



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, 17 December 2019

**6:30 p.m. In Camera
7:30 p.m. Public Meeting**

**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, December 17, 2019, 7:30 pm

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

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| 9. | Delegations | |

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13.	New Business -- Information and Inquiries	
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Board

17 December 2019

Report No. 19-130

Evidence of Practice

**Key Contact: Mary Jane Farrish, Superintendent of Instruction,
613-596-8211 ext. 8821**

PURPOSE:

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

CONTEXT:

2. Students in multiple programs and courses at Sir Guy Carleton Secondary School are engaged in experiential, relevant and authentic learning that was initiated by a group of teachers who received a 'farm to cafeteria' grant. Learning is demonstrated and expanding in the areas of food planting, fertilizing, harvesting, preparation, and food security. Students and staff in the Urban Farming Specialist High Skills Major (SHSM) and the Advanced Culinary Education SHSM programs, as well as students and staff from the General Learning Program (GLP) specialized classes, and the Woodworking and Construction courses, are engaged in the diverse learning experiences connected to this initiative. Component pieces of the learning experiences have been highlighted publicly through media outlets. An article featuring the aquaponic growing system at Sir Guy Carleton Secondary School is included as Appendix A. Links to other media publications are included at the conclusion of this report for reference.

KEY CONSIDERATIONS:

3. In addition to the cross curricular collaboration, community partners are engaged in supporting this learning with expertise and resources. Partners engaged include:
 - Ottawa Network for Education (ONFE) - Classroom Garden;
 - Boys and Girls Club - summer programming;
 - Ottawa Master Gardener - Tom Marcantonio; and
 - Trondek Farms - farm in Dawson City, Yukon.

4. Learning components

Students experience the following learning opportunities:

Urban Farming SHSM and Green industries course

- design challenge project to build a prototype for a growth system for northern climates in consultation with Trondek Farms in Dawson City, Yukon via Facebook sessions;
- seeding/planting and harvesting of plants using hydroponic towers and aquaponics system in greenhouse;
- maintaining aquaponics system to sustain the greenhouse plants;
- seeding/planting and harvesting of greenhouse and outdoor garden plants for food preparation and sale through cafeteria and use in Culinary SHSM ; and
- guided learning from local Master Gardener about local soil and climate factors.

Advanced Culinary Education SHSM

- Preparing plant-based menus for cafeteria service, school wide events and catering orders.

Woodworking and Construction courses and GLP classes

- designing and building outdoor garden boxes and raised herb gardens;
- designing and making charcuterie boards for presentation of food; and
- weeding and watering and harvesting of plants in outdoor gardens.

Coordination between departments to deliver this learning opportunity for students is demonstrated throughout the multiple activities connected to this initiative, such as teachers coming together to plan and execute the multi-departmental project to build the exterior gardens and raised herb gardens. Another example of departmental coordination and partnership with community is demonstrated in the planting project. Students in the Green Industries course and Urban Farming SHSM program planned and planted the new gardens with the support of Master Gardener and community partner Tom Marcantonio. Students in the GLP classes collaborated with students in the Woodworking and Construction courses to build the outdoor wood garden boxes and raised herb garden boxes, and also helped to plant.

Together, students in the Advanced Culinary Education SHSM and staff in cafeteria services, identified gaps in the cafeteria's food product offerings. They proposed meals and food items that would be desirable and healthier and that informed the students' planting plan necessary to create the new meals and food items. The produce grown and harvested is featured in the cafeteria offerings and in the Advanced Culinary Education program production for whole school events such as farm to cafeteria week and for sale at the Sir Guy Carleton S.S. holiday and spring markets.

5. Impact on students and staff

As a result of consultation with students and staff through a schoolwide survey in the Spring of 2019, the cafeteria services staff have introduced healthy and tasty options for lunch that appeal to the whole school population. There has been a marked increase in the number of students and staff purchasing healthy meals in the cafeteria. The cafeteria menu includes weekly fresh salads and a monthly salad bar that is 80% grown in house through the outdoor gardens, herb gardens, aquaponic powered greenhouse and hydroponic tower plants. Parents and guardians are promoting the cafeteria menu with students as a healthier and less expensive option than nearby fast food outlets. The breakfast and lunch program options, funded by ONFE, and prepared and served by students at Sir Guy Carleton S.S., are now more varied and appealing. Examples of new food items introduced through this initiative for students and staff consumption include fresh lettuce, tomatoes, potato salad, herb infused butters and breads, as well as herbs for garnishes and in salad mixes.

Increased staff collaboration between school departments and central department leads has resulted in improved educator practices and increased innovation in learning opportunities and engagement for students and staff. The collaboration among Sir Guy Carleton S.S. educators engages more than seven staff members, along with leadership support from administration. Extension activities and similar learning activities have percolated as a result of this collaborative.

6. Opportunities through Challenges

Multiple staff members leading this learning requires on-going communication between departments for logistical, operational and instructional coordination. This provides an opportunity for administration to support and facilitate the collaboration by maintaining open lines of communication to promote and empower each staff member to bring their best to the table in their areas of skills, knowledge and through their authentic interest based engagement. Staff follow a common process to order supplies and materials and work together to schedule the student learning experiences in alignment with timelines for desired outcomes and deliverables.

A challenge that creates an opportunity for a community partnership, is consistent maintenance over the summer months to sustain exterior gardens. Youth participating in the Boys and Girls Club summer activities watered and weeded the gardens. Teacher champions came in to the school over the summer months to maintain the gardens during lapses in schedules within the Boys and Girls club programming.

A particular challenge is securing funding sources. In addition to the 'farm to cafeteria' grant, the Program and Learning department K-12 supported this project with money targeted for experiential learning last year. This appears to be an initiative that will continue to be supported through Ministry of Education (MOE) grants and District budgets from the Innovation and Adolescence Learning department and Facilities department. Resource support provided through multiple District departments as well as through community partners and external grant opportunities reinforces the cross-departmental, cross-curricular and community engagement foundation of this initiative. There are multiple

organizations invested in community gardening initiatives within the city of Ottawa. We continue to learn more about how these organizations, such as Just Food and Growing Up Organic, can connect to our classroom learning with their offerings and resources. Discussions have begun to ensure the district can be a more active participant in food security networks to provide opportunities for students and neighbours. It is likely that we will see this active participation first in secondary schools.

One final challenge is one that exists for most students at Sir Guy Carleton S.S. with respect to learning opportunities that can extend beyond the school day. The challenge is access to transportation as students come from a wide geographical area in the west end of Ottawa. Students may miss some opportunities connected to this initiative because of the schedule of their assigned transportation. We will continue to seek support to provide transportation for students for these opportunities through District budgets and also through available community funding and grant sources.

7. Sustainability and Replicability

The 'farm to cafeteria' grant will conclude this school year. OCDSB funding through the Innovation and Adolescence Learning department and relevant MOE Priorities and Partnership Fund (PPF) sources is anticipated to continue. As mentioned above, staff will continue to seek out funding through community partnerships and grant opportunities.

The partnership with ONFE provided resources such as the hydroponic towers as well as curricular materials. The classroom garden project is accessible to other elementary and secondary schools in the OCDSB and is currently in twenty- two OCDSB schools. Every school can access the ONFE classroom garden program resource materials through their [website](#) and can pursue growing experiences in their classrooms in soil based systems.

Components of this initiative can be delivered as isolated experiential learning opportunities. An interested educator in any school could deliver pieces of this initiative and would be able to network with Sir Guy Carleton S.S. staff for support and/or collaboration between schools. At present, Sir Guy Carleton S.S. staff and students are making visits to an elementary school to work with them to support their design and development of growing initiatives in their classrooms.

Schools can connect with the lead for experiential learning in the Innovation and Adolescence Learning department to be guided in selecting resources, materials and partners.

RESOURCE IMPLICATIONS:

8. The resources required for this project include the base funding from the 'farm to cafeteria' grant which was \$7,125.00 in 2018-2019 and an additional \$500.00 in 2019-2020 school year. In addition, the ONFE classroom gardens program provided one hydroponic growing tower and provides ongoing growing materials, such as seeds and hydroponic feed, at no cost. The school purchased two other

towers using the farm to cafeteria grant. Sir Guy Carleton S.S. currently purchases approximately \$200 in seeds and growing produce from seeds yields approximately \$2000 in savings in lieu of purchasing produce over the school year.

The SHSM funding received for both the Advanced Culinary Education program and Urban Farming program supports this initiative in the purchase of seeds in addition to other areas.

The project to build the exterior herb and vegetable gardens received funding through a MOE grant for experiential learning provided last year through the Program and Learning K-12 department. The Boys and Girls Club of Ottawa watered and weeded the gardens over the summer at no cost.

STRATEGIC LINKS:

- 9, The Culture of Innovation and Social Responsibility areas from the multi-year Strategic Plan are reflected prominently in the complement of these experiential learning opportunities.

The following key OCDSB Exit Outcomes: goal-oriented, globally aware, innovative, creative, and ethical decision makers, are also reflected in this learning initiative.

GUIDING QUESTIONS:

- How might this initiative be replicated at other schools in the District? and
- What supports or professional learning would be required?

Mary Jane Farrish
Superintendent of Instruction

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

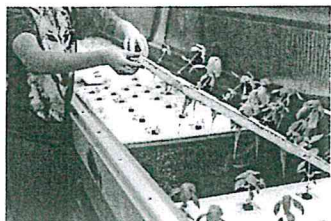
APPENDIX A - Growing with the Fishes

[Our Roots - Farm to School](#)
[CBC article - Tom Marcantonio](#)

on the Farm

Growing with the Fishes

BY VALERIE WARD / PHOTOGRAPHY BY BRENDAN BURDEN | JUNE 21, 2018



To the untrained eye, the 400-square-foot greenhouse at Sir Guy Carleton Secondary School in Nepean looks like a typical greenhouse: trays of herbs and lettuces, a few pots of flowers, grow lights and the sun filtering in through glass panels and steamy air.

But look closely and you'll see that the food plants are anchored on rafts floating in two parallel 45-footlong water beds. A network of pipes, pumps and other equipment connects the beds to two fish tanks, containing about 80 tilapia, to form a shared, recirculating ecosystem that nourishes the fish and the plants.

It's an aquaponics system, one of very few in Ottawa, but a growing number around the world. In these systems, natural bacterial cycles turn fish waste into plant nutrients while the plants filter the water for the fish. Plants raised this way grow faster and require only about a tenth of the water that their soil-based counterparts do. It's also a completely organic method of growing food because using pesticides, herbicides, hormones or medicine would hurt the fish, the plants or both.

The system at Sir Guy Carleton can produce about 100 pounds of food year-round — mostly lettuces and basil, along with tomatoes, kale, Swiss chard and strawberries. Urban Element occasionally orders the lettuce and basil, but most of the food goes to the school's thriving culinary skills program.

"Kids need to learn that food doesn't happen magically in plastic bags, that it requires care, respect, appreciation, and time," says Nicola Jarvis, who runs the culinary program. "We need students to learn to appreciate growing and producing food, because we'll always need to eat and we need a future generation of farmers to sustain the world. And how good is it to be able to say 'Pop down to the greenhouse, we need some basil.'"

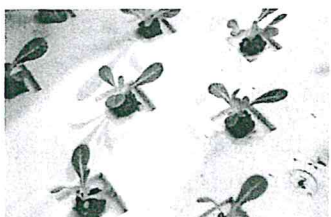




Photo 1: Teachers Alan Abbey and Derek Brez, were initially inspired to add an aquaponics system to the Sir Guy Carleton Secondary School's 30-year-old greenhouse by a YouTube video. "The video said that aquaponics is simple enough for a 14-year-old to do," Abbey says. "Well, we have access to lots of 14-year-olds."

Photo 2: Inside the greenhouse at Sir Guy Carleton Secondary School.

No other school in Eastern Ontario has an aquaponics facility, notes Alan Abbey, a teacher in Sir Guy Carleton's green industries program, one of a roster of vocational training programs the school specializes in. "Aquaponics is not only a sustainable urban farming technique, it offers students a unique learning experience as they seed, plant, maintain and harvest the food it produces."

Although the term aquaponics was coined in the 1970s, the practice has its origins in the ancient world. The Aztecs raised crops on artificial islands in swamps and shallow lakes that provided nutrient-rich water and mud for the plants. The integrated rice paddy systems across Southeast Asia are also based on aquaponics.

These days, the practice is catching on in many countries as an eco-friendly alternative to soil-based farming, especially in an era of population growth, climate change, drought and soil degradation. In the U.S., there are thriving aquaponics operations in Colorado, Milwaukee, Chicago and Detroit. Canada is also home to a few, including the Mississauga food bank's Aquagrow Farms and an 1,800-square foot system, part of Fresh City Farms, a large urban commercial farm in Toronto.

The project at Sir Guy Carleton started about four years ago, sparked by a YouTube video that Abbey watched with Derek Brez, who heads up Sir Guy Carleton's science and music department. "The video said that aquaponics is simple enough for a 14-year-old to do," Abbey says. "Well, we have access to lots of 14-year-olds." Inspired, he, Brez and colleague Nick Reyes attended an aquaponics workshop at the University of Guelph given by Noa Fisheries, an Ontario company that supplies sustainably raised tilapia. Armed with the new knowledge and assisted by students, Abbey began converting the school's 30-year-old greenhouse into an aquaponics facility that could still accommodate some soil-based flowering plants for school fundraisers.

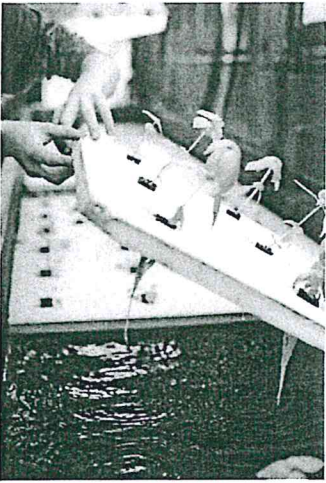
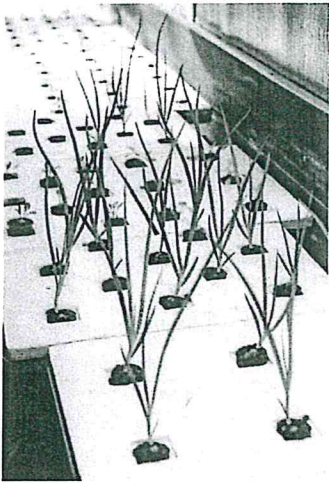


Photo 1: Using aquaponics to grow onions....

Photo 2:and basil.



Photo 1: Frederick Miner started Miner Aqua Green Foods with his daughter, Cassandra, after an attack of Lyme disease left him with chronic health problems, forcing him to look for a new line of work.

Photo 2: Planting strawberries.

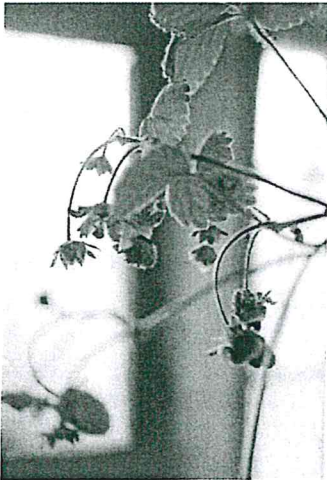
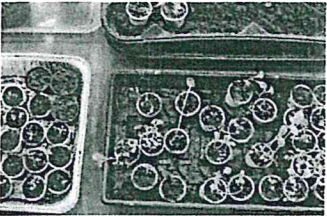
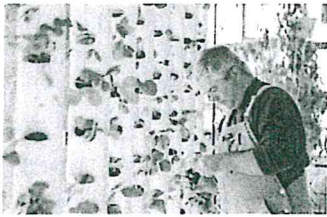
Setting up the new system was a steep learning curve, he says. “What’s out there is either really big or it’s homescale, but we wanted something in between.” An electrical outage, along with plumbing and filtering problems were just some of the glitches the team encountered. In addition, the work had to be done as cost-effectively as possible, using recycled and refurbished equipment, as well as plant seeds collected from Abbey’s organic home garden. And, new funding had to be secured for aerators, LED lighting and upgraded plumbing and electrical systems.

But it all came together. Today the facility is central to the urban farming skills program launched in February 2018 and has expanded to include a commercial rotary hydroponics system — another soil-less growing technique — they call the Omega Garden, along with a flourishing vertical garden fuelled by vermi-compost (compost from worm castings, shown to suppress plant disease and pests).

