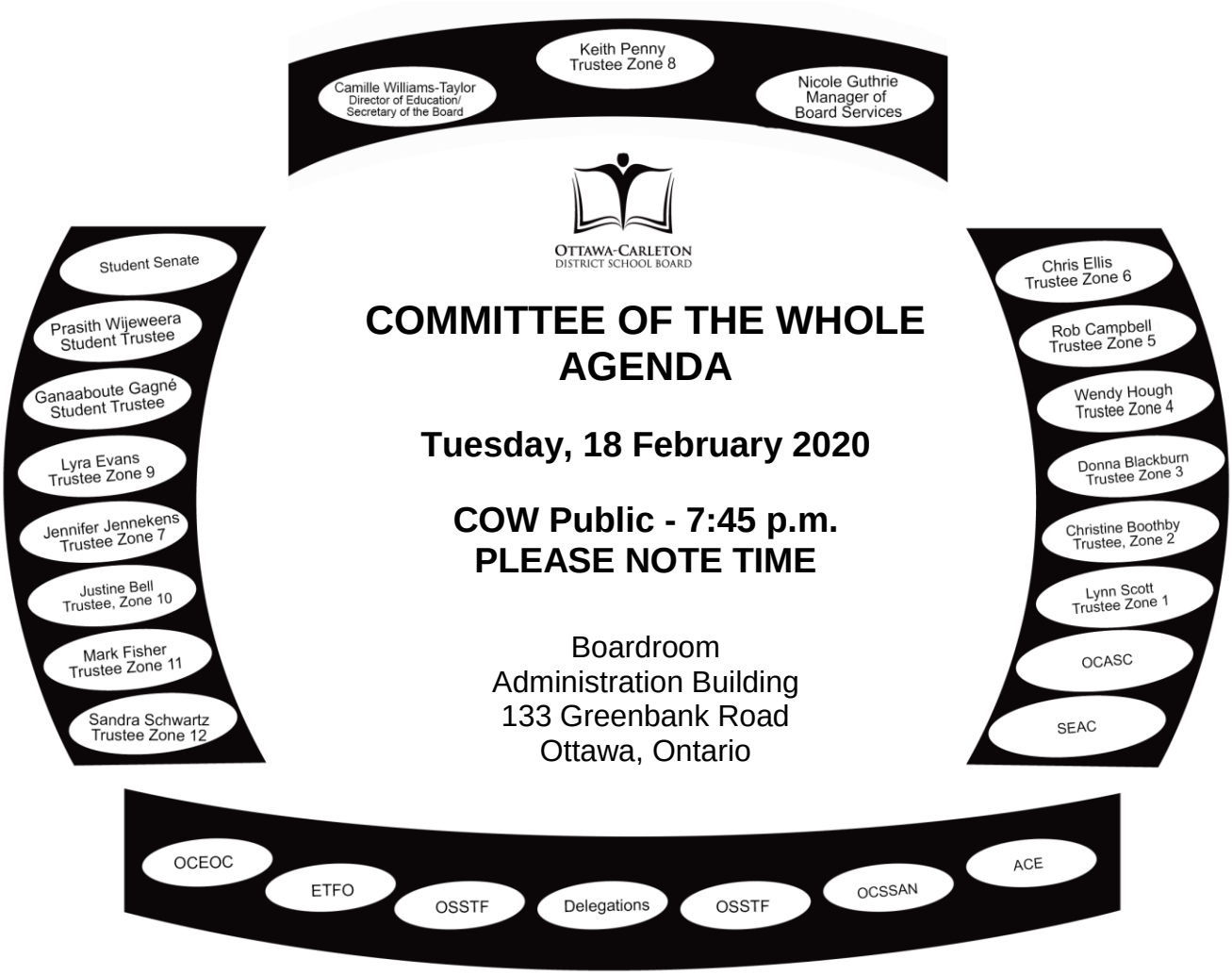


COMMITTEE OF THE WHOLE AGENDA

Tuesday, 18 February 2020

COW Public - 7:45 p.m.
PLEASE NOTE TIME

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

For further information on this agenda or how the Committee of the Whole meeting works, please contact, Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or nicole.guthrie@ocdsb.ca

COMMITTEE MEMBERS: **STAFF:**
All Trustees Camille Williams-Taylor, Director of Education and Secretary of the Board

ASSOCIATION REPRESENTATIVES (NON VOTING):
Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela
Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternate: Rob James
Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,
Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC
Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell Alternates:
Student Senate (OCSPC or STAC),
Special Education Advisory Committee (SEAC), Rob Kirwan, Alternate: Mark Wylie
Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Elaine Hayles

DISTRIBUTION:
All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or nicole.guthrie@ocdsb.ca

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."

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee 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. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or nicole.guthrie@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, February 18, 2020, 7:45 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Pages

1. Call to Order - Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair of the Board
4. Briefing from the Director
5. Delegations
   - 5.1 David Lauer, re. John Young Elementary School Accommodation Measures Consultation — 1
6. Matters for Action:
   - 6.1 Report 20-004, John Young Elementary School - Interim Accommodation Measures Study - Approval (M. Carson, ext. 8881) — 3
   - 6.2 Report 20-016, Extended Day Program Daily Fee Rate for the 2020-2021 School Year (P. Duah, ext. 8287) — 27
   - 6.3 Report 20-020, Policy P.074.IT Computer Network Security (S. Lehman, ext. 8391) — 47
   - 6.4 Report 20-022, School Year Calendar: Key Dates (N. Towaij, ext. 8573) — 63
7. Report from Statutory and Other Committees
   - 7.1 Indigenous Education Advisory Council Report, 16 January 2020 — 73
   - 7.2 Audit Committee Report, 22 January 2020 — 79
8. Matters for Discussion:
9. Information Items:
   - 9.1 Report from OPSBA (if required)

9.2 New Ministry Initiatives Update (if required)

9.3 OSTA Update (if required)

10. Long Range Agendas - February - April 2020 85

11. New Business - Information and Inquiries

12. Adjournment

Hello,

I wish to express my opposition to the staff recommendation to temporarily redirect students from John Young to Westwind out of concerns about the transparency of the process that led to it and the social impacts on the youngest students who are being forced to move twice. I believe the process was fundamentally flawed in that it was a clear example of confirmation bias, designed in such a way as to confirm a pre-existing conclusion.

The essence of confirmation bias is the tendency to interpret new evidence as confirmation of existing beliefs or theories and I believe that's what happened here. Specifically, my concern is that the board considered "the temporary redirection of year 1 kindergarten, year 2 kindergarten and grade 1 Fernbank-area students from John Young ES to Westwind PS, effective September 2020." The very wording of this makes it a binary problem, where redirection or the status quo are the only two possible outcomes. Would it not have been more appropriate to ask "what should we do about overcrowding at John Young?".

Here are some examples of how this affected the process in my view:

- The advisory committee involved participation from John Young and Westwind parent councils as well as the principals from those schools. Why not involve representation from other schools in the area, unless those options were never going to be given serious consideration? Would it not behoove the process to hear from an objective advisory council?
- How many of the members of this advisory council were parents of affected students? It seemed at the public consultation that those members who were most vocal were those who lived in John Young's "traditional" boundary and whose children were not being moved. This gave them a disproportionate amount of influence into this decision over the families who are actually affected by this. It's easy enough to support a recommendation when it involves someone else's children. It also seemed like parents in the Blackstone/Fernbank areas are being perceived as outsiders "infringing" on their neighbourhood school. It's every bit our school as it is theirs.
- The parent consultation on the matter occurred at Westwind School, not John Young. If the issue is crowding at John Young, and we were looking at options objectively, we shouldn't have had the meeting at the fancy new school where parents could fall in love with all the new facilities it offered.
- The parent consultation occurred in January when a recommendation was already on the table. Why was this meeting not held at the outset so we could suggest a range of options for staff to go and consider? It seems like the many other options were not given any serious consideration as the current consultation process was already too far along. It would not have been possible to go back to the drawing board on January 20th, so pushing this proposal through with mitigating measures was essentially the only option at that point.

The other key concern of mine is that staff failed to give meaningful consideration for the social impacts on the children, except when it aligned with the staff recommendation. The report, and indeed the process itself, treats students like numbers to be shuffled around, not vulnerable children.

At the parent consultation, I specifically asked for additional information on how school transitions affect children. At first, staff downplayed this concern outright – kids are resilient, they said – before

later conceding that changes of this magnitude are indeed difficult on children and not to be taken lightly. So which is it? When I asked them to elaborate on what information they had on social and emotional impacts of school changes on young children, they were unable to tell us about any academic research in this area. Is there information they are holding back? How is it possible that nobody could answer this question, and why was it not reflected in the report?

In fact, the only mention of social considerations relates to the importance of keeping grade 4-5-6 sports teams at John Young intact. The report failed to comment on what it will mean to make the most vulnerable young students move schools TWICE, but we gave undue weight to what it would mean if we asked senior students to break up their sports teams by starting at Glen Cairn a year or two earlier than they would otherwise have to. The fact that my concern was downplayed and is barely reflected in the report supports my concern about confirmation bias: there was a preconceived agenda to get this recommendation pushed through, because it was already too late to look at other options.

I implore the board, once again, to consider moving grade 5-6 students to Glen Cairn for the next two years or until such time as the new school is built in the Fernbank lands, by putting the necessary portables in place at Glen Cairn to alleviate the added pressure this would cause there. When the new school is ready (theoretically in two years), students from the Fernbank lands could then be redirected to the Fernbank school; grade 5-6 students at Glen Cairn would remain at Glen Cairn and students in grade 4 and younger at John Young could then stay at John Young through grade 6. This would mean the older students change schools a bit earlier than they otherwise might, but it’s a change they have to make at some point anyway. And it would allow the youngest students at John Young to remain together and change schools just once when the new school is ready. In terms of the geographical impact on families and the social impact on students' development, this would be the most reasonable, most practical, least intrusive and least disruptive option.

I also feel it’s an option that would have merited closer consideration had the process not been predesigned, intentionally or unintentionally, as to deliver the outcome it did.

Thank you to the board for your consideration.



COMMITTEE OF THE WHOLE **18 February 2020**
Report No. 20-004

John Young Elementary School – Interim Accommodation Measures Study – Approval

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

PURPOSE:

1. To seek approval of a temporary elementary school attendance boundary redirection of students residing in the Fernbank-area, west of Terry Fox Drive in Stittsville (John Young Elementary School boundary area), who will ultimately be directed to the new Fernbank elementary school upon its opening.

CONTEXT:

2. At the Board meeting of 26 November 2019, trustees approved a consultation plan and timeline for the John Young Elementary School (ES) interim accommodation measures study**.** See Appendix A – Timeline.

   The objective of the review was to alleviate growing enrolment pressures at John Young ES on a temporary basis, until a new Fernbank elementary school is open. A general location map of the area has been included**.** See Appendix B **–** General Location Map**.**

   Rising enrolment levels at John Young ES, as of the 2019-2020 school year, have resulted in an urgent need to alleviate accommodation pressures for September 2020. The total 31 October 2019 enrolment was 849 students while the school capacity is 547, resulting in a utilization of 155% and the need for 16 portables for instruction. Enrolment at John Young ES for September 2020 is projected to increase to 956 students which will not be sustainable given that the portable capacity on site is nearly maximized. The enrolment is expected to increase to 1072 in September 2021. See Appendix C – Status Quo Enrolment Projections. Much of the enrolment growth at John Young ES can be attributed to growth within the Fernbank community.

   A capital priorities business case was submitted to the Ministry on 27 September 2019, requesting funding for a new elementary school in the Fernbank area of Stittsville. This business case was ranked as the number one capital priority on the submission. Staff continues to await a response from the Ministry of Education regarding funding awards. Should the District receive confirmation of funding, staff expects that the new Fernbank elementary school could be constructed and ready to receive students by September 2022.

3. **Staff Preliminary Plan:**

The new Fernbank elementary school study to set the program, opening grade structure, and attendance boundary was approved by the Board on 24 June 2019. The approved attendance boundary area will result in significant enrolment pressures being alleviated at John Young ES in the long term. In the interim, the enrolment at John Young ES will not be sustainable for September 2020 requiring temporary measures in order to alleviate pressure.

In advance of the proposed consultative process staff proposed a preliminary plan to address these enrolment pressures as follows:

The redirection of year 1 kindergarten, year 2 kindergarten, and grade 1 students who attend John Young ES and reside in the approved new Fernbank elementary school attendance boundary area to Westwind Public School (PS) for September 2020. The redirection would continue for September 2021. Year 1 kindergarten, year 2 kindergarten, grade 1, and grade 2 students residing in the Fernbank-area would continue to attend Westwind PS during that school year.

The majority of elementary schools within the neighbouring area of John Young ES are either at or over capacity. Several of these schools are operating with portables as instructional spaces. Westwind PS, located in Stittsville, west of the John Young ES attendance boundary area is the only school nearby with available classroom space. The status quo projected enrolment for Westwind PS for September 2020 is 511 students in a school with a capacity for 628. See Appendix C – Status Quo Enrolment Projections**.** Westwind PS also has the capacity for 12 total portables on site. As a result, staff considered the school site as a possible option to manage the overcrowding at John Young ES.

The impact of redirecting year 1 kindergarten, year 2 kindergarten, and grade 1 students to Westwind PS would result in the stemming of further enrolment growth at John Young ES in the interim, and it would also serve to reduce the amount of portables required on site for September 2020. Enrolment in the interim would increase at Westwind PS, although within sustainable levels.

4. **Other Options Considered:**

Staff examined other options to alleviate enrolment pressures at John Young ES. For example, the possibility of redirecting the John Young ES grade 6 students to Glen Cairn PS, a grade 7 to 8 intermediate school. This would follow a natural feeding progression as John Young ES students are directed to Glen Cairn PS following grade 6. The school is also located within the Glen Cairn community in Kanata.

Glen Cairn PS offers English, Early French Immersion, and Middle French Immersion to grade 7 and 8 students. The school has a capacity for 352 students and a projected enrolment of 358 in September 2020. There are currently no portables on site, and the maximum portable capacity at the school site is six.

Under this scenario, current grade 5 students at John Young ES would be redirected to Glen Cairn PS at the start of the September 2020 school year. This

scenario however, would not provide adequate relief to the enrolment pressure at John Young ES. There are a total of 94 projected grade 6 students at John Young ES for September 2020, and if they were to be relocated, the remaining kindergarten to grade 5 enrolment at John Young ES would be projected at 862 students.

Consideration was also given to the relocation of grade 6 students to Glen Cairn PS coupled with directing new Fernbank-area students to Westwind PS (who have not yet been directed to John Young ES) and whether this move could alleviate sufficient pressure. Although recognized as an option, there were some particular concerns with regard to this scenario, including the issue of relocating grade 6 students. There was also considerable public feedback that indicated that this was an unpopular scenario.

Staff was concerned about the relocation of grade 6 students as these students are an established cohort and most have likely spent several years at John Young ES. As a result of relocating grade 6 students to Glen Cairn PS one year earlier, some students would be separated from younger siblings one year earlier, and would need to plan for leaving from grade 5 in the current school year. This option would also be disruptive to the planning of a number of junior clubs and sports teams for the grade 6 students.

