



BOARD PUBLIC AGENDA

Tuesday, December 15, 2020, 7:00 pm
Zoom Meeting

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Presentation to Trustee Donna Blackburn	
4. Ottawa Police Service (OPS) Presentation	1
5. Report from the Board (In Camera)	
6. Briefing from the Chair of the Board	
7. Briefing from the Director	
8. Delegations	
8.1. Shah Bahauddin, Re. International Mother Language Day	18
8.2. Canterbury Parents Advocacy Group Re. Consideration of Music Performance in High Schools	26
9. COVID-19 Update	
10. Matters for Action	
10.1. Confirmation of Board Minutes:	
a. 24 November 2020	35
b. 1 December 2020 Board Organizational Meeting	94
10.2. Business Arising from Board Minutes	

10.3.	Receipt of Committee of the Whole Minutes, 8 December 2020	108
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Recommendations

- a. Approval of a Study, Consultation Plan and Timeline for the New Half Moon Bay Elementary School
- b. Approval of a Consultation Plan for a Human Rights Policy
- c. Review of the High Performance Athletic Program
 - a. Supplemental Information - Memo 20-116 High Performance Athlete October 2020 Survey Summary

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10.4.	Non-Consent Items	
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10.5.	Report 20-087, Approval of the 2020-2021 Board Work Plan (M. Giroux)	144
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11.	Matters for Discussion	
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11.1.	Report 20-114, Equitable Recruitment and Hiring Policy (McCoy)	151
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11.2.	Report from OPSBA Representatives (if required)	
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11.3.	Ministry Update (if required)	
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12.	Matters for Information	
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13.	New Business -- Information and Inquiries	
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14.	Adjournment	
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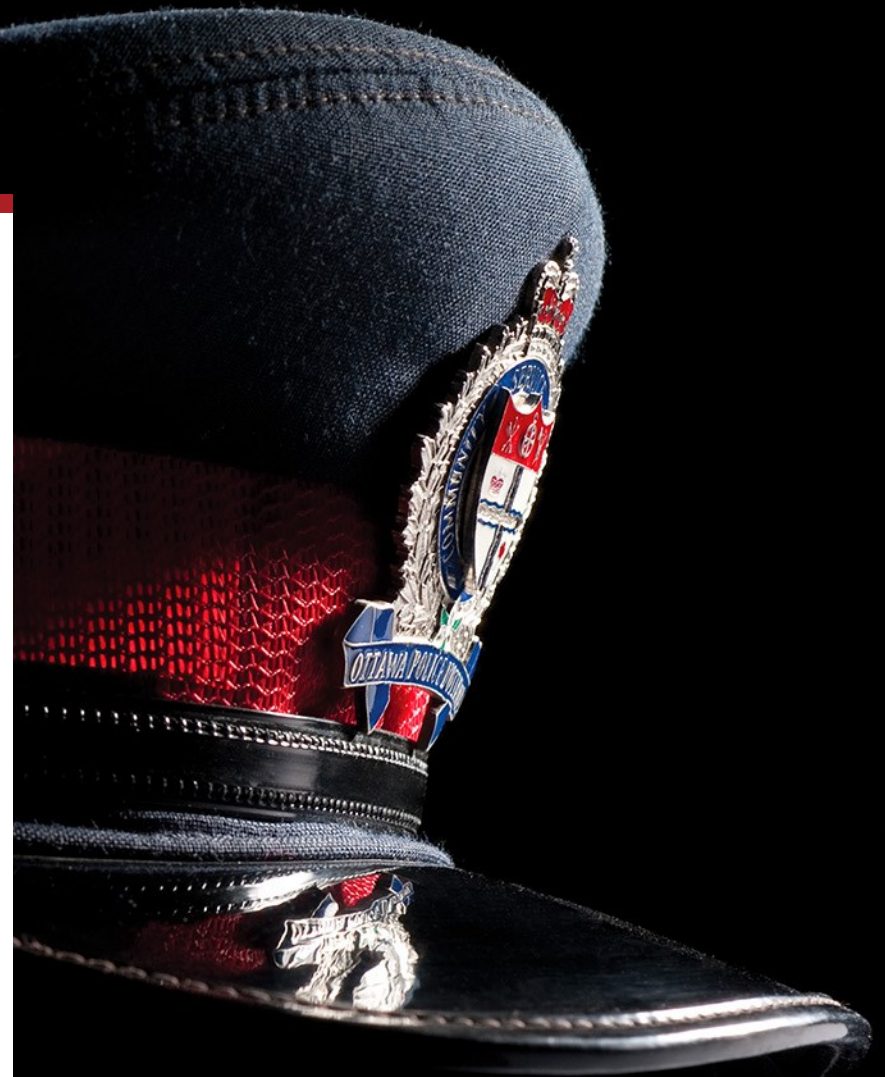
Ottawa Police Service
**SCHOOL RESOURCE
OFFICER PROGRAM**
**PROGRAMME DES
AGENTS SCOLAIRES**
du Service de police d'Ottawa

SRO PROGRAM OVERVIEW



OTTAWA POLICE SERVICE
SERVICE DE POLICE D'OTTAWA

A Trusted Partner in Community Safety
Un partenaire fiable de la sécurité communautaire



ottawapolice.ca

SRO PROGRAM PARTNERSHIP



The School Resource Officer (SRO) Program is a long-standing partnership (>20yrs) between the OPS, area school boards, and private schools.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



OTTAWA
CATHOLIC
SCHOOL BOARD



Écoles
catholiques
Centre-Est

24 SRO officers, who have expressed interest in working with youth, receive additional training to provide service to 371 Ottawa-area schools.



Conseil des
écoles publiques
de l'Est de l'Ontario



SCHOOL SELECTION

- Consideration to French Boards and need for proficient French speaking officers;
- 20-24 schools each;
- Selection of Priority 1, 2 and 3 schools to even workload;
- Priority level is based on the historic level of need of each school and not necessarily about criminal activity of the school;
- Priority 1 schools located in urban, suburban and rural settings.





PURPOSE

- Build relationships with students and staff;
- Focus on proactive engagement;
- Serve as a resource for safety and security concerns within and around the school environment;
- Fulfill the OPS' responsibilities to Ontario's schools under the relevant legislation; and
- Become a valuable part of the broader school community.

The SRO program in Ottawa is relationship-based



REQUIREMENT



- Policy direction from the Ministry of Education and the Ministry of Community Safety and Correctional Services requires school boards and police services establish and follow a protocol for the investigation of any school-related occurrences.
- Outlines the working relationship and occurrences requiring a police response.
- Collaborative effort relating to school safety.



WHO WE ARE ?

- First class constables (minimum 5 years of service);
- Youth- and community-oriented;
- SRO's are selected using equity, diversity and inclusion guidelines.



Our Lady of Fatima

@OLFatimaOCSB

We are so excited to have Constable Carleigh visit us next week for Bullying Awareness Week. Her 'drop-by' this week was a lovely surprise - thanks Constable Carleigh! #ocsb #BeCommunity





TRAINING

All SRO's are provided standard training/sessions:

- VTRA training;
- Diversion training and use of a screening tool developed by academics and youth-service providers;
- YCJA training and extra-judicial programs;
- Introduction to the Safe School Protocol and types of secure school postures (Shelter in Place, Secure School, Lockdown); and
- Introduction to youth community resources and referral options (for example, Boys and Girls Club, Wabano, JakuKonbit, YSB, Le Cap,



TRAINING (CONT'D)

Plus:

- Mandatory police training; and
- Training on trends seen by youth service providers and schools.

Examples include:

- Childhood trauma and adverse childhood experiences;
- Social Media trends with youth – YAC;
- Sexual assault response and interviewing children – SACA;
- Sexual exploitation and Project Arachnid- CCCP;
- Hate Crimes/ CVE/ Radicalization – Hate Crime Unit;
- Substance use - Rideauwood/ Ottawa Public Health;
- LGBTQ+ – Centretown CHC; National Council of Canadian Muslims Wabano and
- Gang intervention - John Howard Society and YouTurn.

SERVICE DELIVERY



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SERVICE DELIVERY

EDUCATION

- Familiar presence
- Safety/law awareness presentations
- Part of community support for staff and families
- Victim assistance

PREVENTION

- Referrals to services
- VTRA Participant
- Lockdown practices
- Work with school/youth services on risk mitigation
- Knowledge of current trends/issues

SERVICE DELIVERY



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RESPONSE/INTERVENTION

Responding to schools

Responding to students

Responding to parents

Providing guidance/support

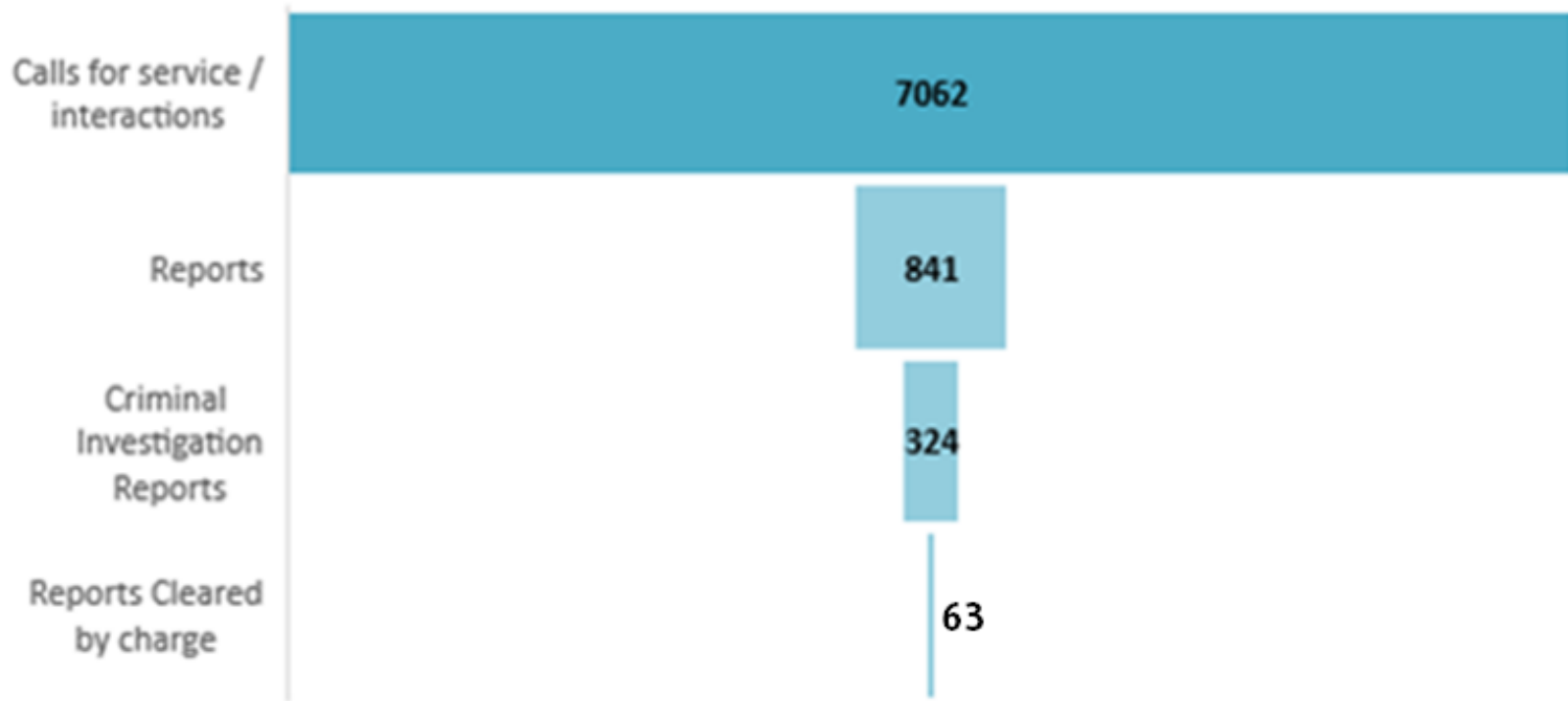
Interventions to help resolve issues and build relationships



SRO ACTIVITY BREAKDOWN

Yearly Breakdown of SRO Interactions & Outcomes

(based on average of schoolyears 2017-2018 and 2018-2019)





EXAMPLES OF SRO WORK

The following are examples of typical SRO work:

- Presentation to Grade 7-8 class about cyber-bullying, internet safety;
- Presentations to high school about cyber sex and safety/exploitation;
- Attended an evening info presentation: Joint session by public health nurse/police/by-law for parents on cannabis and vaping;
- Assisted in locating missing youth by connecting with outside resources and establishing safety planning;
- Presentation in junior kindergarten class about community helpers and how and when to call 911;
- Assisted victim with intimate images being shared. Worked Project Arachnid for removal from sites. Provided support services to victim;



SRO WORK (CONT'D)

- Conducted traffic education, enforcement and environmental (re)design in school zones as a result of complaints and proactive monitoring;
- Conducted investigations and employed diversion programs, when applicable, to support offending youth;
- Attended and participated in sporting activities and volunteer time as coaches to support school events;
- Investigated suspicious person files, such as recent case of unknown male entering school and engaging kids;
- Attended school campuses relating to adults in playground area and/or dangerous animals in the area; and
- Most investigations are started after officers are contacted. Officers do not walk the halls as part of enforcement duties.