While aquaponics take hold at the Nepean high school, a home-based aquaponics operation called Miner Aqua Green Foods aspires to bring more organic produce to consumers. Based in Curran, southeast of Ottawa, it’s a labour of love for Frederick Miner and his daughter Cassandra, who launched the project early in 2017. Frederick had run a successful insulation business in Hawkesbury until an attack of Lyme disease left him with chronic health problems and forced to find a new line of work. He wanted to pursue something that would draw on his love of food and

childhood experiences on his father's hobby farm and settled finally on aquaponics as an environmentally responsible way to produce clean food.

He threw himself into the research, taking online training from Australian aquaponics guru Murray Hallam. Once Miner and his family moved to Curran, he transformed the garage on the property into a 20x30-foot aquaponics greenhouse. "It was lots of work, but lots of fun. I had to be innovative and find inexpensive materials that would be safe, functional and allow the system to expand," he says. For example, he would have paid about \$65,000 for a commercial grade set-up. "Instead, for less than \$7,500, we developed our own system using mostly recycled materials and dollar-store accessories."





Depending on the plant, Miner used one of six soilless growing systems, including vertical pipes with divots to house the plants, floating water tables and a coconut fibre-vermiculite mix with half-inch crushed stones for the plant roots. “Earth is too compact, it inhibits growth,” he says. “With aquaponics, it only takes 21 to 24 days to bring a plant from seed to harvest.” In the first year of operation, Miner’s soilless systems produced salad greens, Red Russian and curly kale, spinach, herbs, strawberries, three types of tomatoes, squash and cucumber.

Kassandra, who handles marketing and customer relations, sells produce mostly at the farm gate, with some of it going to the Fox & Feather Pub and Grill on Elgin Street. But in the long-term, she and her father want to supply one or two restaurants consistently and to have a presence at the ByWard and Landsdowne markets. In addition, they have begun to replace the koi and goldfish in their system with fish, such as tilapia, which could one day be sold along with the vegetables and fruits.

In December 2017, the Miners suffered a setback — an electrical fire damaged the greenhouse and contaminated the plants. But they quickly bounced back, making the necessary repairs and installing a new floating-raft growth system. At the same time, they’re trying to raise money for a larger, four-season greenhouse through channels, such as partnerships with community development groups.

Through it all, they continue to follow their own formula for success in the blossoming world of aquaponics: time, patience, dedication, and a love of clean food.

Sir Guy Carleton Secondary School

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see more @edibleottawa

Article from Edible Ottawa at <https://edibleottawa.ediblecommunities.com/food-thought/growing-fishes>

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Don't ask again



DECEMBER 17, 2019

Student Trustee Bi-Annual Report

Prepared for the Ottawa-Carleton District
School Board by:

Ganaaboute Gagne & Prasith Wijeweera

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The Office of Student Trustee

A Student Trustee serves a one year term in which they shoulder the responsibility of bringing student voice to the Board of Trustees and senior staff, in accordance with Policy P.017.GOV. Currently, the students presiding over this role are Ganaaboute Gagne from Glebe Collegiate Institute and Prasith Wijeweera from Bell High School, who are both in grade twelve. As per the responsibilities of the office of Student Trustee, Prasith and Ganaaboute are required to present two bi-annual reports during the term of office. This package serves as the first report.

A Foreword

Ganaaboute Gagne and Prasith Wijeweera, student trustees for the Ottawa-Carleton District School Board are pleased to present this report to update the Board of Trustees and senior staff on the essential work being carried out by both the student trustees, as well as Presidents Council, and the Student Senate. This report also serves to provide an update on the vital work done within the Ontario Student Trustees' Association (OSTA-AECO) and current issues that are resoundingly and consistently impacting students at a board-wide level.

Ottawa-Carleton District School Board

Engaging Students

A priority identified early on in the term of the student trustees was to both remain connected with as many students as possible, as well as to elevate the voices which traditionally have not been heard. With student voice being of the utmost priority to the office of student trustee, and a priority of the OCDSB, the question arose as to how to give voice to students who are not part of Student Councils, Club Heads, or are otherwise actively engaged. To circumvent this, the student trustees have undertaken the ambitious task of sitting down and moderating a discussion with students who are not necessarily active within their respective school, at every secondary school within the OCDSB's jurisdiction, and as many elementary and feeder schools as possible.

Why have the Student Trustees engage directly?

The purpose of having the two student trustees attend these "round table" discussions was twofold: first, to ensure direct engagement with students in schools throughout the board; secondly, it allows youth, and specifically marginalized youth, access to students elected to represent their peers in positions of power. This parallel project of exposing students to new opportunities and encouraging student excellence is at the core of the direct student trustee engagement sessions.

How Is It Done?

**METHODOLOGY IS IMPORTANT
TO ENSURE THE ENGAGEMENT IS
ETHICAL**

This strategy of consultation is the result of trial and error, but it does appear to be effective at yielding insightful results.

While this initiative is separate from the student senate's proceedings, assisting student senators to orchestrate a round-table by connecting with the local administration, and inviting students who do not have a voice to participate, is central to the spirit and aims of the student trustee position. During the round-tables, the student trustees encourage a free-flowing conversation with students about every aspect of their experience within the education system. Capturing the experiences from students who face distinctly different challenges and privileges, continues to influence the workings of the Student Senate. Thanks goes to Earl of March student senator, Amina Elsharif, for initiating and developing the current roundtable pilot project model.



Recycling and Beyond

The Student Perspective

Secondary students are increasingly cognizant of the importance of sustainable stewardship. Students at all of the consultation groups unanimously agreed that the OCDSB's environmental policies can be more fully developed and that a considerable cultural shift is required to reduce the Board's environmental impact. The Board should especially focus on retrofitting older schools in the OCDSB, with eco-friendly infrastructure, whenever possible. Student senators also raised concerns with Superintendent Carson regarding the OCDSB's environmental policy framework. It is evident that students across the city are motivated to enact local initiatives.

Therefore, it is recommended that the OCDSB continue to encourage local efforts and to implement cost-effective environmental strategies.

Student Recommendations

1. Board policies and custodial contracts should be updated to facilitate a board-wide green bin program;
2. When renegotiating the next cafeteria contract, the Board should include wording to reduce single-use plastics and reduce the overall environmental impact of school cafeterias; and,
3. Student run environmental groups across schools in the OCDSB should continue to work together on letter writing and ecological awareness campaigns and joint charitable initiatives.



Transportation Troubles: Addressing Inequities in Student Transportation

Resources

Financial considerations

Providing high school students with access to fully subsidized transit passes costs approximately \$250,000 per year. The costs are offset in part by a combined contribution of \$60,000 from the two school boards (LDSB and ALCDSD) and an additional \$100,000–125,000 from the Ontario Gas Tax Fund for each year of the program. The City of Kingston receives provincial gas tax funding based on population and transit ridership. As population and ridership grow relative to other Ontario municipalities, gas tax funding also increases.¹⁷ Ongoing funding from other sources is required to fill the funding gap, which ranges between \$65,000 and \$90,000 annually, currently paid by Kingston Transit.

(Above: Overview of the Kingston Transit High School Bus Pass Program's financial considerations.

Source: (Federation of Canadian Municipalities). The cost of the program was shared between the coterminous English and Catholic school board in Kingston, the provincial gas tax program and Kingston Transit.

The OCDSB's program to offer Presto Cards to eligible students has been a positive step towards increasing student independence and increasing extracurricular opportunities for students without access to a car. Students brought up concerns about whether the Board could review Presto Card eligibility policies to allow a greater scope of students such as cross-boundary and those with particular circumstances to be eligible. While the student trustees understand the considerable financial commitments needed, the Limestone District School Board (LDSB) & Algonquin Lakeshore Catholic District School Board (ALCDSD) concluded that the socio-economic and environmental benefits of their universal bus pass program outweighed the financial commitments. The program was found to increase equity by supporting disadvantaged students and reduced congestion at peak hours. (Above: Overview of the Kingston Transit High School Bus Pass Program's financial considerations. Source: (Federation of Canadian Municipalities). The cost of the program was shared between the coterminous English and Catholic school board in Kingston, the provincial gas tax program and Kingston Transit.



Transport Continued

While students greatly appreciate Presto Cards over the alternative yellow school buses, students in suburban regions felt that the bus service was lacking. In other words, students felt that there was a lack of infrastructure to accommodate demand. Student Senators from Barrhaven high schools brought up concerns that the service capacity and reliability were no longer adequate. When the catchment boundary changed, redirecting Chapman Mills students from Longfields Davidson Secondary School to John McCrae Secondary School, and Barrhaven students attending the gifted program from Merivale High School to Bell High School, student commute times did increase significantly for students. While these changes were necessary to address enrolment pressures within the OCDSB, affected students have had to cope with increased travel times. While students did receive Presto cards, students highlighted a lack of quality transit routes, which often leads to increased student stress and decreased student well-being. The student trustees are concerned that these issues are representative of a larger city-wide issue: lack of transit planning in suburban regions. In the urban context, there continues to be a lack of capacity on transit routes, which has been felt city-wide, especially after the transition to the light rail Confederation Line — noting that bus routes fall under the purview of O.C. Transpo & OSTA, the OCDSB, should continue to be a strong advocate for high-quality student transportation.

Students were also gravely concerned about safety on public transit and yellow buses. Many students felt that bus operators were not adequately trained to handle behavioural incidents. Students that did report violence, harassment and theft on buses to their school's administration felt that there was limited support available to them. Student trustees are also concerned that vaping on buses remains widespread and that this issue should be tackled in any action plans that board staff creates to curb the vaping crisis.

Student Recommendations

1. The OCDSB should consider the costs and benefits of a universal Presto Card program for secondary students.
2. The OCDSB continues to cooperate with OSTA and O.C. Transpo to enhance service, especially when attendance boundary changes are enacted.
3. The OCDSB should work with O.C. Transpo and OSTA to increase safety on buses and reduce the use of e-cigarettes or vaporizers on buses.

Annex #1: Federation of Canadian Municipalities Report on Kingston's Universal Bus Pass Program

Overview of Kingston Transit High School Bus Pass Program		
Program elements	Objectives	Program benefits
<ul style="list-style-type: none"> ▶ Partnership between City of Kingston and local school boards ▶ Fully subsidized transit passes at no cost for all high school students (21 years and under) ▶ On-site distribution and renewal of transit passes using a mobile printer at high school locations ▶ On-bus transit orientation to teach students how to ride the bus and the many benefits of choosing public transit ▶ Smart card technology gathers quality ridership data 	<p>For the city:</p> <ul style="list-style-type: none"> ▶ Educate the next generation of commuters to make more efficient and sustainable choices in transportation ▶ Encourage long-term public transit ridership ▶ Anticipate and envision the emerging future city <p>For the school boards:</p> <ul style="list-style-type: none"> ▶ Increase affordability of field trips and cooperative education ▶ Encourage community integration and experiential learning 	<ul style="list-style-type: none"> ▶ Promotes social equity by providing all high school students with free access to public transit ▶ Improves quality of life for students through increased access, opportunity, choice and freedom ▶ Increases affordable access to cooperative education and experiential learning ▶ Generates cost savings and more efficient delivery of co-op, field trips and community education programs ▶ Reduces greenhouse gas (GHG) emissions, improves air quality and reduces congestion

Federation of Canadian Municipalities

Above: Overview of the Kingston Transit High School Bus Pass Program. Source: (Federation of Canadian Municipalities) The cost of the program was shared between the coterminous English and Catholic school board in Kingston; the provincial gas tax program and Kingston Transit. Students are resoundingly in favour of such a program and the implementation of such a program would cogently create a more equitable school system.

For more information about Kingston's Universal Bus Pass Program, please visit this link:
<https://fcm.ca/sites/default/files/documents/resources/case-studies/2018scawards-transportation-city-kingston-high-school-transit-pass-program-gmf.pdf>

The Lack of Apparent Mental Health Resources in Schools

While many mental health resources may be available for students in schools, extensive barriers continue to prevent students from accessing the resources they need. There continues to be misinformation surrounding the role of a guidance counsellor and the services they are qualified to offer to students. Students participating in roundtables were not aware that a “student-staff” confidentiality policy does not bind counsellors; students should be made aware that seeking support from a guidance counsellor is not confidential. While the OCDSB offers a diversity of mental health resources to students, students remain in the dark about which services are available to them and how to access these services. This leads students to turn to private mental health resources and ultimately leaves disadvantaged students at risk. Students felt that teachers continue to learn about the causes of mental health issues and that teachers continue to develop a sensitivity around the issue. Noting that mental health is a significant issue in modern society, the Board must continue to focus on improving student well-being. It is important to note that the Student Senate has voted to effectuate an initiative on mental health this year.

Student Recommendations

1. That the role and qualifications of guidance counsellors are clearly defined at the start of each year at school assemblies;
2. That the board make a concerted effort to advertise mental health resources and explore what initiatives other jurisdictions have undertaken to improve student mental health resources; and,
3. That teachers continue to receive professional development on student mental health and student well-being.

Expanding the Scope of Engagement

SENIOR STUDENTS AREN'T THE ONLY ONES WORTH LISTENING TO

Students in 7/8 have different concerns, and different priorities - a set of concerns that need to be listened to

The student trustee's led two activities with two groups of 20 grade seven and eight students. Grade seven and eight students shared concerns about the eLearning mandate by the provincial government, labour relations, and the transition between middle school and high school. The OCDSB should continue to seek out ways to engage grade seven and eight students and to share information with those students in an age-appropriate manner. Board-wide leadership opportunities for grade seven and eight students should also be considered as a manner of building leadership capacity and preparing students for secondary opportunities. Assistance provided by Allison Fuisz, a teacher at Bell High School, and Josee Desjardins, a teacher at Broadview Avenue Public School, was much appreciated in organizing the roundtable discussions with students.



15th Annual Rainbow Youth Forum

November 14, 2019

Follow Up to the Fifteenth Annual Rainbow Youth Forum

While this report has focused on areas of improvement for the Board, there are also Board initiatives which are much appreciated by students. Following the OCDSB Rainbow Youth Forum, students at a roundtable discussion who attended the forum praised it for being welcoming, well organized and engaging. When asked for anonymous feedback to be sent to the event's organizers, the student trustees were surprised to hear that students had no negative feedback. Staff involved in this event should be proud of this work and continue their positive commitment to student well-being. This forum was also instrumental in starting a discussion about bullying, access to gender-neutral bathrooms, and the overarching discussion of equity in education. Staff and trustees should remain aware that although sexual and gender equity has increased over the years, bullying and negative staff interactions continue to persist to a lesser extent. Assistance provided by Shannon Mills, teacher and Rainbow Alliance staff lead at Bell High School, was greatly appreciated in organizing a roundtable discussion with students.



Follow up on the Fourth Annual Indigenous Youth Symposium

Another area of excellence appreciated by students was the Indigenous Youth Symposium event, which was centred around multiple workshop blocks and a lunch catered by local Kitiganzibi catering company. The event was MC'd by grade 12 student, Jai Metatwabin, from Glebe Collegiate Institute, and Ganaabouté Gagne, student trustee. A theme of community permeated the day, allowing for new friendships to be started, and old friendships to be rekindled. Events such as the Indigenous Youth Symposium, and the annual Indigenous Youth Leadership Camp - organized by Kris Meawasige, Jody Alexander, Kareena Butler, Josh Lewis, and Chantel Verner - serve as essential opportunities for Indigenous students to feel connected to their culture and to friends who have become family, all in spite of the complex realities Indigenous students face in OCDSB schools. While this one-day event may be an outstanding success, it is essential for senior staff and the board of trustees to understand that events like this are one day, and that the OCDSB should strive to ensure that safe spaces such as the IYS exist for Indigenous students every day.

Student Senate Priorities



THE SENATORIAL INITIATIVE

Mental Health Concerns

The 2019-2020 Student Senate is comprised of 23 student leaders from secondary schools in the OCDSB. In October, student senators attended a retreat at the Bill Mason Outdoor Education Centre. At the retreat, senators participated in team building activities and brainstormed initiatives that they could undertake in the 2019/2020 school year. At the senate meeting following the retreat, student senators voted on shortlisted projects and elected to focus on a mental health initiative this year. In January, senators will engage in discussion with Dr. Petra Duschner, Manager of Mental Health and Critical Services, to further explore mental health issues.

Student trustees are also actively working with the vice-principal of South Carleton Secondary School, Matthew Gagnier, to increase student senator representation on the Board's advisory committees as it is an essential step towards increasing student voice in the OCDSB.

WHAT IS THE SENATE?

