroom environment.

Moved by Trustee Campbell,

THAT the Board approve the proposed in year increase to staffing (25.0 FTE Educational Assistants and 1.0 FTE Itinerant Teacher) effective immediately, to support students with Autism Spectrum Disorders and Developmental Disabilities.

In introducing the motion, Trustee Campbell expressed the view that the motion is non-discretionary and is required to adequately serve students.

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

- The District generally increases EA allocations during the first few months of each school year. The EA allocation in reserve also allows the District to support students who require short-term support transitioning to their regular classroom. Learning Support Services (LSS) regularly consults with the multidisciplinary teams to build capacity and ensure that proper supports are implemented;
- Student needs continue to increase across the District. In the spring of 2019, staff were added centrally and in classrooms to assist in addressing student needs;

- EAs are not assigned to specific students. EAs are assigned to schools to assist in building independence and responding to varying needs among students. School administrators assist in student monitoring to ensure that all students are receiving adequate levels of support;
- A request will be made to increase the number of specialized program classes in the spring of 2020. It is too early to determine how many classes will be needed. Staff continually examine student needs, and project the required supports; and
- The geographic model for specialized program classes remains a District priority in stabilizing service delivery. Many students with special needs do not require placement in a specialized program class.

Moved by Trustee Lyra Evans,

THAT the debate be closed.

Defeated

In response to a query from Trustee Scott, Superintendent Symmonds noted that the estimated cost associated with the proposed increase to in year staffing is based on annual salaries and benefits.

Moved by Trustee Campbell,

THAT the Board approve the proposed in year increase to staffing (25.0 FTE Educational Assistants and 1.0 FTE Itinerant Teacher) effective immediately, to support students with Autism Spectrum Disorders and Developmental Disabilities.

Carried

7.2 Report 19-115, Approval of Policy P.141.GOV Integrity Commissioner (M. Giroux, ext. 8310)

Your Committee had before it Report 19-115 seeking approval of the draft Policy P.141.GOV Integrity Commissioner (Appendix A) to establish the OCDSB new office of the Integrity Commissioner.

Moved by Trustee Blackburn,

THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved.

In introducing the motion, Trustee Blackburn thanked members of the Ad Hoc Code of Conduct Committee for their input with regard to the role description and function of the Integrity Commissioner. She commented that, in the event that a trustee has been observed as being in contravention of the Board Member Code of Conduct, the Integrity

Commissioner would ensure that the matter is managed in an unbiased manner.

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

- With regard to the requirement of a two-thirds vote for the removal of an Integrity Commissioner, staff requested legal advice and was advised to consider a higher standard than a simple majority. The Integrity Commissioner would be engaging in matters of review with regard to board behaviour which would be sensitive;
- In response to a request from Trustee Campbell, staff agreed to provide further information regarding whether a two-thirds vote for the removal of an Integrity Commissioner would also apply to a decision not to renew a contract;
- At this time, there are no plans to consult with the public regarding the draft policy;
- Informal investigations under the Board Member Code of Conduct will remain confidential. In response to a query, staff suggested that it may be prudent to review the public reporting structure after one year;
- It is unlikely that the workload of the Chair and/or Vice-Chair would be reduced following the appointment of the Integrity Commissioner;
- Following approval of the policy, the Board would be tasked with determining a mandate for a selection committee for the Integrity Commissioner. At that time, the Board could determine how many trustee members would be part of the committee; and
- Trustee Scott noted that although student trustees are not reflected as "board members" under the *Education Act*, the expectation is that they are privy to the same services as currently extended to all trustees.

An amendment moved by Trustee Scott,

THAT section 4.0 Appendices be removed from the policy.

Carried, friendly

Moved by Trustee Lyra Evans,

THAT the debate be closed.

Carried

Moved by Trustee Blackburn,

**THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved, as amended.
(Attached as Appendix A)**

Carried7.3 Report 19-051, Revisions to P.025.GOV Board Member Conflict of Interest (M. Giroux, ext. 8310)

Your Committee had before it Report 19-051 seeking approval of revisions to P.025.GOV Board Member Conflict of Interest in accordance with changes to the *Municipal Conflict of Interest Act (MCIA)* following the passage of Bill 68, *Modernizing Ontario's Municipal Legislation Act*.

In response to a query, Executive Officer Giroux noted that an Integrity Commissioner would not provide legal advice. The Integrity Commissioner may only provide advice or guidance to individual board members based on the statute of the law. Should an individual trustee request advice from the Integrity Commissioner, all statements made following receipt of the advice rest with the responsibility of the trustee. With regard to the use of the term "board member" throughout Policy P.025.GOV Board Member Conflict of Interest, it indicates that the individual is part of a larger entity and aligns with the terminology used in the District's policies pertaining to governance.

Moved by Trustee Schwartz,

THAT the revisions to P.025.GOV Board Member Conflict of Interest, attached as Appendix A to Report 19-051, be approved.

In response to a trustee request, staff agreed to provide further information about the application of Policy P.035.GOV Board Member Conflict of Interest with regard to student trustees.

Moved by Trustee Schwartz,

THAT the revisions to P.025.GOV Board Member Conflict of Interest, attached as Appendix A to Report 19-051, be approved. (Attached as Appendix B)

Carried7.4 Notice of Motion, Re: Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School, Trustee Blackburn

The following motion was presented to the Committee of the Whole on 01 October 2019. Following a brief discussion, the motion was deferred to the 19 November 2019 Committee of the Whole meeting to provide trustees with additional for consultation with the Gloucester High School community and school council.

Moved by Trustee Blackburn,

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for

three years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

WHEREAS monitoring reports have been provided to the Board at the 1 May 2018 Committee of the Whole meeting and to Board on 28 May 2019;

WHEREAS the production of monitoring reports required significant involvement and time of Gloucester High School staff and students, the Research, Evaluation, and Analytics Department (READ), Business & Learning Technologies department, and senior staff which redirected their time away from supporting student needs;

WHEREAS the disaggregation of enrolment and achievement data by grade according to pre-amalgamated boundaries for comparison with Education Quality Accountability Office (EQAO) data by school for the past five years would represent a significant workload for staff in the Research, Evaluation, and Analytics Department;

WHEREAS Section 12.14 of the Ottawa-Carleton District School Board By-Laws and Standing Rules allows for a “motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion”;

THEREFORE BE IT RESOLVED

THAT the following motion approved by the Board on 7 March 2017 be amended to reduce the number of annual monitoring reports from three to two reports:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for two years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

In introducing the motion, Trustee Blackburn noted that she has visited Gloucester High School many times since its amalgamation with Rideau High School and regularly speaks with the school's staff. She expressed the view that the amalgamation is considered a success by staff and students at Gloucester HS adding that, in considering the financial and human resources associated with producing another monitoring report, it may be more practical to gather data in a different way if there are remaining concerns from the school community.

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

- The District's Research, Evaluation and Analytics Division (READ) has an active workload for the remainder of the current school year. Staff is not indicating or suggesting that a further monitoring report cannot be completed;
- The production of a monitoring report requires approximately 105 - 140 hours of READ staff time to generate as well as support from staff in both Business and Learning Technologies and the Planning Department. Approximately half of this time is spent disaggregating data for the report. If the Board chose not to include disaggregated data in the final monitoring report, a cohort analysis would be maintained;
- It was requested that the questions submitted by Gloucester High School Council regarding the amalgamation process receive a written response from staff;
- Superintendent Farrish noted that the District has received comments from the Gloucester HS community that the efforts used in gathering student voice for the purpose of the monitoring reports resulted in many student queries regarding why they were being asked to provide feedback. Some students indicated that they were unable to provide relevant feedback in response to questions;

- Trustee Lyra Evans expressed the view that it is imperative for the Board to follow through on its commitments to the school community. She indicated that she would not support the proposed motion;
- Student Trustee Wijeweera noted that both he and Student Trustee Gagne were concerned with the proposed motion, adding that although students are generally pleased with the transition, the production of all monitoring reports is essential in maintaining trust with the school community;
- A query was made regarding the timing of the future transition of the Infant/Toddler/Preschool Program (ITP Program) from Rideau High School to Queen Elizabeth Public School;
- Trustees Campbell and Ellis expressed support for further disaggregated data on future monitoring reports;
- With regard to the number of monitoring reports promised, staff is of the understanding that it would produce monitoring reports for three consecutive school years. Following the third report, there would be no former Rideau High School students to gather feedback from;
- It was suggested that the final monitoring report be produced in the fall of 2020, following the District's receipt of Ontario Secondary School Literacy Test (OSSLT) data and credit accumulation from the 2019-2020 school year;
- With regard to the content included in the monitoring reports, it is challenging for staff to further disaggregate student achievement data. The consideration of alternate approaches that could be used in producing monitoring reports would require further staff time; and
- Trustee Jennekens expressed the view that the monitoring reports may not be providing the Board with enough robust data.