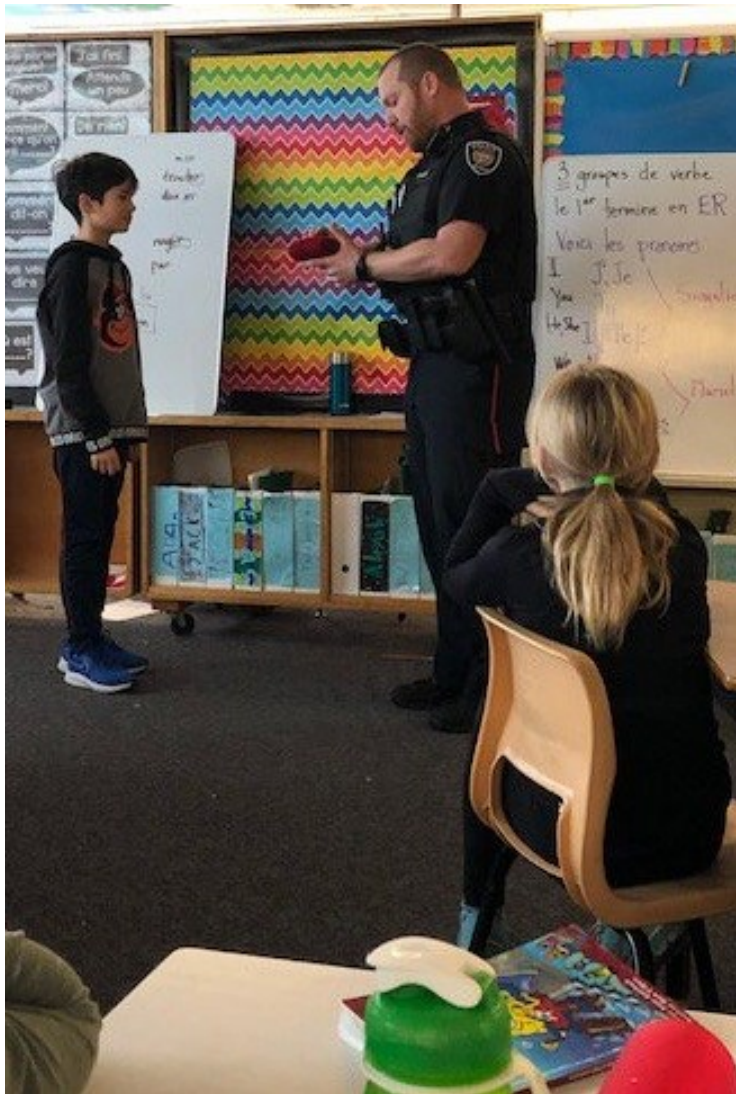
SAFE SCHOOLS COMMITTEE

- Reps from the four school boards, SRO Supervisors, Ottawa Public Health, mental health leads from all four boards, Ottawa By-law (tobacco/vaping) enforcement officers, Ottawa Student Transportation Authority and the Office of Emergency Management.
- Continual dialogue and collaboration between members of the committee assist in helping guide/progress the SRO program.





NEXT STEPS FOR OPS



- Engage stakeholders (School Boards, service providers, youth service agencies) to help refine our Youth Strategy;
- Ensuring our overall youth service delivery model includes;
 - Community presence
 - School presence
- Forms an integral part of our larger community policing model

QUESTIONS?



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Dear Madam,

Ottawa is the home of diversity, where a number of mother languages (Aboriginal and immigrants languages) spoken at home. Our language is actually our identity. To uphold the multiculturalism, it is our responsibility to uphold our mother languages at large.

To promote the awareness of our mother languages and cultural diversity across the world, 21st February was declared as "International Mother Language Day" (IMLD) by the UNESCO in 1999. From 2000 the day is being celebrated globally.

Various provinces of Canada has proclaimed 21st February as the IMLD and it is in the process to recognize by the Canadian Senate/Parliament. In 2017, the City of Ottawa has proclaimed the IMLD.

Children are the best carrier of their mother languages. And the childhood is the best time to raise awareness about the mother tongue. Therefore, a revolutionary model called "BC Model" has been created to implement the IMLD among the young generations. The Surrey School District is the pioneer to accept the model and then subsequently the model was accepted by other School Districts of British Columbia (BC). The Assistant Director General of Education, UNESCO appreciated and expected every success of the "BC Model".

I am forwarding a few supporting documents for your kind information and necessary action. It will be highly appreciated if you please allow me to delegate the issue during the School Board Meeting in December.



VIA EMAIL

December 4th, 2015

Mohammad Aminul Islam
President
Mother Language Lovers of the World Society, BC
Phone: 778.895.4084
Email: aislam_telebangla@hotmail.com

Subject: Annual Recognition of International Mother Language Day – February 21st

Dear Mohammad Aminul Islam:

Thank you for meeting with me as a follow-up to your presentation to the Surrey School District Board of Education on October 27th, 2015. Your delegation requested that our Board recognize International Mother Language Day on February 21st of each year.

I am writing to inform you that the Surrey School District Board of Education will support your request and will direct staff to annually recognize February 21st as International Mother Language Day on the school district calendar.

On behalf of the Board of Education, I want to thank you for your presentation. The work that your organization is doing to recognize the significance of all languages is commendable.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Ryan".

Rick Ryan
Deputy Superintendent

cc Surrey Schools, Board of Education

LEADERSHIP IN LEARNING

Surrey Schools – Superintendent's Department 14033 92nd Avenue, Surrey, B.C. V3V 0B7
Tel: (604) 595-6308 Fax: (604) 595-6309 www.surreyschools.ca



Memorandum

vancouver school board



December 31, 2015

Item 3

TO: Management Committee I

FROM: Julie Pearce, Associate Superintendent

RE: International Mother Language Day

INTRODUCTION:

At the **WEDNESDAY, December 2, 2015 meeting of Committee I**, M. A. Islam, President of the Mother Language Lovers of the World Society of BC, presented on the Society's request to include International Mother Language Day (February 21st) as part of the district's school calendar each year to allow students to celebrate their mother languages. He reviewed the integration and implementation of IMLD in BC. Mr. Islam also reviewed an action plan for implementation of IMLD in district schools.

Following discussion, the Committee agreed to refer this item to staff:

- to further research on the processes and practices for declaring days of special significance; and
- to report back to the Committee, at an appropriate time, with a recommendation.

BACKGROUND:

Processes for Days of Significance

From legal holidays like Victoria Day and Canada Day, to days recognizing specific individuals or groups, to religious and cultural occasions, the Canadian calendar is replete with celebrations and commemorations.

There is no central authority in Canada responsible for the proclamation of national days. Days declared special by any public body, including municipal, provincial or federal governments or even international bodies such as the United Nations, as well as any private association, cultural group or religious institution, can be recognized in Canada.

Methods of designating special observances include:

- parliamentary initiatives, such as legislation and parliamentary resolutions;

- government initiatives, such as orders in council and proclamations; and
- non-government initiatives, such as declarations by an organization or a religious or cultural group.

International Mother Language Day has been introduced to the Canadian Parliament in form of a Private Member's Bill, Bill C-573, the International Mother Language Day Act, on February 5, 2014.

In 2015 two Canadian provinces, the Province of British Columbia and the Province of Manitoba have passed proclamations to officially observe International Mother Language Day on February 21.

VBE Days of Acknowledgement

The VBE follows the federal and provincial government calendars of recognized days for formal statutory holidays such as New Year's Day and Family Day. These days are part of our formal school calendar, in accordance with school calendar legislation.

Outside of the formal school calendar, the VBE promotes nationally recognized days such as Heritage Day (February 16) and National Aboriginal Day (June 21). National Aboriginal Day was acknowledged with a web story that invited students, staff and parents to participate in the many National Aboriginal Day events that would be taking place from coast to coast to coast. National Aboriginal Day was acknowledged on the VBE web as a special day to celebrate the unique heritage, diverse cultures and outstanding achievements of First Nations, Inuit and Métis peoples in Canada. <http://www.vsb.bc.ca/district-news/vsb-invites-you-celebrate-national-aboriginal-day>

Further, the VBE acknowledges purposeful days as celebrations or social causes, such as Pink Day where school staff and students are encouraged to wear pink clothes and celebrate the diversity of VSB school communities. Pink Day is supported through VBE web articles, and the sharing of opportunities for involvement in the Principal/Vice Principal and Teacher Communiqués' sent out by Learning Services.

Staff Recommendation

It is the recommendation of district staff that the VBE promote International Mother Language day in alignment with the models of neighbouring Districts, such as the Surrey School District, and in accordance with our practices for acknowledging recognized days.

International Mother Language Day will be added to our web based district calendar of events and educational resources for schools may be shared through the District Communiqués.

This is provided for information.

January 25, 2016

Mr. Mohammad Islam
 President
 Mother Language Lovers of the World Society of BC
 16302 88 Avenue
 Surrey, B.C.
 V4N 1B6

Dear Mr. Islam,

Thank you for presenting your brief to the Board of Education (Richmond) on January 4, 2016.

You presented a request on behalf of the Mother Language Lovers of the World Society of BC to include International Mother Language Day (February 21) as part of the District's school calendar.

On this special day of International Mother Language Day (IMLD), you have suggested that we celebrate all mother languages by their speakers e.g. First Nations, Aboriginals, Canadians, Immigrants, etc. It was interesting to learn from your presentation the following:

- it is important for our school children to be aware of IMLD and their mother languages;
- IMLD was formally proclaimed at the 30th General Conference of UNESCO held on November 17 in 1999;
- that this year, BC Government proclaimed IMLD to be February 21;
- Richmond is considered "a salad bowl" and this metaphor describes how people from multilingual and multicultural backgrounds blend together and live together as one nation to form a multicultural society.

As a result of your presentation and request, we will invite our schools to celebrate February 21 annually as International Mother Language Day (IMLD) in order to provide our students with the awareness about the importance of their mother languages.

Once again, thank you for your leadership in making this presentation to the Richmond Board of Education.

Sincerely,



Mrs. Debbie Tablotney, Chairperson
 On Behalf of the Board of Education (Richmond)

cc Board of Education
 Superintendent of Schools
 Assistant Superintendents

Board of Education:

Debbie Tablotney - Chairperson
Donna Sargent - Vice Chairperson
Ken Hamaguchi Jonathan Ho Sandra Nixon
Eric Yung Alice Wong



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترية والعلم والثقافة

联合国教育、
科学及文化组织

The Assistant Director-General for Education

Mr Mohammad Aminul Islam

President

Mother Language Lovers of the World Society

British Columbia

Canada

Ref.: ED/IPS/ESG/17/6140

Dear Mr Aminul Islam,

I wish to thank you for your letter of 1 July 2017 by which you request UNESCO to recognize the "British Columbia Model" in International Mother Language Day (IMLD) implementation and UNESCO's Education 2030 Framework of Sustainable Development Goals (SDG 4).

We acknowledge with thanks the important amount of work undertaken by the Mother Language Lovers of the World Society to raise awareness about mother languages and preserve linguistic diversity in British Columbia and in Canada.