Election Process, and Purpose

The Student Senate is a collection of full-time students from the majority of the OCDSB's secondary schools. Each secondary school elects one senator to sit on the Senate, which is chaired by the two student trustees. This body is intended to serve as a consulting body for various departments of the OCDSB. This group also fulfills the purpose of funneling student voice, and school concerns to the board of trustees via the student trustees. Lastly, the Senate has traditionally identified an area of focus and pursued an initiative.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Student Senate

A LIST OF SENATORS AND THEIR RESPECTIVE SCHOOLS

Bruno Vidal

Glebe Collegiate Institute

Kate Rodriguez

Woodroffe High School

Amina Elsharif

Earl of March Secondary School

Daniel Bersyniow

Sir Robert Borden High School

Annie Markarian

Lisgar Collegiate Institute

Hailey O'Donnell

Merivale High School

Chanel Paris

Cantebury High School

Yasmin Mouaki Benani

John McCrae Secondary School

Eric Currie

Osgoode Township High School

Miruna Chandrabose

Brookfield High School

Wajid Zaman

Longfields Davidson Heights Secondary School

Samiha Ali

Gloucester High School

Joe Fast

Ridgemont High School

Caelum Widecki

A.Y. Jackson Secondary School

Ross Cleary

Nepean High School

Joy Liu

Colonel By Secondary School

Ahmed Yasin

Hillcrest High School

Billy Mott

South Carleton High School

Jeffrey You

Bell High School

Gaby Grigorescu

Sir Wilfred Laurier Secondary School

Laura Davies

Cairine Wilson Secondary School

Prasith Wijeweera

Student Trustee & Co Chair

Devinder Sarai

West Carleton Secondary School

Ganaaboute Gagne

Student Trustee & Co Chair



Ontario Student Trustee Association / l'Association des Eleves Conseillers et Conseilleres de l'Ontario (OSTA-AECO) Updates

PRASITH WIJEWEERA:
REGIONAL REPRESENTATIVE, CO- CHAIR OF FRENCH RELATIONS
WORKING GROUP

GANAABOUTE GAGNE:
MEMBER OF INDIGENOUS RELATIONS WORKING GROUP

FGM Recap

In October 2019, student trustees Prasith Wijeweera and Ganaaboute Gagne attended The Ontario Student Trustees Association Fall General Meeting in Toronto. This proved to be an engaging event in which the OCDSB student trustees were able to network with other student trustees across Ontario. The student trustees participated in activities to review board room procedures and attended seminars about student trustee policy. The Public Board Council of OSTA-AECO has elected to focus on peer support between student trustees this year. student trustees had the opportunity to hear from Nancy Naylor, Deputy Minister of Education, surrounding the eLearning mandate and other proposed changes by the provincial government to the education system. Norah Marsh, former EQAO Chief Executive Officer, also presented to the OSTA-AECO general assembly about data management in education and the future vision for EQAO.



OSTA-AECO E-Learning

Student trustees had the opportunity to see OSTA-AECO's eLearning report and ask questions about the report's findings. It is important to note that 94.8% of students surveyed indicated that they were opposed to the province's e-Learning mandate.



Student trustees also had the opportunity to join working groups within OSTA-AECO. Student trustee Wijeweera is the co-chair of the French Relations Working Group and is working with the OSTA-AECO Executive Council to organize a conference on French Second Language Education in April 2020 in Ottawa. Student Trustee Gagne joined the Indigenous Relations Working Group and is working with the team to increase awareness of the issues that Indigenous Students face across Ontario. Both student trustees are incredibly grateful for the opportunities available to them through OSTA-AECO and look forward to the OSTA-AECO Board Council Conference in February 2020, in Ottawa.

A significant publication by OSTA-AECO within the last year has been the Report on eLearning, which, based on thousands of student survey responses, inspired discussion at all levels of education. While the Ministry of Education has recently reduced the mandatory "E-Credits" a student must have to graduate from four to two, OSTA-AECO continues to oppose any move to mandate eLearning for all students. This echoes student voice from across the province. For a brief overview of said report, please see the attached "fast facts" page.

Fast Facts

The fast facts listed below are the key findings from the eLearning survey released to students in grades 8-12 by the Ontario Student Trustees Association / l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO). The survey was conducted from May 2019 to June 2019, and garnered 6087 responses.

1 in 4 respondents said they had a hard time contacting their eLearning teachers.



35.2%

of respondents who have taken eLearning reported experiencing moderate to severe challenges with utilizing the eLearning software.

Approximately

60%

of all survey respondents who took eLearning feel that their learning styles were not adequately accommodated.

Out of the 6087 survey respondents used in this sample, 5772 respondents -- or

94.8%

of all respondents -- disapprove of the new eLearning mandate.

An estimated ceiling of

90,000

of Ontario's 2 million currently-enrolled students would not be able to obtain their Ontario Secondary School Diploma (OSSD), if eLearning is mandated for all students.



3 in 10 respondents had difficulty understanding their eLearning course lessons.

Non OSTA-AIECO Conferences Attended by Student Trustees

National Child Day at the National Arts Centre, in Ottawa

Student Trustee Wijeweera had the opportunity to attend the November 2019 Children First, Canada National Child Day Conference at the Canadian National Arts Centre. Student Trustee Wijeweera had the opportunity to listen to students and discuss pertinent social issues with students. This professional development opportunity was an eye-opening experience for Student Trustee Wijeweera because of the wide diversity of voices that had a chance to present at the forum. It is important to note that two topics that were the focus of student concerns were mental health support, and more significantly, environmental issues. During a luncheon with other OCDSB students attending the event, Student Trustee Wijeweera was also able to explain the role of a student trustee and clarified the election process to interested student leaders.

People for Education Annual Conference at York University, in Toronto

Student Trustee Gagne enjoyed the privilege of being able to attend PFE's Annual conference and engage in discussions surrounding eLearning, combating micro-aggression in the school environment, and hearing from Stephen Lewis on the role that public education plays. A dominant topic throughout the day was the consequences of private money in a public system. This pertinent discussions has given a new perspective to Student Trustee Gagne that has strengthened his understanding of equity in education. This conference ultimately proved its value in much more of a qualitative aspect as its impacts cannot be measured, merely observed in discussion and actions.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Closing Remarks

Student Trustee Prasith Wijeweera

Every day during our terms as a student trustee, we continue to learn something new about the dynamic nature of the OCDSB. I am grateful for the meaningful support that Myra Wells, Superintendent Hardie, Trustee Lyra, Vice-Principal Gagnier and Nicole Guthrie have provided to us during our time as student trustees to date. In the upcoming months, we look forward to connecting with underrepresented student groups and supporting tangible student initiatives at the grass roots level.

Sincerely,

Prasith Wijeweera

Prasith Wijeweera
Student Trustee

Student Trustee Ganaaboute Gagne

Perhaps the most challenging part of this position that I have discovered so far has not been the time commitment, nor the desire to remain involved, but instead it has been figuring out how to balance life. Between school, my employment, my community involvement, and this role - managing my time and prioritizing my health has been a challenge. I would like to specifically extend my thanks to Superintendent Baker, Superintendent Hardie, Board Services team members, Myra Wells and Nicole Guthrie, for entertaining any questions I have had and supporting me in this role. I look to the future eagerly awaiting what it has to bring.

Sincerely,

Ganaaboute Gagne

Ganaaboute Gagne
Student Trustee



BOARD PUBLIC MINUTES

**Tuesday, November 26, 2019, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario**

- Trustees: Donna Blackburn, Christine Boothby, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Eric Hardie (Superintendent of Instruction), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Learning Support Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Susan Baker (Acting Manager of Board Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Darcy Knoll (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Samantha Flynn (Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:15 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 Jennekens, seconded by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Presentation to Trustee Mark Fisher

Director Williams-Taylor called upon Chair Scott to present Trustee Fisher with a token of appreciation in honour of his 10 years of service to the Board. Trustee Fisher has been a strong advocate for multi-year capital and operational planning, risk management and consistently promotes fiscal transparency and responsibility.

4. Presentation to Trustee Lynn Scott

Director Williams-Taylor called upon Vice-Chair Braunovan to present Trustee Scott with a token of appreciation in honour of her 25 years of service to the Board. Vice-Chair Braunovan noted that Trustee Scott was first elected to the Carleton Board of Education in 1994 and became the first Chair of the newly amalgamated Ottawa-Carleton District School Board in 1997. Trustee Scott has served on or led all of the Board's major committees and has played a significant role in initiatives to improve program delivery for all students. She added that Trustee Scott has been passionate for good governance and strategic planning. She expressed appreciation for Trustee Scott's dedication to the District.

5. Presentation on Evidence of Practice - Eric Hardie

5.1 Report 19-116, Evidence of Practice (E. Hardie, ext. 8401)

Your Committee had before it Report 19-116 presenting information on a school's experience in demonstrating evidence of practice in the area of the Culture of Innovation. Superintendent Hardie, students from West Carleton Secondary School and their teacher, Mr. Steve Amel spoke of the 'Introduction to Computer Engineering' and 'Computer Engineering' courses where students learn how to build their own circuit boards.

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

- The District currently runs 42 Specialist High Skills Major (SHSM) programs and receive additional funding from the Ministry of Education to offer the programs;
- The ability to create circuit boards in the SHSM program lends itself to a marketing project;
- The program has inspired some students to consider career pathways related to software engineering;
- The program is currently not at capacity and could accommodate more students;
- Students created rulers to assist in marketing the program to younger students;

- A query was made requesting more information about how students in science, technology, engineering, and mathematics (STEM) programs can connect with organizations that provide funding; and
- Students who enter the program without prior knowledge of computer engineering are generally not overwhelmed by course content as educators ensure that students receive step-by-step instructions and additional assistance when required.

Chair Scott thanked the staff and students of West Carleton Secondary School on behalf of the Board.

6. Report from the Board (In Camera)

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

Moved by Trustee Boothby

Seconded by Trustee Braunovan

THAT staff proceed, as directed in Board in camera, with respect to a human resources item.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

7. Briefing from the Chair of the Board

Chair Scott noted that this year, the Ministry of Education has made changes to the Parents Reaching Out (PRO) Grants. She noted that the school council PRO grant application program has been discontinued and, instead, the District received approximately \$40,000 in PRO grant funding for 2019-2020; all funds must be spent by 30 June 2020.

Chair Scott advised that the District, in collaboration with its Parent Involvement Committee (PIC), is seeking parental input about how to allocate the PRO grant funds. A survey has been sent to school councils and is available on the District website. She encouraged parents to submit their thoughts by 02 December 2019.

Chair Scott noted that all students attending school in Ontario are required to be vaccinated against nine diseases or have a valid exemption. Parents and

guardians are responsible for ensuring their child's vaccine records are kept up to date. Ottawa Public Health (OPH) requires proof that children have received proper immunization. She added that Ottawa Public Health has begun sending letters home to notify parents to update vaccine records as of 20 December 2019.

In response to a query from Trustee Campbell, Chair Scott noted that schools who do not have a functioning parent council can still submit their feedback with regard to the PRO grant funding.

Trustee Lyra Evans expressed disappointment with the religious exemption process for immunizations in Ontario.

8. Briefing from the Director

Director Williams-Taylor announced that employees with the Elementary Teachers' Federation of Ontario (ETFO) and Ontario Secondary School Teachers' Federation (OSSTF) have begun strike action in the form of a "work to rule" or "partial withdrawal of service". Both ETFO and OSSTF have indicated that this phase of strike action is in relation to administrative duties. She highlighted that all classroom activities, extracurricular programs and extended day programs will continue as usual. She added that staff will continue to inform parents as updates become available.

Director Williams-Taylor advised that from 26 November until 13 December, parents and students will be sent the 2019 Student Survey. Surveys will be emailed to parents to complete for children from Kindergarten to grade 6. Students from grades 7-12 will complete their own survey. She noted that the confidential survey will explore issues of identity – race, ethnicity, creed, language, sexual orientation and gender identity, along with wellbeing, engagement and whether students feel safe at school.

9. Delegations

9.1 Jen Douek, Ottawa Coalition to End Violence Against Women (OCTEVAW) re Dress Code

On behalf of the Ottawa Coalition to End Violence Against Women, Ms. Jen Douek expressed concern regarding the District's dress code policy. She noted that the current policy can be used as a tool to target marginalized students. She presented several suggestions to the Board with regard to the safe schools consultation process and encouraged the District to consult with community leaders about the policy.

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

- Rape culture enables and normalizes non-consent and the objectifying of women; and

- A values-based dress code would allow students to dress comfortably without fear of body shaming. A values-based dress code would encourage students and staff to manage their thoughts and opinions with respect to a student's appearance and eliminate barriers to student attendance.

10. Matters for Action

10.1 Confirmation of Board Minutes, 22 October 2019

**Moved by Trustee Fisher, seconded by Trustee Hough,
THAT the 22 October 2019 Board minutes be confirmed.
Carried**

10.2 Business Arising from Board Minutes

There was no business arising from the 22 October 2019 Board minutes.

10.3 Receipt of Committee of the Whole Report, 05 November 2019

**Moved by Trustee Braunovan, seconded by Trustee Ellis,
THAT the Committee of the Whole report, dated 05 November 2019,
be received.
Carried**

10.3. Approval of Consultation Plan for P.032.SCO Safe Schools and
P.125.SCO School District Code of Conduct

Moved by Trustee Campbell

Seconded by Trustee Braunovan

- A. THAT the Consultation Plan, attached as Appendix B to Report 19-087, be approved, in principle, as amended (Attached as Appendix A); and**
- 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

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.3. Approval of Timeline and Consultation Plan for John Young Elementary School

Moved by Trustee Boothby

Seconded by Trustee Braunovan

- 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 approves 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

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.3. Approval of an Amendment to P.096.SES Special Education Programs and Services

Moved by Trustee Campbell

Seconded by Trustee Braunovan

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.”

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.4 Receipt of Committee of the Whole Report, 19 November 2019

Moved by Trustee Braunovan, seconded by Trustee Penny,

THAT the Committee of the Whole report, dated 19 November 2019, be received.

Carried

10.4. Approval of staffing increase to support students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD)

Moved by Trustee Campbell

Seconded by Trustee Braunovan

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

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

FOR: Trustees Boothby, Blackburn, Braunovan, Campbell, Lyra Evans, Fisher, Hough, Jennekens, Penny, and Scott (10)

AGAINST: Ellis (1)

ABSTENTION: Nil (0)

10.4 Approval of Policy P.141.GOV Integrity Commissioner

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

Moved by Trustee Blackburn, seconded by Trustee Braunovan,

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

Trustee Campbell expressed concern regarding section 3.6 of the policy which outlines areas that the Integrity Commissioner does not have jurisdiction to investigate. He encouraged the Board to

support a recommendation to refer the motion back to staff for further revision.

Moved by Trustee Campbell, seconded by Trustee Boothby,

THAT the following motion be referred back to staff to revisit language in section 3.6 and bring back to the Board at the earliest opportunity:

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

Carried

10.4. Approval of Revisions to P.025.GOV Board Member Conflict of Interest

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

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 D)

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.4 Approval of Commencement of Activities with a View to Phase Out the High Performance Athletes Program at John McCrae Secondary School

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

Moved by Trustee Blackburn, seconded by Trustee Braunovan,

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 (HPA) Program at John McCrae Secondary School commencing in September 2021.

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

- Staff reached out to a variety of different school boards across the province to inquire about accommodations for high performance athletes;
- A comment was made that the Grants for Student Needs (GSN) funding earned from enrolment in the program offsets the cost of the program;
- A comment was made that initiating a consultation process with a view to phasing out the HPA program is unlikely to be supported by parents of students currently enrolled in the program and may erode trust in the Board;
- Specialty programs can help attract students to the District;
- High performance athletes who are not in the HPA program are receiving adequate accommodations and flexibility in their schedules across the District in various schools;
- Due to accommodation pressures at John McCrae Secondary School, the program may be better supported at a different school site;
- The HPA program restricts what sports students may participate in at John McCrae Secondary School; and
- A comment was made that the HPA program is not curriculum-based and students are best served in their community school.

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

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

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

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

AGAINST: Trustee Lyra Evans (1)

ABSTENTION: Nil (0)

10.5 Oral Report, Audit Committee, 25 November 2019

Trustee Fisher advised that the Audit Committee met on 25 November 2019 with the external auditors of KPMG LLP to review the consolidated financial statements and discuss significant financial reporting or internal control matters prior to the approval of the consolidated financial statements. The auditors highlighted the Board's concerns on the level of funding provided by the provincial government and its potential impact on the level of service provided to students. He noted that, overall, the Committee was satisfied with the report and recommends as follows:

10.5 Approval of Draft 2018-2019 Consolidated Financial Statements

Moved by Trustee Fisher

Seconded by Trustee Penny

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

Carried

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

FOR: Trustees Boothby, Blackburn, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.6 Report 19-126, Appointment of Association Representatives to the Special Education Advisory Committee (M. Giroux, ext. 8310)

Your Committee had before it Report 19-126 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.

Executive Officer Giroux drew trustees' attention to the recommended appointments, noting that staff has confirmed knowledgeability.