Moved by Trustee Penny,

THAT the debate be closed.

Carried

Moved by Trustee Blackburn,

THAT the following motion approved by the Board on 7 March 2017 be amended to reduce the number of annual monitoring reports from three to two reports:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for

two years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

Defeated

Student Trustee Wijeweera requested a non-binding recorded vote.

A non-binding recorded vote was held and the motion was defeated unanimously by those present:

For: Nil (0)

AGAINST: Trustees Blackburn, Boothby, Braunovan, Campbell, Ellis, Hough, Jennekens, Lyra Evans, Penny, Schwartz, Scott and Student Trustee Wijeweera (12)

ABSTENTION: Nil (0)

7.5 Notion of Motion, Re: High Performance Athlete Program, Trustee Blackburn

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

Moved by Trustee Blackburn,

WHEREAS the HPA program was initiated in recognition of student athletes who compete at the Provincial, National and International level and require unique programming accommodation and flexibility;

WHEREAS the High Performance Athlete (HPA) Program was established in the 1990's at the former Confederation High School and is currently offered at John McCrae Secondary School;

WHEREAS Board Policy P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, states that model for secondary school program delivery is the community school;

WHEREAS many high performance athletes in the District attend their community school where their training and competition needs are accommodated;

WHEREAS Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, provides a process and activities that must take place prior to implementing any changes, including consultation with the school council, student council, and elementary and secondary schools that would be affected by the change, as well as an analysis of planning, financial and human resources implications;

THEREFORE BE IT RESOLVED

THAT staff be directed to commence the activities outlined in Policy P.105.CUR and Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, with a view to phasing out the High Performance Athlete Program at John McCrae Secondary School commencing in September 2021.

In introducing the motion, Trustee Blackburn expressed the view that students are best served in their community schools. She added that, as high performance athletes can still be afforded flexible learning conditions in their community schools, the program at John McCrae Secondary School is no longer necessary.

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

- Staff does not track the number of high performance athletes who are currently attending their community schools; however, there are many high performance athletes who do not attend the HPA program at John McCrae SS;
- Staff utilizes many different learning technology platforms to support high performance athletes and provide flexibility in their learning. When the HPA program was introduced at John McCrae SS in the early 1990s, the learning technology platforms used today were not available;
- As of 31 October 2019, there are 140 students remaining in the HPA program at John McCrae SS;
- The HPA program does not utilize a modified curriculum;
- Trustee Ellis noted that Hillcrest High School may be interested in advocating for the introduction of a HPA program at their facility;
- Trustee Scott commented that although the HPA program requires a set of criteria for entrance into the program, it operates differently in comparison with all other District programs as there is no specific learning content associated with the HPA program;

- There are 21 sports currently represented in the District's HPA program. Students in the program are not members of the school's various sports teams;
- Trustee Penny commented that it would be beneficial for the District to create a policy that indicates high performance athletes will be accommodated at any school in the District;
- The HPA program is not an academic enrichment program; it provides students with a flexible timetable and e-learning opportunities to assist them in meeting their academic and sport needs simultaneously;
- A query was made regarding the cost of the consultation required in implementing changes to an existing program; and
- Ms. Fulton-Hale noted that educators work closely with school administrators and parents to ensure that all athletes are supported and their learning is not impeded by sporting commitments outside of school.

In response to a query from Trustee Campbell, staff agreed to provide further information with regard to the consultation required in implementing changes to an existing program.

Trustee Schwartz requested further information regarding similar high performance athletic programs in other school districts and information regarding the former school districts of students currently enrolled in the District's HPA program.

In wrap up, Trustee Blackburn noted that she was a former high performance athlete and was well served in her community school. She reiterated that students are best served in their community school.

Moved by Trustee Blackburn,

THAT staff be directed to commence the activities outlined in Policy P.105.CUR and Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, with a view to phasing out the High Performance Athlete Program at John McCrae Secondary School commencing in September 2021.

Carried

8. Report from Statutory and Other Committees

8.1 Parent Involvement Committee, 16 October 2019

Moved by Trustee Hough,

THAT the Parent Involvement Committee Report, dated 16 October 2019 be received.

Carried8.2 Indigenous Education Advisory Council, 17 October 2019**Moved by Trustee Hough,****THAT the Indigenous Education Advisory Council Report, dated 17 October 2019 be received.****Carried**8.3 Advisory Committee on Equity, 24 October 2019

Moved by Trustee Ellis,

THAT the Advisory Committee on Equity Report, dated 24 October 2019 be received.

Trustee Scott noted that Appendix A to the report was provided to the Committee as supplemental information only and should not be included as an Appendix to the final report.

Moved by Trustee Ellis,**THAT the Advisory Committee on Equity Report, dated 24 October 2019 be received, as amended.****Carried**8.4 Ad Hoc Code of Conduct Committee, 29 October 2019**Moved by Trustee Blackburn,****THAT the Ad Hoc Committee on Code of Conduct Report, dated 29 October 2019, be received.****Carried**9. Adjournment

The 10:30 p.m. vote did not receive the required 2/3 majority and the meeting adjourned at 10:30 p.m.

At the time of adjournment, the following items were not dealt with:

- Report 19-112, Mental Health Strategy 2019-2022;
- Information Items (Report from OPSBA, and Ministry Initiatives Update);
- Long Range Agenda; and
- New Business

Erica Braunovan, Chair



POLICY P.141.GOV

TITLE: INTEGRITY COMMISSIONER

Date issued: XX November 2019

Last revised:

Authorization: Board: XX Month 2019

1.0 OBJECTIVE

To establish the office of the Integrity Commissioner to provide advisory support to the Board and its members in matters of ethics and in the investigation of code of conduct complaints. .

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Board Member** means a trustee of the Ottawa-Carleton District School Board, *and includes student trustees who are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.*
- 2.3 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached Board Policy P.073.GOV Board Member Code of Conduct.
- 2.4 **Staff Members** means employees of the Ottawa-Carleton District School Board.

3.0 POLICY

Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner shall receive, review and mediate and/or investigate complaints under Board Policy P.073.GOV Board Member Code of Conduct.
- 3.2 The Integrity Commissioner, upon request by the Chair of the Board, shall provide guidance and recommendations to the Board on issues of ethics and integrity related to the application of Board Policy P.073.GOV Board Member Code of Conduct.
- 3.3 The Integrity Commissioner may, upon request, provide confidential written and oral guidance or advice to individual Board members in respect to situations they face in the exercise of their official duties. Should the matter apply to other members, the advice shall be provided to the whole Board with no reference to the requesting member.

- 3.4 The Integrity Commissioner may, upon request, provide advice or recommendations to the Board on matters relating to policies and procedures, professional development and/or legislative changes affecting the Board governance and standards of ethical behaviour of Board members.

Jurisdiction of the Integrity Commissioner

- 3.5 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.
- 3.6 The Integrity Commissioner does not have jurisdiction to investigate or make inquiries into complaints that are related to:
- a) the *Criminal Code*;
 - b) the *Municipal Conflict of Interest Act*;
 - c) the *Municipal Elections Act*;
 - d) the *Municipal Freedom of Information and Protection of Privacy Act*; or
 - e) staff members.