We are grateful for your support to the implementation of IMLD in the school district of British Columbia and beyond in the Surrey District. It is a great achievement to have IMLD in the British Columbia School Yearly Calendar and curriculum to underline the importance of mother tongues, linguistic diversity and cultural traditions. In this connection, we are pleased to inform you that IMLD has gained in importance, scope and recognition. IMLD 2017 generated a great deal of interest: we registered almost 670,000 impressions on all UNESCO's Twitter accounts and 792 000 interactions on Facebook regarding IMLD.

Concerning the "British Columbia model" in IMLD implementation, I am pleased to inform you that the indicative strategies of the Framework for Action has provision for "bilingual and multilingual education, starting with early learning in the first or home language of children."

The Framework for Action and priorities and strategies for the implementation of the Sustainable Development Goals (SDG 4), were adopted through the Incheon Declaration for Education 2030 by Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector in Seoul (Republic of Korea) in 2015.

.../.

We are confident that key stakeholders in education will honour their commitment and elaborate evidence-based policies and strategies to ensure progress towards SDG 4 *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

We would like to encourage you to continue efforts locally and globally on IMLD implementation using the “BC model”. It is a promising practice on the translation of the Framework for Action into activities with good results.

Please be ensured that UNESCO will continue supporting its Member States and partners for the promotion of mother languages.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Qian Tang", written in a cursive style.

Qian Tang



THE GOVERNOR GENERAL • LA GOUVERNEURE GÉNÉRALE

As we mark International Mother Language Day 2018, I am pleased to send greetings to the students of British Columbia's school districts.

This year, UNESCO has chosen such an inspiring theme: Linguistic diversity and multilingualism count for sustainable development.

When I was young, I wanted to be an astronaut after watching the televised Apollo missions and seeing mankind take its first steps on the moon. It didn't matter that I didn't even speak their language; I wanted to do what those astronauts were doing. I followed my dream, went into space and learned to speak six languages, which proved especially useful during my missions orbiting the Earth. I have also found that in addition to helping us to communicate with one another, languages are powerful vehicles for culture, values and knowledge.

For the sake of that incredible treasure that is diversity, let us commit to preserving and protecting our mother languages. May this day be filled with wonderful discoveries!

A handwritten signature in black ink, reading 'Julie Payette'. The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Julie Payette

2018

December 7, 2020

Ms. Camille Williams-Taylor and Board members
 Director of Education
 Ottawa Carleton District School Board
By email to: director@ocdsb.ca

Dear Ms. Williams-Taylor and colleagues

As parents of music students at Canterbury High School, we appreciate the tremendous work that you and your colleagues have done to ensure a safe school environment during this difficult time. We are encouraged by the low number of cases of Covid-19 in OCDSB schools. With the 2020-2021 school year approaching the halfway mark, we urge you to please consider allowing the safe re-introduction of group performance into the music program.

In a typical year, students in Canterbury's music program spend 25% of their school hours in music classes, both theory and performance. They are part of ensembles, and participate in before- and after-school rehearsals. In March 2020, the group performance aspect of the program was eliminated to comply with public health measures. We completely understand the need for vigilance to prevent viral transmission. As families, we are all doing our part to stem the tide of COVID-19.

Ensemble music programs have positive effects on character, competence and caring, the exact skills to foster during these times. But with the pandemic unlikely to end during the current school year, we feel it is important to reassess the feasibility of re-introducing performance, particularly in light of all that has been learned over the past 9 months. Missing an entire year of performance may be especially detrimental to all students, especially those in Grade 12 who are on an academic path in music.

As educators, you are well aware of the many unintended consequences that pandemic measures have had on children and youth. Physicians report seeing more youth with mental health problems, including eating disorders, anxiety, depression, and problematic substance use. Youth report difficulties with mood and ability to focus. Music can have positive effects on mental health, especially for students who have committed to a specialized program.

The faculty in Canterbury's music program are passionate, talented, and dedicated to their students. They have exceeded our expectations within the confines of the current restrictions. We have no doubt that they, with your and OPH guidance, could find **creative, evidence-based, and safe** solutions to allow students to perform together. We have attached a document outlining some of the evidence as well as guidance from a number of organizations that support a safe return to group music performance.

Our group is active in fundraising, and would be please to provide any necessary support, such as purchasing additional protective equipment. As the holiday break approaches, we urge you to consider our request before Quadmester 3.

Sincerely,

Laura Lynne Churchill

Paula Walsh-Bergin MD

Co-Chairs, Canterbury Music Parents Support Group

cc. Jane Alexander, Principal, Canterbury High School
 Dr. Vera Etches, Medical Officer of Health for Ottawa
 Mr. Chris Ellis, Trustee, Zone 6, Rideau-Rockcliffe/Alta Vista

Attachment...2.

December 2020

Resuming in-school music programs at Canterbury High School

Summary

Music students at Canterbury High School have not engaged in group performance since early March 2020. Over the past 9 months, much has been learned about transmission of Covid-19, as well as about safe performance practices. The Ottawa Carleton District School Board should consider parents' request to resume in-person music programs for the second half of the 2020-2021 school year, for the following reasons:

- Participatory music education benefits youth mental health, which has suffered during the pandemic;
- Participatory music education improves students' skills, which is particularly important for those intending to pursue post-secondary music education;
- Safe practices are being used elsewhere, at all levels of music performance;
- Cases of Covid-19 in Ottawa-area schools have been quite low

We completely understand the need for vigilance to prevent viral transmission. However, as Ottawa's Medical Officer of Health stated in November, "The approach I am recommending is that we learn to coexist with COVID, with care". **(1)**

We are proposing that Canterbury's music program resume some aspects of performance, with care, taking into account the need to balance public health with our students' mental health and well-being.

Benefits of music education

Mental Health (2-3, 18-20)

Many organizations agree, and much research supports the important role of the arts—particularly music performance—in promoting mental health. Music is one of our most powerful therapeutic tools in helping to mitigate the effects and impact of depression, anxiety disorders, stress, loneliness and isolation. Music can elevate an individual's mood, resulting in a more positive outlook. It also offers a pathway to connecting with other humans. **(2)**

Mental health has become a concern for everyone in our community, and we are especially concerned about the long-term effects on our children and youth. We believe the practice of music will mitigate the risks for our children. Performance music involves community and collaboration. "The sense of community that arises from participation in band [for example] can help students whose mental health and well-being has been impacted by the prolonged isolation and social distanced, **(3)**.

Academic and social skills related to music education and performance (4-10):

- Children who regularly play an instrument have better memory and attention span

- Learning a musical instrument helps academic success
- Music students score higher in math, science, and English than non-music peers
- Ensemble music programs have positive effects on character, competence and caring
- Music is a powerful contributor to young people's well-being, including confidence and self-esteem, creativity, inclusion, mental health and wellbeing

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place.

The Canterbury Music Program

In a typical year, students in the program spend 25% of their academic time in music, and graduate with an Arts Certificate. Ten to 15% of the graduates of this program qualify for music-related post-secondary programs and many succeed in music careers. Missing an entire year of performance may be especially detrimental to students in Grade 12 who are on an academic track in music.

Current evidence and recommendations for safe music performance

Recommendations from **The International Performing Arts Aerosol Study (11-14)**

A 6-month study, using two independent labs at the University of Colorado – Boulder and the University of Maryland reported in November 2020 that:

- At this time, it appears that if players wear surgical style masks with a slit for mouthpiece AND bell covers, aerosol emission is **reduced between 60% and 90%**.
- Flutes and recorders create a minimal amount of aerosol and it is recommended to play flute with the headjoint between their mouth and mask.
- Bell covers for woodwinds and brass should be made with a multi-layer cover.
- Singers produce aerosol at similar rates as woodwinds and brass. Singers wearing a well fit 3-layer surgical style mask reduces aerosol emission.
- Plexiglass partitions or barriers between musicians are not recommended due to room HVAC system design limitations. "Dead zones" or areas where aerosol can build-up are a concern of plexiglass partitions are used.

National Arts Centre, Ottawa (15 and Appendix 1)

The NAC has resumed live performances, with very strict adherence to safety protocols. Please see attached for their document outlining protocols.

Public Health England (16)

In November 2020, Public Health England stated that singing is considered safer when the following actions are taken:

- As required by national guidance, people with symptoms suggestive of COVID-19, or who are known to have been in recent contact with others who have COVID-19, do not participate in singing or attend singing events.
- Singing takes place only in larger well-ventilated spaces, or outdoors.
- Performance or rehearsal is for limited periods of time at a reduced level of loudness, using microphones for amplification if available.
- Limited numbers of people sing together.
- Singers are spaced at least 2 metres apart in all directions (at least 1 metre apart if the additional measures or controls recommended in government are applied).

Ontario Association of Music Educators (17)

In “A Framework for The Return to Music Classes in 2020/2021,” last updated in August 2020, the OAME urged the provincial Ministry of Education to consider “a variety of delivery options...to meet the music curriculum’s overall expectations, which could include fully distanced learning, **in-person teaching and instruction with lower-risk creative performance opportunities (e.g., in-school instruction in larger spaces, restricting the type of instruments in a group setting)** or in-person teaching and instruction with no live performance.”

Conclusion

Music has been helping us through the pandemic since Day 1—from shared musical moments on porches to pots and pans ringing for frontline workers. As the pandemic approaches the one-year mark, we need to consider how this experience has affected our young people, and do what we can to mitigate the potential risks to their mental health and well-being. One way we can do that is to ensure a robust arts education.

The start of the 2020-2021 was a challenging one. Administrators, faculty, staff, families and students have worked together to ensure a safe environment for learning. It is time to reassess that learning environment to determine whether we can safely reintroduce some of the elements that remain missing. We urge the Ottawa Carleton District School Board to discuss the potential for music performance education at Canterbury High School before the end of the 2020-21 school year.

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16. <https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing?fbclid=IwAR2EQPm--CbZ4cIT0xtWFLEPrH1KuGP-c8CXyIF-M6w5xPJB-E4m6bYD5Qg;>
17. https://www.omea.on.ca/wp-content/uploads/2020/08/Framework-for-Music-Classes-During-Covid-19_v4-2.pdf
18. CAMH. Pandemic impacting the mental health of young people in Ontario. May 29, 2020
19. Chanchlani N, Buchanan B, Gill PJ. Addressing the indirect effects of COVID-19 on the health of children and young people. CMAJ Aug 2020, 192 (32) E921-E927
20. Children's Mental Health Ontario. Covid-19 mental health impacts. May 6, 2020.

Appendix 1. National Arts Centre Orchestra guidelines

Welcome back to Southam Hall!

The following information will help acclimate you to the procedures and precautions we have instituted for a safe work environment. Our guiding purpose is to keep each other safe and healthy while returning to the work we love.

The following protocols were developed by the NAC Workplace Health & Safety Committee, the NAC COVID-19 Response Team and the orchestra specific NACO Re-Opening Group. These represent the most important and effective steps we can take to mitigate our risk of transmitting the Corona Virus and align with the requirements from the Province of Ontario, sector-specific guidelines as well as all prevailing advice from the public health authorities.

There are three primary rules governing the behavior of everyone entering the NAC:

- ☑ Wear face masks
- ☑ Maintain physical distance of 2 metres
- ☑ Practice consistent hand and respiratory hygiene

These practices represent a baseline for health and safety. NAC staff, musician representatives and health professionals will continue to refine, improve and update protocols as needed throughout the pandemic.

If have you recently traveled outside the National Capital region, please notify Meiko Taylor meiko.taylor@nac-cna.ca or by phone at 343-997-6678. We may ask that you self-quarantine for 14 days.

What to expect

Before you come to the NAC *each day* you must self-monitor for any symptoms of illness. Each day that you are scheduled to work, you will be required to complete a *health screening questionnaire*. This will be filled out electronically at home and submitted before leaving for the Centre. Accommodation will be made for those musicians unable to fill out these forms electronically. This form will be used for contact tracing should an individual at the NAC contract the virus; public health is required to establish the tracing of any infected person.

The NAC will reimburse any employee for the purchase of home thermometers for your daily testing. Instant read infrared thermometers will be provided at the back stage entry for further confirmation.

All musicians are encouraged to utilize the Health Canada Covid Alert smart phone app available for download: <https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/covid-alert.html> 2

If you have any symptoms of illness, do not come to work. Contact the personnel manager at 343-997-6678.