Another concern with this scenario is that there is a large cohort of kindergarten classes at John Young ES. It should be noted that there are five fitted-up kindergarten classrooms at the school (with proper kindergarten washrooms and sinks) and that under the status quo projection for September 2020, a total of 9 homeroom kindergarten classes would be required.

Finally, staff was also concerned about the physical site limitations of Glen Cairn PS given the size of the school and the number of students that would be directed there if grade 6 students from John Young ES were relocated. There are a total of 14 classroom spaces at Glen Cairn PS, as well as one instrumental music room. In the first year of implementation, enrolment would be projected at 450 students, resulting in a utilization rate of 128% and the need for five portables. By September 2021, the enrolment would increase to 493 students and a utilization rate of 140%, resulting in the requirement of seven portables on a site that is restricted to a maximum of six portables.

As a result, staff determined that this was not a viable option to explore and that the interim accommodation measure should be confined to the approved attendance boundary for the new Fernbank elementary school.

Staff also considered whether the kindergarten to grade 5 students from the Fernbank-area, as of September 2020, could be moved as a block to a non-operating or other OCDSB school site, while grade 6 students would remain at John Young ES to complete their final year of schooling. There are former school sites that may have enough capacity for this option; however none were determined to be in close enough proximity to the community, nor with the proper kindergarten classroom space available. As a result, this option was not considered.

Staff was hopeful that whichever interim option was brought forward for consideration that it would be a smooth transition for students once the new Fernbank elementary school is open to serve the community.

KEY CONSIDERATIONS:

5. **Feedback From Meetings:**

In accordance with the approved consultation plan and timeline, an advisory committee met on 5 December 2019 and in response to the staff-formulated proposed plan, raised a number of discussion points.

Feedback from the advisory committee found that relocating year 1 kindergarten, year 2 kindergarten, and grade 1 students from the approved new Fernbank elementary school attendance boundary area to Westwind PS was the preferred option. A key component in implementing the option as an interim solution was determining a particular sibling provision that would keep siblings together in one school.

Additional feedback included that consideration should be given to sending all incoming Fernbank-area residents (kindergarten to grade 6 who have not attended John Young ES) to Westwind PS in the interim, in advance of the new Fernbank Elementary school.

It was also noted that if staff were to consider redirecting all year 1 kindergarten to grade 1 students and their siblings to Westwind PS, any of those impacted students with a grade 6 sibling should be permitted to remain at John Young ES so that the older student is able to complete their final year at the school.

The advisory committee also questioned the number of portables that would be required at Westwind PS as a result of the above interim accommodation measure, and how many portables might be eliminated from John Young ES as a result.

Staff first analyzed what a projection would result in for a full movement of year 1 kindergarten, year 2 kindergarten, and grade 1 Fernbank-area students and their older siblings relocated to Westwind Public School. Any of the impacted students who had a grade 6 sibling were excluded, as it was advised that these students should remain at John Young ES together in order for the older student to complete their final year at the school, and to eliminate having siblings separated from one another.

Staff reviewed existing data of current year 1 kindergarten, year 2 kindergarten, and grade 1 John Young ES students and their siblings in order to determine the projected number of future siblings impacted as a result of this interim accommodation measure. Also Included in this projection were any new students moving into the Fernbank-area following implementation of the interim measure, who have not yet attended John Young ES.

The resulting enrolment projection from the above would provide accommodation relief to John Young ES and also eliminated the need for several portables. See Appendix D – Interim Accommodation Measure Redirection – Siblings a**t** Westwind PS**.** The concern however, was the resulting projected enrolment at Westwind PS in September 2020. The scenario resulted in a projected 717 students and requirement of six portables in the first year of implementation at Westwind PS. Furthermore, September 2021 projections resulted in a total of 857 students and requirement of 11 portables at Westwind PS. These projected numbers were far greater than staff had anticipated.

Consideration was given to what the resulting projected enrolments for each school would be if year 1 kindergarten, year 2 kindergarten, and grade 1 students were relocated to Westwind PS, and any of those with an older sibling would remain at John Young ES. Also included in this projection were any new students moving into the Fernbank-area after implementation of the plan, who have not yet attended John Young ES.

The projection under this scenario did provide accommodation relief to John Young ES and also resulted in a projected enrolment for Westwind PS that was manageable in the interim. The scenario projects that the John Young ES enrolment will decrease to 809 in September 2020 resulting in the requirement of 13 portables, and remain stable should a second year of interim measures be implemented, at a projected 808 students and 12 portables required. The projection at Westwind PS resulted in 658 students in September 2020 with the requirement of three portables; and increase to 777 in the second year of implementation with a requirement of seven portables.

Staff determined that as a result of feedback from the advisory committee that this scenario would be the focus on the interim accommodation measure for consideration at the public meeting.

Subsequent to the advisory committee meeting, a community public meeting was held on 20 January 2020 in the Westwind PS gymnasium and was attended by approximately 50 members of the public. Included in the information package for the meeting was;, the staff proposed interim accommodation measure for consideration; comments; and alternate options raised by the advisory committee along with staff comment. Public feedback and comments received generally focused on the following issue areas:

- The distance as well as the direction of Westwind PS in relation to the Fernbank-area, and typical daily commutes for those impacted;
- If the student transfer policy could be an option for families, and how it would comply with the study timelines;
- The possibility of the extension of the extended day program hours to compensate for additional commute time;
- Why relocating John Young ES grade 6 students to Glen Cairn PS was not given more consideration;
- Why staff did not consider the redirection of Fernbank-area students to a number of different schools as opposed to Westwind PS only;
- Why a Kanata-area school was not chosen as an interim option;

- Concern over the number of transitions between schools for some students; and
- The possibility of teaching staff relocating from John Young ES to Westwind PS, and ensuring that relocated John Young ES students remain in homeroom classes with one another.

6. **Staff Comment/Response:**

Staff is cognizant of the added travel distance this redirection will result in for many families and preferred that students remain in the community however there simply were no other schools nearby with sufficient space to provide the much needed alleviation to John Young ES.

Staff noted that the student transfer request period is open from 3 February to 18 February and that decisions are expected to be final regarding the study as of 25 February, staff commented that with regard to transfer applications, principals will typically hold on to applications until the decision is made so that any families who wish to fill out a transfer application do so during the student transfer request period.

The Extended Day Program (EDP) typically runs from 7:00 a.m. until 6:00 p.m. Discussion with the Co-ordinator will take place to determine whether the possibility exists to extend the program beyond the 6:00 p.m. time frame to allow for additional commute time to Westwind PS.

Relocating the grade 6 John Young ES cohort to Glen Cairn PS one year in advance was considered, however not presented as a viable interim option for consideration. It would not provide enough relief to accommodation pressure and could result in unsustainable accommodation pressures at Glen Cairn PS.

Staff preference is that the community be relocated together in the interim as opposed to splitting different areas of Fernbank-area students to different schools. There are also a number of schools in the nearby area with accommodation pressures that would be compounded by relocating additional students.

There are no elementary schools in the Kanata area in closer range to John Young ES that have enough available classroom space to accommodate the number of year 1 kindergarten to grade 1 students that would be redirected in the interim.

Fewer transitions for students is preferred and as a result of the interim accommodation measure some students may have to make more transitions between schools than staff would prefer.

Planning Staff will share the stated preference that John Young ES teachers relocate with students to Westwind PS, and that impacted students should be placed in homeroom classes together. Collective agreements must be considered, however Planning staff will inform Human Resources staff of the sensitive redirection process during the staffing period.

7. **Staff Recommendation:**
In order to alleviate growing enrolment pressures at John Young ES, staff is recommending that the interim option for consideration presented at the public consultation meeting at Westwind PS on 20 January 2020 be considered by Board. See Appendix E – Recommended Interim Accommodation Measure Redirection – Siblings at John Young ES.

As with the above, staff is seeking Board approval to temporarily redirect year 1 kindergarten, year 2 kindergarten, and grade 1 students from John Young Elementary School who reside in the approved future New Fernbank Elementary School attendance boundary area to Westwind Public School for September 2020, in advance of the opening of the new Fernbank elementary school. See Appendix F – Recommended Interim Accommodation Measure Redirection – Attendance Boundary Map.

Staff is recommending modifications to the plan originally proposed including sibling provisions in recognition of the advisory committee and public comment received. Any impacted year 1 kindergarten, year 2 kindergarten, and grade 1 student as of September 2020 who has an older sibling (s) in Grade 2, 3, 4, 5, or 6 at John Young ES will be permitted to remain at that school.

Future year 1 kindergarten to grade 6 students who move into the impacted attendance boundary area who have not attended John Young ES nor have a sibling at that school will be directed to Westwind PS in the interim.

Parents/guardians always have the option to apply for a student transfer under the student transfer policy in situations of extenuating personal circumstances. (It should be noted in this particular case however, that area schools will have a zero student transfer cap for 2020-2021, and as such, applicants may have to utilize the appeal provisions within the student transfer policy).

It is acknowledged that attendance boundary changes create challenges and disruption for students, families and staff at the affected schools. It is hoped that the recommended additional caveats and sibling considerations options serve to minimize the impacts of the recommended changes and address many of the transitional concerns raised by the community, while maintaining the need to alleviate growing enrolment pressures at John Young ES until the new Fernbank elementary school is open.

RESOURCE IMPLICATIONS:

8. The cost of conducting the study has been managed within existing departmental budgets.

There will be financial implications as a result of implementing the interim accommodation measure. Additional buses will be required to transport students between the Fernbank-area and Westwind PS. Additional costs may also be incurred should the EDP hours be extended.

COMMUNICATION/CONSULTATION ISSUES:

9. In accordance with the approved timeline and consultation plan, an advisory committee meeting was scheduled and held on 5 December 2019 and attended by school council and principal representatives from the two affected schools, namely; John Young ES and Westwind PS. The meeting was attended by District staff along with the area trustees for John Young ES and Westwind PS. : Although not in attendance, local community association representatives were invited to attend.

    On 20 January 2020, a public meeting was held in at Westwind PS in order to receive parent/guardian and community feedback on the proposed plan and other potential options.

    Notice of the public meeting was provided by the following methods;

    - An email distribution to families of each the affected schools, or school newsletter/website to parents and guardians of students attending the affected schools;
    - An advertisement placed in the local community newspapers which serve this area of the District;
    - A posting of the Interim Accommodation Measures Study located on the District Website and Board Calendar and associated District social media notifications ;and
    - Communication through school councils.

    A binder containing public feedback in its original form has been placed in the Trustees' Lounge for reference purposes.

STRATEGIC LINKS:

10. Conducting a review of pupil accommodation in this part of the District in order to provide students with improved access to learning environments serves to optimize the use of District resources which is consistent with culture of caring objectives of the 2019-2023 Strategic Plan.

RECOMMENDATIONs:

A. THAT future students moving into the Fernbank elementary school (k-6) attendance area, who are in kindergarten (year 1) through grade 6 be directed to Westwind Public School as of September 2020, subject to sibling provisions outlined in Recommendation C to Report 20-004;

B. THAT current (2019-2020) year 1 and 2 kindergarten John Young Elementary School students who reside in the new Fernbank elementary school (k-6) attendance area be redirected to Westwind Public School for year 2 kindergarten and grade 1 in September 2020, subject to sibling provisions outlined in Recommendation C to Report 20-004;

C. THAT incoming year 1 kindergarten (September 2020 and beyond while the redirection is in effect) and current year 1 and 2 kindergarten (2019-2020) students who reside in the new Fernbank elementary school (k-6) attendance area, but who currently have older sibling(s) in grades 1, 2, 3, 4 or 5 (2019-2020) attending John Young Elementary School be provided a one-time option to remain at John Young Elementary School;

D. THAT Recommendations A through C to Report 20-004 shall remain in effect until such time as the anticipated new Fernbank elementary school is opened or until other accommodation measures are approved;

E. THAT upon the opening of the new Fernbank elementary school all of the students who reside in the Fernbank elementary school boundary, including those who remain at John Young Elementary School and those who have been subject to this redirection in accordance with Recommendations A through C to Report 20-004, move in a block (year 1 kindergarten through grade 5) to the new Fernbank elementary school; and

F. THAT the only exception to the redirection outlined in Recommendation E to Report 20-004 shall be those students entering grade 6 and their younger siblings who are attending John Young Elementary school, having exercised a one-time option to remain.

Michael Carson Chief Financial Officer (ext. 8881)	Camille Williams - Taylor Director of Education and Secretary of the Board

Appendix A Timeline
Appendix B General Location Map
Appendix C Status Quo Enrolment Projections
Appendix D Interim Accommodation Measure Redirection – Siblings at Westwind PS
Appendix E Recommended Interim Accommodation Measure Redirection – Siblings at John Young ES
Appendix F Recommended Interim Accommodation Measure Redirection – Attendance Boundary Map.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

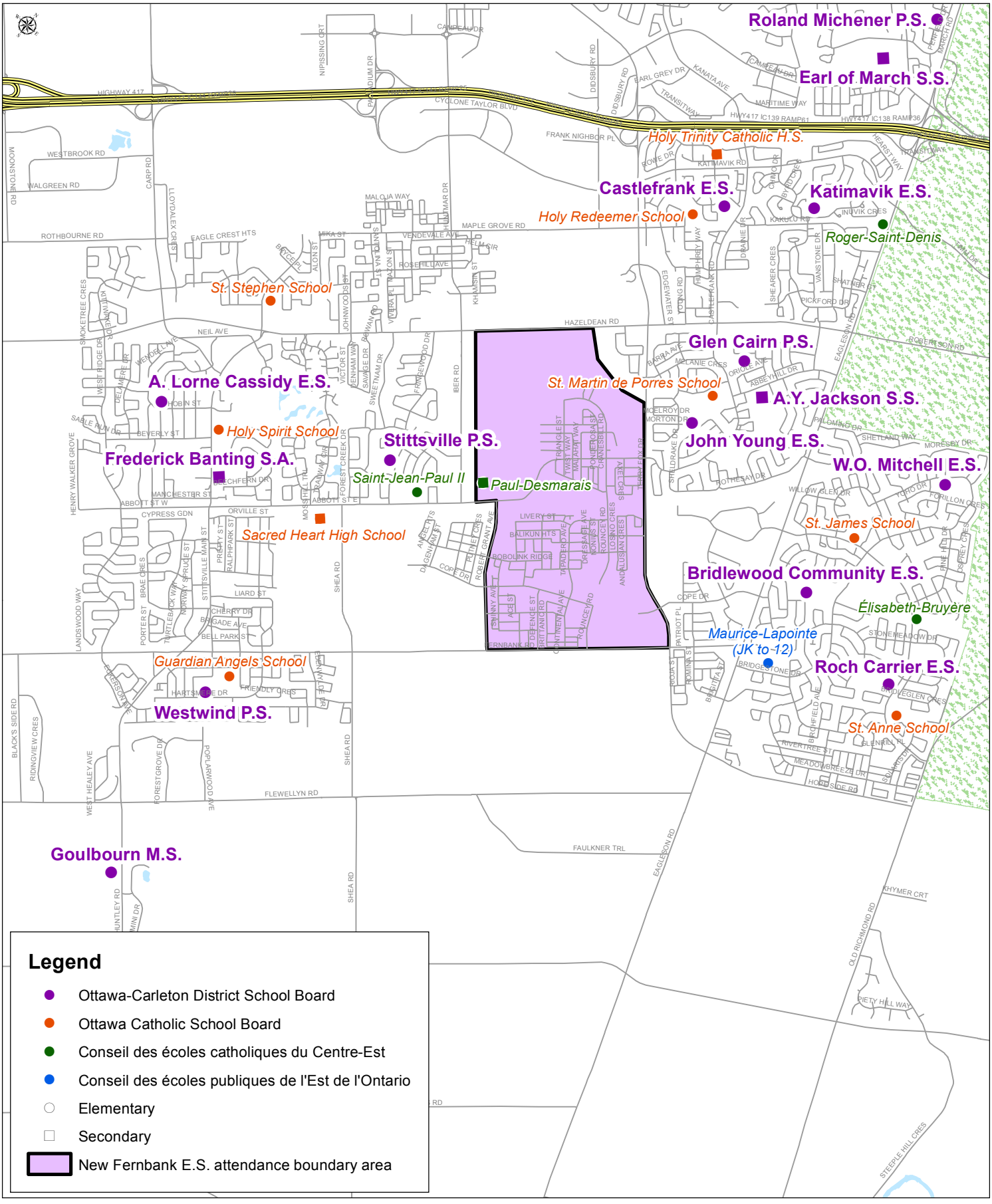
APPENDIX A to Report 20-004

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	5 December 2019
➢ Public Consultation Meeting	20 January 2020
Recommendation and Decision Making Stage	
➢ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	18 February 2020
➢ Regular Board Meeting – Final Decisions	25 February 2020
Communication and Implementation Stage	
➢ Communication of Board Approved Decision	February 2020
➢ Implementation of Board Approved Decision	September 2020