Selection and Appointment of the Integrity Commissioner

- 3.7 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the District and overseen by a selection committee of trustees appointed by the Board of Trustees and chaired by the Chair of the Board or designate.
- 3.8 The selection committee shall recommend a candidate for the Integrity Commissioner position for approval by the Board.
- 3.9 The Board of Trustees shall appoint an Integrity Commissioner for a two-year term renewable for up to six years in total.
- 3.10 The appointment of the Integrity Commissioner shall be made by approval of the majority of members present and voting, at a regular or special meeting of the Board.
- 3.11 The removal of the Integrity Commissioner, for any reason, shall be made only by approval of two-thirds of all members, at a regular or special meeting of the Board.

Accountability

- 3.12 The Integrity Commissioner is accountable to and reports to the Board of Trustees.
- 3.13 The Integrity Commissioner shall annually report to the Board on:
- a) the number and nature of complaints handled by their office;
 - b) the number and nature of complaints received that were outside the jurisdiction of their office; and

- c) other activities undertaken in the preceding year.
- 3.14 All annual reports from the Integrity Commissioner to the Board will be made available to the public.
- 3.15 The Integrity Commissioner shall redact any confidential information from their public reports in accordance with *the Municipal Freedom of Information and Protection of Privacy Act*.
- 3.16 The Integrity Commissioner may make interim reports to the Board where necessary and as required.

~~4.0 APPENDICES~~

~~Appendix A: Role Description of the Integrity Commissioner of the Ottawa-Carleton District School Board~~

5.0 REFERENCE DOCUMENTS

Education Act, 1990

Municipal Election Act, 2017

Municipal Conflict of Interest Act, 2017

Criminal Code, 1985

Municipal Freedom of Information and Protection of Privacy Act, 1990

Occupational Health and Safety Act, 1990

Ombudsman Act, 1990

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

Board Policy P.073.GOV Board Members Code of Conduct

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



POLICY P.025.GOV

TITLE: BOARD MEMBER CONFLICT OF INTEREST

Date issued: 15 May 1998
Revised: XX October–November 2019
Authorization: Board: 11 May 1998

1.0 OBJECTIVE

To provide the *requirements for Board members to disclose an interest in accordance with the Municipal Conflict of Interest Act*, ~~guidelines for trustees with respect to conflict of interest.~~

2.0 DEFINITION

- 2.1 **Pecuniary interest** means a financial or monetary interest.
- 2.2 **Board Member** means any individual elected to serve in the office of trustee as per the *Municipal Elections Act*.
- 2.3 **Deemed Pecuniary Interest** means that the member's spouse, child or parent has a direct or indirect interest.
- 2.4 **Direct Pecuniary Interest** means one that expressly or unequivocally has an impact on the individual's personal finances, economic prospects or property value.
- 2.5 **Meeting of the Board** means any public or in camera meeting of the Board set out in the *OCDSB Standing Rules and By-Laws*, all statutory and advisory committee meetings, and any other meeting of the Board established under the *Education Act*.
- 2.6 **Indirect pecuniary interest** arises
 - a) where a Board member:
 - (i) is a shareholder, director or senior officer of a private corporation;
 - (ii) has a controlling interest in or is a director or senior officer of a public corporation; or
 - (iii) is a member of another body, that has a pecuniary interest in a matter which is before the Board; or
 - b) where a Board member's partner or employer has a pecuniary interest in a matter which is before the Board.

3.0 POLICY

- ~~3.1 In Ontario, the conflict of interest provisions for elected board members are set out in the *Municipal Conflict of Interest Act*.~~
- 3.2 A Board member shall not use their office in any way to attempt to influence any decision or recommendation in which the member has a direct, indirect or deemed pecuniary interest.**
- 3.3 Where a Board member has questions regarding their obligations under this policy or the Conflict of Interest Act, they may seek advice from the Integrity Commissioner.**
- 3.4 Where a **Board member** trustee, either on his/her **their** own behalf or while acting for, by, with or through another, has any **direct, indirect or deemed** pecuniary interest, ~~direct or indirect, in any matter and is present at a meeting (including a committee or other meeting) of the Board at which the matter is the subject of consideration, he/she~~ **they shall:**
- a) **publicly declare the interest, state the general nature of the interest, and have the declaration recorded in the minutes;** ~~shall prior to any consideration of the matter at the meeting, disclose his/her interest and the general nature thereof;~~
 - b) **file a written statement of the interest and its general nature with the Secretary of the Board or designate at the meeting or as soon as possible afterwards;**
 - c) **not take part in the discussion of the matter;**
 - d) ~~shall not take part in the discussion of, or vote on any question in respect of the matter; and~~
 - e) ~~shall not attempt in any way~~ **whether** before, during or after the meeting, to influence the voting on any such question **in respect to the matter; and**
 - f) **when the meeting is in closed session, leave the room for as long as the matter is under consideration, and have the fact that they left the room recorded in the minutes.**
- 3.5 NOTE: A **Board** member is not in conflict by reason of holding an interest "in common" with electors generally, or when the matter is so remote or insignificant in nature that it cannot reasonably be regarded as likely to influence the member.
- ~~3.6 For purposes of determining conflict of interest, the pecuniary interest, direct or indirect, of a parent, spouse or child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.~~
- ~~3.7 Where the meeting referred to in 3.1 above is not open to the public, in addition to complying with the requirements of that section, the trustee shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.~~

3.8 The written, signed and dated statement of interest should contain the following information:

- a) name of the Board member;**
- b) type of meeting;**
- c) date of meeting the matter was considered;**
- d) subject matter/report/agenda item;**
- e) general nature of the conflict (except if was an in camera meeting); and**
- f) date of the meeting at which the conflict of interest was declared.**

3.9 The general nature indicated in (e) above should include stating the kind of pecuniary interest involved (direct, indirect or deemed) and the type of relationship (parent, child or spouse) connected to the Board member, if applicable.

3.10 Where the interest of a **Board member** trustee has not been disclosed, as required by 3.41 above, by reason of his/her ~~their~~ absence from the meeting referred to therein, the **member** trustee shall disclose **their** his/her interest and otherwise comply with subsection 3.41 at the first meeting of the Board attended by him/her **they attend** after the meeting referred to in subsection 3.41.

3.11 Every disclosure of interest and the general nature thereof made in ~~3.1, 3.2 and~~ **under section 3.43** above shall, where the meeting is open to the public, be recorded in the minutes of the meeting by the meeting secretary.

3.12 Every declaration of interest made **under section** ~~3.1, 2.2 and 3.43~~ above, but not the general nature of that interest, shall, where the meeting is not open to the public, be recorded in the minutes of the next meeting that is open to the public.

3.13 Where as a result of members declaring conflict of ~~disclosing an~~ interest the remaining members are insufficient for a quorum, the remaining members are deemed to constitute a quorum if there are at least two present.

3.14 The Secretary of the Board shall establish, maintain, and make available for public inspection a registry in which shall be kept:

- a) a copy of each declaration recorded in the minutes under section 3.4 a); and**
- b) a copy of each statement filed under section 3.4 b).**

NOTE: ~~For further information with respect to specific remedies and potential consequences or outcomes, reference should be made to the Municipal Conflict of Interest Act, c.M.50, § 8-13.~~
In the case of an alleged contravention to this policy, an application may be made pursuant to the Municipal Conflict of Interest Act.

4.0 REFERENCE DOCUMENTS

Municipal Conflict of Interest Act, 8, R.S.O. 1990 c. M.50

OCDSB Policy P.141.GOV Integrity Commissioner

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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 19-144

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michele Giroux, Executive Officer, Corporate Services

DATE: 26 November 2019

RE: **Revisions to Draft Policy P.141.GOV Integrity Commissioner**

During discussion of the draft Policy P.141.GOV Integrity Commissioner at the 19 November 2019 Committee of the Whole, trustees queried whether the Integrity Commissioner policy would apply to student trustees, and whether a two-thirds vote for the removal of an Integrity Commissioner would also apply to a decision not to renew a contract.

Staff has requested an opinion from legal counsel on these two questions and expects to have a response prior to the Board meeting on 26 November 2019.

It should be noted that Policy P.073.GOV Board Member Code of Conduct includes the following definitions for Board and Trustees:

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.8 **Trustee** means a member of the board elected or appointed in accordance with the Municipal Elections Act and the Education Act, **and includes student trustees** who are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.