Like other public institutions throughout Canada, the NAC will not be offering onsite nasal swab testing. We are watching closely for any Health Canada approvals related to point of care testing, home saliva testing or antibody testing.

In line with public health guidance, Covid testing for any NAC employees will not be mandatory unless tracing indicates a potential exposure. In the event of any indication of Covid transmission to anyone in the building notification will be made to all individuals with potential exposure and testing at OPH sites will be required.

Musicians experiencing symptoms or receiving notification via contact tracing or school notifications should go for immediate testing at the COVID-19 Assessment Centres. Please contact the personnel manager to discuss any testing or quarantine advice received from these sources.

Here are two likely scenarios for Covid exposure and what you need to do:

1] If a Musician or close contact family member develops symptoms of Covid-19:

- ☑ Musician must notify Personnel Manager
- ☑ Musician does NOT report to work and remains isolated at home

☑ Musician follows OPH guidelines

2] If a musician has been exposed to a confirmed Covid-19 case OR receives a notice from Public Health or School Board that a family member or close contact has been exposed to a confirmed Covid-19 case:

- ☑ Musician must notify Personnel Manager
- ☑ Musician follows OPH guidelines

The Personnel Manager will advise musicians to communicate with public health in making decisions regarding work obligations. All decisions will be governed by public health recommendations.

At the NAC

In general, all musicians and employees must enter the NAC via the Stage Door entrance. If the NAC requires a secondary entrance due to special circumstances, you may be advised to use an alternative entrance.

Put on your mask before entering the building. 3

Upon entering the Stage Door you will be directed by signage to read and confirm the following statements. If you cannot confirm these statements, please inform the personnel manager and expect to return home immediately.

- ☐ I have completed and submitted the COVID-19 NAC self-assessment and can answer 'no' to all questions
- ☐ To the best of my knowledge I have not recently been exposed to someone with COVID-19 symptoms within the recommended Ottawa Public Health timelines
- ☐ I have read and understood the Orchestra Re-entry Preparedness Plan [this document]
- ☐ I have taken my temperature before arrival and I do not have a fever

Masking

As per the Ottawa Public Health guidelines all musicians and staff are expected to wear approved face coverings and masks inside the building. This includes hallways, restrooms, lobbies, backstage and onstage.

A wide variety of fabric or polymer masks are suitable, excluding single fabric masks or masks with exhalation valves. While public health universally advises non-medical masks for all indoor applications the NAC will not prohibit N95 or KN95 masks if you feel these are appropriate for your individual needs. For performances, we encourage musicians to choose black or non-patterned masks, but you may use whichever masks make you feel the most comfortable for extended work periods.

If you have a medical condition that prevents you from wearing a mask, please contact Meiko Taylor by email meiko.taylor@nac-cna.ca or 343-997-6678.

In addition to your own preferred masks, the Music Department will make available sufficient ASTM Level 2 disposable masks whenever requested. These will be available from the Personnel Manager upon request.

All musicians and staff are expected to wear approved face coverings and masks at all times while inside the building. Detailed discussion of masking on stage follows below.

Entering and exiting Southam Hall

Musicians and staff are expected to wash their hands or use hand sanitizer stations upon arrival at the workplace and frequently throughout the day. This is especially important when arriving at the workplace, prior to and following any meals, and 4 after using the restrooms. Hand sanitizers and other disinfectant supplies will be located throughout the NAC.

String players should be cautious about the effect of sanitizers on instrument varnish. Sanitization stations will be kept at a safe distance from your unpacking areas. Alcohol swabs should be used on fingerboards or strings only. Pocket sanitizers are encouraged as long as precautions are taken to protect instruments.

Please follow signage to backstage. Infrared thermometer checks will be made as you enter the backstage area. Leave all cases at your designated unpacking location, then enter the stage and proceed directly to your assigned position on stage to warm-up. Musicians should not warm-up or linger backstage in any spaces. Please close cases whenever you are finished assembling or disassembling instruments.

While in the workplace, musicians should keep their unpacking area clean and maintain social distancing *at all times*. Do not bring unnecessary personal items on stage or place extraneous items on music stands. Players are responsible for carrying and removing any extra instrument stands or mutes. Please do not share pencils. You may bring personal water bottles on stage.

While on stage use only the chair and stand assigned to you and do not move or touch any other chairs or stands. Staff has taken great care to map out safe distances for all musicians on stage.

All winds and brass players producing condensate [spit] will be required to utilize absorbent pads and will be responsible for their safe removal after each service. The Centre will provide absorbent pads to all wind and brass players for this purpose.

Staff will be located in the wings to assist with the safe flow of musicians entering and exiting the stage.

Please do not linger following rehearsals. *Exit the building as quickly as possible and do not remove masks until you have left the Stage Door exit.*

Access to dressing rooms will not be allowed. *If you are performing, you must come dressed in concert attire.*

Distancing and risk mitigation on stage

Onstage seating will reflect current medical guidelines of 2 meter physical distancing. These guidelines reflect concern with Covid transmission via droplets or physical contact. Maps for seating for each program will be prepared reflecting safe distances. 5

As the pandemic has evolved, the Re-entry Committee has focused our attention on the potential transmission of disease via aerosols. In addition to physical distancing, adequate air exchange and masking are the primary tools for reducing aerosol dangers in the workplace. Masking is a proven risk mitigation strategy for both exhalation and inhalation of potential viral carrying aerosols.

Onstage masking will be mandatory for strings, percussion, harp, keyboard and conductors at all times for all rehearsals and performances. Wind and brass players are being provided with additional specialized facemasks as well as instrument bell barriers.

Understanding aerosol emissions

Masking is now considered a “two-way” protective strategy, limiting distribution of droplets and aerosols upon both exhalation and inhalation. Masks serve to filter and reduce potential viral dosing. While no masks offer 100% protection, there is significant evidence that reduction of the amount of inhaled viral particles is associated with measurable reduction of risk of contracting Covid and reduction of eventual disease severity. The goal of all on-stage strategies will be to reduce and dilute potential airborne particles. Combining sensible family and life practices, safety cohorts and bubbles as well as diligent self-monitoring are the starting tools we all have for protecting our colleagues. Distancing, air exchange and masking are additional and important steps in mitigating risk.

A primary concern within the orchestral world is the extra challenge of reducing aerosols when wind and brass players are present. It is natural to assume that wind and brass instruments are dangerous aerosol vectors. However, it is important to understand the difference between sound generation and airflow. [Try blowing out a candle with a trumpet fanfare.] Significant international studies have been done in the past several months on the dangers of aerosol contamination from winds and brass. These studies are providing the context for the return strategies of many orchestras.

Current research suggests speaking produces more aerosol emissions than what is emitted through the bells and tone holes of wind instruments. This is due to the filtering effects of deposition, friction, condensation and bore geometry. The results from several recent studies indicate that aerosols from wind and brass *instruments* are non directional and do not flow further than 30 cm from the instrument before decreasing to the level of ambient air. Evidence suggests there is more potential aerosol emission from wind and brass *players* when their instruments are *away from* their lips. This is why your wind and brass-playing colleagues will be working diligently to keep masks on *as much as possible*. Mask use during inhalation is just as important for their individual safety as for everyone else on stage. Wind and brass players will be practicing masking protocols that balance the need for adequate breathing, oxygenation, functioning embouchures and overall respiration protection. These practices will not be perfect but they will significantly reduce potential exposures. Proper mask fitting is essential for everyone. Multi layer masks increase filtering efficacy but also increase resistance to air flow, which may increase leakage at the nose, cheeks or chin. The NAC will be providing self-adhesive nose wires to facilitate improved fitting at each service. Music department staff will have the obligation to observe and assist players in wearing their masks effectively at all times.

Speaking - even at normal volumes - releases droplets and aerosols, so *you must not remove masks when speaking*. This will apply to all employees at all times. The conductor will be supplied a microphone in order to communicate effectively during rehearsals while fully masked.

Plexiglass barriers remain mandated by the Province of Ontario between audiences and brass/singers. However, the recent aerosol studies indicate clear barriers inhibit the efficiency of air exchange on a stage. Therefore, barrier use will be limited to a few select areas as required. Stage set up may be further refined during our work periods according to evolving observations of prevailing air motion on stage.

Engineering modeling of the Southam Hall HVAC systems calculate a complete replenishment of outside fresh air every 20 minutes. This falls within minimum guidelines of 3 “Air Exchanges per Hour” currently recommended. This is an ongoing process of fresh air replenishment, distribution and the dilution of potential aerosol contaminants.

What to do before, during and after services

Your guiding principle should be to minimize time spent in the building as well as minimizing time spent in hallways. On breaks between services you should leave the building and not linger.

During a service, when you are not required on stage we recommend two possible locations to pass time while waiting to return:

1. At your designated unpacking/packing spot backstage, maintain 2 meter distancing and wearing masks.
2. Assigned aisle seats in Southam Hall, with mandatory use of sanitizers before entering the theatre. Please respect the rigid cleaning requirements for all public spaces, including armrests. Assigned seats will reflect 2 meter distancing. A list will be posted of which aisle seats you will use.

We strongly discourage you bringing any food with you into the building as we do not have a safe location with enough space for eating. Small snacks are permitted. 7

Instrument storage

Musicians will travel back and forth daily to the Centre with their instruments. Overnight storage will be provided on stage level for double basses, tuba, timpani and percussion. Bass players should handle only their own personal travelling trunks. These trunks will be available for daily use but may not be shared or exchanged. Percussionists will be responsible for sanitizing any shared instruments or mallets before storing or before use by another musician.

Additional rooms

Locker rooms, Musicians' Lounge, Practice Rooms, Bass Room are not available. If access is required to any of these spaces to collect important items, please contact Fletcher in advance to make an appointment.

The Green Room service will be limited and *people will not be able to gather in this space*. Microwave ovens have been removed from the building.

As much as possible, meetings should be conducted remotely. In-person meetings should be coordinated in advance by contacting Fletcher.

Congregation in public areas of the Centre will be severely curtailed. Please stay within the designated work areas and passageways.

Drinking water fountains in the building will remain out of service. However, water dispensers will be available backstage. Please bring your own reusable water bottle with large opening and secure top. Paper cups will *not* be provided. To limit frequency of use of the water dispensers, we encourage you to bring bottles full of water when you leave home. 8 Hand sanitizer stations have been installed throughout the building. You are also encouraged to bring small personal sanitizer bottles with you at all times. As suggested above, all musicians should familiarize themselves with the safety of sanitizers relative to valuable instruments.



BOARD PUBLIC MINUTES

Tuesday, November 24, 2020, 7:00 pm
Zoom Meeting

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Justine Bell, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff and Guests: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele G (Executive Officer, Corporate Services), Carolyn Tanner (Human and Equity Advisor), Dorothy Baker (Superintendent of Instruction Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Pete Symmonds (Superintendent of Learning Support Services), Nadia (Superintendent of Program and Learning K-12), Andrew Cumber (Vice-Principal, Ottawa Technical Secondary School), Kristin Kopra (Principal, Hawthorne Public School) Kristin Kopra (Principal, Hawthorne Public School) Andrea Rahim (Strategic Business Analyst), Richa Sinclair (Manager of Legal Services and Labour Relations), Kevin Gardner (Manager of Financial Services), Petra Duschner (Manager of Mental Health and Critical Services), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Teri Adamthwaite (Financial Reporting Coordinator), Charles D'Aoust (Coordinator of Budget Services), Rob Clayton (Audit Partner, KPMG), Michael Guilbault (AV Technician), Darren Gatley (Board Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Schwartz, seconded by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Report from the Board (In Camera)

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

Moved by Trustee Boothby, seconded by Trustee Penny,

THAT staff proceed, as directed in Board in camera, with respect to a financial matter.