APPENDIX B
To Report 20-004

General Location Map
John Young E.S. Interim Accomodation Measures



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November 2019

APPENDIX C
To Report 20-004
Part 1 of 2

Historical and Status Quo Projected Enrolments

School: **Westwind Public School** **Capacity: 628**

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Actual Enrolment 2015	**KGTN**	64									64	2	**99.8%**
	ENG		5	17	25	32	29	15	31		154		
	EFI		60	60	65	69	55	48	52		409		
	TOTAL	64	65	77	90	101	84	63	83	0	**627**		
Actual Enrolment 2016	**KGTN**	48	69								117	0	**91.9%**
	ENG			4	18	23	34	31	13		123		
	EFI			55	58	66	61	51	46		337		
	TOTAL	48	69	59	76	89	95	82	59	0	**577**		
Actual Enrolment 2017	**KGTN**	47	52								99	0	**89.5%**
	ENG			11	7	28	21	33	33		133		
	EFI			54	52	48	64	60	52		330		
	TOTAL	47	52	65	59	76	85	93	85	0	**562**		
Actual Enrolment 2018	**KGTN**	41	47								88	0	**85.2%**
	ENG			6	19	11	27	21	36		120		
	EFI			50	54	51	50	64	58		327		
	TOTAL	41	47	56	73	62	77	85	94	0	**535**		
Actual Enrolment 2019	**KGTN**	47	46								93	0	**83.0%**
	ENG			3	12	21	13	28	24		101		
	EFI			53	50	57	55	49	63		327		
	TOTAL	47	46	56	62	78	68	77	87	0	**521**		

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Status Quo Projection 2020	**KGTN**	50	53								103	0	**81.4%**
	ENG			5	6	16	23	13	31		94		
	EFI			49	53	50	60	54	48		314		
	TOTAL	50	53	54	59	66	83	67	79	0	**511**		
Status Quo Projection 2021	**KGTN**	53	56								109	0	**81.7%**
	ENG			6	10	8	18	24	15		81		
	EFI			55	49	53	53	60	53		323		
	TOTAL	53	56	61	59	61	71	84	68	0	**513**		

Note
SE = Congregated Special Education Classes
UF % = Enrolment divided by Capacity

Historical and Status Quo Projected Enrolments

School: **John Young Elementary School** **Capacity: 547**

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Actual Enrolment 2015	**KGTN**	96									96	10	**117.7%**
	ENG		17	23	26	26	20	24	26	7	169		
	EFI		70	69	53	40	27	22	37		318		
	G. ENG			5	11	8	13	13	11		61		
	TOTAL	96	87	97	90	74	60	59	74	7	**644**		
Actual Enrolment 2016	**KGTN**	99	87								186	10	**119.7%**
	ENG			20	25	32	29	25	27	7	165		
	EFI			63	60	48	35	25	21		252		
	G. ENG			1	7	13	7	13	11		52		
	TOTAL	99	87	84	92	93	71	63	5900%	700%	**655**		
Actual Enrolment 2017	**KGTN**	102	99								201	12	**128.5%**
	ENG			21	29	36	33	32	32	7	190		
	EFI			65	54	52	42	33	20		266		
	G. ENG				3	8	13	8	14		46		
	TOTAL	102	99	86	86	96	88	73	66	7	**703**		
Actual Enrolment 2018	**KGTN**	107	103								210	11	**134.4%**
	ENG			27	33	34	35	41	33	5	208		
	EFI			76	65	52	47	45	32		317		
	TOTAL	107	103	103	98	86	82	86	65	5	**735**		
Actual Enrolment 2019	**KGTN**	105	126								231	16	**155.2%**
	ENG			38	42	60	50	52	41		283		
	EFI			81	71	54	45	41	43		335		
	TOTAL	105	126	119	113	114	95	93	84	0	**849**		

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Status Quo Projection 2020	**KGTN**	120	122								242	18	**174.8%**
	ENG			49	49	57	66	66	54		341		
	EFI			88	82	67	53	43	40		373		
	TOTAL	120	122	137	131	124	119	109	94	0	**956**		
Status Quo Projection 2021	**KGTN**	132	139								271	23	**196.0%**
	ENG			46	69	62	66	81	69		393		
	EFI			84	87	79	62	53	43		408		
	TOTAL	132	139	130	156	141	128	134	11200%	0%	**1072**		

Note

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity

Interim Accomodation Option Considered

Year 1 Kindergarten, Year 2 Kindergarten, Grade 1 in approved New Ferbank Elementary School
Attendance Boundary area Redirected to Westwind Public School

School: **John Young Elementary School** **Capacity: 547**

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Projection 2020	**KGTN**	70	71								141	10	**137.1%**
	ENG			23	45	50	61	60	52		291		
	EFI			53	78	59	49	40	39		318		
	TOTAL	70	71	76	123	109	110	100	91	0	**750**		
Projection 2021	**KGTN**	70	72								142	9	**133.1%**
	ENG			22	31	54	53	67	58		285		
	EFI			49	47	71	51	45	38		301		
	TOTAL	70	72	71	78	125	104	112	9600%	0%	**728**		

School: **Westwind Public School** **Capacity: 628**

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Projection 2020	**KGTN**	100	104								204	6	**114.2%**
	ENG			31	10	23	28	19	33		144		
	EFI			84	57	58	64	57	49		369		
	TOTAL	100	104	115	67	81	92	76	82	0	**717**		
Projection 2021	**KGTN**	115	123								238	11	**136.5%**
	ENG			30	48	16	31	38	26		189		
	EFI			90	89	61	64	68	58		430		
	TOTAL	115	123	120	137	77	95	106	8400%	0%	**857**		

Note

Yr1, Yr2, and Grade 1 students without a sibling(s) in Grade 2 and above redirected to Westwind PS.

Yr1, Yr2, and Grade 1 students with a sibling(s) in Grades 2, 3, 4, 5, and 6 redirected to Westwind PS.

Students not previously at John Young ES and residing in Fernbank-area attend Westwind PS as of September 2020.

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity

RECOMMENDED - Interim Accomodation Option

Year 1 Kindergarten, Year 2 Kindergarten, Grade 1 in approved New Ferbank Elementary School Attendance Boundary area Redirected to Westwind Public School

School: **John Young Elementary School** **Capacity: 547**

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Projection 2020	**KGTN**	87	81								168	13	**147.9%**
	ENG			25	48	54	63	61	52		303		
	EFI			61	80	65	51	42	39		338		
	TOTAL	87	81	86	128	119	114	103	91	0	**809**		
Projection 2021	**KGTN**	91	89								180	12	**147.7%**
	ENG			24	34	56	57	69	59		299		
	EFI			57	55	73	57	47	40		329		
	TOTAL	91	89	81	89	129	114	116	9900%	0%	**808**		

School: **Westwind Public School** **Capacity: 628**

Year	Program	Year 1	Year 2	1	2	3	4	5	6	SE	TOTAL	Portables	UF %
Projection 2020	**KGTN**	83	94								177	3	**104.8%**
	ENG			29	7	19	26	18	33		132		
	EFI			76	55	52	62	55	49		349		
	TOTAL	83	94	105	62	71	88	73	82	0	**658**		
Projection 2021	**KGTN**	94	106								200	7	**123.7%**
	ENG			28	45	14	27	36	25		175		
	EFI			82	81	59	58	66	56		402		
	TOTAL	94	106	110	126	73	85	102	8100%	0%	**777**		

Note

Yr1, Yr2, and Grade 1 students without a sibling(s) in Grade 2 and above redirected to Westwind PS.

Yr1, Yr2, and Grade 1 students with a sibling(s) in Grades 2, 3, 4, 5, or 6 remain at John Young ES.

Students not previously at John Young ES and residing in Fernbank-area attend Westwind PS as of September 2020.

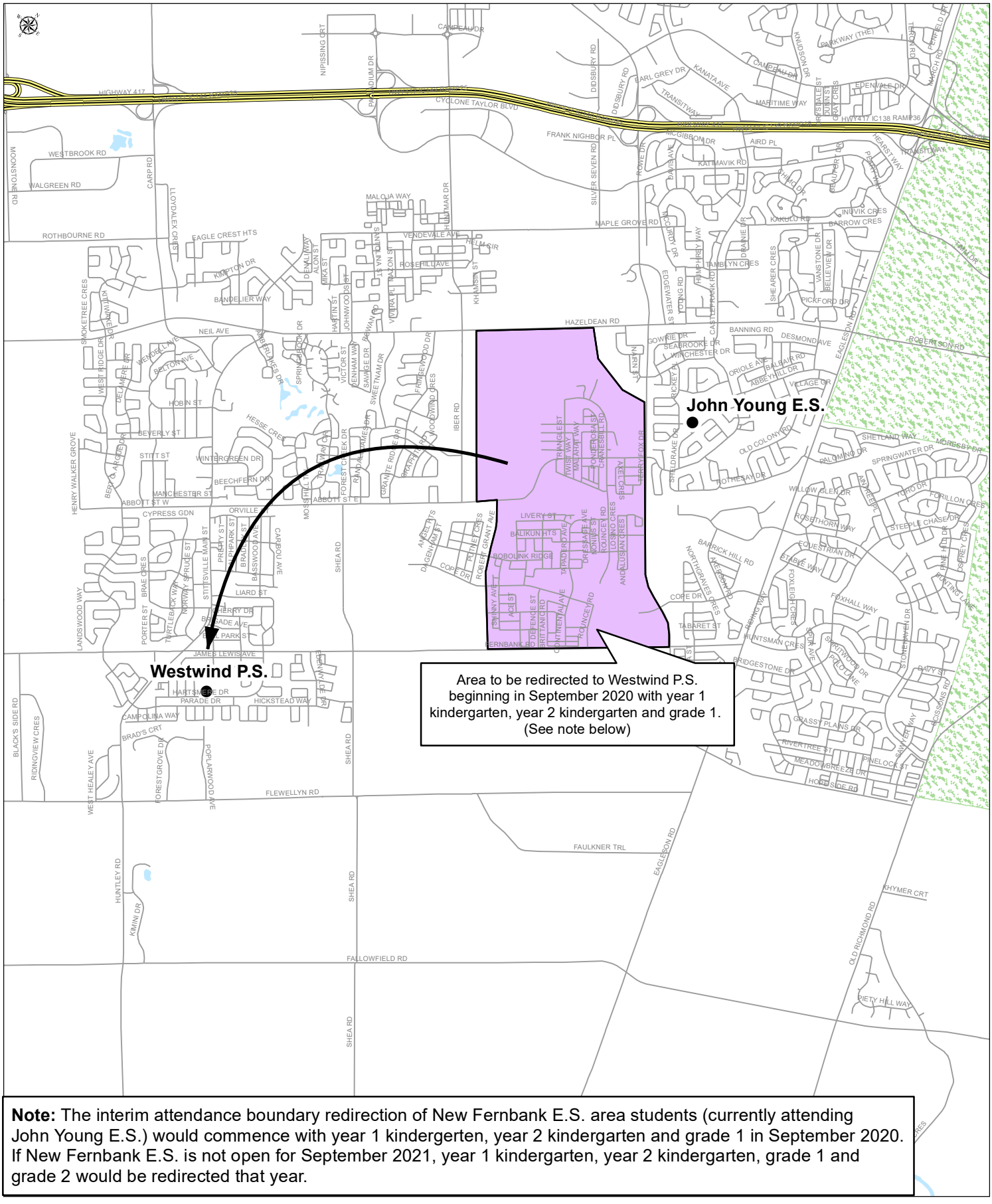
SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

RECOMMENDED - John Young E.S. Interim Attendance Boundary Redirection

APPENDIX F to Report 20-004



Note: The interim attendance boundary redirection of New Fernbank E.S. area students (currently attending John Young E.S.) would commence with year 1 kindergarten, year 2 kindergarten and grade 1 in September 2020. If New Fernbank E.S. is not open for September 2021, year 1 kindergarten, year 2 kindergarten, grade 1 and grade 2 would be redirected that year.

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November 2019



COMMITTEE OF THE WHOLE (PUBLIC) **18 February 2020**
Report No. 20-016

Extended Day Program Daily Fee Rates for the 2020-2021 School Year

Key Contact: Prince Duah, Superintendent of Instruction
613-596-8287

PURPOSE:

1. To seek approval of the basic daily fee rate and the full-day fee rate for optional days for the Extended Day Program (EDP) operated by the Ottawa-Carleton District School Board (OCDSB) for the 2020-2021 school year, as well as to provide details regarding the costing and accounting model for the program.

CONTEXT:

2. In January 2017, the Ministry of Education released Before-and-After School Programs (Kindergarten to Grade 6) – Policies and Guidelines for School Boards. These provisions require that school boards charge fees to parents of students enrolled in the EDP to recover costs incurred by the District. Further, school boards are required to ensure that costs associated with accommodating students with special needs are incorporated into the cost of the program. Third-Party Operators (TPO) set their own fee structures based on their existing business models.

   Before the start of May each year, school boards are required to provide the following information to parents and guardians and post on the District's website:
   - The fees for before-and-after school programs;
   - The process and approach for determining sufficient demand and viability;
   - Schools that will and will not be offering a before and/or after school program;
   - Information on how to apply for financial assistance from the City of Ottawa for the before-and-after school program; and,
   - Notice that if a TPO ceases to operate, the school board will ensure another program will be available.

   Appendices A and B provide a summary of the 2020-2021 EDP fees for the OCDSB and examples of TPO fees as provided to date. Appendix C provides a summary of the Ottawa Catholic School Board's (OCSB) fee structure for the EDP.