Given that student trustees are subject to the same expectations and conduct as all other trustees in the Board Member Code of Conduct policy, it is staff's recommendation that they also be included in the Integrity Policy.

For this reason, staff recommends that the definition of trustee, as stated in the Board Member Code of Conduct policy, be added to the Integrity Policy.

cc Senior Staff
Manager, Board Services
Corporate Records



FROM: AUDIT COMMITTEE, 25 November 2019

5.2 Report 19-101, Draft 2018-2019 Consolidated Financial Statements

Moved by _____

THAT the Draft 2018-2019 Consolidated Financial Statements attached as Appendix A to Report 19-101 be approved.

Consolidated Financial Statements of

**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**

and Independent Auditors' Report thereon

Year ended August 31, 2019

DRAFT

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Financial Statements

Year ended August 31, 2019

Management Report

Independent Auditors' Report

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2018-2019 MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Ottawa-Carleton District School Board are the responsibility of Board management and have been prepared in compliance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act as described in note 1(a) to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Board of Trustees and the Audit Committee meet with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, independent external auditors appointed by the Board of Trustees. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Ottawa-Carleton District School Board's consolidated financial statements.

Concerns Regarding Provincial Funding of Education

The Board of Trustees continue to express their concerns on the level of funding provided by the provincial government to Ontario's school boards. Under the existing requirements of the Education Act, school boards are almost completely dependent on provincial government funding and must approve balanced budgets. The government's multi-year plan to deal with the provincial deficit indicates overall restraints in funding growth to less than the rate of inflation. If the application of the plan to the education sector results in a loss of existing purchasing power, the only significant action a school board will be able to implement to balance its budget is to reduce spending, thereby impacting the level of service provided to its students.

Camille Williams-Taylor

Michael Carson, CPA, CA

Director of Education/Secretary of the Board

Chief Financial Officer

(date)

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Ottawa-Carleton District School Board

Opinion

We have audited the consolidated financial statements of the Ottawa-Carleton District School Board (the "Entity"), which comprise:

- the consolidated statement of financial position as at August 31, 2019
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of change in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements, present fairly, in all material respects, the consolidated financial position of the Entity as at August 31, 2019, and its consolidated results of operations, its consolidated changes in net debt and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditors' Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Presentation

Without modifying our opinion, we draw attention to note 1(a) to the financial statements which describes the basis of accounting used in the preparation of these financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the basis of accounting as described in note 1(a), and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group Entity to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

Chartered Professional Accountants, Licensed Public Accountants

Ottawa, Canada

(date)

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Financial Position

August 31, 2019, with comparative information for 2018

| | 2019 | 2018 |
|---|-----------------------|----------------------|
| Financial assets: | | |
| Cash | \$ 79,498,431 | \$ 60,981,213 |
| Accounts receivable: | | |
| Government of Ontario - approved capital funding (note 2) | 133,582,854 | 175,874,384 |
| Municipality | 37,506,852 | 37,662,536 |
| Other | 23,487,145 | 29,136,427 |
| Total financial assets | 274,075,282 | 303,654,560 |
| Financial liabilities: | | |
| Accounts payable and accrued liabilities | 87,192,830 | 79,752,323 |
| Other accounts payable | 5,394,738 | 7,239,022 |
| Net long-term liabilities (note 3) | 95,211,608 | 132,078,175 |
| Deferred revenue (note 4) | 30,838,177 | 37,910,254 |
| Employee future benefits liability (note 5) | 49,452,692 | 55,067,640 |
| Deferred capital contributions (note 6) | 756,079,749 | 715,691,875 |
| Total financial liabilities | 1,024,169,794 | 1,027,739,289 |
| Net debt | (750,094,512) | (724,084,729) |
| Non-financial assets: | | |
| Prepaid expenses | 6,408,984 | 6,572,934 |
| Inventories of supplies | 1,251,545 | 1,174,416 |
| Tangible capital assets (note 7) | 850,013,323 | 794,041,079 |
| Total non-financial assets | 857,673,852 | 801,788,429 |
| Commitments and contingent liabilities (note 9) | | |
| Accumulated surplus (note 8) | \$ 107,579,340 | \$ 77,703,700 |

See accompanying notes to consolidated financial statements.

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

Lynn Scott
Chair of the Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Operations and Accumulated Surplus

Year ended August 31, 2019, with comparative information for 2018

| | 2019 Budget | 2019 Total | 2018 Total |
|--|----------------|----------------|----------------|
| Revenue: | | | |
| Provincial grants: | | | |
| Grants for student needs (note 10) | \$ 862,102,526 | \$ 863,714,172 | \$ 840,230,118 |
| Program specific | 8,723,317 | 8,799,848 | 15,120,429 |
| Ontario Youth Apprenticeship Program | 264,789 | 319,789 | 180,248 |
| Amortization of deferred capital contributions | 53,358,047 | 49,672,200 | 48,620,997 |
| Federal grants and fees | 2,221,085 | 2,378,950 | 2,569,858 |
| Other school boards | 598,612 | 670,733 | 615,834 |
| Other fees and revenue | 54,410,207 | 60,591,597 | 45,090,671 |
| Interest income | 350,000 | 1,624,472 | 752,271 |
| School-funded activities | 23,041,000 | 24,309,360 | 25,240,470 |
| | 1,005,069,583 | 1,012,081,121 | 978,420,896 |
| Expenses (note 11): | | | |
| Instruction | 727,531,012 | 714,681,578 | 688,012,250 |
| School operations and maintenance | 148,549,131 | 150,856,563 | 146,501,925 |
| Transportation (note 14) | 41,461,358 | 41,868,519 | 39,809,918 |
| Administration | 19,929,464 | 20,237,048 | 20,210,859 |
| Other | 28,835,251 | 31,307,425 | 34,642,563 |
| School-funded activities | 23,041,000 | 23,254,348 | 23,084,653 |
| | 989,347,216 | 982,205,481 | 952,262,168 |
| Annual surplus | 15,722,367 | 29,875,640 | 26,158,728 |
| Accumulated surplus, beginning of year | 67,331,192 | 77,703,700 | 51,544,972 |
| Accumulated surplus, end of year (note 8) | \$ 83,053,559 | \$ 107,579,340 | \$ 77,703,700 |

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Change in Net Debt

Year ended August 31, 2019, with comparative information for 2018

| | 2019 | 2018 |
|---|-------------------------|-------------------------|
| Annual surplus | \$ 29,875,640 | \$ 26,158,728 |
| Tangible capital assets (note 7): | | |
| Acquisition of tangible capital assets | (105,754,042) | (82,161,688) |
| Amortization of tangible capital assets | 49,781,798 | 48,611,506 |
| Loss on disposal of tangible capital assets | – | 51,104 |
| | <u>(55,972,244)</u> | <u>(33,499,078)</u> |
| Non-financial assets: | | |
| Acquisition of inventories of supplies | (719,487) | (637,336) |
| Acquisition of prepaid expenses | (10,531,065) | (8,639,720) |
| Consumption of inventories of supplies | 642,358 | 843,491 |
| Use of prepaid expenses | 10,695,015 | 7,996,224 |
| | <u>86,821</u> | <u>(437,341)</u> |
| Increase in net debt | <u>(26,009,783)</u> | <u>(7,777,691)</u> |
| Net debt, beginning of year | (724,084,729) | (716,307,038) |
| Net debt, end of year | <u>\$ (750,094,512)</u> | <u>\$ (724,084,729)</u> |