Carried

FOR: Trustees Scott, Penny, Boothby, Blackburn, Ellis, Campbell, Bell, Fisher, Jennekens, Schwartz, (10)

AGAINST: Nil (0)

ABSTENTIONS: Hough, Evans (2)

Moved by Trustee Campbell, seconded by Trustee Penny,

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

Carried

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

AGAINST: Evans(1)

ABSTENTIONS: Nil (0)

4. Briefing from the Chair of the Board

Chair Scott reported that the Education Foundation of Ottawa will be holding a special fundraiser for its Bridges Over Barriers initiative. The goal is to raise \$100,000 to support social workers in OCDSB schools. For further information or to make donations visit the Education Foundation of Ottawa website

Chair Scott thanked Education Foundation of Ottawa Executive Director Clarissa Arthur for her leadership and noted that the article, by Ms. Arthur, that discussed Black Lives Matter and representation in the charitable sector, is available on OCDSB social media.

Chair Scott noted that the District will host an Indigenous Speaker Series event for staff and grade 7 to 12 students on 8 December 2020. The guest speaker will be Isaac Murdoch, an Indigenous artist and environmentalist.

The Ottawa Safety Council has asked the District to share information about new crossing guard safety measures within the community. Crossing guards will now be using a whistle to let pedestrians know when it is safe to cross.

5. Briefing from the Director

Director Williams-Taylor reported that the OCDSB will be hosting an online post-secondary education opportunity event for students in grades 11 and 12 on 2 December 2020. This is a chance for students to explore attending college and/or university, starting an apprenticeship, entering the workforce, starting a business, or taking a gap year. Registration and more information is available on the OCDSB website.

Youth Ottawa and the OCDSB recently presented the first Rainbow Bridges student film festival. The event showcased films made through the Rainbow Bridges program. The goal of the event was to raise awareness of the 2SLGBTQ+ resources available to schools, teachers and students. The next film festival will be held in February 2021 and details are available on the OCDSB website.

Director Williams-Taylor acknowledged a letter received from Dr. Vera Etches, Medical Officer of Health, on behalf of Ottawa Public Health (OPH) and the community. The letter offered thanks for the work that each staff member does in order to keep schools clean and safe.

The full letter is available on the OCDSB website.

6. Delegations

There were no delegations.

7. COVID-19 Update

Director Williams-Taylor noted that as of 24 November 2020, the OCDSB reported 36 active cases and 195 resolved cases of COVID-19 and there are currently two closed classes in OCDSB schools. In response to trustee queries about cases by grade, OPH will be releasing additional data in a presentation to city council, but based on recent information the distribution of cases seems relatively similar across grade levels.

OPH has released a new video to explain the process that is used to notify families when an individual at school tests positive for COVID-19, and how high-risk contacts are then identified. The video is posted to both the OPH and the OCDSB websites.

Director Williams-Taylor noted that Dr. Etches provided an update to community partners and requested that the boards share information with the community. Dr. Etches noted that recent trends in Ottawa's COVID-19 data have been positive, hospitalizations are stable, but not declining. Further, wastewater data shows the level of COVID-19 in the community may not be rapidly declining, this is not unexpected given that previous experience shows a decline usually takes longer to register than a rapid rise.

Ottawa is currently in the “Orange” or “Restrict” zone in the newly-released provincial *COVID-19 Response Framework for Keeping Ontario Safe and Open*. (Green = Prevent, Yellow = Protect, Orange = Restrict, Red = Control, and Grey = Lockdown).

In ongoing efforts to understand the types of settings and situations that have the most impact on COVID-19 transmission, OPH published a report on acquisition exposures of COVID-19, which provided an analysis of where people with positives cases of COVID-19 may have been exposed or transmitted the virus to others. The report identified risk factors which align with what the World Health Organization (WHO) has identified as the “Three C’s” where COVID-19 spreads more easily, particularly when all three overlap:

- crowded places with many people nearby;
- close contact setting with close-range conversations; and
- confined and enclosed spaces with poor ventilation;

To help build community awareness, OPH has launched a One Million Reasons video campaign which the District is also promoting.

Director Williams-Taylor thanked Dr. Etches for the letter she sent on 20 November 2020 titled “Thank you Educators.” Director Williams-Taylor expressed her thanks that local communities have a strong partnership with the local public health authority and other school districts and appreciated the efforts made to acknowledge the work of so many.

In response to queries the following points were noted:

- There are no mandatory requirements for students in grade 3 and under to wear masks. She added that if masks were mandatory, staff would be required to handle and assist young students with their masks which would expose staff to potential further transmission. Of the roughly 200 cases reported, only 6-7 cases were transmitted within schools and OPH investigations indicated that the vast majority of transmissions happened outside of schools;
- Staff are continuing work on identifying buildings in the “type 3” category and portable ventilation systems will be distributed to these buildings as a priority; and
- Staff does review the impacts of ventilation systems with OPH and air to air transmission does not seem to be a significant factor.

Trustee Ellis noted that he hoped the province would closely examine any direct correlations between proper ventilation and transmission rates as it may provide an incentive for further funding to modernize ventilation systems.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a Board, 27 October 2020

Moved by Trustee Hough, seconded by Trustee Blackburn,

THAT the 27 October 2020 Board minutes be confirmed.

Carried

8.1.b Special Board, 16 November 2020

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT the 16 November 2020 Special Board minutes be confirmed.

Trustee Ellis requested the following revisions:

- On folio 25, page 2 on the last paragraph “Trustee Blackburn” provided the introduction and should be corrected to “Trustee Campbell” provided the introduction;
- On folio 27, page 4 second paragraph, “Student Trustee Liu noted that sanctioning a trustee for raising systemic racism at the Board could have a chilling effect on future trustees bringing forward systemic racism;” was omitted and should be captured;
- On folio 28, page 5 the second last paragraph should read as: “Trustee Ellis inquired whether Investigator Tremayne had examined if there had been a history of vexatious code of conduct at the Board”; and
- On folio 26, page 3, the first paragraph after the bullets “Trustee Ellis registered a concern that the investigation report was not independently discussed as had been past practice,” and clarified that he was making the point that previous code of conduct matters were restricted to allow for clarification of the investigators report and that in this instance that had been changed;

Trustee Scott requested that Student Trustee Liu's name be spelled correctly.

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT the 16 November 2020 Special Board minutes be confirmed, as amended.

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 27 October 2020 Board minutes.

8.3 Receipt of Committee of the Whole Minutes, 10 November 2020

Moved by Trustee Penny, seconded by Trustee Fisher,

THAT the 10 November 2020 COW minutes be confirmed.

Carried

8.4 Audit Committee, 21 October 2020

8.4.a Approval of 2019-2020 Annual Report on Internal Audit Activity

Moved by Trustee Penny, seconded by Trustee Fisher,

THAT Appendix A to Report 20-074 be approved as the 2019-2020 Annual Report on Internal Audit Activity.

Carried

8.4.b Approval of Audit Committee Annual Report 2019-2020

Moved by Trustee Penny, seconded by Trustee Fisher,

THAT Report 20-075 be approved as the Audit Committee Annual Report to the Board for 2019-2020.

Carried

8.4.c Approval of 2020-2021 Internal Audit Plan

**Moved by Trustee Schwartz, seconded by Trustee Fisher,
THAT the Ottawa-Carleton District School Board Audit
Committee Recommends for Approval the 2020-2021 Internal
Audit Plan as Presented in Appendix 1.**

Carried

FOR: Trustees Scott, Penny, Boothby, Blackburn, Hough, Ellis,
Campbell, Bell, Fisher, Jennekens, Schwartz, Evans (12)
AGAINST: Nil (0)
ABSTENTIONS: Nil (0)

8.5 Oral Report, Audit Committee, 23 November 2020

Moved by Trustee Schwartz, seconded by Trustee Fisher,

THAT the Draft 2019-2020 Consolidated Financial Statements attached as
Appendix A to Report 20-092 be approved.

CFO Carson provided a brief overview of the consolidated financial statements that were presented at the 23 November 2020 Audit Committee meeting .

Rob Clayton, Audit Partner, KPMG, reported that the auditor's report attached to the consolidated financial statements notes that the accompanying financial statements and materials as of 31 August 2020 were presented fairly. The consolidated financial position of OCDSB included: the consolidated results of operations, changes in net data and consolidated cash flows for the year, and meeting the basis of accounting requirements outlined by the Ministry of Education. Mr. Clayton also reported that the Board provided full cooperation and the audit did not identify any issues of concern or weaknesses to bring forward.

In response to a query from Trustee Lyra Evans, CFO Carson noted that the smaller deficit than initially anticipated can be attributed to lower transportation costs, professional development cost not incurred due to COVID-19, and lower utility costs when buildings were empty at the beginning of the school year.

Moved by Trustee Schwartz, seconded by Trustee Fisher,

THAT the Draft 2019-2020 Consolidated Financial Statements attached as Appendix A to Report 20-092 be approved.

Carried

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

AGAINST: Nil (0)

ABSTENTIONS: Ellis (1)

Chair Scott noted that the 23 November 2020 Audit Committee meeting was the last meeting for two external volunteer members Mr. Erik Husband and Ms. Annik Blanchard and she thanked them for their service.

8.6 Non-Consent Items

8.7 Report 20-089, Appointment of LDAO Alternate Representative to the Special Education Advisory Committee (SEAC) (M. Giroux)

Moved by Trustee Boothby, Seconded by Trustee Ellis,

THAT Marianne Long be appointed as the Alternate Member representing Learning Disabilities Association of Ottawa-Carleton to the Special Education Advisory Committee for the term ending 14 November 2022.

Carried

FOR: Trustees Scott, Penny, Boothby, Blackburn, Hough, Ellis, Campbell, Bell, Fisher, Jennekens, Schwartz, Evans (12)
 AGAINST: Nil (0)
 ABSTENTIONS: Nil (0)

9. Matters for Discussion

9.1 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Moved by Trustee Campbell, seconded by Trustee Boothby,

To adopt rules of committee.

Carried

With the aid of a powerpoint presentation Superintendent Farrish noted the following in her introduction of the report:

- Engagement strategies must be relevant in order to effectively use progressive discipline. Current discipline responses have led to the suspension rates outlined in the report. It is important to confront and address current practices in the system not serving all students. The District needs to create a sense of belonging for students;
- School level obligation to use discretionary authority must engage, empower, and elevate students as other decisions can negatively affect the Districts' relationship with students;
- Decisions should reflect desired student relationships to ensure student learning, achievement, well-being, general safety, and student success;
- The District is committed to shifting the narrative from a focus on student behaviours, to a focus on the conditions created for learning within schools. Students who identify as Indigenous, Black, middle-eastern, boys, special educational needs, English Language Learners (ELL), gender diversity, and students in lower income neighbourhoods are more likely to be suspended. It is important to examine the research to understand why; and
- The District is beginning to formalize multi-departmental approaches to ensure the work is integrated.

School and central staff will build capacity in their professional development in the following areas: Indigenous knowledge, diversity and inclusion fundamentals, unconscious bias, anti-racism/anti-oppression/human rights, and bias-free progressive discipline (centering on identity). Professional development will also occur in kindergarten to grade 3 to create positive and supportive learning environments that will centre on student identity to understand implicit bias and traumatic experiences.

The District will look to implement a “Third Path” approach for staff to create the conditions for a student’s sense of belonging, physical and emotional safety, and to incorporate student identity. Indigenous and Black graduation coaches have been introduced at specific schools to promote student success and highlight pathways for graduation. The graduation coaches also help identify any systemic barriers such as progressive discipline and responses.

The District is looking to expand community partnerships with organizations that will promote and support programs in schools, specifically for Indigenous, Black, students with special education profiles, boys, minoritized students, and students in lower income communities. Course content will be redesigned in social studies, history, geography, and English courses for grades 9-12.

The District is looking to expand leadership and networking opportunities for Indigenous, Black, and minoritized students to better inform District programs and practices. Specific school sites are reviewing their progressive discipline practices.