As of September 2019, the OCDSB provides 65 EDP programs with an additional 29 before-and-after school programs provided by TPOs. As of 01 October 2019, there were 5478 children from the ages of 3.8 to 12 years of age in EDPs operated by the OCDSB. The OCDSB is one of the largest providers of before-and-after school programs in the province.

Parents have the option of enrolling their children in District-operated EDPs that are offered on professional activity (PA) days, as well as specified days during the winter break and the March break. Summer programs are also available at a number of sites. Parents are surveyed for their interest in these additional programs in a timely fashion during the school year, and where interest warrants, the program is provided.

The District continues to offer a highly flexible program that responds to the varying needs of parents. The EDP parent survey indicated that parents were satisfied with the program and the program fees. The chart below summarizes the EDP fees charged to parents over the last several years.

School Year	EDP Full-Day Fee
2010-2011	$23.30
2011-2012	$20.00
2012-2013	$20.00
2013-2014	$20.00
2014-2015	$22.00
2015-2016	$22.00
2016-2017	$22.50
2017-2018	$22.50
2018-2019	$22.50
2019-2020	$22.50

The cost for a full day of care on PA days, winter break and March break is $35.00 per day.

KEY CONSIDERATIONS:

3. The *Education Act* requires boards to charge and collect fees for the EDP to recover the operating costs incurred by the Board as set out in regulation O.Reg.221/11 (Extended Day and Third-Party Programs). This reflects the statutory requirements that the fees have a reasonable connection to the operating costs incurred.

   The Extended Day Policy P.035.SCO issued on 22 April 2014 provides direction for the EDP staffing model used in the before-and-after school portion of the program which impacts salaries. Included in the policy is Board-approved direction that an EDP will be offered at any school site where three or more students register and pay for the program.

Subsidies are managed through a 'purchase of service' agreement with the City of Ottawa, which allows the District to offer subsidized care to children whose families are eligible and approved by the City of Ottawa.

In January 2016, subsidies became attached to a family rather than being provided to the service provider. This change provides families with the option of registering their children at their location of choice for child care services rather than where a subsidized space is available. The City of Ottawa determines the number of subsidized spaces available in the city and places families until the maximum amount has been allocated to families. The "floating" subsidy system has had a positive impact on the EDP as we have been able to offer care to more families that qualify for a subsidy. Due to the fluctuating nature of subsidies, the OCDSB had a range from 550 to 660 families receiving a subsidy in the 2018-2019 school year. The OCDSB currently has 637 children with subsidies enrolled in the EDP this school year.

Effective September 2016, the EDP implemented a non-refundable registration fee of $50.00 for each new child registered, and $25.00 for each returning child.

The EDP conducted a parent survey in the spring of 2018, and the results indicated that 72.07% of parents indicated that they thought the fee for the EDP was reasonable, 20.79% of parents indicated they thought the fee was high, and 0.55% of parents indicated they thought the fee was low.

4. **2018-2019 Financial Results**

Appendix D, Extended Day Program Comparative Results, provides a summary of revenues and expenses for the 2018-2019 school year. Preliminary projections for 2019-2020 and 2020-2021 are also presented.

As shown in the summary, in 2018-2019 the EDP had an operating surplus of $1.3 million as compared to the $393,500 deficit originally budgeted for the year. The improved results were derived from increased revenues for services totaling $1.2 million and expense savings relative to the budget totaling $490,400. Almost all of the expense savings related to compensation costs. The factors contributing to compensation variance were savings from temporarily vacant positions that occurred during the year, lower than anticipated needs for special education supports and overall rates of compensation that were less than budgeted.

The EDP's operating surplus was used to fully support the $152,600 deficit incurred in 2018-2019 by the Infant Toddler and Preschool (ITP) Child Care program.

The net operating surplus of the two programs for the year was $1.2 million. This amount was added to the previous year's accumulated surplus. The accumulated surplus balance as at 31 August 2019 is $2.1 million. The amount has been internally appropriated by the Board for use in supporting the future needs of the two programs.

As part of the department's commitment to continuous improvement, Early Learning, in collaboration with Human Resources, has identified changes that will increase capacity and improve service delivery, including addressing current staff retention issues. Although there will be additional costs associated with these changes, the costs can be absorbed without a need to increase rates for next year.

Additional financial information on the EDP and ITP programs can be found in Report 19-102, Analysis of the District's 2018-2019 Financial Results, presented to the Audit Committee on 25 November 2019 and Report 20-003, Revised Estimates 2019-2020, presented to Committee of the Whole (Budget) on 4 February 2020.

RESOURCE IMPLICATIONS

5. The analysis of the 2018-2019 financial results provided insight into various aspects of the program and this was used in preparing the preliminary projections for 2018-2019 and 2019-2020 as shown in Appendix D. The projections assume stable enrolment and staffing levels.

   The base daily fee and the optional days of care fee are based on projected salary and benefits costs, supply and snack costs, an allowance for administrative support and additional support for children with special needs. Staff is recommending that the full-day rate for OCDSB provided EDP programs remain unchanged for 2020-2021 at $22.50 per day.

   Staff is also recommending that the full-day rate for optional days of care offered by the OCDSB, including PA days and summer holidays, remain unchanged for 2020-2021 at $35.00 per day.

   The net operating results of the EDP and ITP programs in 2020-2021 will be combined with the net accumulated surplus or deficit reported for 2019-2020.

COMMUNICATION/CONSULTATION ISSUES:

6. The Advisory Committee for Extended Day and Child Care Programs will be consulted on the recommendations.

   Approval of the fee recommendation will be sought at Committee of the Whole on 18 February 2020 and subsequent approval by the Board on 25 February 2020.

   Fees for EDP will be communicated annually through information provided at kindergarten registration and will be posted on the OCDSB website.

STRATEGIC LINKS:

7. The District is committed to its strategic plan as a culture that practices ethical decision-making, and social, economic and environmental sustainability. The recommendations proposed have been established to enhance operational practices in relation to the EDP, and to effectively and responsibly manage human and financial resources in support of students registered in the program.

RECOMMENDATIONS:

A. THAT the Extended Day Program fee remain unchanged at the basic rate of $22.50 per day, effective September 2020, for students who attend the program full-time; and

B. THAT the full day fees for optional days of care in the Extended Day Program remain unchanged at $35.00 per day, effective September 2020.

Prince Duah Superintendent of Instruction	Camille Williams-Taylor Director of Education and Secretary of the Board

APPENDICES
Appendix A – 2018-2019 OCDSB Extended Day Program Fees
Appendix B – 2018-2019 Third-Party Operator EDP Fees
Appendix C – 2018-2019 Ottawa Catholic School Board EDP Fees
Appendix D – Extended Day Program Comparative Results

2020-2021 – Extended Day Program Fees

The Fee for the 2020-2021 school year will be in the range of $22.50-$27.00 per day, for both before and after school care, depending on the amount of sessions a child is registered in per week. Fees for only before or after will be site specific based on the start time of the school day at the site. Please see the fee breakdown for schools, based on the school hours below. Locate your child's school time below to view the fee breakdown.

The full fee for optional days of care, not included in the monthly fees, is $35.00 per day.

Fees will continue to be payable monthly by automatic deductions to your bank account. Fees will be calculated based on the schedule you register for, using the site specific fee breakdowns listed below. A session refers to either a morning or an afternoon, each week, with 2 as the minimum and 10 being a complete week of both mornings and afternoons.

School Hours: 8:00-2:30

CHURCHILL
DUNLOP
HAWTHORNE
KARS ON THE RIDEAU
KNOXDALE
ROBERT HOPKINS
SAWMILL CREEK
STEPHEN LEACOCK
VISCOUNT ALEXANDER
WE GOWLING
WO MITCHELL

School Hours	8:00 - 2:30		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$5.94	$21.06
3	$27.00	$5.94	$21.06
4	$27.00	$5.94	$21.06
5	$24.75	$5.45	$19.30
6	$27.00	$5.94	$21.06
7	$27.00	$5.94	$21.06
8	$27.00	$5.94	$21.06
9	$25.00	$5.50	$19.50
10	$22.50	$4.95	$17.55

School Hours: 8:15-2:45

ELGIN STREET
HUNTLEY CENTENNIAL
MANOTICK
METCALFE
OSGOODE

School Hours	8:15 - 2:45		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$7.56	$19.44
3	$27.00	$7.56	$19.44
4	$27.00	$7.56	$19.44
5	$24.75	$6.93	$17.82
6	$27.00	$7.56	$19.44
7	$27.00	$7.56	$19.44
8	$27.00	$7.56	$19.44
9	$25.00	$7.00	$18.00
10	$22.50	$6.30	$16.20

School Hours: 8:30-3:00

AGINCOURT
BAYVIEW
BERRIGAN
CASTLEFRANK
CHAPMAN MILLS
CONNAUGHT
CONVENT GLEN
DUNNING FOUBERT
HALF MOON BAY
HENRY LARSON
JOCKVALE
KANATA HIGHLANDS
LAKEVIEW
LE PHARE
MANORDALE
MAPLE RIDGE
MEADOWLANDS
PINECREST
ROBERT BATEMAN
ROCH CARRIER
ROCKCLIFFE PARK
ROLAND MICHENER
SUMMERSIDE
VINCENT MASSEY
WOODROFFE

School Hours	8:30 - 3:00		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$8.91	$18.09
3	$27.00	$8.91	$18.09
4	$27.00	$8.91	$18.09
5	$24.75	$8.17	$16.58
6	$27.00	$8.91	$18.09
7	$27.00	$8.91	$18.09
8	$27.00	$8.91	$18.09
9	$25.00	$8.25	$16.75
10	$22.50	$7.43	$15.07

School Hours: 8:45-3:15

JOHN YOUNG

School Hours	8:45 - 3:15		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$10.53	$16.47
3	$27.00	$10.53	$16.47
4	$27.00	$10.53	$16.47
5	$24.75	$9.65	$15.10
6	$27.00	$10.53	$16.47
7	$27.00	$10.53	$16.47
8	$27.00	$10.53	$16.47
9	$25.00	$9.75	$15.25
10	$22.50	$8.78	$13.72

School Hours: 8:50-3:20

BAYSHORE

School Hours	8:50 - 3:20		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$10.99	$16.01
3	$27.00	$10.99	$16.01
4	$27.00	$10.99	$16.01
5	$24.75	$10.08	$14.67
6	$27.00	$10.99	$16.01
7	$27.00	$10.99	$16.01
8	$27.00	$10.99	$16.01
9	$25.00	$10.18	$14.82
10	$22.50	$9.16	$13.34

School Hours: 8:45-3:15

TERRY FOX

MORNING SESSIONS ONLY

School Hours	8:45 - 3:15
Sessions Per Week	AM
2	$10.00
3	$10.00
4	$10.00
5	$10.00

School Hours: 8:55-3:25

CAMBRIDGE

School Hours	8:55 - 3:25		
Sessions Per Week	Daily Rate	AM	PM
2	$27.OO	$11.50	$15.50
3	$27.OO	$11.50	$15.50
4	$27.OO	$11.50	$15.50
5	$24.75	$10.54	$14.21
6	$27.00	$11.50	$15.50
7	$27.00	$11.50	$15.50
8	$27.00	$11.50	$15.50
9	$25.00	$10.65	$14.35
10	$22.50	$9.59	$12.91

School Hours: 9:00-3:30

NORTH GOWER
ORLEANS WOOD
ROBERTA BONDAR
STEVE MACLEAN

School Hours	9:00 - 3:30		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$11.88	$15.12
3	$27.00	$11.88	$15.12
4	$27.00	$11.88	$15.12
5	$24.75	$10.89	$13.86
6	$27.00	$11.88	$15.12
7	$27.00	$11.88	$15.12
8	$27.00	$11.88	$15.12
9	$25.00	$11.00	$14.00
10	$22.50	$9.90	$12.60

School Hours: 9:10-3:40

BARRHAVEN

School Hours	9:10 - 3:40		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$12.99	$14.01
3	$27.00	$12.99	$14.01
4	$27.00	$12.99	$14.01
5	$24.75	$11.90	$12.85
6	$27.00	$12.99	$14.01
7	$27.00	$12.99	$14.01
8	$27.00	$12.99	$14.01
9	$25.00	$12.03	$12.97
10	$22.50	$10.82	$11.68

School Hours: 9:15-3:45

A LORNE CASSIDY
BELLS CORNERS
BRIARGREEN
BROADVIEW
CASTOR VALLEY
FEATHERSTON
GENERAL VANIER
GLEN OGILVIE
GREELY
JACK DONOHUE
RICHMOND
SIR W CHURCHILL
STONECREST
VIMY RIDGE
WE JOHNSTON
WESTWIND

School Hours	9:15 - 3:45		
Sessions Per Week	Daily Rate	AM	PM
2	$27.00	$13.50	$13.50
3	$27.00	$13.50	$13.50
4	$27.00	$13.50	$13.50
5	$24.75	$12.38	$12.37
6	$27.00	$13.50	$13.50
7	$27.00	$13.50	$13.50
8	$27.00	$13.50	$13.50
9	$25.00	$12.50	$12.50
10	$22.50	$11.25	$11.25

APPENDIX B to Report #20-016

2019 – 2020 Third Party Operators

Location	Name of Provider	Hours of Operation	Fees (blended unless otherwise stated)
Adrienne Clarkson	Children's Village (Stoneway) 170 Stoneway Dr. Nepean, Ontario K2G 6R2 613-823-2200	7:00 a.m. – 5:45 p.m.	$22.75 kindergarten $22.50 school age
Alta Vista	Alta Vista KSAP 2605 Alta Vista Drive Ottawa, Ontario K1V 73T 613-733-0868	7:00 a.m. – 6:00 p.m.	$32.54 kindergarten $23.28 school age
Avalon	YMCA Child Care 2080 Portobello Blvd. Orleans, Ontario K4A 0K5 613-824-2681	7:00 a.m. – 6:00 p.m.	$27.45 full-day kindergarten $10.97 AM only kindergarten $22.51 PM only kindergarten $21.22 full-day school age $10.15 AM only school age $17.25 PM only school age
Bridlewood	Children's Village 63 Bluegrass Dr. Kanata, Ontario K2M 1G2 613-254-9393	7:00 a.m. – 5:45 p.m.	$22.75 kindergarten $22.50 school age
Carleton Heights	Andrew Fleck Child Care 260 Knox Crescent Ottawa, Ontario K1G 0K8 613-526-1541	7:30 a.m. – 5:30 p.m.	$31.72 kindergarten $23.43 school age
Centennial	Centretown Parent's Co-op 94 James Street, Ottawa, Ontario K1R 5M3 613-235-7473	7:30 a.m. – 5:30 p.m.	$23.56 kindergarten $21.45 School Age
Charles Hulse	Alta Vista KSAP 2605 Alta Vista Dr. Ottawa, Ontario, K1V 73T 613-733-0868	7:00 a.m. – 5:45 p.m.	$32.54 kindergarten $23.28 school age
D.R. Kennedy	Whitehaven Kindergarten School Age Center 919 Woodroffe Avenue Ottawa, Ontario K2A 3G9 613-759-8364	7:15 a.m.- 5:30 p.m.	$525 per month kindergarten $359.00 per month school age
Devonshire	Devonshire School Age 100 Breezehill Ave, Ottawa, Ontario K1Y 2H5 613-722-6969	7:30 a.m. – 5:30 p.m.	$25.12 kindergarten $17.04 school age