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Cash Flows

Year ended August 31, 2019, with comparative information for 2018

| | 2019 | 2018 |
|--|---------------|---------------|
| Operating transactions: | | |
| Annual surplus | \$ 29,875,640 | \$ 26,158,728 |
| Items not involving cash: | | |
| Amortization of tangible capital assets | 49,781,798 | 48,611,506 |
| Loss on disposal of tangible capital assets | – | 51,104 |
| Amortization of deferred capital contributions | (49,672,200) | (48,620,997) |
| Change in non-cash assets and liabilities: | | |
| Decrease (increase) in accounts receivable | 5,804,966 | (2,573,026) |
| Increase in accounts payable and accrued liabilities | 7,440,507 | 12,095,509 |
| Decrease in other accounts payable | (1,844,284) | (394,173) |
| Increase (decrease) in deferred revenue | (7,072,077) | 11,189,069 |
| Decrease in employee future benefits liability | (5,614,948) | (5,673,654) |
| Decrease (increase) in prepaid expenses | 163,950 | (643,496) |
| Decrease (increase) in inventories of supplies | (77,129) | 206,155 |
| Cash applied to operating transactions | 28,786,223 | 40,406,725 |
| Capital transactions: | | |
| Acquisition of tangible capital assets | (105,754,042) | (82,161,688) |
| Financing transactions: | | |
| Principal repayments of net long-term liabilities | (36,866,567) | (6,950,303) |
| Decrease in accounts receivable - | | |
| Government of Ontario approved capital funding | 42,291,530 | 12,365,440 |
| Additions to deferred capital contributions | 90,060,074 | 81,290,259 |
| Cash applied to financing transactions | 95,485,037 | 86,705,396 |
| Increase in cash | 18,517,218 | 44,950,433 |
| Cash, beginning of year | 60,981,213 | 16,030,780 |
| Cash, end of year | \$ 79,498,431 | \$ 60,981,213 |

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2019

1. Significant accounting policies:

The consolidated financial statements of the Ottawa-Carleton District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below. The consolidated financial statements contain the following significant accounting policies:

(a) Basis of accounting:

These consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations and accumulated surplus over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than amortization, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions included government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

As a result, revenue recognized in the consolidated statement of operations and accumulated surplus and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

The consolidated financial statements include the following organizations:

- (i) The Ottawa-Carleton Education Network (“OCENET”): OCENET is consolidated in the financial statements. OCENET is a not-for-profit organization separately incorporated without share capital under the laws of Ontario. OCENET’s principal activity is to market products, programs, services and expertise to international students, and generate tuition revenue for the Board.
- (ii) The Ottawa Student Transportation Authority (“OSTA”): OSTA is included in the consolidated financial statements using the proportionate consolidation method of accounting and reporting, whereby the Board’s pro-rata share of each of the assets, liabilities, revenues and expenses is combined on a line-by-line basis in the consolidated financial statements. The Board is a member of OSTA with the Ottawa Catholic School Board. OSTA is a not-for-profit organization separately incorporated without share capital under the laws of Ontario. OSTA’s principal activity is to facilitate, organize and deliver safe, effective and efficient school transportation services to students in the Ottawa area on behalf of the member school boards.
- (iii) School generated funds: the assets, liabilities, revenues, expenses, and fund balances of various organizations that exist at the school level and which are deemed to be controlled by the Board, have been reflected in the consolidated financial statements.

Inter-departmental and inter-organizational transactions and balances are eliminated in these consolidated financial statements.

(c) Trust funds:

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

(d) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(e) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, excluding land, are amortized on a straight-line basis over their estimated useful lives as follows:

| Rate | Estimated Useful Lives |
|-------------------------------------|------------------------|
| Land improvements with finite lives | 15 years |
| Buildings | 40 years |
| Portable structures | 20 years |
| First-time equipping of schools | 10 years |
| Furniture | 10 years |
| Equipment | 5 to 15 years |
| Computer hardware | 5 years |
| Computer software | 5 years |
| Vehicles | 5 to 10 years |
| Leasehold improvements | Over term of lease |

Assets under construction and assets that relate to pre-acquisition and pre-construction are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized and the carrying value is written down to its residual value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded in these consolidated financial statements.

(f) Deferred revenue:

The Board receives certain amounts pursuant to legislation, regulation or agreement that may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(g) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues which were historically used to fund capital assets

(h) Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, retirement gratuity, service awards, and worker's compensation. The Board accrues its obligation for these employee benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with principals and vice-principals associations, Employee Life and Health Trusts (ELHTs) were established between 2016 and 2018 for all employee groups. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. School boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional Ministry funding in the form of a Crown contribution and Stabilization Adjustment. The Board continues to be responsible for its share of the cost of benefits based on the cost sharing arrangement prior to the transition to the ELHT.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(h) Retirement and other employee future benefits (continued):

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days (if applicable) and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the event occurs. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period.
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(i) Accumulated surplus - available for compliance, internally appropriated:

Certain amounts, as approved by the Board of Trustees, are set aside as internally appropriated funds for future operating and capital purposes. Transfers to and/or from internally appropriated funds are an adjustment to the respective fund when approved.

(j) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met. Government transfers for the purchase or development of tangible capital assets are recorded as deferred capital contributions as described in note 1(g).

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(k) Interest income:

Interest income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation and education development charges forms part of the respective deferred revenue balances.

(l) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the trustees.

The budget approved by the trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

The Board approves its budget annually. The operating budget for 2018-2019 was approved on June 11, 2018, and is reflected on the consolidated statement of operations and accumulated surplus.

(m) Property tax revenue:

Under Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

(n) Use of estimates:

The preparation of the consolidated financial statements in conformity with the basis of accounting described in note 1(a) requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these current estimates.

Significant estimates include assumptions used in performing actuarial valuations of employee future benefits liabilities. These estimates are reviewed annually and, as adjustments become necessary, they are recorded in the period in which they become known.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

2. Accounts receivable - Government of Ontario approved capital funding:

The Province of Ontario (the "Province") replaced variable capital funding with a one-time debt support grant in 2009-2010. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that supports the capital programs as of that date. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. In any year, the Board may also receive additional capital grants to support new capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of \$133,582,854 (2018 - \$175,874,384) as at August 31, 2019 with respect to capital grants.

3. Net long-term liabilities and temporary borrowing:

(a) Net long-term liabilities:

The Board's long-term liabilities result from new school construction and major school renewal renovation projects. The provincial government has committed to fully funding the annual payments for this debt as disclosed in note 2. Net long-term liabilities consist of the following:

| | 2019 | 2018 |
|---|----------------------|-----------------------|
| Bank loan for new school construction, bearing interest of 5.55% per annum, maturity date July 15, 2019 | \$ - | \$ 32,461,652 |
| Ontario Financing Authority capital debenture debt: | | |
| bearing interest at a rate of 4.56% per annum (1 st issue), maturity date November 17, 2031 | 30,588,155 | 32,369,601 |
| bearing interest at a rate of 4.90% per annum (2 nd issue), maturity date March 31, 2033 | 10,804,574 | 11,342,008 |
| bearing interest at a rate of 5.06% per annum (3 rd issue), maturity date March 31, 2034 | 7,686,225 | 8,027,542 |
| bearing interest at a rate of 5.232% per annum (4 th issue), maturity date April 13, 2035 | 14,814,978 | 15,400,244 |
| bearing interest at a rate of 4.833% per annum (5 th issue), maturity date March 11, 2036 | 5,586,366 | 5,797,675 |
| bearing interest at a rate of 3.97% per annum (6 th issue), maturity date November 17, 2036 | 580,781 | 603,404 |
| bearing interest at a rate of 3.564% per annum (7 th issue), maturity date March 9, 2037 | 10,545,664 | 10,963,423 |
| bearing interest at a rate of 3.799% per annum (8 th issue), maturity date March 19, 2038 | 10,187,872 | 10,552,496 |
| bearing interest at a rate of 4.003% per annum (9 th issue), maturity date March 11, 2039 | 3,950,527 | 4,079,159 |
| bearing interest at a rate of 3.242% per annum (10 th issue), maturity date March 15, 2041 | 466,466 | 480,971 |
| | \$ 95,211,608 | \$ 132,078,175 |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

3. Net long-term liabilities and temporary borrowing (continued):

(a) Net long-term liabilities (continued):

Future principal and interest payments relating to the net long-term liabilities are due as follows:

| | Principal | Interest | Total |
|------------|---------------|---------------|----------------|
| 2019-2020 | \$ 4,608,171 | \$ 4,265,653 | \$ 8,873,824 |
| 2020-2021 | 4,820,925 | 4,052,899 | 8,873,824 |
| 2021-2022 | 5,043,624 | 3,830,200 | 8,873,824 |
| 2022-2023 | 5,276,739 | 3,597,085 | 8,873,824 |
| 2023-2024 | 5,520,762 | 3,353,062 | 8,873,824 |
| Thereafter | 69,941,387 | 18,537,436 | 88,478,823 |
| | \$ 95,211,608 | \$ 37,636,335 | \$ 132,847,943 |

Principal and interest payments made on the net long-term liabilities in the year are as follows:

| | 2019 | 2018 |
|--------------------|---------------|---------------|
| Principal payments | \$ 36,866,567 | \$ 6,950,303 |
| Interest payments | 5,979,281 | 6,547,455 |
| | \$ 42,845,848 | \$ 13,497,758 |

(b) Maturing loan:

The schedule of net long-term liabilities and schedule of future principal and interest payments include amounts relating to the bank loan for new school construction, bearing interest of 5.55% per annum and matured on July 15, 2019. The liability was paid in full in the amount of \$32,461,653.