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

- An audit of progressive discipline practices will be considered and discussed as an independent action moving forward. All superintendents of instruction have been engaged in examining the data to generate “next steps” to engage administrative teams to examine school level data;
- A framework for suspension is used by school administrators. A template was developed to guide staff through necessary steps such as: reviewing incidents, reviewing progressive discipline history, reviewing mitigating and other factors involved, and communication. The template is used at all schools when considering suspension and outlines all possible suspensions and are categorized as either mandatory or discretionary. The term of suspension is decided by the principal except in cases of mandatory suspensions which are decided with help of the superintendent of instruction;
- The context and circumstances are factors when determining suspensions. Decision makers consider factors such as the nature of previous conversations among staff. Decisions may not always lead to a suspension if staff feel that another disciplinary measure can be applied. Progressive discipline is not an algorithmic approach. Principals weigh many factors to ensure discipline is not punitive, but rather restorative and corrective;

- Trustee Ellis raised concern that the report was inconsistent in categorizing suspensions and queried if this will be addressed. He noted that causes for suspension listed reasons such as school climate, but this was not a consistent reason noted in reports from other years;
- Superintendent Farrish responded that the *Education Act* lists categories for decisions to suspend and provided guidelines when considering suspension. Some reasons for suspensions are mandated from the Ministry and some are based on OCDSB policies and procedures;
- Trustee Ellis noted that this is the first suspension report where racialized and socioeconomic data was included. He added that the report creates a greater understanding of who is being suspended, however, he expressed concern about interventions prior to suspension. He pointed out that a student with an Individual Education Plan (IEP) is at a higher risk of being suspended. Special education student suspension rates have been the same for many years. He noted that there are opportunities for mitigating factors for special education students and queried why there is not a decline in these students' suspensions and what the indicators for success will be;
- Superintendent Symmonds noted steering groups have been established in collaboration with Dr. David Tranter, with a focus on the "Third Path" to increase students' sense of engagement in each school. The idea is that the more students can engage, the less likely negative behaviour will occur. Work is continuing for mental health and well-being support in classrooms led by the Manager of Mental Health and Critical Services, Dr. Duschner and her team;
- Trustee Bell requested that a memo be provided to outline the details of progressive discipline;
- Schools are seeing stress behaviours in students from COVID-19;
- Most suspensions in kindergarten to grade 8 are discretionary and progressive discipline must approach community engagement in conversations to build relationships and trust in order to achieve the desired culture shift;
- Principals are committed to examining and making changes based on suspension data. Training is also available and provided for school staff and principals based on local needs. Superintendents also engage their principals in this training;
- Attributing the notion of the "school to prison pipeline" to a singular school or District does not support change and is not what the

research intended, which is to take ownership and move forward. There was no explicit decision to exclude the conversation of 'school to prison pipeline' as the data was instead compiled to examine how the intersection of identity pertains to school discipline;

- Trustee Lyra Evans requested the percentage of students that were suspended for 6 days or more;
- 75% or more of suspensions were mandatory and there was rarely a 1-5 day suspension for something not on the suspensions list;
- Trustee Blackburn drew attention to the higher suspension rates for students with IEPs and noted that there are not enough resources to invest in suspension prevention. She expressed the view that trustees should take responsibility for this and that funds could be reallocated from unnecessary programs such as alternate schools and transportation of students from their community schools;
- When a student returns from suspension, the restorative process begins with a return meeting. Staff has a conversation with the student to discover what triggered the behaviour so that the trigger can be removed and social workers or an itinerant Educational Assistant (EA) can be involved for further support if needed;
- Suspensions have decreased due to COVID-19 as certain triggers have been removed; students can now focus on a single course and with students are in a single classroom (no roaming between classes), and teachers are not sanctioning students for being late;
- Some students have expressive language barriers brought on as a stress behaviour seen during COVID-19 in which Learning Support Teachers (LST), Student Success Teachers (SST), and vice-principals can act as a support;
- Post COVID-19, the goal will be to transfer the lessons learned and to create conditions that have helped students have more opportunities for success;
- There are several strategies used to prevent suspensions in kindergarten to grade 3. School culture needs to be changed and staff understands that this may take time, co-regulating students with an educational assistant's (EAs) help, staff collaboration when students exhibit unwanted behaviour to understand why and how to address it, praise for positive behaviours, and allowing students to have separate learning options help in suspension prevention;
- Relationships with the community are important and the school system may represent traumatic experiences for certain community

groups. Staff may need alternate places for relationship building outside of schools and there are many community connections that can help;

- Progressive discipline does not take an algorithmic approach as there are many mitigating factors that can affect a student. Reasons for unwanted behaviour can vary student-by-student, by situation, and context;
- Principals are expected to consider the context of each behaviour, however, the real focus is what the student has learned from the progressive discipline consequence and how to ensure the student will avoid future bad behaviour. Principals are asked to take an individualized supportive and corrective approach with students before a suspension occurs;
- There is a mandatory suspension for the kindergarten to grade 3 age group, although rarely used, and there is an expectation for it to be applied if necessary;
- In response to a query from Trustee Scott,
- Director Williams-Taylor noted that the organization's leaders take responsibility for addressing systemic biases and she explained that this is why a major focus on training is planned.. She noted that biases exist and need to be identified through the suspension data and each person's behaviour. It will then be important to institutionalize these changes across the District;
- Many contributing factors and inconsistencies changed how suspension data was collected although some issues have been addressed in policy work and others will be addressed in ongoing policy work with direction from the Ministry;
- In response to a query from Trustee Campbell, System Principal Anderson noted that each school's progressive discipline policies have been aligned with the central approach to ensure the same standard;
- The District allows some flexibilities in progressive discipline policies in certain school communities; every school has a discipline policy procedure and is accessible to the public;
- The logging of actions and decisions of any progressive discipline is an expectation of principals and vice-principals. Progressive discipline is on a continuum as staff develop their learning and skills to allow students' participation and ability to reflect back on student responses;

- Staff will always attempt to help students and there is not an “end step” in terms of discipline. It is important to have evolving strategies in solution finding to help influence a student’s ability to participate to ensure their success. Some students look to alternate environments to develop balance in managing academic workload while still managing behaviours. She noted that that this is ongoing work in order to rebuild relationships in communities and classrooms;
- If a student was suspended there would be a discussion with the families of involved students without breaching confidentiality. Staff work to build capacity in students for independence and compassion within school communities. Students have shown ability to support their peers in many cases;
- In response to a query from Trustee Jennekens regarding student support on busses, Superintendent Farrish responded that students should follow their school transportation seating plans. She noted that part of skill building with students provides a level of independence to learn how to engage with one another and there are many opportunities to build these skills. Ottawa Student Transportation Authority (OSTA) bus drivers also help manage and report any incidents as part of the District’s procedure;
- Trustee Hough commented that semantics around a concept can sometimes affect how people think or understand a concept. She suggested that the term “progressive discipline” is case in point and that providing a new name would promote a positive effect;
- Trustee Campbell noted that the Ministry of Education recently introduced a new regulation (*O. Reg.440/20*) which removed the principal’s discretion to suspend students enrolled in junior kindergarten to grade 3, and queried where funding will come from to implement this;
- Superintendent Symmonds noted that the Priorities and Partnership Fund (PPF) will allocate 10% of funds to mental health supports for in junior kindergarten to grade 3;
- 10% of allocated funds for junior kindergarten to grade 3 will promote mental health to encourage positive student behaviour. The funding will build capacity for educator teams to better understand students and to develop additional online learning modules (outlined in the suspension report). Online learning will also help educators understand what stress behaviours are and “big emotions” like anger and anxiety to help young students manage their emotions more effectively. A module will also cover culturally informed practices that are focused on relationship

building to create a sense of belonging for students so they can thrive. Some online learning will be supplemented with online and in person coaching for staff to learn in a timely manner;

- Approximately \$30,000 in funding will be dedicated to the junior kindergarten to grade 3 mental health and learning module initiatives. Although the modules are targeted for the younger grades, it can also be applied to other grade levels;
- Director Williams-Taylor concluded that there is a growing load of responsibility and practice for school administrators and staff. Resourcing the support for the shifting practice needs to be considered in the budget. The District's practice of engaging students, families, and teachers must also change.

●

9.2 Report 20-107, Tracking Implementation of the Strategic Action Plan (M. Giroux)

Your committee had before it Report 20-107 highlighting the strategic actions identified for 2020-2021, the planned activities and deliverables, and the role of tracking the implementation of the strategic plan and ensuring accountability.

Director Williams-Taylor noted that staff are investigating organizational changes which may include staffing opportunities that do not yet exist to ensure strategic actions result in sustained changes. When reviewing the strategic action plans as a whole, it reflects both staff practice and trustee leadership as an amalgamated effort. During the discussion and in response to questions, the following points were noted:

- The strategic plan that trustees approved set the groundwork for the actions identified by staff. The identified actions and the work for sustainability, such as staffing, policy, and organizational adjustments, are completed through trustee engagement and approval.
- Trustee Fisher commented that the plans are out of sequence. The Board identifies the priorities for the year, which helps set and inform the work of staff. This allows the Board to have oversight and monitor any governance or special projects annually. Trustee Campbell suggested that a flexible multi-year plan could help ensure progress is tied together annually. It could provide support if the plan needed to evolve to help bridge the strategic plan with the annual strategic action plans;
- COVID-19 has revealed inequities in society and that staff have scrambled to adapt to circumstances. The Board must embrace the

lessons learned and approach COVID-19 through the lens of strategic planning and equity.;

- COVID-19 has advanced some of the work identified as keys goals in instructional practices and engaging staff. Much of the professional development work has been more personalized, direct, and effective with reduced costs;
- The conversation around equity has been accelerated during this time and the enthusiasm to accept changes with the Human Rights and Equity Roadmap's introduction;
- COVID-19 has not derailed the strategic plan, but has required the District to adapt more rapidly;
- Trustee Fisher noted that the report outlines the focus areas that the Board must monitor, and prioritize. He expressed the view that he was still unsure how the Board and senior staff will synchronize the work plan;
- Executive Officer Giroux noted that the Board's annual evaluation cycle sets up the Board's self-reflection or comprehensive evaluation to identify focus areas for the year. However, COVID-19 has disrupted this cycle. The action plan from staff takes into account the Board conversations throughout the year. She added that once the year-end Board assessment has taken place that synergy between the strategic plan and strategic action plan should be re-established;
- Trustee Schwartz noted that some statuses were only one bar and queried whether or not these would be carried over to the following year. Staff responded that certain strategic actions have been removed or amalgamated with others. A key part of the work is that the strategic actions continued to be monitored and the actions pertained to moving a change within the organization. Many of the actions are now more streamlined with a focus on driving change and this year the Board will see advancement in all status boxes of the report. Trustee Schwartz requested that when items are removed an explanation is provided;
- Trustee Scott commented that there are many pieces under the strategic plan and one of the most important elements when developing the plan was that it provided an opportunity for every staff member to find an action that they could take to help move the plan forward. She noted that it is important to understand which items have been removed She added that much of the strategic action plan work would not require trustees to be directly involved but rather serve as monitors. However, the board's direct roles are outlined in the strategic plan and reflected in the strategic action plan.

9.3 Report from OPSBA Representatives (if required)

There was no report from the OPSBA representatives.

10. Matters for Information

11. New Business -- Information and Inquiries

In response to a request from Trustee Boothby, Director Williams-Taylor noted that she is in discussion with Ottawa Public Health (OPH) and senior staff as to how to address snow days with focus on the safety of students, staff, and community.

Trustee Blackburn provided a notice of motion to hire a full time Trans and Gender Diverse Student Support Coordinator that she will present at the 15 December 2020 Board meeting.

In response to a query by Trustee Campbell regarding follow-up on the “digital reading materials for students” delegation, Director Williams-Taylor noted that a memo will be sent that will update trustees on available digital reading materials for students.

Trustee Scott thanked trustees and the senior staff team and expressed appreciation to Vice-Chair Penny and to the chairs of the advisory committees for moving the work forward during what has been a challenging year. She noted that the next meeting will be the Board Organizational Meeting on 1 December 2020.

12. Adjournment

The meeting was adjourned at 10:17 p.m.

Lynn Scott, Chair of the Board



Appendix A to
Board 24 November 2020

Report 20-074, 2019-2020 Annual Report on Internal Audit Activity was approved by Audit Committee as its annual report to the Board summarizing the work performed by the regional internal audit team (RIAT) during 2019-2020 in accordance with *Ontario Regulation 361/10, Audit Committees*. The following information has been prepared based on the report.