APPENDIX B to Report #20-016

2019 – 2020 Third Party Operators

Elmdale	Canadian Mothercraft 49 Iona St Ottawa, Ontario K1Y 3L9 613-798-2273	7:00 a.m. – 6:00 p.m.	$38.30 mornings and afternoons including all non-instructional days $10.15 mornings only $17.35 afternoons only $27.50 mornings and afternoons not including non-instructional days
Fallingbrook	Global Child Care Services Fallingbrook School Age Program 679-B Deancourt Crescent Orleans, Ontario K4A3E1 613-830-6971	7:05 a.m. – 5:55 p.m.	$24.32 kindergarten $21.01 school age
Farley Mowatt	Canadian Mothercraft 75 Waterbridge Dr Nepean, Ontario K2G 6T3 613-825-3110	7:00 a.m. – 5:45 p.m.	$38.30 AM & PM including all non-instructional days $10.15 AM only $17.35 PM only $27.50 AM & PM not including instructional days $38.30 non-instructional days only, space permitting
First Avenue	Glebe Parents Day Care 10 Fifth Ave. Ottawa, Ontario K1S 5N5 613-233-9268	7:00 a.m. – 6:00 p.m.	$25.40 kindergarten $22.19 school age
Forest Valley	Global Child Care Services (Forest Valley School Age Program) 1570-A Forest Valley Dr. Orleans, K1C 6X7 613-841-8559	7:00 a.m. – 5:45 p.m.	$529 per month kindergarten $441.00 per month school age
Hawthorne	Aladin Child Care 2240 Russell Road Ottawa, Ontario K1G 1B3 613-863-0590	8:00 a.m.– 2:30 p.m.	$23.07 kindergarten $19.20 school age
Heritage	Children's Village 1375 Colonial Rd. Navan, Ontario K4B 1N1 613-835-1583 Fax: 613-835-1649 navan@childrensvillage.on.ca	7:00 a.m. – 5:45 p.m.	$22.75 kindergarten $22.50 school age

APPENDIX B to Report #20-016

2019 – 2020 Third Party Operators

Hilson	The Children's Center 407 Hilson Ave Ottawa, Ontario K1Z 6B9 613-728-1797	7:30 a.m. – 5:30 p.m.	$25.11 kindergarten $24.03 school age
Hopewell	Glebe Parents Day Care 10 Fifth Ave. Ottawa, Ontario K1S 5N5 613-233-9268	7:00 a.m.- 6:00 p.m.	$25.40 kindergarten $22.99 school age
Lady Evelyn	Carleton Preschool (Rainbow Kidschool) 63 Evelyn Avenue, Ottawa, Ontario K1S 0C6 613-235-2255	7:30 a.m. – 5:30 p.m.	$21.44 kindergarten $20.76 school age
Manor Park	Manor Park Community Association 100 Braemar Street, Ottawa, Ontario K1K 3C9 613-741-4776	8:30 a.m.– 3:00 p.m.	$24.10 kindergarten/school age (non-blended rate) *partial weeks available
Mary Honeywell	Barrhaven Child Care 56 Kennevale Drive Nepean, ON, K2J 3B2 613-825-9385	7:00 a.m.- 6:00 p.m.	$13.00 AM part time $15.00 PM part time $32.00 part time - PD/holidays $25.00 Blended rate all year
Mutchmor	Glebe Parents Day Care 10 Fifth Ave. Ottawa, Ontario K1S 5N5 613-233-9268	7:00 a.m.- 6:00 p.m.	$25.40 kindergarten $22.79 school age
Queen Mary	Overbrook Childcare Centre Andrew Fleck Child Care 557 Queen Mary St. Ottawa, Ontario K1K 1V9 613-746-7762		$25.41 kindergarten $25.41 school age
Pleasant Park	Aladin 564 Pleasant Park Road Ottawa, Ontario K1H 5N1 613-733-0553	7:00 a.m.- 6:00 p.m.	$23.07 kindergarten $19.20 school age
Regina	REKSAP (Kindergarten and School Age Program) 2599 Regina St. Ottawa, Ontario K2B 6X3, 613-828-8743	7:30 a.m. – 5:30 p.m.	$495.00 per month kindergarten $341.00 per month school age
Riverview	Andrew Fleck Child Care 260 Knox Crescent Ottawa, Ontario K1G 0K8 613-526-1541	7:30 a.m. – 5:30 p.m.	$34.28 kindergarten $21.35 school age

APPENDIX B to Report #20-016

2019 – 2020 Third Party Operators

Severn	REKSAP (Kindergarten and School Age Program) 2553 Severn Ave. Ottawa, Ontario K2B 7V8 613:8283039	7:30 – 6:00 p.m.	$495.00 per month kindergarten $341.00 per month school age
South March	Children's Village 63 Bluegrass Dr. Kanata, Ontario K2M 1G2 613-254-9393	7:00 a.m. – 5:45 p.m.	$22.75 kindergarten $22.50 school age
Stittsville	Andrew Fleck Child Care 40 Granite Ridge Drive Stittsville, Ontario K2S1Y9 613-836-0325	7:15 a.m.- 5:30 p.m.	$35.46 full-day kindergarten $13.34 AM only kindergarten $21.56 PM only kindergarten $23.67 full-day school age $9.06 AM only school age $14.77 PM only school age $34.28 kinder no holidays $23.17 school age no holidays
Trillium	Global Child Care Services (Forest Valley School Age Program) 1515-B Varennes Blvd.Orleans, K4A 3S1 613-841-5497	7:05 a.m. – 5:55 p.m.	$529 per month kindergarten $457.00 per month school age
Vimy Ridge	Children's Village at Vimy Ridge 4180 Kelly Farm Drive Gloucester Ontario, K1T 4J2 613:725-2040 ext. 190	7:00 a.m. – 5:45 p.m.	$22.75 kindergarten $22.50 school age

APPENDIX C to Report #20-016

Ottawa Catholic School Board Extended Day Program Fees 2019-2020

Kindergarten:

The daily fee for the morning and afternoon programs are $14.25. Families will also have the option to register for full days (one week at Christmas, PD days, March Break). This process will take place in September and the daily rate will be $44.70.

School Age Program:

The daily fee for the morning and afternoon programs are $11.08. Families will also have the option to register for full days (one week at Christmas, PD days, March Break). This process will take place in September and the daily rate will be $34.78.

APPENDIX D
to Report 20-016

Extended Day Program Comparative Results

	2018-2019		2019-2020		2020-2021
	Budget	**Year-End**	**Budget**	**Projection**	**Projection ***
	$	$	$	$	$
Revenues (Fees and Subsidies)	16,646,000	17,888,700	17,950,600	17,888,700	18,152,376
Expenses					
Compensation (Salaries and Benefits)	15,392,800	14,911,000	15,712,300	14,597,500	14,959,668
Administrative Transfers (Compensation)	576,400	576,400	588,100	588,100	594,025
Supplies and Services	740,000	698,600	1,026,500	746,500	751,151
Facilities Transfers (Supplies)	330,300	363,100	333,600	340,300	340,244
Sub-Total	17,039,500	16,549,100	17,660,500	16,272,400	16,645,088
Surplus (Deficit)	**-393,500**	**1,339,600**	**290,100**	**1,616,300**	**1,507,288**
Use of EDP Surplus to support ITP Program		-152,600		-202,700	-382,762
Net Surplus (Deficit)		**1,187,000**		**1,413,600**	**1,124,526**

* Includes provision for compensation /cost of living increase



Committee of the Whole (Public) **18 February 2020**
Report 20-020

Policy P.074.IT Computer Network Security
Key Contact: Shawn Lehman, Superintendent of Instruction, ext. 8391

PURPOSE:

1. To seek approval of the proposed revisions to Policy P.074.IT Computer Network Security (attached as Appendix A).

CONTEXT:

2. The Board last approved Policy P.074.IT Computer Network Security in January 1999. The digital security landscape has evolved considerably during the last 20 years. While technology has to continually evolve to mitigate the technological threats, there is a greater need for awareness for staff and students to be cognizant of threats via social engineering, phishing attacks, email spoofing, etc. The revisions to the computer network security policy will help to minimize threats to the District's infrastructure and data that we hold. The Security Steering Committee recommended that the policy, which was last updated in 1999, be revised. A consultation plan (attached Appendix B) was presented to Committee of the Whole on 1 October 2019. This report is presented for approval of the revise policy which has been updated to include the input received through the consultation.

KEY CONSIDERATIONS:

3. **Policy Direction**
Trustees provided feedback at the 1 October Committee of the Whole meeting regarding the policy and the consultation process. The Committee feedback suggested a need to ensure the policy expressed the Board's commitment to security of information technology and established broad level parameters for the implementation of security standards and practices which could be document in the procedure. The Committee also advised that in addition to the public consultation, it was essential that staff seek the advice of an independent

professional third party with expertise in this area. This direction and the feedback from the consultation has informed the revisions leading to a revised policy (Appendix C) reflects that feedback. Many of the struck items will be incorporated into the procedure. The Operational Steering Committee is currently working on revising the accompanying procedure(s).

Audit Committee spoke to the need for cadence in the policy as cybersecurity and the technology landscape is constantly evolving. It was recommended that the policy be reviewed at least every 3-5 years to ensure it meets the District's needs. The Committee also recommended that benchmarks such as NIST Cybersecurity Framework 1.1 and ISO/IEC 27001:2013 be consulted and referenced. These frameworks were consulted and considered during the consultation period. In addition to these frameworks, the Government of Canada website, Get Cyber Safe.org was consulted.

As part of the review process, staff worked with our external third party service provider who recently undertook a review of IT operations and who is providing support to the further development of our security infrastructure. The consultant has encouraged the streamlining of the policy and the development of more detailed operational practices and standards which can be responsive to the changing issues in the security landscape.

The revised policy must be considered as part of a set of policy directives, including the Appropriate Use Policy, the Privacy Policy and the Electronic Communications Policy. Work will continue to align and integrate these documents and the supporting procedures.

4. **Security Governance**

The Security Steering Committee was formed as per the recommendation of the 10 Essential Security Assessment. The first recommendation of the Security Steering Committee was to update the Computer Network Security policy and review the accompanying procedures.

5. **Awareness and Training**

One of the key changes to this policy is the commitment of the District to provide training to all staff. Security awareness training can occur in a variety of forms including online modules, simulated phishing attacks with responses to educate the user, and face to face workshops. Baseline data will be gathered and used to assist with planning future training opportunities and monitoring the impact. The three year technology plan "Transforming How we Learn and Work" highlights privacy and security as a priority. Business and Learning Technologies (B&LT)

will focus its resources in the form of a dedicated Security team to prioritize the protection of the District's assets.

6. **Third Party Data Sharing**
With the increase in availability of third party applications for educational use, teachers are being asked to interpret privacy agreements and terms and conditions before sharing student data. This has been a challenge for educators and it is clear they are in need of guidance and support in this area. The District is moving forward with the creation of a software catalogue committee that will curate, oversee and recommend applications in schools from a pedagogical, technological and privacy and security perspective. The District will be collaborating with other districts through the Ontario Association of School Business Officials (OASBO) and through the Educational Computing Network of Ontario to provide consistency to the process.

7. **Privacy and Security**
Privacy and security have a reciprocal relationship. While information management security and privacy are an important part of a secure infrastructure, the District has an established privacy policy that will complement the proposed security policy. Security refers to how information is protected while privacy refers to the permissions assigned to information being shared.

8. **Title of Policy**
Feedback during the consultation process indicated that the title "Computer Network Security" was too limiting. To reflect the emphasis for security across all aspects of information technology the policy is being renamed "Information Technology Security".

RESOURCE IMPLICATIONS:

9. The resources required to carry out this work will be part of the B&LT department budget.

COMMUNICATION/CONSULTATION ISSUES:

10. After the consultation plan was approved by Committee of the Whole on 1 October 2020, information related to the Computer Network Security consultation was sent to all school councils through the school council newsletter and to all parents through Keeping You Connected, as well as posted to the District's website. Interested parents and members of the community were invited to share feedback either electronically or at a planned policy discussion meeting held on 12 November 2019.

In addition, consultation included targeted outreach to the federations, the Audit Committee, principals, vice-principals and managers, students, and staff in B&LT.

B&LT reviewed the feedback provided through the consultation and engaged a third party consultant, IBM, to review the policy revisions, feedback from trustees and to conduct a gap analysis between the policy and best practices.

Students in grades 7-12 at three different schools were consulted via focus groups. Overall feedback from students focused on the importance of regular security training for staff and students.

While a community focus group was not well attended, there was feedback provided from both community and staff through the online survey. This feedback was varied but emphasized the need for a robust secure policy to ensure the protection of District data.

Once approved, the revised policy will be shared with staff via a system memo. It will also be posted on the district website and will be highlighted in the staff portal.

STRATEGIC LINKS:

11. This policy revision is aligned with a Culture of Caring through championing and nurturing a safe, caring and respectful workplace.

RECOMMENDATION:

THAT the revisions to Policy P.074.IT - Information Technology Security (attached as Appendix A to report 20-020) be approved.

_____ _____

Shawn Lehman
Superintendent of Instruction

Camille Williams-Taylor
Director of Education
Secretary to the Board

Appendix A - Current online Policy P.074.IT
Appendix B - Pre-Consultation Version
Appendix C - Post-Consultation

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.074.IT

TITLE: COMPUTER NETWORK SECURITY

Date Issued: February 1999
Last Revised:
Authorization: Board: 27 January 1999

1.0 OBJECTIVE

To ensure the appropriate safeguarding, integrity, and availability of physical assets and information stored, processed, or transmitted electronically by the Ottawa-Carleton District School Board.

2.0 DEFINITIONS

In this policy:

2.1 **information** is defined as all information holdings that are stored, transmitted, or processed electronically by Ottawa-Carleton District School Board staff and students.

2.2 **physical assets** are defined as the information technology infrastructure such as computers, software applications, network wiring, encryption devices, etc. used in the processing, storage, and transmittal of information.

3.0 POLICY

3.1 All information in the Board, in whatever form, stored on any media, is an asset and the property of the Ottawa-Carleton District School Board. Similarly, physical assets owned and utilized in the processing of this information are the property of the OCDSB.

3.2 Superintendents, principals and managers/supervisors are accountable for safeguarding information and physical assets under their control. All employees are responsible for the protection of these assets from unauthorized use, modification, disclosure or destruction (whether accidental or intentional) and for maintaining the integrity of these assets and their availability to others as required in the performance of their duties.

3.3 Information and physical assets shall be classified as to their value, sensitivity, integrity, availability and accountability requirements. In addition, information and physical assets

shall be safeguarded according to procedures which include their classification and assessment of related risks.