(c) Temporary borrowing:

The Board has credit facilities available to a maximum of \$95,000,000 to address operating requirements and to bridge funding of capital expenditures. Interest on the credit facilities is determined based on the bank's prime lending rate discounted pursuant to the agreement with the bank. All loans are unsecured and due on demand. There was no temporary borrowing as at August 31, 2019 (2018 - \$Nil) and, accordingly, no liability is reported.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

4. Deferred revenue:

Deferred revenue consists of amounts received by the Board that are restricted for specific purposes by the funder and amounts that are required to be set aside for specific purposes by legislation, regulation or agreement. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

Deferred revenue is comprised of:

| | 2019 | 2018 |
|--|----------------------|----------------------|
| By legislation, regulation or agreement: | | |
| Proceeds of disposition - school buildings | \$ 1,578,342 | \$ 1,544,673 |
| Amounts restricted by external funders | 29,259,835 | 36,365,581 |
| | <u>\$ 30,838,177</u> | <u>\$ 37,910,254</u> |
| Balance, beginning of year | \$ 37,910,254 | \$ 26,721,185 |
| Amounts received during the year (note 4(b)) | 46,393,163 | 52,066,929 |
| Amounts recognized as revenue or transferred to deferred capital contributions | (53,465,240) | (40,877,860) |
| Balance, end of year | <u>\$ 30,838,177</u> | <u>\$ 37,910,254</u> |

(a) Proceeds of disposition - school buildings:

The proceeds of disposition deferred revenue balance consists of proceeds from the sale of schools. The Board is required to use this amount with Ministry of Education approval to fund future capital costs related to Board facilities.

(b) Detail of amounts received during the year:

| | 2019 | 2018 |
|--|----------------------|----------------------|
| School renewal | \$ 14,533,875 | \$ 14,282,274 |
| Temporary accommodations | 840,000 | 900,000 |
| Special education | 2,630,535 | 2,589,105 |
| Grants from other provincial ministries | 2,606,582 | 3,001,235 |
| Other various Ministry of Education | 15,587,122 | 20,006,481 |
| Education development charges | 6,625,823 | 6,950,705 |
| School generated funds, OCENET and other | 3,535,557 | 4,312,690 |
| Proceeds of disposition | 33,669 | 24,439 |
| Total | <u>\$ 46,393,163</u> | <u>\$ 52,066,929</u> |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuity, service awards, worker's compensation and long-term disability benefits.

(a) Retirement benefits:

(i) Ontario Teacher's Pension Plan:

Teachers and related employee groups are eligible to be members of the Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Ontario Municipal Employees Retirement System:

All administrative and support employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$12,437,472 (2018 - \$12,261,477) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

The OMERS pension plan had a deficit as at December 31, 2018, based on the actuarial valuation of the pension benefit obligation resulting in the plan being 96% funded (2018 - 94.0% funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

(iii) Retirement gratuity benefits:

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

(b) Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Plan changes made in 2012 require the Board to provide a salary top-up to a maximum of 4½ years for employees receiving payments from the Workplace Safety and Insurance Board, where previously negotiated collective agreements included such provision.

(ii) Sick leave top-up benefits:

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$537,809 (2018 - \$553,402).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as at August 31, 2019. This actuarial valuation is based on assumptions about future events and is based on the average daily salary and banked sick days of employees as at August 31, 2019.

(iii) Long-term disability life insurance:

Prior to 2019, the Board provided group life insurance benefits to employees on long-term disability leave that were not yet members of an ELHT. The premiums were waived for the employee and the Board. The costs were reflected in the experience of the plan. The Board provided these benefits through an unfunded defined benefit plan. Commencing 2019, all employees were members of an ELHT and, accordingly the Board did not incur costs during the year. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

(iv) Post-employment life insurance and health care benefits:

The Board continues to provide life insurance, dental and health care benefits to employee groups after retirement until the age of 65. The premiums are based on the Board's experience and retirees' premiums are subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2012, employees retiring on or after this date no longer qualify for Board subsidized premiums or contributions.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

(c) Accrued benefit liability:

The accrued benefit obligations for employee future benefit plans are based on the most recent actuarial valuation completed for accounting purposes as at August 31, 2019. The actuarial valuation was based on assumptions about future events.

During 2018, an assumption relating to the eligibility of certain teachers to receive a gratuity payment upon retirement was amended. The amended assumption resulted in an increase to the accrued employee future benefit obligation reported at August 31, 2018. The increase in the obligation was reported as an unamortized actuarial loss which is being recognized over the remaining service life of employees eligible for a gratuity payment.

The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

| | 2019 | 2018 |
|---------------|-----------------|-----------------|
| Discount rate | 2.00% per annum | 2.95% per annum |

Information with respect to the Board's retirement and other employee future benefit obligations is as follows:

| | Retirement gratuities | Other employee future benefits | 2019 Total employee future benefits | 2018 Total employee future benefits |
|---|--------------------------|---|---|---|
| Accrued employee future benefit obligations at August 31 | \$ 57,823,935 | \$ 564,097 | \$ 58,388,032 | \$ 60,452,971 |
| Unamortized actuarial gains (losses) at August 31 | (7,009,692) | 1,705 | (7,007,987) | (3,426,854) |
| | 50,814,243 | 565,802 | 51,380,045 | 57,026,117 |
| Current portion of retirement gratuities included in other accounts payable | (1,927,353) | – | (1,927,353) | (1,958,477) |
| Employee future benefits liability at August 31 | \$ 48,886,890 | \$ 565,802 | \$ 49,452,692 | \$ 55,067,641 |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

(c) Accrued benefit liability (continued):

| | Retirement gratuities | Other employee future benefits | 2019 Total employee future benefits | 2018 Total employee future benefits |
|--|--------------------------|---|---|---|
| Current year benefit cost | \$ 41,992 | \$ 539,980 | \$ 581,972 | \$ 212,568 |
| Interest on accrued benefit obligation | 1,674,680 | 804 | 1,675,484 | 1,690,798 |
| Benefits paid | (7,344,396) | (559,132) | (7,903,528) | (7,782,421) |
| Change in employee future benefits liability | \$ (5,627,724) | \$ (18,348) | \$ (5,646,072) | \$ (5,879,055) |

6. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset.

| | 2019 | 2018 |
|--|----------------|----------------|
| Opening balance, September 1 | \$ 715,691,875 | \$ 683,022,613 |
| Additions to deferred capital contributions | 90,060,074 | 81,290,259 |
| Amortization of deferred capital contributions | (49,672,200) | (48,620,997) |
| Closing balance, August 31 | \$ 756,079,749 | \$ 715,691,875 |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