District School Board Name: Ottawa-Carleton District School Board

Fiscal Year: 2020

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

During the 2020 fiscal year, the following internal audits were started and/or completed by 31 August 2020:

1. **Attendance Support Review**
As a consulting engagement, the objective of the review was to provide the District with an assessment of the processes used in its attendance support program as compared to leading practices and the practices used in other school boards of similar size. The review commenced during the previous school year and was completed in 2019-2020. The results of the review, which included opportunities to enhance processes, were shared with Audit Committee on 11 June 2020.
2. **Attendance Data Visualization**
As a consulting engagement, the objective was to present the District's absenteeism data in a format that would enable management to interpret the data, form conclusions on usage and consider changes to improve staff attendance. The RIAT engaged Deloitte LLP to assist with the development of the model that focused on absences from September 2012 to August 2019. The results of the review were shared with Audit Committee on 11 June 2020.
3. **Follow-up Procedures on Past Audits**
The RIAT customarily conducts follow-up procedures to ascertain the District's progress towards implementing changes in response to audit recommendations. The RIAT completed its update of follow-up procedures and provided a summary of outstanding recommendations. The update noted that a small number of recommendations remain outstanding. Further updates on the outstanding recommendations will be presented during 2020-2021.

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

Approved by Audit Committee on 21 October 2020

Mark Fisher
Audit Committee Chair



AUDIT COMMITTEE
Report No. 20-075

21 October 2020

Audit Committee Annual Report for 2019-2020

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

PURPOSE:

1. To seek approval of Report 20-075 as the 2019-2020 annual report of activities for submission to the Board in accordance with *Ontario Regulation 361/10, Audit Committees*.

CONTEXT:

2. *Ontario Regulation 361/10, Audit Committees* requires that a summary of work performed by the Audit Committee be provided to the Board. This report is in compliance with the requirement set out in the regulation and covers the period 01 September 2019 to 31 August 2020.

KEY CONSIDERATIONS:

3. The Audit Committee is integral to the District's corporate governance framework. Reporting to the Board, the Audit Committee works with District management to ensure that matters affecting financial, compliance and risk management activities are conducted appropriately. The Audit Committee meets this mandate by providing oversight in ensuring that management has implemented an appropriate system of internal control, by liaising with internal and external auditors, by discussing risks that may have a significant effect on the District's operational and financial resources, and by reviewing specific financial reports.

The work of the Audit Committee was significantly affected by the COVID-19 pandemic and the lockdown imposed by the provincial government in response to the public health emergency. The lockdown resulted in the closure of the District's schools effective 14 March 2020 and the cancellation of a number of scheduled meetings.

4. **Audit Committee Governance**

Audit Committee is a statutory committee of the Board. It is established pursuant to *Ontario Regulation 361/10* and is supported by Board policy P.016.GOV. The regulations and policy stipulate various governance requirements including committee composition, maximum term of office for external members, the minimum number of meetings that must be held during the year and the role and responsibilities of the committee.

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

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

<u>Committee Members for the Period 01 September 2019 to 30 November 2019</u>	
Trustees: Sandra Schwartz, Mark Fisher and Keith Penny	
External Members: Annik Blanchard and Erik Husband	
<u>Meeting Date</u>	<u>Attendance</u>
25 September 2019	All members present
25 November 2019	Sandra Schwartz, regrets
<u>Committee Members for the Period 01 December 2019 to 31 August 2020</u>	
Trustees: Sandra Schwartz, Mark Fisher and Keith Penny	
External Members: Annik Blanchard and Erik Husband	
<u>Meeting Date</u>	<u>Attendance</u>
22 January 2020	Keith Penny, regrets
11 June 2020	All members present

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

5. **Review of Draft Financial Statements**

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

Audit Committee reviewed the draft 2018-2019 Consolidated Financial Statements at its 25 November 2019 meeting and recommended that the

financial statements be approved. The statements were presented to, and subsequently, approved by the Board.

6. Liaising with the External Auditor

The external auditor met with the Audit Committee and provided an engagement letter and audit plan to ensure that members of the Audit Committee were aware of the purpose, extent and limitations relating to the audit of the 2018-2019 Consolidated Financial Statements. Audit Committee also discussed the draft 2018-2019 Consolidated Financial Statements both publicly and in-camera with the external auditor and reviewed observations and recommendations identified in the auditor's Audit Findings Report. The in-camera meeting included a session restricted to the external auditor and Audit Committee members.

At the September meeting, the Audit Committee reappointed KPMG LLP to audit the District's financial statements for both the 2020-2021 and 2021-2022 school years.

7. Liaising with the Internal Auditor

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

The following work was completed during the year:

- attendance support review - as a consulting engagement, the objective of the review was to provide the District with an assessment of the processes used in its attendance support program as compared to leading practices and the practices used in other school boards of similar size. The review commenced during the previous school year and was completed in 2019-2020. The results of the review, which included opportunities to enhance processes, were shared with Audit Committee at the 11 June 2020 meeting;
- attendance data visualization - as a consulting engagement, the objective was to present the District's absenteeism data in a format that would enable management to interpret the data, form conclusions and consider changes to reduce staff absences. The RIAT engaged Deloitte LLP to assist with the development of the model. The results of the review were shared with Audit Committee at the 11 June 2020 meeting; and
- follow-up procedures - the RIAT customarily conducts follow-up procedures to ascertain the District's progress towards implementing changes in response to audit recommendations. The RIAT completed its update of follow-up procedures and provided a summary of outstanding recommendations as part of the information shared in Report 20-034, Regional Internal Audit Manager's Update. The update noted that a small

number of recommendations remain outstanding. Further updates on follow-up procedures will be presented during 2020-2021.

The RIAT manager also shared information on the internal audit mandate, the structure of the internal audit team and the findings of a review of the internal audit model as it currently exists.

In addition to discussing the audit findings and the need to ensure that audit plans are aligned with the District's strategic enterprise risk management (SERM) framework, Audit Committee provided the host board with an assessment of the work performed by the audit team in 2018-2019. Providing formal feedback to the internal audit team through a high-level performance evaluation contributes to continued improvement in the team's effectiveness. Feedback is also provided to the audit team during Audit Committee meetings.

Additional information on the work of the RIAT is provided in Report 20-074, 2019-2020 Annual Report on Internal Audit Activity. Staff continues to work with the RIAT to finalize the internal audit plan for 2020-2021.

8. **Review of Financial Projections**

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

Finance staff presented the 2019-2020 Revised Estimates to the Audit Committee at the 22 January 2020 meeting. The forecast showed a modest decrease in the projected deficit in comparison to that approved by the Board with the approval of the 2019-2020 Budget.

An updated forecast was presented at the 11 June 2020 meeting. The forecast identified anticipated changes in revenues and expenses as a result of the pandemic and it also included the impact of labour sanctions taken by unionized staff in support of the collective bargaining process. Additional provincial funding is expected to mitigate the effect of lower revenues from child care operations and staff anticipates a deficit that is smaller than originally budgeted.

Three forecasts are planned for the 2020-2021 year.

9. **Risk Management**

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

At the 25 September 2019 meeting, the Audit Committee received an update on the implementation of the District's SERM framework. As a reminder, the framework being adopted aligns with the International Organization for

Standardization (ISO) 31000 risk management guidelines and is customized for school boards under the leadership of the Council of Senior Business Officials (COSBO) and the Ontario School Boards' Insurance Exchange (OSBIE). The framework will enhance the District's strategic planning and operational processes by developing an organizational culture that considers both risk exposure and risk tolerance as a fundamental aspect in decision making.

Phase 1 of the SERM initiative was a readiness assessment which assessed elements of governance, leadership and principles for applying the SERM framework. Phase 2, which focused on the development of a toolkit to be used for SERM integration planning and execution, progressed during the year. Phase 3 will focus on operationalizing the plan in alignment with the 2019-2023 Strategic Plan.

A further update on SERM was provided at the 11 June 2020 meeting. This included the status of the work on the project. As part of the update, there was a comprehensive review of the challenges presented by the pandemic and discussion of the District's responses. The SERM toolkit was used in managing the District's response to the pandemic.

Updates on the SERM project will be provided to Audit Committee on a regular basis in the coming year. Importantly, staff will be seeking the Audit Committee's input for the development, finalization and approval of the Board's draft risk management policy.

10. **Regulatory Compliance**

The Audit Committee is responsible to ensure that appropriate processes and controls are in place so that the District is in compliance with regulations and to monitor and correct instances of non-compliance. A report is provided annually to the Audit Committee on the key statutes and regulations governing the District, the associated substantial compliance or areas of partial or non-compliance, and the plan for becoming fully compliant. The report was presented at the 22 January 2020 meeting, but regulatory compliance is always a consideration in many of the discussions.

11. **Information Technology**

A reliance on the information technology network is integral to the District's business and learning activities. A number of issues were discussed at Audit Committee during the year including:

- the planned conversion of the student management system;
- changes to the Business and Learning Technologies department's organizational structure;
- the approach to managing network and application security;
- the deployment of technology to assist with remote learning and working arrangements in response to the pandemic; and
- a review of Policy P.074.IT Computer Network Security.

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

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

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

13. **Mandatory Audit Committee Reports**

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

In September 2019, Audit Committee approved the mandatory reports for 2018-2019 and the report summarizing the work of the RIAT was submitted to the Ministry.

14. **Summary**

Audit Committee performs work that contributes to the District's successful corporate governance framework. The work performed by the Audit Committee during 2019-2020 continues to enhance the District's internal control, risk management, and financial reporting processes.

RESOURCE IMPLICATIONS:

15. Approval of the report has no financial impact.

COMMUNICATION/CONSULTATION ISSUES:

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

STRATEGIC LINKS:

17. Aligned with the culture of social responsibility identified in the Board's 2019-2023 Strategic Plan, an effectively functioning Audit Committee and approach to risk management is a key component in the Board's efforts to allocate resources in a sustainable manner. Audit Committee works with District management to ensure that matters affecting financial, compliance and risk management activities are conducted efficiently and that an appropriate system of internal control exists.

RECOMMENDATION:

THAT Report 20-075 be approved as the Audit Committee Annual Report to the Board for 2019-2020.

Michael Carson
Chief Financial Officer

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



Appendix 1 - 2020-21 RIAT Plan – Ottawa-Carleton DSB

Status	Audit & Scope	Schedule
Continuation	<p>Cyber Security Review</p> <p>This engagement is in alignment with the board's Strategic Enterprise Risk Management (SERM) Corporate Risk Profile which identified risks and opportunities under "Culture of Innovation". More specifically to "identify and effectively respond to network security threats".</p> <p>This engagement also aligns with the Region-Wide Strategic Risk Assessment which identified Cybersecurity as both a risk and an opportunity to promote the School Boards ability to safeguard IT systems to protect information and avoid service disruption.</p> <p>An in-person/virtual workshop with all Ontario East School Boards Information Technology leads, took place October 8th & 9th.</p> <p>The goal of the workshop was to identify business drivers and critical assets, and perform an IT risk assessment.</p> <p>The output is a matrix that will provide the school board with a priority list of top framework content to implement.</p>	October 8 th & 9 th , 2020
Cyclical	<p>Follow-up Procedures</p> <p>This is a recurring item on RIAT's annual plan.</p> <p>RIAT continues to follow-up on the remaining recommendation, as they come due.</p>	Ongoing
As needed	<p>Management Request Engagement</p> <p>To cover any important items that may be required during the school year.</p>	If Requested



New	<p>Covid Response Review</p> <p>Purpose:</p> <p>Reflect on response to Covid to-date and integrate the lessons learned to improve the emergency preparedness / crisis management process.</p> <p>It is a way to collectively learn quickly from an event and integrate improvements to generate better outcomes in the short, medium and long term.</p> <p>Utilize real-time improvements to response planning, processes and workflows.</p> <p>Timing</p> <p>It can be done at any point in time and implemented as readily as needed.</p> <p>Can be done in as little as a week up to a month, depending on Management's availability and ability to provide documentation in a timely manner.</p> <p>Methodology:</p> <ul style="list-style-type: none"> • Kick-off meeting: <ul style="list-style-type: none"> ○ Define objectives ○ List documentation that should be available ○ Determine survey participants and workshop attendees • Gather relevant documentation relevant to the Covid 19 response (minutes, charts, communications). • Survey staff involved in response planning and implementation • Workshop (2h) with Board leaders to ID the following in regards to the plan: <ul style="list-style-type: none"> ○ Preparation ○ Response ○ Activation • Reports with recommendations/action plan prioritized <p>Background</p> <ul style="list-style-type: none"> ○ Pilot for region-wide engagement. ○ Co-sourced with MNP for OCDSB ○ Ability to benchmark with comparable tier DSB as working with other regions 	TBD
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New	<p>Educational Assistant Deployment Engagement</p> <p>This engagement is in alignment with the board's Strategic Enterprise Risk Management (SERM) Corporate Risk Profile which identified staff well-being, under Culture of Caring, as one of the top threats in the portfolio.</p> <p>This engagement also aligns with the Region-Wide Strategic Risk Assessment which identified student and staff health and safety as a priority. More specifically, the presence of appropriate controls and capabilities to best ensure student and staff well being and safety.</p> <p>The scope is to provide Management with a current assessment of the deployment of Educational Assistants and challenges faced relating to an increase in student aggression and challenging behaviours.</p>	TBD
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Appendix D to
Board 24 November 2020

Consolidated Financial Statements of

**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**

and Independent Auditors' Report thereon

Year ended August 31, 2020

DRAFT

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Financial Statements

Year ended August 31, 2020

Management Report

Independent Auditors' Report

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2019-2020 MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

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

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

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

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

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

Concerns Regarding Provincial Funding of Education

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

Camille Williams-Taylor

Michael Carson, CPA, CA

Director of Education/Secretary of the Board

Chief Financial Officer

(date)

INDEPENDENT AUDITORS' REPORT

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

Opinion

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

- the consolidated statement of financial position as at August 31, 2020
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of change in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements, present fairly, in all material respects, the consolidated financial position of the Entity as at August 31, 2020, and its consolidated results of operations, its consolidated changes in net debt and its consolidated cash flows for the year then ended in accordance with the basis of accounting described in note 1(a) to the financial statements.