3.4 Access to sensitive information and assets is restricted to those whose duties require such access.

3.5 All staff members are responsible for monitoring and enforcing compliance with this policy within the scope of their duties and responsibilities. Violations or suspected violations of these responsibilities must be reported immediately to the appropriate superintendent, principal or manager/supervisor. Persons found to be in violation of this policy may be subject to immediate disciplinary action up to and including termination of employment. Legal action and/or referral of the matter to law enforcement agencies shall be considered depending on the severity of the violation, the real or potential loss to the Board, or breach of confidentiality.

4.0 SPECIFIC DIRECTIVES

4.1 This policy applies to all areas within the OCDSB and is in addition to existing Ottawa-Carleton District School Board policies and procedures and to sections of the *Education Act* pertaining to access to and retention of information or records.

4.2 The requirement to identify and safeguard information and assets also applies to students, parent volunteers, vendors, consultants, and other organizations that are party to agreements between themselves and the OCDSB, as may be appropriate.

4.3 The Director of Education shall issue procedures to implement this policy.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, ss. 170, 171
Board Policy P.027.GOV: Corporate Records Management
Board Policy P.049.IT: Electronic Communications Systems
Board Policy P.098.CUR: Anti-racism and Ethnocultural Equity
Board Policy P.053.HR: Alleged Harassment/Abuse
Board Procedure PR.516.GOV: Corporate Records Management
Board Procedure PR.672.IT: Electronic Communications Systems
Board Procedure PR.564.IT: Computer Network Security

POLICY P.074.IT TITLE: ~~COMPUTER NETWORK~~ *INFORMATION TECHNOLOGY* SECURITY

Date Issued: **February 1999**
Last Revised: **XX *October 2019 (Draft)***
Authorization: **Board: 27 January 1999**
Review Date: ***September 2022***

1.0 OBJECTIVE

To ensure the safety, security, ***accessibility, confidentiality,*** integrity, and business continuity of ~~computer network~~ ***information technology*** systems to protect the information ***created,*** owned, processed, or transmitted electronically by the Ottawa-Carleton District School Board.

2.0 DEFINITIONS

In this policy,

2.1 Access means direct or indirect use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer or other electronic device, computer system, facility or network.

2.2 Authorization means having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner consistent with the authorized consent or permission.

2.3 Board means the Board of Trustees.

2.4 Computer refers to any electronic device or communication device that stores, retrieves, processes, or transmits data.

2.5 Computer system refers to a set of related, connected or unconnected, devices, software, or other related computer equipment.

2.6 Computer network means the interconnection of computers, electronic devices, software, or other equipment.

2.7 Computer property includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.

2.8 Confidential means data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.

2.9 ***Digital assets refers to any form of information received, created or gathered on behalf of the OCDSB in the course of District business.***

2.10 District means the Ottawa-Carleton District School Board.

2.11 Encryption or encrypted data refers to the most effective way to achieve data security. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.

2.12 Information means all information holdings that are stored, transmitted, or processed electronically in the course of District business.

2.13 ***Information Technology refers to ...***

2.14 ***Infrastructure refers to ...***

2.15 Integrity of information means safeguarding information from unauthorized alteration or destruction.

2.16 Physical Assets refers to the information technology infrastructure, such as computers, devices, software applications, network equipment and peripherals, encryption devices, etc. used in the processing, storage, and transmittal of information.

2.17 ***Privacy refers to ...***

2.18 Security system refers to access control technologies such as encryption, password protection, and other forced authentication or access controls designed to keep out unauthorized persons.

2.19 Security Threats refers to any possible danger that might exploit a vulnerability to breach security safeguards and therefore cause possible harm to the District’s information and/or physical assets.

2.20 Sensitive information refers to data that contains personally identifiable information.

2.21 ***Third Party refers to ...***

3.0 GUIDING PRINCIPLES

3.1 The Board believes that:

a) a strong, reliable, and secure ~~computer~~ ***information technology*** infrastructure is essential to ensuring an effective working and learning environment;

b) a secure infrastructure includes effective long-term contingency and incident management planning to prevent, manage and quickly recover from a security threat or any incident and reduce risk to the organization; and

~~c) on-going training and support to all employees on information security, possible threats, and safeguards is essential to implementing this policy.~~ ***a culture of privacy and security will prioritize the protection of student, staff and district data; and***

d) data shared with third parties will maintain the confidentiality, integrity and security standards of the Board.

e) systems and data will be secured by assigned and appropriate access to assure the confidentiality, integrity and security of assets

3.2 Physical and ***digital assets*** ~~are any form of information received, created or gathered on behalf of the OCDSB in the course of District business~~ are corporate assets and considered property of the OCDSB.

4.0 SPECIFIC DIRECTIVES

4.1 ~~Stakeholders~~,***All users of the District network*** including staff, trustees, parents, students, vendors, consultants, and partners, with OCDSB-owned ~~information and physical~~ assets under their control shall:

a) safeguard the confidentiality and integrity of such assets;

~~b) maintain their availability to others as required in the performance of their duties; and~~ make ethical choices when utilizing assets;

c) identify and report potential security threats and/or breaches~~.~~**;**

d) monitor and enforce compliance with this policy within the scope of their duties and responsibilities.

4.2 The District shall make every reasonable effort to protect and secure information and

assets from threat, abuse and/or misuse, including through human error, hardware malfunction, natural disaster, security break, and/or malicious attack.

Security Safeguards

4.3 The District shall ensure the security of all ***information technology*** ~~computers, computer networks and *computer property* ~~through:

a) classifying them as to their risk, value, sensitivity, integrity, ***confidentiality,*** availability, and accountability requirements;

b) ~~controls on system access including an authorization process for granting and/or revoking system access based on specific requirements which are necessary to perform a job~~***; controlled and authorized systems access;***

~~c) a documented change management process for handling system upgrades, installations, or changes to software and hardware; ~~***a review of the Information Technology Security Policy P.074.ITdocument on a three year cycle;***

~~d) ensuring all equipment that contains sensitive information are secured to deter theft;~~ ***Technical measures will be put in place to support the safe and secure use of assets;***

~~e) requiring safe and secure use and storage of any computer or network device;~~

f) ensuring their use is in accordance with Board Policy P.100.IT Appropriate Use of Technology; and

~~g) establishing practices for automatic log off, and requirements for locks and password screen locks.~~

~~4.4 The District shall ensure that server rooms and data closets are protected by appropriate access control which segregates and restricts access from general school or District office areas.~~ ***The District has a formalized incident and business continuity response plans in place and aligned with Emergency Response Protocols.***

~~4.5 No other person, including contractors, shall be allowed unescorted access to server rooms and data closets, unless expressly authorized.~~

~~4.6 The District shall ensure network controls are in place to regulate traffic moving between internal (District) resources and external (Internet) entities.~~

~~4.7 The District shall ensure that appropriate network segmentation is in place to protect the integrity of systems and data, using industry standards and current best practices to~~

segment internal computer networks based on the data type, user access, and level of risk.

Incident Management

4.8 The District shall ensure that malicious software protection is installed on District-owned equipment, and shall ensure practices are in place to:

a) monitor for risk;

b) respond to malicious acts;

c) report incidents; and

d) manage incidents.

4.9 Monitoring and responding to technology related incidents shall be designed to provide early notification of events and rapid response and recovery from internal or external network or system attacks.

Business Continuity

4.10 The District shall develop and deploy a District-wide business continuity plan which shall, at a minimum, include:

a) data Backup Data procedures which establish a regular schedule for the collection of backup data and practices which ensure secure location of backup data; and

b) established practices for managing data in response to threats, attacks, and/or disasters.

Monitoring and Compliance

4.11 The District shall perform routine security and privacy audits in congruence with the District's Information Security Framework.

4.12 Staff members shall monitor and enforce compliance with this policy within the scope of their duties and responsibilities.

4.13 Violations or suspected violations of staff responsibilities must be reported immediately to the appropriate direct supervisor.

4.14 Staff found to be in violation of this policy may be subject to disciplinary action up to and including termination of employment with the District.

4.15 Legal action and/or referral of the matter to law enforcement agencies shall be considered depending on the severity of the violation, the real or potential loss to the Board, or breach of confidentiality.

~~4.16 Violations or suspected violations by OCDSB vendors, consultants, or partners shall be dealt with in accordance with the applicable Data Sharing Agreements.~~

Implementation

4.17 The Director of Education is authorized to issue such procedures to ensure ~~information and physical assets~~ ***Information Technology*** security is integrated within all aspects of the operations of the District.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, ss. 170, 171
Board Policy P.027.GOV: Corporate Records Management
Board Policy P.049.IT: Electronic Communications Systems
Board Policy P.100.IT Appropriate Use of Technology
Board Policy P.128.GOV Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Board Procedure PR.516.GOV Corporate Records Management Board
Procedure PR.564.IT Computer Network Security
Board Procedure PR.622.IT Appropriate Use of Technology
Board Procedure PR.669.GOV Privacy Breach
Board Procedure PR.672.IT Electronic Communications Systems
Board Procedure PR.685.IT Mobile Devices
NIST Cyber Security Framework 1.1
ISO/IEC 27001:2013

Appendix C to Report 20-020

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.074.IT

TITLE: *INFORMATION TECHNOLOGY* SECURITY

Date Issued: February 1999
Last Revised: *18 February 2020*
Authorization: Board: 27 January 1999

1.0 OBJECTIVE

To ensure the safety, security, ***accessibility, confidentiality,*** integrity, and business continuity of ***information technology*** systems to protect the information ***created,*** owned, processed, or transmitted electronically by the Ottawa-Carleton District School Board.

2.0 DEFINITIONS

In this policy,

2.1 **Access** means direct or indirect use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer or other electronic device, computer system, facility or network.

2.2 **Authorization** means having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner consistent with the authorized consent or permission.

2.3 **Board** means the Board of Trustees.

2.4 **Computer** refers to any electronic device or communication device that stores, retrieves, processes, or transmits data.

2.5 **Computer system** refers to a set of related, connected or unconnected, devices, software, or other related computer equipment.

2.6 **Computer network** means the interconnection of computers, electronic devices, software, or other equipment.

2.7 **Computer property** includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.

2.8 **Confidential** means data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.

2.9 **Digital assets** refers to any form of information received, created or gathered on behalf

of the OCDSB in the course of District business.

2.10 **District** means the Ottawa-Carleton District School Board.

2.11 **Encryption or encrypted data** refers to the most effective way to achieve data security. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.

2.12 **Information** means all information holdings that are stored, transmitted, or processed electronically in the course of District business.

2.13 ***Information Technology*** refers to a computer, device, or network on which there is a significant operational dependency for the District, and/or which stores, transmits, or provides access to sensitive information. This can refer to computers functioning as servers, and storage devices such as USB keys and portable hard drives, personal computers, printers, and photocopiers which have internal storage capability that could contain sensitive information.

2.14 **Infrastructure** refers to the set of information technology components that are the foundation of information technology services; typically physical components, but also various software and network components

2.15 **Integrity of information** means safeguarding information from unauthorized alteration or destruction.

2.16 **Physical Assets** refers to the information technology infrastructure, such as computers, devices, software applications, network equipment and peripherals, encryption devices, etc. used in the processing, storage, and transmittal of information.

2.17 **Privacy refers** to the quality or condition of being secluded by the presence or view of others. The state of being free from unsanctioned intrusion: a person’s right to privacy.

2.18 **Security system** refers to access control technologies such as encryption, password protection, and other forced authentication or access controls designed to keep out unauthorized persons.

2.19 **Security Threats** refers to any possible danger that might exploit a vulnerability to breach security safeguards and therefore cause possible harm to the District’s information and/or physical assets.

2.20 **Sensitive information** refers to an electronic set of information or data, such as a database, file or document, that is classified as personal or confidential, whether it is stored on or off premises.

2.21 **Third Party** refers to external vendors or contractors which provide supporting services to the District.

3.0 GUIDING PRINCIPLES

3.1 The Board believes that:

a) a strong, reliable, and secure information technology infrastructure is essential to ensuring an effective working and learning environment;

b) a secure infrastructure includes effective long-term contingency and incident management planning to prevent, manage and quickly recover from a security threat or any incident and reduce risk to the organization; and

c) where data shared with third parties, they will maintain the confidentiality, integrity and security standards of the Board

d) systems and data will be secured by assigned and appropriate access to assure the confidentiality, integrity and security of assets; and

e) a governance structure is critical to promote risk management and long term security strategy.

3.2 Physical and digital assets are corporate assets and considered property of the OCDSB.

4.0 SPECIFIC DIRECTIVES

4.1 All users of the District network including staff, trustees, parents, students, vendors, consultants, and partners, with OCDSB-owned and personal assets under their control shall:

a) safeguard the confidentiality, integrity and availability of District physical and digital assets preserving the privacy of electronically maintained personal information in the custody or control of the District, whether stored on premises or external to the District;

b) make ethical choices that abide by the parameters of the Appropriate Use of Technology Procedure when utilizing assets;

c) identify and report all suspected or confirmed security incidents in accordance with procedures for reporting information technology or information security incidents or risks;

d) monitor and enforce compliance with this policy within the scope of their duties and responsibilities.

4.2 The District shall make every reasonable effort to protect and secure information and assets from threat, abuse and/or misuse, including through human error, hardware malfunction, natural disaster, security break, and/or malicious attack.

Security Safeguards

4.3 The District shall ensure the security of all information technology through: classification, control, technical measures ensuring their use is in accordance with Board policy.

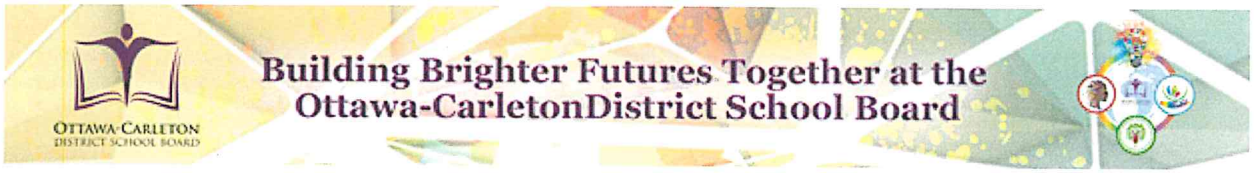
4.4 The District shall have a formalized incident management, monitoring, compliance and business continuity response plan in place, aligned with Emergency Response Protocols.

Implementation

4.5 The Director of Education is authorized to issue such procedures to ensure Information Technology security is integrated within all aspects of the operations of the District.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, ss. 170, 171
Board Policy P.027.GOV: Corporate Records Management
Board Policy P.049.IT: Electronic Communications Systems
Board Policy P.100.IT Appropriate Use of Technology
Board Policy P.128.GOV Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Board Procedure PR.516.GOV Corporate Records Management Board
Procedure PR.564.IT Computer Network Security
Board Procedure PR.622.IT Appropriate Use of Technology
Board Procedure PR.669.GOV Privacy Breach
Board Procedure PR.672.IT Electronic Communications Systems
Board Procedure PR.685.IT Mobile Devices
NIST Cyber Security Framework 1.1
ISO/IEC 27001:2013



Committee of the Whole (PUBLIC) **18 February 2020**
Report No. 20-022

School Year Calendar: Key Dates
Key Contact: Nadia Towaij, Superintendent- Program and Learning, K-12, (613) 596-8211 ext. 8573

PURPOSE:

1. This report seeks approval of the recommendations regarding the 2020-2021 elementary and secondary school year calendars for the Ottawa-Carleton District School Board.