Moved by Trustee Boothby

Seconded by Trustee Evans

- 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.**

Carried

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

FOR: Trustees Boothby, Blackburn, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

11. Matters for Discussion

11.1 Report from OPSBA Representatives

Trustee Boothby distributed a handout to trustees summarizing the OPSBA Board of Directors meeting on 24 November. She drew trustees' attention to a recent poll report by Nanos Research that indicated a majority of Ontarians agree that spending on public education is an investment into the future; participants of the survey also indicated that the spending is more important than eliminating the provincial deficit. Trustee Penny added that the importance of Indigenous education was discussed including the garnering of support for a mandatory curriculum.

In response to a query regarding the public funding of private schools, Trustee Boothby noted that while the issue was raised during the meeting, it was not discussed thoroughly by members due to the full agenda.

12. New Business -- Information and Inquiries

There was no new business.

13. Adjournment

The meeting adjourned at 9:02 p.m.

Lynn Scott, Chair of the Board



Consultation Plan

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

DATE:	05 November 2019
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 and staff.</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 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. Two forums are planned; one in the east and one in the west end of the district. 	

- 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.
- The fourth phase will involve community partners, in particular some of the key community service agencies that work with the district on a regular basis. This will be a daytime meeting. In addition, information will be provided to our advisory committees about the parent sessions. Members who are interested can attend one of the parent evenings.

Throughout the consultation process, we will have information posted on our policy consultation page and anyone interested in providing input via email will be able to do so.

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 email and survey or online discussion forum. The revised draft policies will be shared with the parent community as a whole, school councils, staff groups, students, and advisory committees. 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	Internal to OCDSB	External / Other (please identify)
<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Trustees	<input checked="" type="checkbox"/> Agencies/associations
<input checked="" type="checkbox"/> Parents/guardians	<input type="checkbox"/> Superintendents	<input type="checkbox"/> Community groups
<input checked="" type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input type="checkbox"/> Managers	<input type="checkbox"/> Other governments
<input checked="" type="checkbox"/> Advisory committees (Specify below)	<input checked="" type="checkbox"/> District staff	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc		<input checked="" type="checkbox"/> Federations
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

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

See the description above. Additional partners involved in the consultation include Ottawa Public Health and Ottawa Police Service

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)☒ 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

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

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.

TARGETED DATE FOR FINAL DECISION:	June 2019	
PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
November 2019 to January 2020	Phase One: Engage with stakeholder groups including students, parents/guardians/care givers, school staff, to solicit input to help inform draft policy creation. Engagement activities include: November - student focus group sessions (6 schools) December - community focus group sessions (2 sessions, east and west) January - Community partner focus group session December/January - Staff/Federation focus group session December - Vice Principal and Principal focus group session	
February - 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.	Draft policies of Safe Schools and District School Code of Conduct will be shared with participants and on our website.
May 2020	Draft policies will be shared with students, parents/guardians/caregivers, school staff, and Advisory Committees. Activities will include: posting of the draft policies through OCDSB platforms including email and survey or online discussion forums.	Collation of the data from the consultation activities and drafting of policies for presentation to the Board of Trustees.
June 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: <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. 		
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:

Student and school council participants in the consultation plan will receive communication through their school principals about the final decision. Advisory Committees will receive communication of the final decision through the Chair, provided by an OCDSB staff member on each committee.

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 using a survey tool and/or debrief discussion notes format in a meeting forum.



John Young Elementary School – Interim Accommodation Measures TIMELINE

Activity	Date
Notice of Intention to Commence Study and Approve Study	
➤ Committee of the Whole Meeting	5 November 2019
➤ Board Approval of Study Consultation Plan and Timeline	26 November 2019
Consultative Stage	
➤ Information Meeting #1 with Affected Principals and School Council Representatives	December 2019
➤ Information Meeting #2 with Affected Principals and School Council Representatives	January 2020
➤ Public Consultation Meeting	January 2020
Recommendation and Decision Making Stage	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	February 2020
➤ Regular Board Meeting – Final Decisions	February 2020
Communication and Implementation Stage	
➤ Communication of Board Approved Decision	February 2020
➤ Implementation of Board Approved Decision	September 2020

**Appendix C to Board
26 November 2019**


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)	
<i>The scope of the consultation includes 2 elementary schools – John Young Elementary School and Westwind Public School.</i> <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>	
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)?	
<i>The consultation will seek to recommend a plan to reduce accommodation pressure at John Young Elementary School.</i> <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>	



CONSULTATION PLAN

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

Appendix C to Board
26 November 2019

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)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input checked="" type="checkbox"/> School council(s) | <input type="checkbox"/> Other |
| <input type="checkbox"/> 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)?

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

- | | |
|---|---|
| <input type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input type="checkbox"/> Interviews | <input checked="" type="checkbox"/> Public meetings |
| <input checked="" 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:



CONSULTATION PLAN

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

**Appendix C to Board
26 November 2019**

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	
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<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.

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 Please describe:	<input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other
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.)	



POLICY P.025.GOV

TITLE: BOARD MEMBER CONFLICT OF INTEREST

Date issued: 15 May 1998
Revised: 26 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.

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 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.

- 3.2 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.
- 3.3 Where a Board member, either on their own behalf or while acting for, by, with or through another, has any direct, indirect or deemed pecuniary interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration they shall:
- a) publically declare the interest, state the general nature of the interest, and have the declaration recorded in the minutes;
 - 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) not vote on any question in respect of the matter;
 - e) not attempt in any way whether before, during or after the meeting, to influence the voting on any 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.
- 3.4 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.
- 3.5 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.
- 3.6 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.
- 3.7 Where the interest of a Board member has not been disclosed, as required by 3.3 above, by reason of their absence from the meeting referred to therein, the member shall disclose their interest and otherwise comply with subsection 3.3 at the first meeting of the Board they attend after the meeting referred to in subsection 3.3.

- 3.8 Every disclosure of interest and the general nature thereof made under section 3.3 above shall, where the meeting is open to the public, be recorded in the minutes of the meeting by the meeting secretary.
- 3.9 Every declaration of interest made under section 3.3, 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.
- 3.10 Where as a result of members 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.
- 3.11 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 3.3 a); and
 - b) a copy of each statement filed under section 3.3 b).

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

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
	(55,972,244)	(33,499,078)
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
	86,821	(437,341)
Increase in net debt	(26,009,783)	(7,777,691)
Net debt, beginning of year	(724,084,729)	(716,307,038)
Net debt, end of year	\$ (750,094,512)	\$ (724,084,729)

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.



To: Chair and Members
Board of Trustees

DATE: 17 December 2019

RE: Notice of Motion to Amend a Previous Motion to Appoint a Member to the Special Education Advisory Committee (SEAC)

Trustee Ellis has given notice that he intends to move as follows at the Board meeting of 17 December 2019:

WHEREAS on 26 November 2019, the Board approved the appointment of Katherine Kacew, as the primary member representing Autism Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.

WHEREAS it was the intention of Autism Ontario that Katherine Kacew be appointed as the alternate member on SEAC.

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";

NOW THEREFORE BE IT RESOLVED

THAT Katherine Kacew, be appointed as the alternate member representing Autism Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.

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

Michèle Giroux
Executive Officer
Corporate Services

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



BOARD PUBLIC MINUTES

**Monday, December 2, 2019, 7:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario**

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

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Michele Giroux (Executive Officer, Corporate Services), Peter Symmonds (Superintendent of Learning Support Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Susan Baker (Acting Manager of Board Services), John MacKinnon (Audio-Visual Technician), Samantha Flynn (Committee Coordinator)

1. O Canada - Elena Bentsen, Sir Robert Borden High School Student

Elena Bensten, a student at Sir Robert Borden High School, opened the meeting with the National Anthem.

2. Call to Order - Director of Education and Secretary of the Board

Director Williams-Taylor called the meeting to order at 7:04 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Director Williams-Taylor welcomed everyone to the meeting.

3. Opening Remarks - Lois McCallum, Métis Elder

Lois McCallum, Métis Elder, provided opening remarks. Director Williams-Taylor thanked her for her contributions to the meeting.

4. Approval of the Agenda

Moved by Trustee Hough, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

5. Director's Annual Report to the Community, 2018-2019

Director Williams-Taylor advised that the 2018-2019 Director's Annual Report to the Community will be available electronically on the District website in January 2020. A video presentation outlining the District's achievements over the past school year was played.

6. Appointment of Election Assistants - Director of Education

Associate Director Reynolds and Executive Officer Giroux were appointed as election assistants for all elections to be held during the meeting.

7. Election of the Chair of the Board - Director of Education relinquishes the Chair

Director Williams-Taylor explained the nomination process and noted that nominated candidates who choose to stand for the office of Chair and Vice-Chair will be permitted two minutes to address the Board. Director Williams-Taylor then called for nominations for the position of chair of the Board.

Trustee Schwartz, seconded by Trustee Fisher, nominated Trustee Scott.

Moved by Trustee Blackburn, seconded by Trustee Lyra Evans,

THAT nominations be closed.

Carried

By acclamation, Director Williams-Taylor declared Trustee Scott Chair of the Board.

Trustee Scott thanked the Board members for their support noting that the 2018-2019 school year encompassed hard work and learning opportunities for all trustees. She added that all trustees have contributed thoughtfully to a variety of discussions over the past year and she looks forward to another productive year ahead.

Trustee Scott assumed the chair for the remainder of the meeting.

8. Election of Vice-Chair of the Board

Trustee Braunovan, seconded by Trustee Hough, nominated Trustee Penny.

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Penny Vice-Chair of the Board.

9. Election or Appointment of Chair of Committee of the Whole, Budget

Trustee Blackburn, seconded by Trustee Fisher, nominated Trustee Schwartz.

Moved by Trustee Boothby, seconded by Trustee Penny,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Schwartz Chair of the Committee of the Whole Budget.

10. Report from the Board (In Camera)

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

Moved by Trustee Blackburn

Seconded by Trustee Braunovan

- A. **THAT, in the event of a full withdrawal of services of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers and Occasional Teachers) and OSSTF(Education Workers), all Ottawa-Carleton District School Board elementary and secondary schools will be closed to students.**
- B. **THAT, in the event of a full withdrawal of services of Ontario Secondary School Teachers' Federation (OSSTF) (Education Workers), all Ottawa-Carleton District School Board elementary and secondary schools will be closed to students; and**
- C. **THAT, in the event of a full withdrawal of services of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers and Occasional Teachers), all Ottawa-Carleton District School Board secondary schools will be closed to students in grades nine (9) to twelve (12).**

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Carried

11. Election or Appointment of Trustee Members to Statutory Committees

Chair Scott called for nominations or volunteers to serve as members on the Board's statutory committees.

11.1 Special Education Advisory Committee (SEAC) (3 three-year)

Trustee Schwartz, seconded by Trustee Campbell, nominated Trustee Blackburn.

Trustee Penny, seconded by Trustee Ellis, nominated Trustee Boothby.

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

Trustee Campbell, seconded by Trustee Boothby, nominated himself.

Moved by Trustee Boothby, seconded by Trustee Schwartz,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustees Boothby, Campbell, and Ellis members of the Special Education Advisory Committee (SEAC) for a three year term ending 14 November 2022.

11.2 Audit Committee (1 one-year and 1 two-year)

Chair Scott advised that Trustee Penny will continue to be a member for the second year of his two-year term. She suggested that an election be held for both vacant positions concurrently, and following the election, the elected trustees may determine which term length they prefer; the Board agreed to the suggestion.

Trustee Boothby, seconded by Trustee Schwartz, nominated Trustee Fisher.

Trustee Campbell, seconded by Trustee Jennekens, nominated Trustee Schwartz.

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Schwartz a member of the Audit Committee for a one-year term ending 30 November 2020.

By acclamation, Chair Scott declared Trustee Fisher a member of the Audit Committee for a two-year term ending 30 November 2021.

11.3 Parent Involvement Committee (PIC) (1 member and 1 alternate)

Trustee Penny, seconded by Trustee Schwartz, nominated Trustee Jennekens as a member.

Trustee Hough, seconded by Trustee Boothby, nominated herself as a member.

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT nominations be closed.

Carried

Following an election, and the drawing of cards using the bridge convention, Chair Scott declared Trustee Hough a member of the Parent Involvement Committee (PIC).

Trustee Jennekens, seconded by Trustee Penny, nominated herself as an alternate member.

Moved by Trustee Boothby, seconded by Trustee Lyra Evans,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Jennekens as the alternate member of the Parent Involvement Committee (PIC).

11.4 Supervised Alternative Learning Committee (SAL) (1 member and 1 alternate)

Trustee Boothby, seconded by Trustee Lyra Evans, nominated herself as a member.

Moved by Trustee Ellis, seconded by Trustee Lyra Evans,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Boothby a member of the Supervised Alternative Learning Committee (SAL).

Trustee Boothby, seconded by Trustee Lyra Evans, nominated Trustee Ellis as an alternate member.

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Ellis as an alternate member of the Supervised Alternative Learning Committee (SAL).

12. Election or Appointment of Trustees to Ad Hoc Committees

Chair Scott called for nominations or volunteers to serve as members on the ad hoc committees.

12.1 Ad Hoc Committee for Board Self-Evaluation Process & Director Performance Evaluation Process (3 members)

Trustee Boothby, seconded by Trustee Schwartz, nominated Trustee Hough.

Trustee Penny, seconded by Trustee Schwartz, nominated Trustee Jennekens.

Trustee Boothby, seconded by Trustee Hough, nominated herself.

Moved by Trustee Ellis, seconded by Trustee Lyra Evans,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Hough, Jennekens, and Boothby members of the Ad Hoc Committee for Board Self-Evaluation Process & Director Performance Evaluation Process.

12.2 Community Member Recognition Awards Selection Ad Hoc Committee (3 members)

Trustee Jennekens, seconded by Trustee Hough, nominated herself.

Trustee Boothby, seconded by Trustee Schwartz, nominated herself.

Trustee Hough, seconded by Trustee Jennekens, nominated herself.

Moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Jennekens, Boothby, and Hough members of the Community Member Recognition Awards Selection Ad Hoc Committee.

13. Election or Appointment of Trustees to Special Purpose Committees

Chair Scott called for nominations or volunteers to serve as members on the special purpose committees.

13.1 Advocacy Strategy Committee (up to 4 members)

Trustee Penny, seconded by Trustee Hough, nominated Trustee Boothby.

Trustee Lyra Evans, seconded by Trustee Braunovan, nominated herself.

Trustee Ellis, seconded by Trustee Boothby, nominated himself.

Trustee Boothby, seconded by Trustee Jennekens, nominated Trustee Hough.

Moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Boothby, Lyra Evans, Ellis, and Hough members of the Ad Hoc Committee to Develop an Advocacy Strategy.

13.2 Ottawa Student Transportation Authority (OSTA) (1 member, two-year term and 2 alternates)

Chair Scott advised that Trustee Blackburn will continue to be a member for the second year of her two-year term.

Trustee Blackburn, seconded by Trustee Boothby, nominated Trustee Scott for a two-year term ending 30 November 2021.

Trustee Schwartz, seconded by Trustee Boothby, nominated Trustee Jennekens for a two-year term ending 30 November 2021.

Moved by Trustee Lyra Evans, seconded by Trustee Campbell,

THAT nominations be closed.

Carried

Following an election, Trustee Scott withdrew her nomination.

By acclamation, Chair Scott declared Trustee Jennekens a member of the Board of Directors of the Ottawa Student Transportation Authority (OSTA) for a two-year term ending 30 November 2021.

Trustee Schwartz, seconded by Trustee Boothby, nominated herself as an alternate member for a one-year term ending 30 November 2020.

Trustee Ellis, seconded by Trustee Boothby, nominated himself as an alternate member for a one-year term ending 30 November 2020.

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Schwartz and Ellis as alternate members of the Board of Directors of the Ottawa Student Transportation Authority (OSTA) for a one-year term ending 30 November 2020.

13.3 Ottawa-Carleton Education Network (OCENET) (2 members)

Trustee Penny, seconded by Trustee Braunovan, nominated Trustee Boothby.

Trustee Boothby, seconded by Trustee Schwartz, nominated Trustee Penny.

Moved by Trustee Lyra Evans, seconded by Trustee Campbell,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Boothby and Penny directors on the Ottawa-Carleton Education Network Board of Directors.

13.4 School Active Transportation Support Network Steering Committee (1 member)

Chair Scott advised that she recently inquired about the status of the Committee and noted that the Committee is still in good standing however it does not meet on a regular basis at this time.

Trustee Hough, seconded by Trustee Lyra Evans, nominated herself.

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Hough member on the School Active Transportation Support Network Steering Committee.

14. Election or Appointment of Trustee and Alternate for Agenda Planning Meetings (2 members and 1 alternate)

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

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Ellis as the member who will attend agenda planning meetings.