7. Tangible capital assets:

| Cost | Balance at August 31, 2018 | Additions | Disposals, write-offs and adjustments | Balance at August 31, 2019 |
|------------------------------------|----------------------------------|-----------------------|---|----------------------------------|
| Land | \$ 77,877,593 | \$ 13,313,610 | \$ – | \$ 91,191,203 |
| Land improvements | 24,683,512 | 3,666,068 | – | 28,349,580 |
| Buildings | 1,100,961,155 | 50,903,079 | 18,570,311 | 1,170,434,545 |
| Portable structures | 16,010,608 | 3,211,755 | (79,800) | 19,142,563 |
| First-time equipping of schools | 12,828,670 | 271,013 | (1,988,681) | 11,111,002 |
| Furniture | 856,791 | 273,272 | (25,238) | 1,104,825 |
| Equipment | 10,332,247 | 1,387,363 | (458,953) | 11,260,657 |
| Computer hardware | 7,385,227 | 4,769,309 | (1,455,607) | 10,698,929 |
| Computer software | 551,312 | 5,587,874 | (15,244) | 6,123,942 |
| Vehicles | 1,382,362 | 331,022 | (249,184) | 1,464,200 |
| Leasehold improvements | 123,386 | 23,008 | – | 146,394 |
| Construction-in-progress | 6,028,396 | 22,016,669 | (18,570,311) | 9,474,754 |
| Total | \$ 1,259,021,259 | \$ 105,754,042 | \$ (4,272,707) | \$ 1,360,502,594 |

| Accumulated amortization | Balance at August 31, 2018 | Amortization | Disposals write-offs and adjustments | Balance at August 31, 2019 |
|------------------------------------|----------------------------------|----------------------|--|----------------------------------|
| Land improvements | \$ 12,463,976 | \$ 3,343,030 | \$ – | \$ 15,807,006 |
| Buildings | 431,090,376 | 40,526,608 | – | 471,616,984 |
| Portable structures | 5,398,753 | 890,607 | (79,800) | 6,209,560 |
| First-time equipping of schools | 7,099,181 | 1,196,983 | (1,988,681) | 6,307,483 |
| Furniture | 334,368 | 98,081 | (25,238) | 407,211 |
| Equipment | 4,002,366 | 979,219 | (458,953) | 4,522,632 |
| Computer hardware | 3,462,949 | 1,808,416 | (1,455,607) | 3,815,758 |
| Computer software | 229,334 | 667,526 | (15,244) | 881,616 |
| Vehicles | 828,959 | 262,335 | (249,184) | 842,110 |
| Leasehold improvements | 69,918 | 8,993 | – | 78,911 |
| Total | \$ 464,980,180 | \$ 49,781,798 | \$ (4,272,707) | \$ 510,489,271 |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

7. Tangible capital assets (continued):

| | Net book value August 31, 2019 | Net book value August 31, 2018 |
|---------------------------------|--------------------------------------|--------------------------------------|
| Land | \$ 91,191,203 | \$ 77,877,593 |
| Land improvements | 12,542,574 | 12,219,536 |
| Buildings | 698,817,561 | 669,870,779 |
| Portable structures | 12,933,003 | 10,611,855 |
| First-time equipping of schools | 4,803,519 | 5,729,489 |
| Furniture | 697,614 | 522,423 |
| Equipment | 6,738,025 | 6,329,881 |
| Computer hardware | 6,883,171 | 3,922,278 |
| Computer software | 5,242,326 | 321,978 |
| Vehicles | 622,090 | 553,403 |
| Leasehold improvements | 67,483 | 53,468 |
| Construction-in-progress | 9,474,754 | 6,028,396 |
| Total | \$ 850,013,323 | \$ 794,041,079 |

8. Accumulated surplus:

Accumulated surplus consists of the following:

| | 2019 | 2018 |
|---|-----------------------|----------------------|
| Available for compliance - unappropriated | | |
| Operating accumulated surplus | \$ 16,709,964 | \$ 14,362,296 |
| Available for compliance - internally appropriated by Board: | | |
| Provision for contingencies | 12,200,000 | 10,000,000 |
| Employee future benefits | 5,000,000 | 5,000,000 |
| Computer systems replacement | 2,000,000 | 2,000,000 |
| School budget carry-forwards | 1,293,664 | 1,602,376 |
| Department budget carry-forwards | 362,481 | 546,615 |
| Extended Day and Child Care Programs | 2,073,376 | 886,279 |
| Committed capital projects | 2,742,372 | 471,613 |
| Total internally appropriated | 25,671,893 | 20,506,883 |
| Total accumulated surplus available for compliance | 42,381,857 | 34,869,179 |
| Unavailable for compliance: | | |
| OCENET | 4,254,996 | 3,861,282 |
| School generated funds | 9,555,571 | 8,894,273 |
| Employee future benefits (note 5) | (39,804,287) | (47,798,627) |
| Revenue recognized for land | 91,191,203 | 77,877,593 |
| Total externally appropriated | 65,197,483 | 42,834,521 |
| Total accumulated surplus | \$ 107,579,340 | \$ 77,703,700 |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

8. Accumulated surplus (continued):

Available for compliance - unappropriated:

(a) Total operating accumulated surplus:

This amount is the sum of the net annual surpluses and deficits from the start of the school year less any transfers to internally appropriated accumulated surpluses. The Board is able to use the amount to balance future years' budgets within limits set by the Ministry of Education.

Available for compliance - internally appropriated:

(b) Provision for contingencies:

A provision for contingencies has been established to respond to reduced revenues and increased expenses in comparison to the annual budget.

(c) Employee future benefits:

The Board has set aside an amount for use in years when actual employee future benefit costs (retirement gratuities and Workplace Safety and Insurance Board costs) exceed the annual budget.

(d) Computer systems replacement:

A provision has been established to provide for the replacement of financial, human resources, payroll and student management systems.

(e) School budget carry-forwards:

The Board has approved the carry-forward of certain unspent budget amounts for use in the subsequent year.

(f) Department budget carry-forwards:

The Board has approved the carry-forward of certain unspent budget amounts for use in the subsequent year.

(g) Extended Day and Child Care Programs:

The Board has approved the carry-forward of the combined net operating surplus of the Extended Day and Child Care programs. A portion of this amount has been identified to support the acquisition of computer software to manage participant registration and billing. The remainder will be used to respond to reduced revenues and increased expenses in comparison to the annual budget.

(h) Committed capital projects:

The Ministry of Education required school boards to establish appropriated accumulated surplus amounts equal to their spending on non-Ministry funded capital projects. There is an annual transfer to unappropriated accumulated surplus of an amount equal to the amortization of the relevant capital assets.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

8. Accumulated surplus (continued):

Unavailable for compliance:

(i) OCENET:

The balance is OCENET's accumulated surplus. The Board of OCENET determines its use.

(j) School generated funds:

Schools and school councils operate various fundraising activities during the year. The proceeds are used for the benefit of the students in the schools.

(k) Employee future benefits:

The basis of accounting described in note 1(a), requires school boards to record the annual deemed impact of employee earning benefits that will not actually be paid to them until future years. This balance is the offset to the accumulated annual expense entries.

(l) Revenue recognized for land:

The amount of revenue recognized for the purchase of land.

9. Commitments and contingent liabilities:

(a) Litigation:

The Board is involved with pending litigation and claims which arose in the normal course of operations; however, a liability of \$4,500,000 has been reported in response to a number of specific sexual assault claims. In the opinion of the administration, any additional liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the Board. Any adjustments arising from these matters will be provided for in future years.

(b) Capital construction:

Letters of credit totalling \$6,031,845 (2018 - \$6,785,732) were issued on behalf of the Board as required by the City of Ottawa for ongoing school construction projects.

(c) Contractual obligations:

The Board has a total of \$28,819,338 (2018 - \$44,599,902) of contractual obligations at year end relating to the construction or renovation of buildings, which are funded from government grants, existing deferred revenues and reserves and the issuance of new debt during the year.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

9. Commitments and contingent liabilities (continued):

(d) Ontario School Board Insurance Exchange ("OSBIE"):

The school board is a member of OSBIE, a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks for this school board, and as such the Board shares in the pooled risk of all OSBIE members.

The ultimate premiums over a five-year period are based on the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five-year term expires December 31, 2021.