CONTEXT:

2. Provincial regulation 304 governing the design and composition of school year calendars requires that district school boards submit their proposed calendars to the Ministry of Education for approval by 01 May 2020. If a modified school year calendar is to be submitted, the deadline for submission is March 1, 2020.

KEY CONSIDERATIONS:

3. The Ministry of Education provides a province-wide template to guide and direct local-level discussions about the design of the school year calendar. Key dates for the placement of holiday breaks (March Break/ Winter Holiday break) are initially identified by the Ministry of Education and provide a basis for preliminary consultation in our District surrounding our local priorities and program needs.

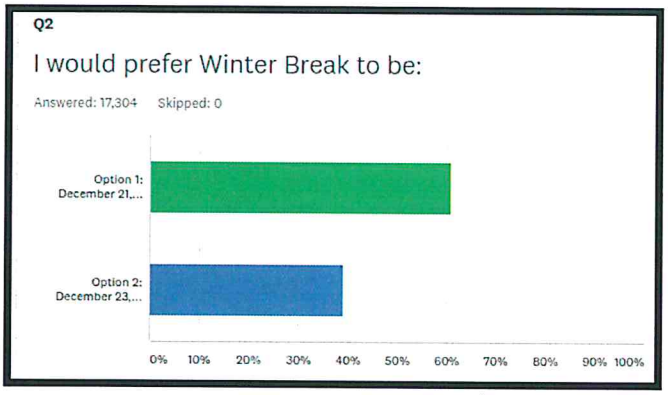
   The District's administrative procedure for school year calendars (PR.526.SCO) provides direction for consultation on the calendar through an ad hoc School Year Calendar Consultative Committee (Appendix C) composed of representatives from the various employee groups, parent representatives (OCASC / PIC), school principals, students (Student Senate, Council of Co-Presidents), and various central departments from the District. An additional level of consultation takes place between the local area school boards, both English and French boards.

   The draft calendar for 2020-2021 features recommendations for the placement of key dates related to the start/end of the school year, placement of holiday breaks and examination days for secondary school programs, and identification of Professional Activity days.

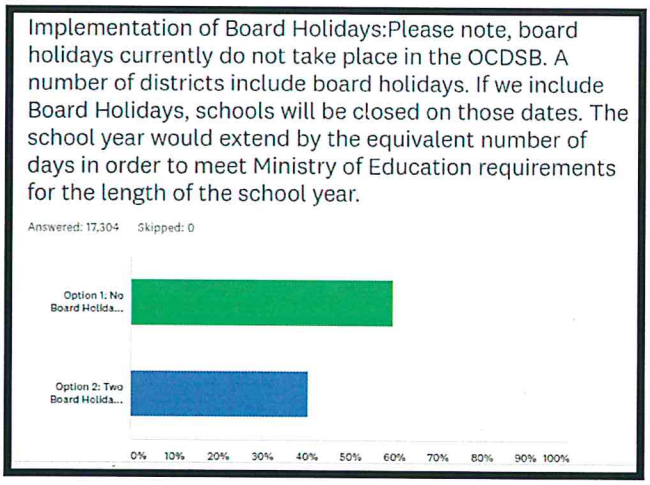
   An information memo identifying key dates for the 2020-2021 school year calendar was circulated to trustees 20 December 2019 - Memo No. 19-156 (Appendix D) identifying initial key dates.

Additionally, communication was sent to all stakeholders in December 2020 regarding the 2020-2021 calendar including key dates (start of the school year etc.). A link to a survey to solicit stakeholder input with regard to the placement of the winter break and the possible addition of two board holidays was shared with parents.

Over 17,000 responses were received.



61% of respondents selected the Ministry of Education winter break dates (last day of classes for students taking place on 18 December 2020 and students returning to classes after the break on 4 January 2021.



60% of respondents did not recommend the addition of two Board holidays.

The resulting recommended school year calendars at elementary and secondary for the 2020-2021 school year are identified below:

Elementary School Program Operation	
PA Day - Provincial Priorities	31 August 2020
Start of School Year for students	1 September 2020
PA Day - Provincial Priorities	9 October 2020
PA Day - Parent/Teacher Interviews	13 November 2020
Winter Holiday Break	21 December 2020 to 1 January 2021
PA Day - Report Card Development	22 January 2021
PA Day –Provincial Priorities	12 February 2021
March Break	15 March 2021 to 19 March 2021
PA Day –District Priorities	23 April 2021
PA Day – Report Card Development	4 June 2021
Last Day of School for students	25 June 2021

Secondary School Program Operation	
PA Day - Provincial Priorities	31 August 2020
Start of School Year for students	1 September 2020
PA Day - Provincial Priorities	9 October 2020
PA Day - Provincial Priorities	13 November 2020
Winter Holiday Break	21 December 2020 to 1 January 2021
Semester One Examinations	25-29 January 2021
March Break	15 March 2021 to 19 March 2021
PA Day –District Priorities	23 April 2021
Semester Two Examinations	16-22 June 2021
Last Day of School for students	23 June 2021
PA Day- District Priorities	23,24,25 June 2021

FINANCIAL CONSIDERATIONS:

4. There are financial implications arising when the school year calendar is not fully aligned with our co-terminous school board, given that the shared transportation

service is operating when one of the two school boards is not in session. Cost estimates range between $20,000 and $30,000 per day.

COMMUNICATION CONSULTATION ISSUES:

5. Members of the ad hoc School Year Calendar Consultative Committee met on 19 November 2019 and 30 January 2020. These meetings reviewed key dates associated with the 2020-2021 calendar document identified in this report. Multiple conversations took place with the coterminous board due to shared transportation. Additionally, representatives from neighbouring school districts within our community and Eastern Ontario were also contacted as part of the consultation process.

STRATEGIC LINKS:

6. Work surrounding the establishment of the District's school year calendar is the underpinning for District-level activity within the District's Strategic Plan and creates a key framework to support student learning and well-being.

RECOMMENDATION:

THAT the school year calendars (Appendix A and B) be submitted to the Ministry of Education as the official 2020-2021 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

Nadia Towaij
Superintendent of Program and Learning K-12
613-696-8211 ext. 8573

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

Ontario

Ministry of Education

School Year Calendar 2020 - 2021

Legend ▶ H - Statutory Holiday Schedule; F – First Day Students; L – Last Day Students; E - Scheduled Examination Day; P - Professional Activity Day; B - Board Designated Holiday; ☒ Half Day

OCDSB - Elementary

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31 P				
September 2020					1 F	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020							1	2	5	6	7	8	9 P	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020				2	3	4	5	6	9	10	11	12	13 P	16	17	18	19	20	23	24	25	26	27	30				
December 2020					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	29
February 2021				1	2	3	4	5	8	9	10	11	12 P	15 H	16	17	18	19	22	23	24	25	26					
March 2021				1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
April 2021							1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
May 2021				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2021					1	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 L	28	29	30		
July 2021							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL																												

Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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Ontario

Ministry of Education

School Year Calendar 2020 - 2021

OCDSB - Secondary

Legend ▶ H - Statutory Holiday Schedule; F – First Day Students; E - Scheduled Examination Day; P - Professional Activity Day; B - Board Designated Holiday; ☒ Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31 P				
September 2020					1 F	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020							1	2	5	6	7	8	9 P	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020				2	3	4	5	6	9	10	11	12	13 P	16	17	18	19	20	23	24	25	26	27	30				
December 2020					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 E	26 E	27 E	28 E	29 E
February 2021				1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2021				1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
April 2021							1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
May 2021				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2021					1	2	3	4	7	8	9	10	11	14	15	16 E	17 E	18 E	21 E	22 E	23 P	24 P	25 P	28	29	30		
July 2021							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL																												

Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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Report 20-022 - Appendix C

School Year Calendar Consultative Committee - 2020-2021

Membership List

In accordance with Board and Ministry requirements, a School Year Calendar Consultative Committee was convened to consider a calendar for the 2020-2021 school year. Two meetings took place along with consultation, feedback and an online survey in between the meetings. The following organizations were invited to send a representative to the committee meetings, chaired by Nadia Towaij, Superintendent of Program and Learning K-12.

Ottawa-Carleton Assembly of School Councils
PIC Parent Involvement Committee
Council of Student Co-Presidents
Ottawa-Carleton DSB Student Senate
Elementary Principal Representative
Secondary Principal Representative
ETFO Ottawa-Carleton Elementary Teachers' Federation
OSSTF Ontario Secondary School Teachers' Federation
OSSTF Plant Support Staff Unit
OSSTF Professional Students Services Personnel
OSSTF Educational Support Professionals (SSP)
Research Evaluation Analytics Department
Diversity/Equity Coordinator
Communications and Information Services
Human Resources
Business & Learning Technologies
Payroll
Program and Learning K-12

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Report 20-022 - Appendix D

MEMORANDUM

Memo No. 19-156

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education
Nadia Towaij, Superintendent, Program and Learning, K-12

DATE: 20 December 2019

RE: 2020-2021 School Year Calendar (SYC): Key Dates

This memorandum provides information on key dates for the operation of OCDSB schools for the 2020-2021 school year. Members of the Ad Hoc School Year Calendar Consultative Committee (SYC) met on November 17, 2019 to discuss the topic of key dates associated with the 2020-2021 school year calendar. The SYC committee is comprised of student representatives, parents, staff and union representatives.

An additional level of consultation occurred with senior staff, our co-terminous board with whom we share transportation costs and other local school districts.

It is important to highlight to all families and staff that the late placement of Labour day (September 7, 2020) will require a start of the school year the week prior to Labour day. This last took place during the 2009-2010 school year with Labour day on September 7, 2009 and a school start on August 31, 2009.

Given the early start to the school year as well as the placement of certain dates, there will be a survey to seek input from families and staff on the 2020-2021 school year calendar in the following areas:

1) Winter Break:
OPTION 1: Monday, December 21, 2020- Friday, January 1, 2021 (the Ministry of Education recommended dates)
OR
OPTION 2: Wednesday, December 23, 2020 - Tuesday, January 5, 2021.

Reason: The Ministry of Education (MOE) Winter break dates result in a final day of classes for students on December 18th, a relatively early end to the year and thus

an early return to classes in the new year. Therefore a second option is being provided with students continuing in classes until Tuesday, December 22, 2020 with the winter break beginning on Wednesday, December 23rd and students returning to class on Wednesday, January 6, 2021.

2) Board Holidays:
OPTION 1: No Board holidays (status quo).
OR
OPTION 2: Addition of two Board holidays
   - Friday, February 12, 2021 (resulting in a four-day Family Day weekend)
   - Friday, March 12, 2021 (resulting in extending the March Break by one day)

   The addition of Board holidays during which all schools are closed is possible if the school year is extended by the equivalent number of days in order to meet Ministry of Education requirements for the length of the school year. Board holidays do not presently take place in the OCDSB, but a number of districts include Board holidays in the setting of their school year calendars to support family travel, and wellness.

3) End of School Year:
OPTION 1: Friday, June 25, 2021* (this end of the school year would align to no District holidays being included.
OR
OPTION 2: Tuesday, June 29, 2021*(this end to the school year would align to two additional District holidays being included).

   Of note, in both options, the placement of examination days and PA days would determine the final day of classes for students.

As a result of this preliminary round of consultation in our District, staff are proposing a school year calendar with the following parameters:

Description	Date
First day of School Year	Monday, August 31, 2020 (note: the first day of classes for students will be August 31, 2020 or September 1, 2020 pending the determination of the placement of PA Days which takes place by 1 March, 2020)
Winter Holiday Break	TBD (see note below regarding survey) **Option 1**: Monday, December 21, 2020 - Friday, January 1, 2021 OR **Option 2**: Wednesday, December 23, 2020 - Tuesday, January 5, 2021
March Break	March 15, 2021 - March 19, 2021
End of School Year	(See note below regarding survey)

	Option 1: Friday, June 25, 2021 OR **Option 2**: Tuesday, June 29, 2021 with two District Holidays *in both options, the placement of PA days and examination days will determine the final day of classes for students

In consultation with the coterminous board, it was decided to survey staff and families in order to solicit input as per the above areas.

A survey has been created to determine which options are preferred by the OCDSB community. A SchoolConnects message has been sent to all parents/guardians requesting their feedback. In addition, the survey link will be included in weekly school council newsletters, on the district website, all school websites, staff portal and student portal and in social media. A newsflash will be sent to all staff. A reminder SchoolConnects message will be sent two weeks prior to the close of the survey. Additionally the survey link has been shared with the Student Senate and the Council of Co-presidents. The survey will remain open until January 26, 2020.

The SYC is set to reconvene January 27, 2020 to review the input regarding the survey and to gather further input regarding the placement of professional activity days, and secondary school examinations.

The provincial regulation governing the design and delivery of school year calendars requires that district school boards submit their proposed calendars for approval by 1 May 2020. Calendars proposing an alternative set of dates from the generalized Ministry calendar are required to be submitted by 1 March 2020. Trustees can expect that a final draft of the school year calendar for 2020-2021, including placement of P.A. Days and examinations, will be presented for discussion at the Committee of the Whole in February 2020.

Should you have any questions, please contact Nadia Towaij, Superintendent, Program and Learning at nadia.towaij@ocdsb.ca or at (613) 596-8211 ext. 8573.

cc Director's Executive Council
Manager Board Services
Corporate Records

INDIGENOUS EDUCATION ADVISORY COUNCIL

January 16, 2020
6:00 pm
Gloucester High School
2060 Ogilvie Road
Ottawa, Ontario

Members:

Monique Monatch, Albert Dumont, Nina Stanton, Inini McHugh, Raiglee Alorut, Benny Michaud

Staff and Guests:

Staff and Guests: Wendy Hough, Dorothy Baker, Jody Alexander, Ganaaboute Gagne, Chantel Verner, Kris Meawasige, Josh Lewis, Leigh Fenton

1. Opening

Vice-Principal Alexander called the meeting to order at 6:19 p.m.

Albert Dumont opened the meeting with a teaching.

2. New Business

Superintendent Baker announced that Ms. Alorut has accepted a position as the Strategic Planning Resource Adviser for the Ministry of Education in the Inuvialuit Settlement Region. Ms. Alorut said she will always go where she is most needed to improve the lives of her people. Superintendent Baker noted that Ms. Alorut has played an integral role on the Inuit Elder's Circle and wished her all the best for her next journey.

Mr. McHugh reported on the following items:

- He was grateful to have had the opportunity to meet and prepare a presentation for a psychologist and social workers who are part of the Learning Support Services (LSS) Team;
- He noted that five students in his program will be enrolling in post-secondary education at the end of the year, and requested additional information on the Prior Learning Assessment Review (PLAR);
- He recognized Geordie Walker, Principal of Hillcrest High School, for his dedication to the needs of his students; and

- He highlighted that only $2.7 million dollars was allocated to Indigenous services in the 2018-2019 operating budget. He requested additional information on the funding formulas to support indigenous student learning and well-being.