Trustee Boothby, seconded by Trustee Hough, nominated herself.

Moved by Trustee Lyra Evans, seconded by Trustee Campbell,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Boothby as the alternate member who will attend agenda planning meetings.

15. Election or Appointment of Alternate Trustees for Code of Conduct Duties (2 alternates)

Trustee Boothby, seconded by Trustee Campbell, nominated Trustee Schwartz.

Trustee Lyra Evans, seconded by Trustee Schwartz, nominated Trustee Campbell. Trustee Campbell declined the nomination.

Trustee Boothby, seconded by Trustee Ellis, nominated Trustee Jennekens.

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Schwartz and Jennekens as alternate trustees for Code of Conduct duties.

16. Election or Appointment of Trustee Mentor for Student Trustees (1 member)

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

Moved by Trustee Boothby, seconded by Trustee Hough,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Lyra Evans Trustee Mentor for Student Trustees.

17. Selection of Trustee Non-voting Volunteers for Other OCDSB Committees Including Advisory Committees

Chair Scott called for volunteers to serve as non-voting members on other OCDSB committees, including advisory committees.

- 17.1 Student Senate (1 member and 1 alternate)

Trustee Ellis volunteered to be the non-voting delegate for the Student Senate.

Trustee Boothby volunteered to be the non-voting alternate delegate for the Student Senate.

By acclamation, Chair Scott declared Trustee Ellis the non-voting trustee delegate and Trustee Boothby the non-voting alternate delegate for the Student Senate.

17.2 Advisory Committee for Extended Day and Child Care Programs (1 member)

Trustee Campbell volunteered to be the non-voting delegate for the Advisory Committee for Extended Day and Child Care Programs.

By acclamation, Chair Scott declared Trustee Campbell the non-voting trustee delegate for the Advisory Committee for Extended Day and Child Care Programs.

17.3 Advisory Committee on the Arts (1 or more members)

Trustee Hough volunteered to be the non-voting delegate for the Advisory Committee on the Arts.

By acclamation, Chair Scott declared Trustee Hough the non-voting trustee delegate for the Advisory Committee on the Arts.

17.4 Alternative Schools Advisory Committee (ASAC) (1 or more members)

Trustee Boothby volunteered to be the non-voting delegate for the Alternative Schools Advisory Committee.

By acclamation, Chair Scott declared Trustee Boothby the non-voting trustee delegate for the Alternative Schools Advisory Committee (ASAC).

17.5 Advisory Committee on Equity (ACE) (up to 2 members)

Trustee Campbell volunteered to be a non-voting delegate for the Advisory Committee on Equity (ACE).

Trustee Ellis volunteered to be a non-voting delegate for the Advisory Committee on Equity (ACE).

By acclamation, Chair Scott declared Trustees Campbell and Ellis the non-voting trustee delegates for the Advisory Committee on Equity (ACE).

17.6 Indigenous Education Advisory Council (1 member)

Trustee Hough volunteered to be the non-voting delegate for the Indigenous Education Advisory Council.

By acclamation, Chair Scott declared Trustee Hough the non-voting trustee delegate for the Indigenous Education Advisory Council.

17.7 Environmental Education Steering Committee (1 member)

Trustee Lyra Evans volunteered to be the non-voting delegate for the Environmental Education Steering Committee.

By acclamation, Chair Scott declared Trustee Lyra Evans the non-voting trustee delegate for the Environmental Education Steering Committee.

18. Motion to Destroy Ballots

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT the ballots for all elections held during the meeting be destroyed.

Carried

19. Adjournment

The meeting adjourned at 8:26 p.m.

Lynn Scott, Chair of the Board



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



COMMITTEE OF THE WHOLE, BUDGET REPORT

Board Room

Tuesday, November 26, 2019

8:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees Present:	Donna Blackburn, Christine Boothby, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Ganaabout Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
Staff Present:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Michele Giroux (Executive Officer, Corporate Services), Eric Hardie (Superintendent of Instruction), Kevin Gardner (Manager of Finance), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), John MacKinnon (Audio-Visual Technician), Stacey Kay (Manager of Learning Support Services), Darcy Knoll (Communications Coordinator), Susan Baker (Acting Manager of Board Services), Samantha Flynn (Board/Committee Coordinator)
Non-Voting Representatives Present:	Malaka Hendela, Ottawa-Carleton Assembly of School Councils (OCASC), Troy Cluff (Ontario Secondary School Teachers' Federation), and Rob Kirwan (Special Education Advisory Committee).

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

Chair Penny called the public session to order 9:09 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Campbell,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Discussion Items

4.1 Report 19-119, 2020-2021 Budget Process (M.Carson, ext.8881)

Your Committee had before it Report 19-119 providing information on the issues affecting the 2020-2021 budget cycle as well as the timelines and processes.

Director Williams-Taylor highlighted that ongoing labour relations issues are likely to have an impact on the budget. She added that it is imperative to ensure the budget remains transparent and progressive in its deployment of resources.

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

- The changing needs of students continue to require additional resources to ensure the District can provide optimal learning conditions;
- As District facilities age, the Ministry of Education has substantially increased school condition improvement (SCI) and facility renewal funding. The Province is aware that many school boards are facing financial pressures with regard to facility upgrades and repairs. The District will continue to work closely with Ministry officials to find additional avenues for funding;
- With regard to facility repairs and upgrades, it is staff's priority to ensure the work is carried out in a manner that is least invasive to student learning;
- Staff will be presenting a facilities renewal program update in January 2020;
- Staff will arrange an opportunity with trustees to explain the more technical aspects included in the budget documentation. Staff continues to value trustees' input with regard to the budget development process;
- Superintendent Lehman oversees the District's wifi technology infrastructure. Staff has developed a five to seven year plan with regard to technology that includes upgrading its wifi system;

- The Ministry has established a database that forecasts annual renewal and maintenance work for school boards across the province;
- Staff is prepared to host meetings in coordination with trustees in various school zones to respond to questions and provide further clarification about the budget to the public;
- In past years, staff has presented a multi-year financial plan to the Board however, the margin of error beyond the first year forecasted begins to broaden. Staff continuously strives to deliberate longer-term plans in achieving its financial goals;
- With regard to emerging issues to be addressed in the 2020-2021 and future budgets, it was suggested that equity funding, environmental initiatives, a Resource Allocation Index based on Socioeconomics (RAISE) review, and an increase to the number of central staff positions be considered as priorities;
- It was suggested that the use of graphs to indicate options and choices with regard to the budget would be helpful;
- It was recommended that the District outline its technology goals for the classroom more clearly;
- It was suggested that the Parent Involvement Committee (PIC) be consulted in budget preparations;
- In response to a query, Chief Financial Officer (CFO) Carson noted that transportation issues arising from OC Transpo bus/LRT delays are typically dealt with by the Ottawa Student Transportation Authority (OSTA); and
- It was recommended that the District search for better ways to demonstrate the connection between the 2019-2023 Strategic Plan and budget decisions. The Board is able to make more strategic, informed decisions with regard to the budget when it is understood how the strategic plan informed staff's thinking.

5. New Business - Information and Inquiries

There was no new business.

6. Adjournment

The meeting adjourned at 10:01 p.m.

Keith Penny, Chair



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, December 10, 2019, 7:00 p.m.

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Trustees Present: Erica Braunovan, Donna Blackburn, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, 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), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Brent Smith (System Principal, Curriculum Services - Elementary), Jane Alexander (System Principal, Secondary, Equity and Curriculum Services), Jennifer Offord (System Principal, Curriculum Services - Elementary), Darcy Knoll (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Nicole Guthrie (Senior Board Coordinator), Samantha Flynn (Board/Committee Coordinator), Eric Hardie (Superintendent of Instruction)

Non-Voting Representatives Present: Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN) and Amina El Sharif, Student Senator.

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

Vice-Chair Penny called the meeting to order at 7:01 p.m. He 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 Scott,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that on Friday, 06 December, the Ontario Secondary School Teachers' Federation (OSSTF) announced it will hold another full-day withdrawal of service at nine school boards and it will not include the OCDSB. All District schools will be open on 11 December 2019. She added that the Elementary Teachers' Federation of Ontario (ETFO) will begin the second phase of its strike action. The measures are largely administrative in nature.

Chair Scott congratulated John McCrae Secondary School for being selected as a recipient of the 2018 Dr. Bette M. Stephenson Recognition of Achievement. She noted that this year, the Education, Quality, Accountability Office (EQAO) wanted to recognize schools that supported students' positive attitudes toward math, which led to academic success.

Chair Scott advised that Trustee Erica Braunovan has announced her resignation as trustee of Somerset-Kitchissippi. The resignation will be effective as of 31 December 2019. She noted that the Board will formally receive the resignation and establish a process to find a replacement at the next Board meeting on 17 December 2019.

4. Briefing from the Director

Director Williams-Taylor noted that there is still time for parents and students to complete the 2019 Student Survey, adding that the response to date has been very positive. The District will be extending the deadline for the survey to 19 January 2020. Information collected from the survey will help the District to better understand the needs of students.

Director Williams-Taylor announced the appointment of Shannon Smith and Prince Duah as new Superintendents of Instruction, noting that they will begin their roles with the District on 06 January 2020.

Director Williams-Taylor advised that the Ontario Human Rights Commission is conducting a public inquiry into potential human rights issues that affect students with reading disabilities in Ontario's public education system. The Commission selected eight school boards, including the OCDSB, to provide a representative sample of boards across Ontario. As part of its Right to Read inquiry, the Commission has launched a survey for students with reading disabilities and their parents and guardians. The survey will help the Commission understand and report on the experiences of students with reading disabilities.

Director Williams-Taylor noted that the District will once again celebrate coding activities during the annual "Hour of Code" from 9 December to 15 December 2019.

5. Delegations

5.1 Ms. Susha Zachariah

On behalf of the Longfields-Davidson Heights Secondary School Council, Ms. Susha Zachariah noted that although the council is not opposed to the redirection of students from Chapman Mills Public School, they are concerned about increasing population pressures at Longfields-Davidson Heights SS over the long-term. She expressed concern that the use of further portables would restrict use of school property and noted that the proposed changes may lead to a five period day for students at Longfields-Davidson Heights SS. She encouraged the Board to consider the school council's proposed plan that would allow a more gradual increase to the school's population over five years.

5.2 Ms. Ellen Tsaprailis

Ms. Ellen Tsaprailis, a parent at Longfields-Davidson Heights SS noted her support for the school council's proposal. She expressed concern regarding the similarity in bell times at Longfields-Davidson Heights SS and Berrigan Elementary School as traffic pressure on Berrigan Drive is significantly impacted. She noted that the school council's proposal was previously shared with trustees at a public meeting. In response to a trustee query, she indicated that a possible change in bell times for Longfields-Davidson Heights SS or Berrigan ES may be helpful.

6. Matters for Action:

6.1 Report 19-118, Revisions to P.017.GOV Student Trustees

Your Committee had before it Report 19-118 seeking approval of revisions to Policy P.017.GOV: Student Trustees to change the date by which elections for student trustees must be held.

Superintendent Hardie noted that the Board previously discussed student trustee terms in 2017 and the options presented in the report.

Moved by Trustee Lyra Evans,

THAT the proposed changes to Policy P.017.GOV, Student Trustees (attached as Appendix A to Report 19-118) be approved.

In introducing the motion, Trustee Lyra Evans noted that student trustees have lobbied for the proposed changes and therefore the Board should honour the anticipated changes.

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

- The proposed policy changes would allow for continued mentorship of first year student trustees by a two-year term student trustee;
- The changes would eliminate the possibility of students running for the position of student trustee in grade 11;

- A comment was made that the change in election dates may hinder some students from running for the position of student trustee;
- Student Senator El Sharif expressed concern with the proposed change in election dates noting that the month of February is a busy time for students who are preparing for exams;
- Ontario Regulation 354/18 states that the change to election periods must be in place in all provincial school districts no later than 01 January 2020;
- The Ontario Student Trustees' Association (OSTA-AECO) is creating a handbook to assist school boards with the changes. The association is supportive of the proposed changes;
- A letter was previously sent from the Chair of the Board in 2017 advocating for the proposed change to student trustee terms. The letter did not indicate support for a change in student trustee election dates;
- A comment was made that the change in student trustee terms with respect to preparedness for the position is unnecessary; and
- In response to a suggestion, Director Williams-Taylor noted that staff would ensure adequate communications with students regarding the role of a student trustee and election dates.

Moved by Trustee Lyra Evans,

THAT the proposed changes to Policy P.017.GOV, Student Trustees (attached as Appendix A to Report 19-118) be approved. (Attached as Appendix A)

Carried

6.2 Report 19-125, Chapman Mills Public School Area - Intermediate & Secondary School Attendance Boundary Redirection - Approval

Your Committee had before it Report 19-125 seeking Board approval of an intermediate and secondary school attendance boundary redirection in the Chapman Mills area, west of the Woodroffe Avenue area of South Nepean.

Manager Carty Ostafichuk noted that staff held a well-attended public meeting to discuss the boundary redirection and heard some concerns from the Longfields-Davidson Heights SS community regarding an increased student population. In response to community concerns, staff has included a sibling provision as well as a one-time option for graduating Chapman Mills PS students to attend Cedarview Middle School.

Moved by Trustee Blackburn,

- A. THAT the Chapman Mills PS JK-grade 6 attendance boundary area be redirected to Longfields-Davidson Heights SS for grade 7-12 on a phased basis commencing with grades 7 and 9 in September 2020, followed by grades 7,8,9 and 10 in 2021 until full phase-in of grade 7-12 enrolment by 2023 subject to recommendations B and C to Report 19-125;
- B. THAT the current (2019-2020) graduating Chapman Mills PS area grade 6 students be provided with a one-time option to attend Cedarview MS for September 2020, and further subject to the sibling provisions outlined in recommendation C to Report 19-125;
- C. THAT the current (2019-2020) Chapman Mills PS area grade 6 students, attending Chapman Mills PS and Chapman Mills PS area grade 7-8 students attending Cedarview MS may attend John McCrae SS for grade 9 -12 if they have an older sibling currently (2019-2020) attending John McCrae SS in Grades 9-11; and
- D. THAT the intermediate and secondary school attendance boundary for the Chapman Mills Public School area be approved as outlined in Appendix C to Report 19-125.

In introducing the motion, Trustee Blackburn expressed appreciation to staff in ensuring that community feedback was taken into consideration. She noted that she attended a public meeting and working group meeting regarding the proposed redirection of students, and highlighted the need to respond to complex population pressures in the Barrhaven area. She added that the staff was amenable to revisions to the original motion.

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

- John McCrae Secondary School is landlocked; additional portables cannot be added to the school's property;
- Some parents from the Cedarview Middle School community suggested changes to the District's student transfer policy; staff carefully reviewed the suggestion and determined that a change would not be necessary;
- Staff previously considered the use of a "holding school site" to assist in easing population pressures at Longfields-Davidson SS however, in the absence of a commitment of Ministry funding for a new school site, this option would not be a reasonable solution;
- Staff have been in continuous contact with Ministry staff regarding capital project submissions. The District has a strong business case for a new school site in the Riverside South area. A new secondary school in Riverside South would alleviate some school population

pressures in the Barrhaven area. Staff has not received information with regard to the timing of announcements related to Ministry funding for capital projects;

- Staff continues to encourage the Ministry to prioritize multi-year capital planning;
- Trustees encouraged advocacy for a new school site, noting that it may be helpful for parents to send letters of support to their local members of provincial parliament;
- If funding was received for a new school site in Riverside South, it would likely take three to four years until the school was operational; and
- The number of special education students at Longfields-Davidson Heights SS fluctuates from year to year.

An amendment moved by Trustee Scott,

THAT “followed by grades 9 to 12 at Longfields Davidson Heights SS” be added to Part B to follow “September 2020.”