10. Grants for student needs:

School boards in Ontario receive the majority of their funding from the provincial government. This funding comes in two forms: direct grants from the provincial government and education property taxes. The provincial government sets the education property tax rate. Eighty-five percent of the consolidated revenues of the Board are directly controlled by the provincial government through the grants for student needs. The payment methods of this funding are as follows:

| | 2019 | 2018 |
|--------------------------------------|-----------------------|-----------------------|
| Local property taxation | \$ 300,678,601 | \$ 292,652,992 |
| Ministry of Education direct funding | 563,035,571 | 547,577,126 |
| | \$ 863,714,172 | \$ 840,230,118 |

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

11. Expenses by object:

The following is a summary of the expenses reported on the "Consolidated Statement of Operations" by object:

| | 2019 Budget | 2019 Actual | 2018 Actual |
|---|----------------|----------------|----------------|
| Salary and wages | \$ 673,164,527 | \$ 665,739,008 | \$ 643,889,063 |
| Employee benefits | 108,828,099 | 115,492,768 | 108,659,349 |
| Total salary and benefits | 781,992,626 | 781,231,776 | 752,548,412 |
| Staff development | 2,721,200 | 1,338,797 | 1,383,380 |
| Supplies and services | 41,497,892 | 36,747,646 | 36,295,952 |
| Utilities | 16,538,396 | 17,527,832 | 17,315,676 |
| Rentals/leases | 1,461,490 | 2,012,042 | 929,735 |
| Fees/contracts/provincial schools | 19,254,987 | 22,790,081 | 21,016,871 |
| Transportation contracts | 39,739,091 | 40,268,933 | 38,301,493 |
| Other | 3,508,115 | 9,267,286 | 14,077,635 |
| Transfers to Other Boards | — | — | 92,635 |
| Interest on debt | 6,192,758 | 5,979,281 | 6,547,455 |
| Amortization of tangible capital assets | 53,399,661 | 49,781,798 | 48,611,506 |
| Loss on disposal of tangible capital assets | — | — | 51,104 |
| School-funded activities | 23,041,000 | 23,254,348 | 23,084,653 |
| Subtotal other operating expenses | 207,354,590 | 208,968,044 | 207,708,095 |
| Decrease in employee future benefits | — | (7,994,339) | (7,994,339) |
| Total expenses | \$ 989,347,216 | \$ 982,205,481 | \$ 952,262,168 |

12. School council activities:

The cash balance on the consolidated statement of financial position includes \$1,800,897 (2018 - \$1,772,615) relating to school councils whose activities were included in these consolidated financial statements. The school-funded activities revenue and school-funded activities expenses respectively include \$3,629,156 (2018 - \$3,518,853) and \$3,600,873 (2018 - \$3,540,777) of school council activities.

13. Trust funds:

Trust funds administered by the Board amounting to \$3,174,146 (2018 - \$3,104,857) have not been included in the consolidated statement of financial position, nor have their operations been included in the consolidated statement of operations and accumulated surplus, in accordance with the basis of accounting described in note 1(c).

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

14. Ottawa Student Transportation Authority:

The Board is a member of OSTA with the Ottawa Catholic School Board ("OCSB"). Related party transactions and balances with OSTA include the following:

- (a) The Board had expenditures of \$41,868,519 (2018 - \$39,809,918) for student transportation services of OCDSB students in the year.
- (b) The Board has a payable to OSTA of \$556,549 (2018 - \$297,405) for student transportation services.
- (c) The Board has a receivable from OSTA of \$110,589 (2018 - \$329,857).

OSTA's assets, liabilities, revenue, expenses and surplus for the year ended August 31, 2019 are as follows:

| | 2019 | 2018 |
|-----------------------|---------------|---------------|
| Financial assets | \$ 2,799,240 | \$ 2,711,192 |
| Financial liabilities | (2,986,086) | (2,943,876) |
| Net debt | (186,846) | (232,684) |
| Non-financial assets | 186,846 | 232,684 |
| Accumulated surplus | \$ - | \$ - |
| | 2019 | 2018 |
| Revenue | \$ 64,586,411 | \$ 61,191,322 |
| Expenses | (64,586,411) | 61,191,322 |
| Annual deficit | \$ - | \$ - |

15. Adoption of new accounting standards:

Effective September 1, 2018, the Board adopted Canadian public sector accounting standard PS 3430 Restructuring Transactions.

The adoption of this standard did not result in an accounting policy change for the Board and did not result in any changes to the consolidated financial statements as at September 1, 2018.



BOARD (PUBLIC)
Report No. 19-126

18 November 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 Autism Ontario and Learning Disabilities Association of Ottawa-Carleton (LDAO) representatives to the Special Education Advisory Committee (SEAC) for the term 4 December 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 Autism Ontario (Appendix C) nominating their alternate representative for the balance of the current term which ends 14 November 2022.

Board Services also received indication in writing from Learning Disabilities Association of Ottawa-Carleton (Appendix D) nominating their primary and alternate representatives for the balance of the current term which ends 14 November 2022.

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; however vacancies are filled as required.

In October 2019, Krista Ryan, President of Autism Ontario, notified Board Services of their intent to nominate Katherine Kacew as their new alternate representative to SEAC. Ms. Kacew meets the eligibility requirements prescribed in procedure 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.

In October 2019, Michael Bates, Chair of Learning Disabilities Association of Ottawa-Carleton, notified Board Services of their intent to nominate Maggie Mamen as their representative to SEAC, and Michael Bates as the alternate. Both Ms. Mamen and Mr. Bates meet the eligibility requirements prescribed in procedure 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.

A copy of the biographies of Ms. Kacew, Ms. Mamen and Mr. Bates are provided under separate cover.

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 appointments by Autism Ontario and from Learning Disabilities Association of Ottawa-Carleton.

STRATEGIC LINKS:

6. Appointing association representatives to the Special Education Advisory Committee supports the District's new Strategic Plan's goal of creating a Culture of Caring. A strong and diverse SEAC membership increases community partnerships and helps build authentic engagement with and among District communities.

RECOMMENDATIONS:

- A. THAT Katherine Kacew, be appointed as the primary member representing Autism Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022; and
- B. THAT Maggie Mamen, be appointed as the primary member, and Michael Bates be appointed as the alternate member representing Learning Disabilities Association of Ottawa-Carleton to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.

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

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

APPENDICES

Appendix A: P.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: Autism Ontario Appointment Letter

Appendix D: Learning Disabilities Association of Ottawa-Carleton Appointment Letter



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

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



POLICY P.019.GOV

TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

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

1.0 OBJECTIVE

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

2.0 DEFINITIONS

In this policy,

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

3.0 POLICY

Terms of Reference

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

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
- a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) 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

Nomination of Alternate SEAC Representative for Autism Ontario

Dear Leigh Fenton,

The Autism Ontario Ottawa Chapter would like to nominate Katherine Kacew as the alternate SEAC representative. Katherine meets the SEAC criteria as she lives within the boards jurisdiction, she is not employed by the OCDSB, and her taxes are paid to the Ottawa Carleton District Board. Katherine is also a member in good standing with Autism Ontario. We believe Katherine is a good fit for the position, as she is a parent and advocate in the Autism community who is well positioned to contribute to SEAC discussions due to her great deal of knowledge and experience.

Please see attached for Katherine's biography.

Contact information for Katherine Kacew:

Katherine Kacew,
5 Suffolk street,
Ontario, K2G 3P5.
kat.kacew@gmail.com

Thank you,

Krista Ryan

President, Autism Ontario, Ottawa Chapter



ldao-c • Learning Disabilities
Association of Ottawa-Carleton

160 Percy Street, Room 2, Ottawa, Ontario K1R 6E5

October 7, 2019

Leigh Fenton, Board Committee Coordinator
Ottawa-Carleton District School Board
133 Greenbank Road
Ottawa Ontario K2H 6L3

Dear Ms. Fenton,

On behalf of the Board of the Learning Disabilities Association for Ottawa Carleton (LDAO-C) we are pleased to nominate Dr. Maggie Mamen for the position of Special Education Advisory Committee (SEAC) representative for the 2019-2020 school year. I have been nominated as the alternate representative. I hope the School Board will be able to confirm the nominations at its earliest convenience.

As Canadian citizens and public school supporters living within the Board's jurisdiction, Maggie and I meet the qualification for membership required under Ontario Regulation 464/97 and related SEAC policies. We are not employees of the school board.

Short biographies of Maggie and myself are attached for reference along with contact information.

Feel free to contact me with any questions.

Sincerely,

Michael Bates, Chair
LDAO Board of Directors