Superintendent Baker acknowledged Mr. McHugh's contribution to improving student experience. She plans to invite Finance Manager Kevin Gardner to speak to IEAC about the budget, its connection to equity and the allocation of funds. She explained that grants from the Ministry are either *sweatered* (meaning they have to be spent on a certain program or in a certain way), or un*sweatered* (meaning the board has flexibility about how they spend the money). For example, some funds are allocated specifically for Indigenous Education as a part of the Board Action Plan. One way funds are allocated to the District by the Ministry of Education is through the examination of the number of self-identifying Indigenous students. Vice Principal Alexander referred to the current process for Indigenous self-identification; in consultation with the community, the former pamphlet format will be updated to a new self-identification card. Parents and guardians of children under 18 years of age are able to identify their children as having First Nations, Métis or Inuit ancestry. Students over 18 years of age are able to self-identify as having First Nations, Métis or Inuit ancestry. Superintendent Baker mentioned that there will be a future discussion at IEAC about the data that has been collected from the "Valuing Voices" survey focused on identity-based data collection.

3. Presentations and Discussion

3.1 Report 20-111, Supporting Indigenous Learners at the OCDSB

Vice Principal Alexander reported that the District had approximately 1400 self-identified Indigenous students in the 2018-2019 school year. Over the past three years the number of families who have chosen to self-identify as Indigenous within the OCDSB has remained constant. This number is consistent with that of the 2016 Canadian Census wherein the Indigenous population is reported at 2% in Ottawa.

The report was presented to the District's Director's Executive Council where Vice Principal Alexander had the opportunity to showcase the work of the Indigenous Education Team to senior staff. She explained that OCDSB staff across the District is on a learning journey spanning from awareness to adopting the Indigenous pedagogy into their classrooms.

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

- The addition of the Indigenous Student Success Coordinator (ISSC) in 2018-2019 increased the capacity of the team significantly. The ISSC, together with the Indigenous Student Success and Re-Engagement Coordinator (ISSRC) supported 33 schools (Kindergarten

to grade 12), worked directly with 638 students, facilitated 112 student circles, held 111 parent and guardian meetings, and met with 457 school staff;

- Efforts to support Indigenous students and to create a network of peers have resulted in the creation of a youth group, Original Voices, in the 2018-2019 school year;
- The 2019-2020 Board Action plan will include the implementation of a Ministry funded Indigenous Graduation Coach. The job posting will be circulated both internally and externally. The District is also posting two Graduation Coaches for Black Students;
- Mr. Lewis supported the notion of a graduation coach. He noted he is unable to visit all schools frequently enough to provide continuous high- level support to students and educators on a daily basis;
- Mr. Dumont recounted that he had heard on Canadian Broadcasting Corporation (CBC) radio that increasingly, more students are having difficulty reading and the Ontario Human Rights Commission has become involved. He taught his granddaughter how to read and spell using the Indigenous ways of learning where the characters in the alphabet were drawn like pictures. Ms. Alorut mentioned that in her community they sing the words instead of reading to play with the sound of the word;
- In the 2018-2019 school year, the shortage of occasional teaching staff had a direct impact on the delivery of professional development. Only 22% of the budgeted Ministry funds of $56,845 was disbursed in the programming to support the implementation of a revised curriculum for history and social studies;
- Various peer-to-peer Indigenous mentorship programs exist within the city. The Indigenous School Mentorship program offers an opportunity for Carleton University students to work as peer mentors with Indigenous elementary and high school students in the Ottawa area, through involvement in the classroom, lunchtime or after-school programs and/or cultural clubs.
- Trustee Gagne attested to participating in afternoon co-op programs within the District, alongside two other First Nations high school students from South Western Ontario. They work with younger students at Fisher Park Public School and Summit Alternative to teach mathematics; and
- A request was made for a follow-up report detailing the results from the 2019-2020 Board Action Plan.

4. Reports

4.1 14 November 2019 IEAC Report

The 14 November 2019 IEAC Report was received by the council.

4.2 Superintendent's Report

Superintendent Baker reported on the following items:

- Andrew Parent is the new principal of Gloucester High School and she is confident in his abilities to do outstanding work;
- Data is being collected on the English Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U/C/E) compulsory course. Eighteen of the twenty-five high schools are offering the course at all pathway levels. The goal is to offer the course at every high school by September 2021. NBE3U/C/E teachers are unable to meet for professional development at this point due to the labour unrest. All professional learning is on hold.
- A review of land acknowledgement in schools is underway to ensure that the articulation is not tokenism. Vice Principal Alexander and the Indigenous Education Team have made many presentations across the District on the meaning of land acknowledgements. Ms. Manatch queried whether the wording was developed independently and added that expressing a personal connection to land acknowledgement is important. Superintendent Baker responded that a land acknowledgement wording guide has been created in consultation with the community, however there are staff who internalize the acknowledgement and identify who they are in relation to the land. Trustee Gagne added that at Glebe Collegiate Institute, a land acknowledgment is part of the morning announcements on the public address system, spoken at the beginning of announcements and opens staff meetings. The words spoken are always different depending on who is delivering them. Mr. Dumont stated that he and Ms. Manatch have been working with the Canada Council of the Arts to help them with a customized land acknowledgement; and
- A survey regarding smudging was initialized to determine from principals which sites were engaged in opportunities for smudging for students, staff and/or community. Of the 96 respondents, 9 sites indicated that they were providing this opportunity. Creating a protocol for smudging is on Vice Principal Alexander's workplan this year. She plans to ensure principals are aware of available smudge bundle materials for First Nations and Métis students and teachers to use should they wish to smudge. Ms. Alorut requested more information

about a future policy for lighting the Inuit qulliq, the traditional soapstone lamps used in ceremonial purposes.

5. Closing

Mr. Dumont offered a closing at 8:16 p.m.

AUDIT COMMITTEE REPORT (PUBLIC)

Wednesday, January 22, 2020
7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Sandra Schwartz (Trustee), Mark Fisher (Trustee) (electronic communication), Erik Husband (External Member), Annik Blanchard (External Member)

Staff and Guests: Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Kevin Gardner (Manager of Financial Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Genevieve Segu (Regional Internal Audit Manager), Gord Champagne (Senior Regional Internal Auditor), Wajid Zumar (Student Senate), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Superintendent Farrish called the public session to order at 7:04 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. Election of Chair

Superintendent Farrish suggested that a pro tem chairperson be called to act in place of an elected chair and that the item be deferred until the next Audit Committee meeting.

Moved by Erik Husband,

That Sandra Schwartz be appointed chairperson pro tem for the Audit Committee meeting of 22 January, 2020.

Carried

3. Approval of Agenda

Moved by Mr. Husband,

THAT the agenda be approved.

Carried

4. Delegations

There were no delegations.

5. Superintendent's Report

Manager Gardner reported on the Strike Operations Unit. The situation is being actively managed internally by the Strike Management Committee.

He announced that beginning in February 2020, Financial Services enters into the budget planning phase. He predicted that this would be a challenging budget year given the settlements of labour contracts. Contingency planning is crucial. Pieces of information, including grant announcements, will become available over the next few months to aid in developing the budget for approval in June 2020.

6. Matters for Action

6.1 Review of Audit Committee Report

a. 25 November 2019

Moved by Ms. Blanchard,

THAT the report from the Audit Committee, dated 25 November 2019, be received.

Carried

b. Business Arising

There was no business arising.

6.2 Report 20-003, 2019-2020 Revised Estimates (M.Carson, ext. 8881)

Your Committee had before it Report 20-003, explaining changes reflected in the District's 2019-2020 Revised Estimates as compared to the District's 2019-2020 Budget and to seek approval of the In-Year Deficit Elimination Plan (the Plan) as required by the Ministry of Education.

Manager Gardner explained that when the revised estimates are examined, changes in enrollment are considered along with other items that would have a material impact on projected year end results.

During the presentation of the report and in ensuing discussion, the following points were noted:

- The revised estimates show a budgeted deficit of $8.4 M;
- Average daily enrolment (ADE) decreased by net 75 students which decreased the majority of allocations that comprise the Grants for Student Needs (GSNs);

- The Teacher Qualifications and Experience Grant decreased to reflect teacher demographics, along with increased classroom teacher attrition that reduced job protection funding;
- The Indigenous Education allocation increased and reflected higher enrollment in secondary courses that qualify for the Indigenous studies amount;
- The Transportation Grant decrease reflects lower enrolment and incorporates funding adjustments driven by prior year costs;
- International student enrolment decreased by 28 students;
- Increased provision for occasional teacher costs are supported by net instructional compensation savings;
- The budget for the Extended Day Program anticipated a surplus which will be used to offset the expected deficit for the Infant, Toddler and Preschool Program;
- There are increased Facilities Department operating costs (utilities, maintenance) and increased spending on portable relocations as a result of demographic changes and program needs;
- Funds set aside for the acquisition of minor tangible capital assets (MTCA) are being used to support operations;
- Deferred capital contributions and related amortization expenses both decreased as a result of the remaining service life review conducted last year, as directed by the Ministry of Education;
- The use of accumulated surplus is anticipated to support capital investments; and
- In response to a query from Trustee Schwartz, Manager Gardner explained a review of the facility operations pressures is provided on folio 14. He added that of the total facilities overspending projection, $600,000 relates to facilities renewal operating needs. Funding for facility renewal operating costs is restricted by the Ministry.

Manager Gardner explained that the EDU has set a new requirement that an in-year deficit elimination plan be prepared and adhered to in order to eliminate the deficit over two years.

Moved by Trustee Fisher

THAT the In-Year Deficit Elimination Plan attached as Appendix E to Report 20-003 be recommended to the Board for approval.

Carried

7. Matters for Discussion

7.1 Report 20-001, Purchasing Policies Exceptions (M.Carson, ext. 8881)

Your Committee had before it Report 20-001, providing information on purchasing policies exceptions.

Manager Lloyd presented information on the process for non-competitive procurement and purchasing policies exceptions. There have been consistent reporting results for the past three years.

7.2 Report 20-002, Regulatory Compliance (M. Carson, ext. 8881)

Your Committee had before it Report 20-002, providing information on the processes and controls in place to ensure that the District is in compliance with key regulations and statutes.

Manage Lloyd reviewed processes and procedures to achieve compliance in the organization.

During the presentation of the report and in ensuing discussion, the following points were noted:

- On folio 45, section 5, areas of partial compliance are noted;
- The Regulatory Compliance memorandum inside the agenda package was not signed, however a signed version is retained by the Corporate Records Department;
- Trustee Fisher requested confirmation that the Certificate of Compliance is shared with theBoard of Trustees to ensure fiduciary responsibilities. He suggested that best practices be reviewed for certifying compliance with the Board;
- Mr. Husband expressed that the wording on folio 45, item 6 was understood and suggested the removal of the paragraph;
- Trustee Schwartz expressed concern that not all schools participate in a recycling program and partial compliance on average has been achieved at 24%. Manager Lloyd responded that more information can be acquired from the Facilities Department on the recycling program.

8. Information Items

8.1 Internal Audit Activities Update

Manager Segu advised that the purpose of the Internal Audit Activities Update was to provide the Committee with an update from the Regional Internal Audit Team on the progress of the 2019-20 Internal Audit. She highlighted the following:

- Benchmarking for the Attendance Support Program Review is time-consuming but the auditors have completed the field work;
- Attendance Data Visualization is near completion with minor work remaining; and
- There are a significant amount of recommendations region-wide that require follow-up and more capacity has been added to ensure task fulfillment by May 2020 when the final report is due.

8.2 Long Range Agenda

The long range agenda was provided for information.

Mr. Husband expressed his support that Chief Financial Officer Carson intends to follow-up on the workplan with the new Chair.

9. New Business

Mr. Husband highlighted the World Health Organization announcement of the current novel coronavirus outbreak and encouraged any necessary policy revisions to prevention. Manager Lloyd acknowledged that work the District intends to provide parents with more information on the illness.

10. Adjournment

The public meeting adjourned at 8:03 p.m.

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Mark Fisher, Chair, Audit Committee

LONG RANGE AGENDA

February 2020

Committee of the Whole/Committee of the Whole, Budget	Trustee/Senior Staff Retreat	Special Committee of the Whole	Special Board/Committee of the Whole	Board	Statutory Committees
4 Feb. 2020	**7-8 Feb 2020**	**11 Feb. 2020**	**18 Feb. 2020**	**25 Feb.**	
Action			**Action**	**Action**	**SEAC - 12 Feb**
		Interview and Appointment of New Trustee - Zone 10	Special Board: Swearing in of New Trustee		ASAR Presentation Elementary Students with Individual Education Plans by Program Use of Service Animals for Students E-scribe presentation Standards: Early Identification Plans/Intervention Strategies, Equipment, Special Education Placements provided by the OCDSB
				Evidence of Practice - Dorothy Baker	
			John Young ES-Interim Accommodation Measures		
			Revisions to P.074.GOV Computer Network Security		
			EDP Daily Fee Rate		
			School Year Calendar:Key Dates (TBC)		
Discussion			**Discussion**	**Discussion**	**PIC - 19 Feb**
					Report 20-008, Proposed Revisions to Parent Involvement Committee By-Laws and Standing Rules
Committee of the Whole, Budget					From Parent Involvement to Parent Engagement Presentation
2019-2020 Revised Estimates					Report 20-007, Allocation of 2019-2020 Parents Reaching Out (PRO) Grant
2020-2021 Budget Process					2019-2020 Workplan
Reports from Statutory Committees			**Reports from Statutory Committees**		**Audit -no meeting**
			Audit 22 Jan		
SEAC 8 Jan			IEAC 16 January		
Information Memos					
HPA - Process and Timeline Update					
Service Animal Procedure					

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LONG RANGE AGENDA

March 2020

Committee of the Whole 3 Mar. 2020	Committee of the Whole 24 Mar. 2020	Board 31 Mar.	Statutory Committees
Action	**Action**	**Action**	**SEAC - 11 Mar**
		Evidence of Practice - P.Symmonds	2020-2021 Budget
	2020-2021 Academic Staffing		
	New Stittsville Secondary School - Project Expenditure Budget (PEB) Approval		
Discussion	**Discussion**	**Discussion**	**PIC - no meeting**
Process for Advisory Committee Review			
2020-2021 Academic Staffing			
Reports from Statutory Committees	**Reports from Statutory Committees**		**Audit - 25 Mar**
ACE 23 January 2020	PIC 19 February		Risk Management Policy
SEAC 12 Feb	IEAC 20 February		Consultation on Draft Sexual Abuse Prevention Policy
Information Memos			
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LONG RANGE AGENDA

April 2020

Trustee PD	Committee of the Whole	Committee of the Whole Budget	Committee of the Whole	Board	Statutory Committees
6 Apr. 2020	**7 Apr. 2020**	**20 Apr. 2020**	**21 Apr. 2020**	**28 Apr.**	
	Action		**Action**	**Action**	**SEAC - 8 April**
	Approval of Budget to Construct Four Childcare Spaces		Indigenous Eduation Framework		
	Discussion		**Discussion**	**Discussion**	**PIC -15 April**
					2020-2021 Budget
					Reviewing School Council Resources - Gap Analysis Parent Engagement/Satisfaction Survey Discussion
	Reports from Statutory Committees		**Reports from Statutory Committees**		**Audit - no meeting**
	SEAC March 11		ACE 26 March		
	Information Memos				

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