Carried, friendly

Moved by Trustee Blackburn,

- A. THAT the Chapman Mills PS JK-grade 6 attendance boundary area be redirected to Longfields-Davidson Heights SS for grade 7-12 on a phased basis commencing with grades 7 and 9 in September 2020, followed by grades 7,8,9 and 10 in 2021 until full phase-in of grade 7-12 enrolment by 2023 subject to Recommendations B and C to Report 19-125;**
- B. THAT the current (2019-2020) graduating Chapman Mills PS area grade 6 students be provided with a one-time option to attend Cedarview MS for September 2020, followed by grades 9 to 12 at Longfields-Davidson Heights SS, and further subject to the sibling provisions outlined in Recommendation C to Report 19-125;**
- C. THAT the current (2019-2020) Chapman Mills PS area grade 6 students, attending Chapman Mills PS and Chapman Mills PS area grade 7-8 students attending Cedarview MS may attend John McCrae SS for grade 9-12 if they have an older sibling currently (2019-2020) attending John McCrae SS in Grades 9-11; and**
- D. THAT the intermediate and secondary school attendance boundary for the Chapman Mills PS area be approved as outlined in Appendix C to Report 19-125. (Attached as Appendix B)**

Carried

6.3 Notice of Motion re Presentation of the Final Rideau-Gloucester Transition Monitoring Report, Trustee Schwartz

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

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 the Committee of the Whole, at its meeting on 19 November 2019, defeated a motion to reduce the number of transition monitoring reports and, during the debate, made a number of suggestions with respect to the content and timing of the final report;

WHEREAS the purpose of the transition monitoring reports is to ensure ongoing monitoring of student achievement and well-being during the transition process, and to inform future amalgamation decisions;

THEREFORE BE IT RESOLVED

- A. THAT the date for the presentation of the final Rideau-Gloucester Transition Monitoring Report be delayed until the Fall of 2020 so that current year EQAO data can be included in the final analysis; and
- B. THAT staff consult with the school council at Gloucester High School to discuss the feasibility, usefulness, and relevance of the data to be collected and reported on in the final report.

In introducing the motion, Trustee Schwartz noted that the Board recently discussed the final Rideau-Gloucester transition monitoring report in response to a defeated motion by Trustee Blackburn. She added that the proposed motion is supported by the Gloucester High School Council and will ensure that the final report provides meaningful information to the school community. In response to a query, Trustee Schwartz clarified that the final report would not include new data sets but would present data trends.

An amendment moved by Trustee Scott,

THAT “hold a meeting” replace “consult” in Part B.

In introducing the amendment, Trustee Scott expressed concern with the ambiguity of the word “consult.”

A sub-amendment moved by Trustee Ellis,

THAT “at least” be inserted to follow “hold” in Part B.

Speaking against the sub-amendment, Trustee Schwartz noted that the intent of the motion is to ensure that at least one meeting is held with school council at Gloucester High School. She commented that the school community is not inclined to continue to discuss the amalgamation at length.

In wrap-up, Trustee Ellis highlighted that although the school council may not request more than one meeting, the proposed sub-amendment clarifies that the school council is not limited to only one meeting with staff.

A sub-amendment moved by Trustee Ellis,

THAT “at least” be inserted to follow “hold” in Part B.

Defeated

Director Williams-Taylor advised that it is staff's practice to remain responsive to the school community. If the school council should request further input from staff with regard to the final monitoring report, staff would engage with the school community to ensure a thorough data collection.

An amendment moved by Trustee Scott,

THAT “hold a meeting” replace “consult” in Part B.

Carried, friendly

In response to a trustee query, Executive Officer Giroux noted that it is unlikely staff could present conclusive data with regard to EQAO test results and the student transition.

An amendment moved by Trustee Hough,

THAT “the original report elements to be included in the final report” replace “data to be included and reported on in the final report” in Part B.

In response to trustee queries, Executive Officer Giroux noted that staff will be gathering feedback to ensure the final monitoring report is meaningful to the school community. Staff is amenable to changing the presentation of the final report.

An amendment moved by Trustee Hough,

THAT “the original report elements to be included in the final report” replace “data to be included and reported on in the final report” in Part B.

Carried, friendly

Trustee Ellis expressed concern with regard to the language included in the amended motion and noted that he may introduce a further amendment at the upcoming Board meeting.

In wrap up, Trustee Schwartz reiterated that the motion has received full support from the Gloucester High School Council. She added that the council is seeking to ensure that the final report reflects school experiences and highlights areas in need of continued focus.

Moved by Trustee Schwartz,

- A. THAT the date for the presentation of the final Rideau-Gloucester Transition Monitoring Report be delayed until the Fall of 2020 so that current year EQAO data can be included in the final analysis; and**
- B. THAT staff hold a meeting with the school council at Gloucester High School to discuss the feasibility, usefulness, and relevance of the original report elements to be included in the final report.**

Carried

7. Report from Statutory and Other Committees

7.1 Special Education Advisory Committee Report, 13 November 2019

Moved by Trustee Lyra Evans,

THAT the Special Education Advisory Committee Report dated 13 November 2019 be received.

Carried

7.2 Parent Involvement Committee Report, 20 November 2019

Moved by Trustee Hough,

THAT the Parent Involvement Committee Report dated 20 November 2019 be received.

Carried

7.3 Indigenous Education Advisory Council Report, 14 November 2019

Moved by Trustee Hough,

THAT the Indigenous Education Advisory Council Report dated 14 November 2019 be received.

Carried

7.4 Audit Committee Report, 25 November 2019

Moved by Trustee Fisher,

THAT the Audit Committee Report dated 25 November 2019 be received.

Carried

8. Matters for Discussion:

8.1 Report 19-123, Annual Student Achievement Report (ASAR) 2018-2019

Your Committee had before it Report 19-123 providing the Board with an overview of District student achievement data for the 2018-2019 school year.

Director Williams-Taylor advised that the Annual Student Achievement Report (ASAR) has been streamlined pertaining to patterns and trends. She added that the following year's ASAR will incorporate an analysis of demographic data.

Manager Orcheski provided an overview of the ASAR. She noted that the ASAR identifies opportunities for growth and areas of concern.

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

- Previous ASAR reports are posted electronically to the District website;
- Trustee Ellis commented that it would be helpful to know which schools are performing substantially below or above average. He expressed support for the development of a local strategy directed at schools with the greatest achievement gaps. Director Williams-Taylor noted that, at a recent Academic Council meeting, staff carefully reviewed achievement results at each school in the District in an effort to determine where instruction is having the greatest impact. She added that superintendents will be gathering further information in determining where to direct further supports/resources;
- Data analysis has reinforced that student attitudes and perceptions towards mathematics are intricately connected to their achievement outcomes;
- Credit accumulation graphics illustrate pass rates/graduation rates of students in all courses at all skill levels;
- Students in locally developed courses may have special education needs; students generally transition directly to the workplace and/or apprenticeships after graduation;

- Staff are continuing to develop strategies to close achievement gaps after grade 3 where many students begin to experience difficulties in math. Provincially, many students are struggling with changes in the curriculum between grades 3 and 4. Staff is anticipating the introduction of a revised math curriculum prior the end of the current school year;
- Staff tracks cohort graduation rates over five years, taking into consideration that some students require an additional school year to accumulate all required credits;
- With regard to the grade 9 report card data, lower achievement is reflected in math, english, and science. Higher achievement patterns are reflected in the subjects of French and careers;
- Secondary school principals remain in continuous contact with feeder schools to better understand what types of student needs exist in school communities;
- Report card data provides a more fulsome outlook with regard to student performance. EQAO data can vary from report card data as some students struggle with standardized testing;
- Staff is currently analyzing trends resulting from EQAO assessment data to recognize strands where students had more difficulty;
- The academic performance of a small number of students can result in changes to patterns/trends;
- A report will be presented to the Board in February 2020 that will include engagement strategies for Indigenous students; and
- Some trustees highlighted the importance of consistent and reliable achievement data reporting and suggested that an analysis be undertaken with regard to post-secondary recruitment standards.

8.2 Report 19-113, Board Improvement Plan for Student Achievement and Well-being (BIPSAW)

Your Committee had before it Report 19-113 outlining the 2019-2020 Board Improvement Plan for Student Achievement and Well-being (BIPSAW).

Director Williams-Taylor highlighted that the strategic plan document includes a monitoring process that informs the creation of the BIPSAW in responding to areas where students are struggling.

Superintendent Towaij noted that the BIPSAW focuses on the following three goals:

- Champion high learning expectations for all students;

- Prioritize the dignity and well-being of students in inclusive and caring classrooms; and
- Build authentic engagement with and among our communities.

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

- Staff has formed a "program and learning council" comprised of 20 administrators from across the District representing all families of schools to discuss the BIPSAW, School Improvement Plan for Student Achievement & Wellness (SIPSAW), and superintendency meetings;
- The District surveyed all mathematics teachers in grade 3, 6, and 9 (applied) and received significant feedback regarding areas of greatest need. Feedback received was used to inform the creation of the BIPSAW; teachers requested more support in meeting the diverse needs of their students and assistance in using mathematics resources provided by the District;
- The BIPSAW and SIPSAW documents are interconnected and of similar design to ensure that staff and students receive timely supports when requested. The responsive nature of both documents are foundational;
- District strategies included in the BIPSAW in responding to student needs are analysed three times annually;
- A comment was made that the language used for BIPSAW goal #1 could be revised to reflect greater intent;
- Some trustees expressed that they were pleased with targets included in the BIPSAW;
- A suggestion was made that the BIPSAW should be more closely aligned with the presentation of the District budget;
- Staff consulted with other school districts across the province to ensure that the targets identified in the BIPSAW are similar to targets set by other high-performing districts;
- A key goal included in the BIPSAW is supporting schools in communicating with parents (including cohesive web text for school websites and electronically posted SIPSAW's);
- Staff reviews and analyses all prior SIPSAWs in creating the annual BIPSAW;
- The school effectiveness framework guides the creation of strategies to improve student outcomes;

- Staff recognizes that more consistent communication parents regarding the SIPSAW is required;
- Trustee Ellis requested information regarding how principals engage with school councils;
- A request was made for further information about the methodology used in developing targets for improvement;
- Trustee Scott expressed the view that setting more substantial targets may be worthwhile of consideration;
- Staff have developed an internal seven year plan to assist in the planning for annual BIPSAWs; and
- Staff have identified additional professional development days based on feedback received from teaching staff; additionally, further resources requested by teachers have been sent to schools.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

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

Erica Braunovan, Chair

**POLICY P.017.GOV****TITLE: STUDENT TRUSTEES****Date Issued: 16 April 2004****Last Revised: 26 June 2017****Authorization: Board: 13 April 2004****1.0 OBJECTIVE**

- 1.1 To provide for matters relating to Student Trustees in accordance with the *Education Act* and its regulations.
- 1.2 To establish opportunities for students to become informed and involved in Board governance.
- 1.3 To provide for the payment of honoraria for Student Trustees and resources for Student Trustees to fulfill their responsibilities.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **District** means the Ottawa-Carleton District School Board.
- 2.3 **Student Trustee** means an elected student representative to the Board.
- 2.4 **Student Presidents' Council** means the organization composed of student presidents and co-presidents from each secondary school.
- 2.5 **Student Senate** means a committee comprised of one student voting representative per secondary school (grades 10, 11 or 12) that advises Student Trustees and represents students on Board Standing and Advisory Committees.
- 2.6 **Student Trustee Candidate** means a student elected by students at their secondary school to seek election for the office of Student Trustee.

3.0 POLICY

- 3.1 Student Trustees are elected student representatives responsible for promoting and advancing the interests of pupils.
- 3.2 The Board shall have two Student Trustees.
- 3.3 The Board recognizes the value and mentorship that comes when a Student Trustee serves two consecutive terms. Whenever possible, a Student Trustee serving their first-year is encouraged

to consider seeking election for a second term of office in accordance with election directives and qualifications below.

- 3.4 A Student Trustee's term of office begins on August 1 of the year in which the student is elected and ends on July 31 of the following year.
- 3.5 Appropriate Board documents and reasonable access to the District's electronic mailing system shall be provided to Student Trustees.

4.0 SPECIFIC DIRECTIVES

Elections

- 4.1 Every Secondary school shall hold an election for the position of Student Trustee Candidate before ~~April 15~~ **February 14** in each year.
- 4.2 Where students express interest in running for Student Trustee Candidate elections, each secondary school shall directly elect one Student Trustee Candidate.
- 4.3 The District shall hold an election for the office of Student Trustee no later than ~~April 30~~ **the last day of February** in each year.
- 4.4 Student Trustees shall be elected from the list of Student Trustee Candidates. The elections shall be done indirectly by a plurality of votes of the combined-incumbent Student Senate and the incumbent Student Presidents' Council. Each member of the Student Senate shall be entitled to one vote. Each secondary school's delegation of presidents shall be entitled to one vote.
- 4.5 As per the Board's by-laws, in the event of a tie vote, a second ballot shall be held between or amongst the members involved in the tie, to break the tie. If a vote results again in a tie, the members involved shall draw cards to determine the results, using Bridge Convention to determine ranking of cards.
- 4.6 Should a Student Trustee be unable to complete the term, the Board will determine whether the vacancy should be filled and the Student Senate and Student Presidents' Council shall jointly elect a replacement through a by-election from the list of elected Student Trustee Candidates.

Qualifications

- 4.7 A Student Trustee must be elected from the list of Student Trustee Candidates.
- 4.8 A Student Trustee must be a full-time pupil of the District in the senior division.
- 4.9 A Student Trustee may not be serving a sentence of imprisonment in a penal or correctional institution.
- 4.10 A Student Trustee will be disqualified if the student is absent without approval of the Board from three consecutive regular Board meetings which s/he has been designated to attend.
- 4.11 A Student Trustee who ceases to be qualified to act as a Student Trustee shall resign from the position. If a Student Trustee fails to resign for disqualification purposes, the Student Trustee shall be removed from office by the Director of Education or Designate.

- 4.12 If a Student Trustee wishes to resign, the student must notify the Board Chair and the chair of the Student Senate in writing, preferably 30 days in advance. Such a letter will be deemed to be a resignation.

Meetings of the Board

- 4.13 A Student Trustee shall have the same opportunities as a member of the Board for participation at meetings of the Board, including Committee of the Whole and Committee of the Whole – in camera, with the exception of a meeting that is closed to the public where the subject matter under consideration involves 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 District, or a pupil or his or her parent or guardian (clause 207 (2) (b) of the *Education Act*).*
- 4.14 A Student Trustee may speak to any matter before the Board, in accordance with the Board Governance Bylaws. Such participation shall provide for a student perspective to be heard at the table, and for feedback to students regarding Board discussions and Board decisions.
- 4.15 When representing the views of the majority of the members of the Student Senate, the Student Trustee shall so indicate.
- 4.16 A Student Trustee is able to attend a standing or advisory committee meeting of the Board. However, a Student Trustee shall not replace the role of the Student Senate members appointed in accordance with P.010.GOV: Community Involvement on Board Standing Committees.
- 4.17 A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.
- 4.18 A Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board, and if no member of the Board moves the suggested motion, the record shall show the suggested motion.
- 4.19 Student Trustees may indicate during Board debate or at the conclusion of debate prior to wrap-up their views on a motion under consideration and may request that their views be recorded in the minutes of the Board meeting.
- 4.20 A Student Trustee is entitled to require that a matter before the Board be put to a recorded vote, and in that case there shall be:
- a) a recorded non-binding vote that includes the Student Trustee's vote; and
 - b) a recorded binding vote that does not include the Student Trustee's vote.

Resources and Training, Honorarium, and Reimbursement of Expenses

- 4.21 A Student Trustee shall have the same status as a Board member with respect to access to Board resources and opportunities for training.
- 4.22 A Student Trustee shall receive the maximum honoraria prescribed in the *Education Act* and/or regulations issued thereunder. The honorarium may be paid as a scholarship upon conclusion of the term.
- 4.23 The honoraria shall be prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.

- 4.24 The District shall reimburse Student Trustees for reasonable out-of-pocket expenses in accordance with Board member policy and procedures.
- 4.25 Student Trustees shall conform to the Code of Conduct required of Board members.
- 4.26 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.
- 4.27 The Student Senate shall advise the Board as soon as possible following an election or by-election of the names of the Student Trustees elected and the District shall provide the Ministry with such names, not later than 30 days after the date of the election or by-election.

5.0 REFERENCE DOCUMENTS

The *Education Act*, § 55; 191.2 and *Education Act* Regulations 7/07 **and 354/18**

Board By-Laws and Standing Rules

Board Policy P.004.GOV: Board Member Honoraria

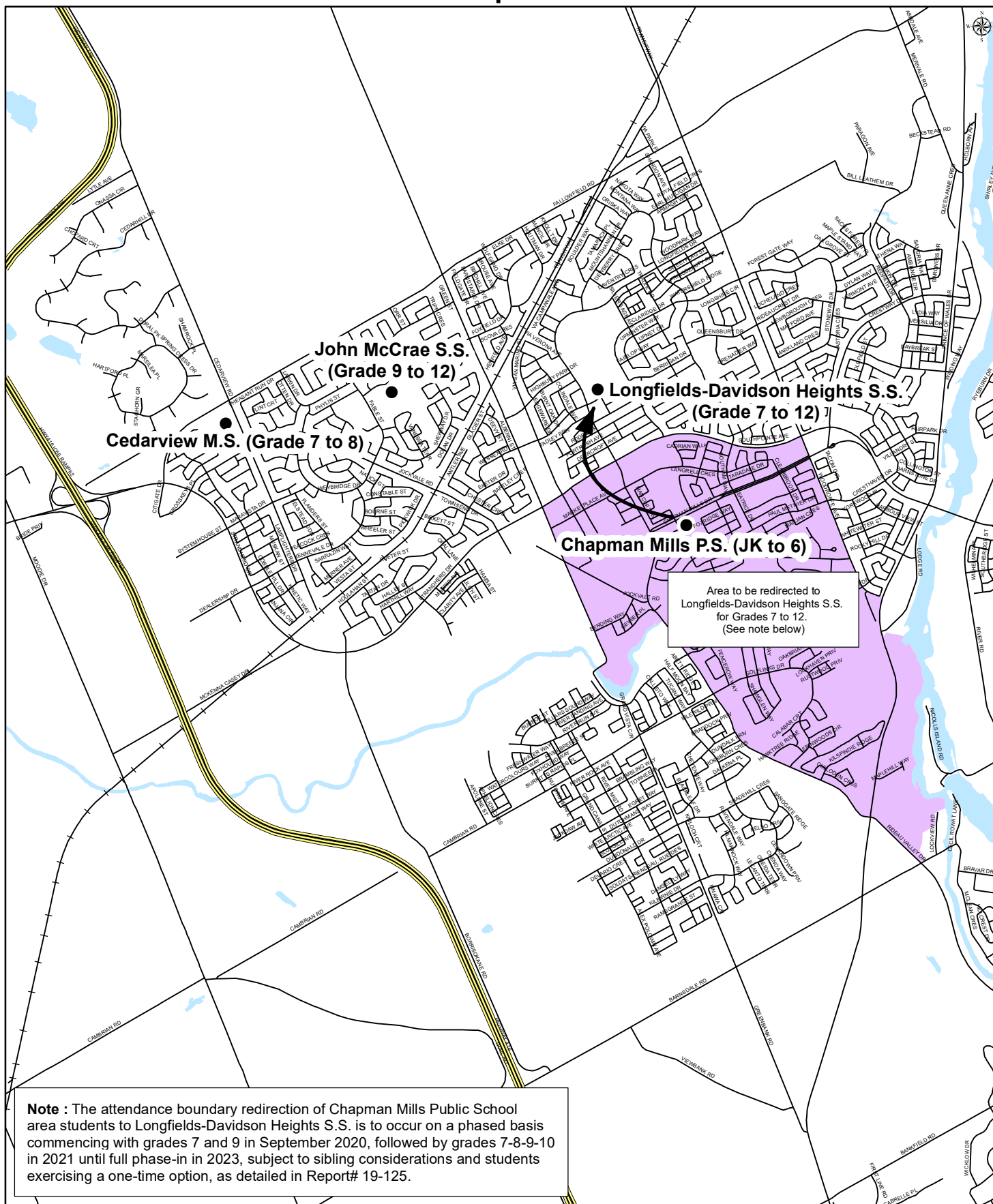
Board Policy P.010.GOV: Community Involvement on Board Standing Committees

Board Policy P.039.FIN: Travel, Meal and Mileage Claims

Board Policy P.113.GOV: Student Senate

Board Procedure PR.503.GOV: Trustee Expenses for Professional Development, Constituency Communications and Support Services

Recommended Chapman Mills P.S. Area Intermediate and Secondary Attendance Boundary Redirection Effective September 2020





BOARD
Report No.19-131

17 December 2019

Trustee Resignation and Appointment Process, Zone 10

Key Contact: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michele Giroux, Executive Officer, Corporate Services,
(613-596-8211 ext. 8310)

PURPOSE:

1. To accept the resignation of Trustee Erica Brauovan, effective 31 December 2019, and to seek approval for the candidate selection process to fill the vacancy of Trustee Zone 10 (Somerset/Kitchissippi).

CONTEXT:

2. On 4 December 2019, Trustee Erica Braunovan served notice of her intent to tender her resignation, effective 31 December 2019, from the position of trustee for Zone 10 (Somerset/Kitchissippi) of the Ottawa-Carleton District School Board. A copy of her resignation letter is attached as Appendix A.

At the Board meeting of 17 December 2019, the Board will be asked to accept Trustee Braunovan's resignation in accordance with Policy P.050.GOV, and to establish the process for filling the vacancy. A copy of the policy is attached as Appendix B.

KEY CONSIDERATIONS:

3. **Legislative and Policy Requirements**
Under Section 221 of the *Education Act* the Board has ninety days to appoint a new trustee to the office. Based on a resignation effective 31 December 2019, the appointment must be made by 30 March 2020.

The Board's policy provides for the vacancy to be filled by appointment. Should a by-election be contemplated by the Board, an amendment to, or waiving the current policy would be required. The cost of a by-election would have to be funded by the Board and is determined by the City of Ottawa. The appointment process outlined in this report is based on the Board's policy and the process followed for vacancies in 2008 and 2012.

Since the creation of the school district, the Ottawa-Carleton District School Board has had four trustee resignations within a term of office, and the process for appointments has been conducted in public since 2006. Applications were invited from interested candidates, qualifications confirmed, and candidates were interviewed in a public meeting of the Board. The final decision was made by secret ballot at the end of the public Board meeting.

4. **Qualification of Applicants**

To be qualified an applicant must be a Canadian Citizen, at least 18 years of age, a public school elector and resident in the City of Ottawa, and not disqualified by any other Act. Candidates are not required to reside within the electoral zone.

5. **Application Process**

Applicants will be invited to submit a letter of application on the prescribed form to a maximum of two pages, a resume, and a completed Declaration of Qualification, in order to be considered for the position. The residency and school support status of each applicant will be confirmed upon receipt of the application. Those candidates whose qualifications cannot be confirmed prior to the application deadline will be disqualified. A notation will be included on the application form stating that the application information will be a public document and posted on the Board's website. Every effort will be made to contact the candidates who ran in the previous election for Trustee Zone 10. The application deadline will be 31 January 2020 at noon.

Trustee Braunovan had 3 opponents in the 2018 municipal election. The distribution of votes in the election was as follows:

<u>Candidate</u>	<u>Votes</u>	<u>Percentage</u>
Erica Braunovan	11,935	72.86
Wesley Campbell	1,620	9.89
David Thomas Humphries	1,582	9.66
Justin W. Laku	1,243	7.59

All qualified candidates will be interviewed by the Board at a public meeting of the Committee of the Whole (COW). Staff will contact the candidates and arrange for an interview time. Copies of applications/resumes received as a result of the advertisement will be sent to members of the Board in advance of the meeting/interviews.

6. **Scheduling of Interviews**

The interviews will be tentatively scheduled for a special Committee of the Whole, Public meeting on 11 February 2020, subject to the number of applicants. If a special meeting is not required, interviews will be scheduled for the regular meeting of Committee of the Whole on 18 February 2020. Candidates will be sequestered in another room until their turn during the interviews. During the interviews, candidates will not use electronic communicating devices, including but not limited to cell phones. The process for conducting the interviews and selecting the candidate is outlined in detail in Appendix G. The confirmation of the appointment and swearing in of the individual will take place during the regular meeting of the Board on 25 February 2020.

Alternatively, a Special Board meeting could be scheduled for 18 February 2020, where the selected candidate would be confirmed and sworn in, thereby permitting their full participation at the 25 February 2020 Board meeting.

RESOURCE IMPLICATIONS:

7. The cost of filling the vacancy for Trustee Zone 10 will be managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

8. The focus of consultation on this process will be on building awareness about the vacancy. That will be done through advertisements, media releases, notices on the District's website, and communication with the Board's advisory committees, OCASC, school councils, and community agencies.

Posting of the notice of the trustee vacancy, following the Board's approval of the process, will include advertisements in the Ottawa Citizen, a public service announcement to all media, notice on the District's website, and notice of the vacancy via electronic mail to the Board's advisory committees, school councils, Ottawa-Carleton Assembly of School Councils (OCASC), and community associations within Zone 10.

STRATEGIC LINKS:

9. Conducting an open and transparent appointment process for Trustee Zone 10 is consistent with the Culture of Social Responsibility objective of the 2019-2023 Strategic Plan.

RECOMMENDATION:

- A. THAT the Board accept, with regret and appreciation for her years of dedicated service, the resignation of Erica Braunovan, Trustee Zone 10, Somerset/Kitchissippi, effective 31 December 2019; and
- B. THAT the Board proceed with the appointment process to fill the vacancy for the position of Trustee, Zone 10 as outlined in Report 19-131, Trustee Resignation and Appointment Process, Zone 10.

Michele Giroux
Executive Officer, Corporate Services

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

APPENDICES

Appendix A	Letter of Resignation from Erica Braunovan, Trustee Zone 10
Appendix B:	Policy P.050.GOV Board Member Removal/Resignation from Office
Appendix C:	Declaration of Office/Oath of Allegiance and Declaration of Qualification
Appendix D:	Call for Applications
Appendix E:	Notice of Application Form
Appendix F:	Candidate Frequently Asked Questions
Appendix G:	Guidelines for the Meeting to Appoint a Trustee to Zone 10

4 December 2019

Dear Chair Scott

Please be advised of my intention to resign my seat as the OCDSB Trustee for Zone 10, effective December 31, 2019. It has been an honour and a pleasure to serve my community in this capacity. I will bring forward a motion to the December 17th, 2019 Board meeting to this effect.

Thank you

Erica

Erica Braunovan
OCDSB Trustee Zone 10
613-858-2275



POLICY P.050.GOV**TITLE: BOARD MEMBER REMOVAL/RESIGNATION FROM OFFICE**

Date issued: August 1998
Revised: 28 August 2012
Authorization: Board: 25 June 1998

1.0 OBJECTIVE

To provide for the removal or resignation of a Board member, and for the replacement of a member to fulfill an unexpired term.

2.0 POLICY**2.1 Resignation of a Member**

- a) With the consent of the majority of the members at a meeting entered in the minutes, a member of the Board may resign, but must not vote on the resignation.
- b) A member may not resign if the resignation will reduce the members of the Board to less than a quorum.
- c) Notwithstanding the foregoing, if it is necessary for a member of the Board to resign to become a candidate for another office, the member may resign. The resignation must be filed with the Director of Education/Secretary of the Board and include a statement that the member is becoming a candidate for another office. The resignation will become effective on 30 November after it is filed, or the day preceding the day when the other term of office commences, whichever is earlier.

2.2 Removal of a Member from Office

- a) A person's membership on the Board will cease and his or her seat will become vacant if the member:
 - (i) is convicted of an indictable offence;
 - (ii) is absent from three consecutive regular meetings of the Board, without authorization by a resolution entered in the minutes;
 - (iii) becomes disqualified under subsection 219 (4) of the *Education Act* which precludes a person from being qualified if the person is an employee or spouse of an employee of the Board, the clerk, treasurer, deputy clerk or deputy treasurer of a county or municipality or regional municipality within

- the Board's jurisdiction, a member of the provincial Legislative Assembly, the Senate, or the House of Commons;
- (iv) ceases to hold the qualifications required to act as a member of the Board; and
- (v) fails to meet the requirements of the *Education Act*, s. 229, which includes stipulations that:
 - (A) a member must be physically present in the meeting room of the Board for at least three regular meetings of the Board in each twelve-month period, beginning 1 December; and
 - (B) a member elected or appointed to fill a vacancy ending on the following November 30 must be physically present in the meeting room of the Board at least once in each period of four full calendar months that occurs during the period beginning with the election or appointment and ending on the following November 30.
- b) Notwithstanding 2.2 (a) (i) above, where a member of the Board is convicted of an indictable offence, the vacancy will not be filled until the time for an appeal has elapsed, or until the final ruling on any appeal has been determined. If the conviction is set aside, the seat will be considered not to have been vacated.

2.3 Unexpired Term Fulfillment

- a) Where a vacancy on the Board occurs:
 - (i) within one month before the next election, it will not be filled; or
 - (ii) after an election, but before the new Board is organized, it will be filled immediately after the new Board is organized as outlined in 2.3 (b) below.
- b) For all other vacancies, provided there is still quorum, a qualified person shall be appointed to fill the vacancy for the remainder of the term within 90 days after the vacancy occurs.
- c) While under subsection 221 (2) of the *Education Act* the Board may hold an election in accordance with the *Municipal Elections Act* to fill a vacancy which occurs in a non-election year or on or before 1 April of an election year, as a matter of policy, the Board will not take this optional action, and vacancies will be filled in accordance with 2.3 (b) above.
- d) To assist in making appointments under 2.3 (b), the Director of Education/ Secretary of the Board or designate shall provide trustees with the names and standing in the polls of the candidates who ran unsuccessfully in the previous election. **Note:** The Board may also advertise for interested applicants.
- e) If there is more than one nominee, the vacancy shall be filled by the person who receives more than one-half of the votes. Where there are more than two nominees and no majority vote, the person with the fewest votes shall be dropped from the next ballot, and so on until one of the nominees receives a majority.

- f) In the case of a tie, the vacancy shall be filled by lot as follows: the names of the nominees will be entered on identical pieces of paper, placed in a box, and drawn by the Secretary or designate.

3.0 REFERENCE DOCUMENTS

The Education Act, as amended, s. 220, 221, 228

Municipal Elections Act, 1996

Board Bylaws and Standing Rules



Appendix C
Report 19-131

Declaration of Office

I, _____, do solemnly declare that:

I am not disqualified under any Act from being a member of the Ottawa-Carleton District School Board.

I will truly, faithfully, impartially and to the best of my ability execute the office of board member, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said office, and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the *Municipal Conflict of Interest Act*.

Declared before me at the City of Ottawa, in the Province of Ontario, this 25th day of February 2020.

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

Board Member

Oath of Allegiance

I, _____, affirm that I will be faithful and bear true allegiance to Her Majesty, Queen Elizabeth II.

Affirmed before me at the City of Ottawa, in the Province of Ontario, this 25th day of February 2020.

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

Board Member

Call for Applications — Trustee Zone 10 (Somerset/Kitchissippi)

The Ottawa-Carleton District School Board invites eligible candidates for the position of Public School Trustee to represent Zone 10 (Somerset/Kitchissippi) in the city of Ottawa.

In order to be eligible, candidates must be:

- at least 18 years of age
- a Canadian citizen
- a resident in the city of Ottawa
- a designated public school (English) elector
- not disqualified by any legislation from holding the office of trustee

Candidates are asked to apply in writing to:

Michèle Giroux, Executive Officer, Corporate Services
Ottawa-Carleton District School Board
133 Greenbank Road, Ottawa, ON K2H 6L3

Signed applications must be received no later than 12 noon on Friday, 31 January 2020.

To be considered for the position all applications must include:

- a completed Notice of Application form*
- a résumé
- a signed Declaration of Qualification for the office of trustee*

*Forms and related information are available on our website at www.ocdsb.ca.

Please note that applicants who do not meet the qualifications by the deadline will be disqualified.

All qualified candidates will be invited to make a five-minute presentation to the Board at a Committee of the Whole public meeting on Tuesday, 11 February or Tuesday, 18 February. The successful candidate will be sworn in at the Board's regular meeting scheduled for Tuesday, 25 February 2020. The successful candidate will serve until the end of the current term — 14 November 2022.

If you would like further information, please contact Michèle Giroux at 613-596-8211, ext. 8607 or by e-mail at michele.giroux@ocdsb.ca.

Lynn Scott
Chair of the Board

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



Appendix E
Report 19-131

NOTICE OF APPLICATION FORM

Contact Information

Name:	
Address:	
Home Phone No.:	
Business Phone No.:	
Cell Phone No.	
Email Address:	

Consent to Release Information

The attached Notice of Application Form will be posted on the OCDSB website.

However, we will not release contact information for candidates without authorization. Please check below if you consent to releasing the following information to the public:

Name:
Address:
Home Phone No.:
Business No.:
Cellular No.:
E-mail address:

I, _____, hereby consent to the release of the
contact information noted above.

Candidate Signature



NOTICE OF APPLICATION FORM

OFFICE OF PUBLIC SCHOOL TRUSTEE ZONE 10 (Somerset/Kitchissippi)

Name of Applicant:

APPLICANT INTEREST

Please explain why you feel you should be the successful candidate for the position of Trustee, Zone 10 (maximum 1000 words). Outline your commitment to public education as reflected in your involvement in OCDSB public schools or its committees, including your background, qualifications, interests, experience, and experience that support your candidacy.

Personal information on this form is collected as part of the trustee application process and will be used to assist in the decision-making process to fill the vacancy for the position of Trustee, Zone 10. The Notice of Application form will be a public document and posted to the Board's website. The Ottawa-Carleton District School Board reserves the right to post all or part of the Notice of Application to the Board's website.



NOTICE OF APPLICATION FORM

Personal information on this form is collected as part of the trustee application process and will be used to assist in the decision-making process to fill the vacancy for the position of Trustee, Zone 10. The Notice of Application form will be a public document and posted to the Board's website. The Ottawa-Carleton District School Board reserves the right to post all or part of the Notice of Application to the Board's website.



Candidate Frequently Asked Questions

PUBLIC SCHOOL TRUSTEE

Q – Who can be a candidate for the position of Public School Trustee to represent Zone 10 (Somerset/Kitchissippi)?

A – Candidates for school board Trustee must be at least 18 years of age, a Canadian citizen, a resident in the city of Ottawa, a designated public school (English) elector and not disqualified by any legislation from holding the office of trustee. Candidates are not required to reside within the electoral zone Zone 10 (Somerset/Kitchissippi).

Q – What is the process for applications?

A – To be considered for the position all applications must include:

- a completed Notice of Application form to a maximum of 1000 words;
- a resume; and
- a signed Declaration of Qualification for the office of public school trustee.

Upon application, candidates will also be asked to send an electronic copy of their Notice of Application and resume to *michele.giroux@ocdsb.ca* in Word format.

Note: The information submitted by the candidate on the prescribed form will be a public document and will be posted on the Board's website upon confirmation of qualification.

Q – Where can I find a Notice of Application form?

A – A copy of the Notice of Application form is included in this package and is also available on the Board's website at www.ocdsb.ca.

Q – When is the application deadline?

A – Signed applications must be received no later than 12 noon on Friday, 31 January 2020 to the Ottawa-Carleton District School Board, 133 Greenbank Road, Ottawa, Ontario K2H 6L3. Please note that applicants who do not meet the qualifications by the deadline will be disqualified.

Q – Who is disqualified by legislation from holding the office of school board trustee?

A – A person is disqualified from holding the office if he or she is:

- an employee of the Ottawa-Carleton District School Board, unless he or she is on an unpaid leave of absence as provided for by section 219 of the *Education Act* and section 30 of the *Municipal Elections Act, 1996*
- a clerk or treasurer or deputy-clerk or deputy treasurer of the City of Ottawa, unless he or she is on an unpaid leave of absence as provided for by section 219 of the *Education Act* and section 30 of the *Municipal Elections Act, 1996*
- a member of the Assembly as provided in the *Legislative Assembly Act* or of the Senate or House of Commons of Canada
- a member of the Executive Council of Ontario of a federal Minister of the Crown
- a person who is serving a sentence of imprisonment in a penal or correctional institution
- a person who was convicted of a corrupt practice described in subsection 90(3) of the *Municipal Elections Act, 1996*, during an election that occurred less than four years prior to the date of this application
- a former electoral candidate convicted of a corrupt practice under the *Municipal Elections Act, 1996* or of an offence under the *Criminal Code (Canada)* or disqualified from being elected to or holding office by reason of any violations of the election campaign financial requirements or violations for not filing the financial statement pursuant to the *Municipal Elections Act, 1996*.

Q – How do I get the Declaration of Qualification signed?

A – The Declaration of Qualification form must be signed in the presence of a Commissioner of Oaths. A Commissioner of Oaths is any lawyer in Ontario, a notary outside of Ontario, or an individual who has been named a Commissioner by the Ontario Ministry of the Attorney General and may include a lawyer, a professional engineer or municipal Clerk or member of City Council.

Q – What is an English language public school elector?

A – For school board elections, electors are identified by a school support designation. In Ontario, everyone is an English language, public school elector, unless he or she qualifies to be otherwise (i.e. English Catholic; French Catholic; French Public) and has completed the appropriate forms. For example, if you are a designated English Catholic school supporter, you are not eligible to be a public school board trustee.

Upon receipt of your Notice of Application and Declaration of Qualification, the OCDSB will verify that you are a Public English school supporter. In the event that you are not an English language public school elector, you will be notified by the OCDSB staff and

will be DISQUALIFIED unless there is sufficient time for you to change your school support designation and notify our office prior to noon on Friday, 31 January 2020.

Q – What information will be made available publicly?

A – The names of all qualified candidates and the Notice of Application will be posted on the OCDSB website as they are received. The Declaration of Qualification and personal resumes will NOT be posted or made available publicly. Contact information for candidates will be made available ONLY with the prior signed consent of the candidate (see authorization for release of contact information).

Q – What will the appointment process be to fill the trustee vacancy?

A – All qualified candidates will be interviewed on Tuesday, 11 February 2020 or on Tuesday, 18 February 2020 at a Committee of the Whole, Public meeting, subject to the number of applicants. The date will be confirmed with each applicant following the closing date. The process will be as follows:

- Staff will contact the candidates to arrange an interview time;
- The order of interviews will be determined by draw;
- Candidates will be sequestered prior to their interview and will not be permitted to use electronic communicating devices, which may include but are not limited to cell phones, tablets or laptop computers;
- Candidates will be invited to make a maximum five-minute presentation individually to the Board of Trustees, which will be followed by a question and answer period of up to 10 minutes (for a maximum of 15 minutes per candidate);
- Candidates will be permitted to use electronic equipment to support their presentation upon advance notice up to 12:00 noon on Friday, 7 February 2020, however the distribution of additional printed materials during the interview will not be permitted;
- There shall be no candidate nomination material in the meeting (other than the application documentation distributed to members of the Board for the meeting);
- Candidates will be permitted to attend the public meeting following their interview;
- At the conclusion of all interviews, there will be a brief recess and then the full slate of candidates will be nominated and duly seconded;
- An election will be held by secret ballot in accordance with the process for elections outlined in the Board's By-laws. The Chair will disclose the result, but not declare the count.

Q – When will the appointed individual take office?

A – The successful candidate will be sworn in at the Board's regular meeting scheduled for Tuesday, 25 February 2020 for a term ending November 14, 2022.

Q - What can I expect to be paid as a Public School Trustee?

A - Ottawa-Carleton District School Board Trustees are currently paid \$16,436.33 per year. For this year, the salary of the successful candidate would be prorated.

Q – Where can I get more information on the role of a school board trustee?

A – General information about the school district and the responsibilities of a school board trustee are available on our website. The OCDSB has prepared a comprehensive Candidate Information Package. Copies of this package may be picked up from the Ottawa-Carleton District School Board Administration Building at 133 Greenbank Road during regular business hours through the Executive Officer, Corporate Services or the Board Services Division.

Need more information?

Contact Michèle Giroux, Executive Officer, Corporate Services at (613) 596-8211, extension 8607, or at *michele.giroux@ocdsb.ca*.



Appendix G, Report 19-131

Guidelines for a Meeting to Appoint a Trustee to Zone 10

Guidelines for Candidates

1. The order of the candidate presentations will be determined by a draw of all candidate names. A copy of the interview schedule will be provided to all candidates.
2. Each candidate will have 5 minutes to make a presentation to the Board about why he/she is the right candidate to fill the trustee vacancy.
3. Candidates are asked to arrive 30 minutes prior to his/her scheduled interview time. Upon arrival, please go to the Trustees' Committee Room.
4. Candidates shall refrain from using electronic communication devices prior to or during the meeting.
5. Candidates will not be permitted in the Boardroom during the meeting until they have been invited for their interview. After his/her interview, a candidate may remain in the Boardroom for the duration of the meeting.
6. Candidates may use electronic media for their presentation. If a candidate wishes to do so they must advise Board Services (Nicole Guthrie at (613)596-8211 ext. 8643) prior to 12:00 noon on Monday, 10 February 2020.
7. Candidates may not distribute written material at the meeting. All trustees have received a copy of each candidate's application and resume.

Guidelines for the Meeting

1. The agenda will list the candidates in the order of the interview schedule.
2. Each candidate will be invited to make a five minute presentation. Following the presentation, the Committee will have a maximum of ten minutes to ask questions of the candidate. In the interest of time and procedural fairness, the following process is recommended for handling questions:
 - The speaking order for questions will be done by rotation based on electoral zone. At the start of the first question period, the Committee Chair will draw an electoral zone number and that trustee will be invited to ask the first question. For example, for the first candidate, if the Chair draws Zone 6, the Trustee for Zone 6 will be invited to ask the first question, followed by the Trustee for Zone 7 and that order will continue



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until the 10 minute question period has elapsed. The rotation will resume from where it left off for the second candidate (if the last Trustee to ask a question of the first candidate was the Trustee for Zone 8 then the Trustee for Zone 9 will be the first to ask a question of the second candidate).

- Student Trustees will be able to ask questions and therefore will be included in the question rotation at the end of the elected trustees.
3. The purpose of the question period is to seek clarification of the candidate's application and experience and his or her understanding of the roles and responsibilities of a trustee. Questions should be concise and reasonable in terms of complexity and ease of response. The question period is not intended to engage candidates in debate.
 4. As a general guideline, questions should take no longer than one minute to ask and no more than two minutes for response.
 5. A trustee may, on his or her turn, ask each candidate the same (or a different) question. It is understood that all candidates may not be asked all of the same questions.
 6. All candidates must be afforded a maximum of 10 minutes for the question and answer period, but this period may be less than 10 minutes if there are no further questions of the candidate.
 7. Once all of the candidates have been interviewed, the Board will take a brief recess. When the meeting reconvenes the Director of Education and Secretary of the Board will appoint two election assistants to distribute ballots, tally the results and report the name of the successful candidate to the Director of Education who shall advise the Chair. To begin the process the full slate of trustee candidates will be nominated and duly seconded.
 8. Trustees will then vote by secret ballot (candidate's names will be last name, first name and in alphabetical order).
 9. To be elected a candidate must receive a majority of valid votes cast.
 10. If after the first ballot, no candidate receives a clear majority then a second ballot shall be held.
 11. If no candidate receives a clear majority on the second ballot, the name(s) of the person(s) receiving the fewest votes shall be dropped from the next ballot



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and the members shall vote again on the remaining candidates (this continues until one candidate receives a majority vote).

12. Where it is necessary to break a tie vote, a second ballot shall be held between or amongst the candidates involved in the tie.
13. If a vote to break a tie results in a tie again, the candidates involved shall draw cards to determine the results, using the bridge convention to determine ranking of cards. Ace is high with card suit in the following order of priority; spade, heart, diamond and club.
14. The Chair shall announce the results of the vote for the election, but shall not declare the count.
15. At the conclusion of the election and once the successful candidate has been announced, the Chair will call for a motion to destroy the ballots.
16. The Committee of the Whole recommendation of the successful candidate will be considered by the Board during its regular meeting to be held on Tuesday, 25 February 2020. If approved, the successful candidate will be sworn in during the meeting 25 February 2020.



Memo No. 19-151

TO: Trustees
Student Trustees

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

DATE: 17 December 2019

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

During discussion of the motion to approve the draft Policy P.141.GOV Integrity Commissioner at the 26 November 2019 Board meeting, the mover referred the motion to staff to revisit the wording of the proposed amendments for presentation to Board at the earliest opportunity:

With regard to the proposal to include a reference to student trustees in the definitions, it was suggested that the definition of “Board Member” and “Trustee” be clarified and that a new section 2.5 be added as follows:

- 2.1 ***Board means the Board of Trustees of the Ottawa-Carleton District School Board.***
- 2.2 ***Board Member means a member of the Board elected or appointed in accordance with the Municipal Elections Act and the Education Act.***
- 2.5 ***Trustee means a member of the Board elected or appointed in accordance with the Municipal Elections Act, and includes student trustees.***

At the time the motion was referred to staff, Trustee Campbell was considering an amendment to section 3.6 to permit the Integrity Commissioner to provide general information, briefings or training under provincial and/or federal legislation, regulations or guidelines rather than listing specific legislation where the Integrity Commissioner does not have jurisdiction. To address this concern, staff recommends that the following section be added as a new section 3.5 under “Role of the Integrity Commissioner”:

- 3.5 ***The Integrity Commissioner may provide general information, briefings or training to Board members about their duties and obligations under***

provincial and/or federal legislation, regulations or guidelines, including but not limited to the following:

- a) Education Act;**
- b) Municipal Elections Act;**
- c) Municipal Conflict of Interest Act;**
- d) Ontario Human Right Code;**
- e) Criminal Code of Canada;**
- f) Municipal Freedom of Information and Protection of Privacy Act;**
- g) Occupational Health and Safety Act;**
- h) Ombudsman Act; and**
- i) Student Trustees Attendance and Conflict of Interest Guidelines, Education Act, 2007**

Staff also recommends the following changes:

- i. Move the existing section 3.5 to become a new section 3.6 under Role of the Integrity Commissioner, viz:
 - 3.6 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently;
- ii. Delete the Heading: “~~Jurisdiction of the Integrity Commissioner~~” and delete the existing 3.6, viz:
 - ~~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 Act; or~~
 - ~~e) Staff members.~~

To align the changes with the revised definitions of “Board members” (section 2.2) and “trustees” (section 2.5), the following amendments are proposed:

- Section 3.3 - replace “Board member” with “**trustee**”;
- Section 3.4 – replace “Board member” with “**trustee**”;
- Section 3.7 – replace “Board of Trustees” with “**Board**”;
- Section 3.9 – replace “Board of trustees” with “**Board**”;
- Section 3.10 – replace “members” with “**the Board**”;
- Section 3.11 – replace members with “**members of the Board**”; and
- Section 3.12: - replace Board of Trustees” with “**Board**”.

Attach: Draft Policy P.141.GOV Integrity Commissioner

cc Senior Staff
Manager, Board Services
Corporate Records



Appendix A to Memo 19-151

POLICY P.141.GOV

TITLE: INTEGRITY COMMISSIONER

Date issued: XX December 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 member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*.
- 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.
- 2.5 **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.

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~~ **trustees** 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 **trustee**.

- 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~~ **trustees**.
- 3.5 ***The Integrity Commissioner may provide general information, briefings or training to Board members about their duties and obligations under provincial and/or federal legislation, regulations or guidelines, including but not limited to the following:***
- a) ***Education Act;***
 - b) ***Municipal Elections Act;***
 - c) ***Municipal Conflict of Interest Act;***
 - d) ***Ontario Human Right Code;***
 - e) ***Criminal Code of Canada;***
 - f) ***Municipal Freedom of Information and Protection of Privacy Act;***
 - g) ***Occupational Health and Safety Act;***
 - h) ***Ombudsman Act; and***
 - i) ***Student Trustees Attendance and Conflict of Interest Guidelines, Education Act, 2007***
- 3.6 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.

Jurisdiction of the Integrity Commissioner

~~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 **Board** 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 of the Board** 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



BOARD (PUBLIC)
Report No. 19-132

17 December 2019

Appointment of Association Representatives to the Special Education Advisory Committee

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

PURPOSE:

1. To appoint the primary and alternate representatives of Ottawa-Carleton Assembly of School Councils (OSASC) to the Special Education Advisory Committee (SEAC) for the term 17 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 OSASC (Appendix C) nominating their 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.

In November 2019, Malaka Hendela, Chair of the Ottawa-Carleton Assembly of School Councils, notified Board Services of their intent to nominate Safina Dewshi, as their representative to SEAC, and Michelle Berry as the alternate. Both Ms. Dewshi and Ms. Berry meet the eligibility requirements prescribed in PR 538.GOV Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee (Appendix B). The

nominees meet the criteria under the Regulation 464/97 and Policy P.019.GOV, Special Education Advisory Committee and are not OCDSB employees.

A copy of the biographies of Ms. Dewshi and Ms. Berry 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 these are direct appointments of the Board. SEAC Chair, Sonia Nadon-Campbell, is aware of the request for appointments by OCASC.

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.

RECOMMENDATION:

THAT Safina Dewshi, be appointed as the primary member, and Michelle Berry be appointed as the alternate member representing Ottawa-Carleton Assembly of School Councils to the Special Education Advisory Committee 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: Ottawa Carleton Assembly of School Councils Notice of Appointment



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 POLICYTerms 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

Appendix C to Report 19-132

November 19, 2019

Nomination of SEAC Appointments
for Ottawa Carleton Assembly of School Councils (OSASC)

Dear OCDSB Board Services,

At the Ottawa Carleton Assembly of School Councils (OCASC) General Assembly Meeting on October 17, 2019, the membership agreed to nominate the following individuals to represent OCASC on the OCDSB Special Education Advisory Committee.

- Safina Dewshi (Primary), OCASC Representative for the Manor Park PS School Council
- Michelle Berry (Alternate), OCASC Representative for Agincourt Road PS School Council

Safina Dewshi and Michelle Berry have the qualifications required under the Ontario Education Act:

- Canadian citizen
- Resident of the board's jurisdiction
- Public school supporter
- Not an employee of the Board

A short biography of the nominees accompanies this letter of nomination.

Thank you,

Malaka Hendela
Chair, Ottawa Carleton Assembly of School Councils