Basis for Opinion

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

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

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

Emphasis of Matter – Basis of Presentation

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

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

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

We also:

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

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the group Entity to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

Chartered Professional Accountants, Licensed Public Accountants

Ottawa, Canada

(date)

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Financial Position

August 31, 2020, with comparative information for 2019

	2020	2019
Financial assets:		
Cash	\$ 99,941,013	\$ 79,498,431
Accounts receivable:		
Government of Ontario - approved capital funding (note 2)	110,810,153	133,582,854
Municipality (note 2)	113,557,425	37,506,852
Other	24,483,688	23,487,145
Total financial assets	348,792,279	274,075,282
Financial liabilities:		
Accounts payable and accrued liabilities	163,287,573	87,192,830
Other accounts payable (note 5c)	8,672,629	5,394,738
Net long-term liabilities (note 3)	90,603,438	95,211,608
Deferred revenue (note 4)	37,901,192	30,838,177
Employee future benefits liability (note 5)	45,664,864	49,452,692
Deferred capital contributions (note 6)	758,093,539	756,079,749
Total financial liabilities	1,104,223,235	1,024,169,794
Net debt	(755,430,956)	(750,094,512)
Non-financial assets:		
Prepaid expenses	12,085,934	6,408,984
Inventories of supplies	1,525,381	1,251,545
Tangible capital assets (note 7)	860,586,944	850,013,323
Total non-financial assets	874,198,259	857,673,852
Commitments and contingent liabilities (note 9)		
Impact of Coronavirus COVID-19 pandemic (note 15)		
Accumulated surplus (note 8)	\$ 118,767,303	\$ 107,579,340

See accompanying notes to consolidated financial statements.

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

Lynn Scott
Chair of the Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Operations and Accumulated Surplus

Year ended August 31, 2020, with comparative information for 2019

	2020 Budget	2020 Total	2019 Total
Revenue:			
Provincial grants:			
Grants for student needs (note 10)	\$ 848,993,087	\$ 847,697,668	\$ 863,714,172
Program specific	7,390,243	6,682,886	8,799,848
Ontario Youth Apprenticeship Program	330,175	319,789	319,789
Amortization of deferred capital contributions	61,757,118	50,724,146	49,672,200
Federal grants and fees	2,486,646	2,304,552	2,378,950
Other school boards	615,835	701,829	670,733
Other fees and revenue	50,590,825	44,973,780	60,591,597
Interest income	1,000,000	1,347,096	1,624,472
School-funded activities	23,041,000	16,036,514	24,309,360
	996,204,929	970,788,260	1,012,081,121
Expenses (note 11):			
Instruction	721,966,449	713,227,697	714,681,578
School operations and maintenance	153,582,510	143,442,689	150,856,563
Transportation (note 14)	46,044,956	40,159,052	41,868,519
Administration	21,149,763	21,989,402	20,237,048
Other	29,507,952	27,196,603	31,307,425
School-funded activities	23,041,000	13,584,854	23,254,348
	995,292,630	959,600,297	982,205,481
Annual surplus	912,299	11,187,963	29,875,640
Accumulated surplus, beginning of year	108,124,167	107,579,340	77,703,700
Accumulated surplus, end of year (note 8)	\$ 109,036,466	\$ 118,767,303	\$ 107,579,340

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Change in Net Debt

Year ended August 31, 2020, with comparative information for 2019

	2020	2019
Annual surplus	\$ 11,187,963	\$ 29,875,640
Tangible capital assets (note 7):		
Acquisition of tangible capital assets	(61,598,622)	(105,754,042)
Amortization of tangible capital assets	51,025,001	49,781,798
	(10,573,621)	(55,972,244)
Non-financial assets:		
Acquisition of inventories of supplies	(761,671)	(719,487)
Acquisition of prepaid expenses	(24,670,523)	(10,531,065)
Consumption of inventories of supplies	487,835	642,358
Use of prepaid expenses	18,993,573	10,695,015
	(5,950,786)	86,821
Increase in net debt	(5,336,444)	(26,009,783)
Net debt, beginning of year	(750,094,512)	(724,084,729)
Net debt, end of year	\$ (755,430,956)	\$ (750,094,512)

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Consolidated Statement of Cash Flows

Year ended August 31, 2020, with comparative information for 2019

	2020	2019
Operating transactions:		
Annual surplus	\$ 11,187,963	\$ 29,875,640
Items not involving cash:		
Amortization of tangible capital assets	51,025,001	49,781,798
Amortization of deferred capital contributions	(50,724,146)	(49,672,200)
Change in non-cash assets and liabilities:		
Decrease (increase) in accounts receivable	(77,047,116)	5,804,966
Increase in accounts payable and accrued liabilities	76,094,743	7,440,507
Increase (decrease) in other accounts payable	3,277,891	(1,844,284)
Increase (decrease) in deferred revenue	7,063,015	(7,072,077)
Decrease in employee future benefits liability	(3,787,828)	(5,614,948)
Decrease (increase) in prepaid expenses	(5,676,950)	163,950
Increase in inventories of supplies	(273,836)	(77,129)
Cash applied to operating transactions	11,138,737	28,786,223
Capital transactions:		
Acquisition of tangible capital assets	(61,598,622)	(105,754,042)
Financing transactions:		
Principal repayments of net long-term liabilities	(4,608,170)	(36,866,567)
Decrease in accounts receivable -		
Government of Ontario approved capital funding	22,772,701	42,291,530
Additions to deferred capital contributions	52,737,936	90,060,074
Cash applied to financing transactions	70,902,467	95,485,037
Increase in cash	20,442,582	18,517,218
Cash, beginning of year	79,498,431	60,981,213
Cash, end of year	\$ 99,941,013	\$ 79,498,431

See accompanying notes to consolidated financial statements.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2020

1. Significant accounting policies:

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

(a) Basis of accounting:

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

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

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

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

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

(b) Reporting entity:

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

The consolidated financial statements include the following organizations:

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

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

(c) Trust funds:

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

(d) Non-financial assets:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

1. Significant accounting policies (continued):

(e) Tangible capital assets:

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

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

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

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

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

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

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

(f) Deferred revenue:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

1. Significant accounting policies (continued):

(g) Deferred capital contributions:

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

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

(h) Retirement and other employee future benefits:

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

1. Significant accounting policies (continued):

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

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

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

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

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

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

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

1. Significant accounting policies (continued):

(j) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met. As required by Regulation 395/11, government transfers for the purchase or development of tangible capital assets are recorded as deferred capital contributions and recognized as revenue in the consolidated statement of operations and accumulated surplus at the same rate and over the same periods as the asset is amortized.

(k) Interest income:

Interest income is reported as revenue in the period earned.

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

(l) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees ("Trustees").

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

The Board approves its budget annually. The operating budget for 2019-2020 was approved on June 10, 2019, and is reflected on the consolidated statement of operations and accumulated surplus.

(m) Property tax revenue:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

1. Significant accounting policies (continued):

(n) Use of estimates:

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

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

2. Accounts receivable:

(a) Government of Ontario approved capital funding:

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

The Board has an account receivable from the Province of \$110,810,153 (2019 - \$133,582,854) as at August 31, 2020 with respect to capital grants.

(b) Municipality:

Due to the response to COVID-19, the Province extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. This amount for the Board was \$74,559,812 (2019 - \$Nil) and has been included in accounts receivable on the consolidated statement of financial position. This amount will be recovered fully by the Board in the following school year.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

3. Net long-term liabilities and temporary borrowing:

(a) Net long-term liabilities:

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

	2020	2019
Ontario Financing Authority capital debenture debt:		
bearing interest at a rate of 4.56% per annum (1 st issue), maturity date November 17, 2031	\$ 28,724,550	\$ 30,588,155
bearing interest at a rate of 4.90% per annum (2 nd issue), maturity date March 31, 2033	10,240,484	10,804,574
bearing interest at a rate of 5.06% per annum (3 rd issue), maturity date March 31, 2034	7,327,413	7,686,225
bearing interest at a rate of 5.232% per annum (4 th issue), maturity date April 13, 2035	14,198,670	14,814,978
bearing interest at a rate of 4.833% per annum (5 th issue), maturity date March 11, 2036	5,364,720	5,586,366
bearing interest at a rate of 3.97% per annum (6 th issue), maturity date November 17, 2036	557,251	580,781
bearing interest at a rate of 3.564% per annum (7 th issue), maturity date March 9, 2037	10,112,903	10,545,664
bearing interest at a rate of 3.799% per annum (8 th issue), maturity date March 19, 2038	9,809,265	10,187,872
bearing interest at a rate of 4.003% per annum (9 th issue), maturity date March 11, 2039	3,816,694	3,950,527
bearing interest at a rate of 3.242% per annum (10 th issue), maturity date March 15, 2041	451,488	466,466
	\$ 90,603,438	\$ 95,211,608

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

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

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

	Principal	Interest	Total
2020-2021	\$ 4,820,925	\$ 4,052,899	\$ 8,873,824
2021-2022	5,043,624	3,830,200	8,873,824
2022-2023	5,276,739	3,597,085	8,873,824
2023-2024	5,520,762	3,353,062	8,873,824
2024-2025	5,776,209	3,097,615	8,873,824
Thereafter	64,165,179	15,439,824	79,605,003
	\$ 90,603,438	\$ 33,370,685	\$ 123,974,123

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

	2020	2019
Principal payments	\$ 4,608,170	\$ 36,866,567
Interest payments	4,265,653	5,979,281
	\$ 8,873,823	\$ 42,845,848

(b) Temporary borrowing:

The Board has credit facilities available to a maximum of \$95,000,000 to address operating requirements and to bridge funding of capital expenditures. Interest on the credit facilities is determined based on the bank's prime lending rate discounted pursuant to the agreement with the bank. All loans are unsecured and due on demand. There was no temporary borrowing as at August 31, 2020 (2019 - \$Nil) and, accordingly, no liability is reported.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

4. Deferred revenue:

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

Deferred revenue is comprised of:

	2020	2019
By legislation, regulation or agreement:		
Proceeds of disposition - school buildings	\$ 1,603,414	\$ 1,578,342
Amounts restricted by external funders	36,297,778	29,259,835
	<u>\$ 37,901,192</u>	<u>\$ 30,838,177</u>
Balance, beginning of year	\$ 30,838,177	\$ 37,910,254
Amounts received during the year (note 4(b))	46,834,624	46,393,163
Amounts recognized as revenue or transferred to deferred capital contributions	(39,771,609)	(53,465,240)
Balance, end of year	<u>\$ 37,901,192</u>	<u>\$ 30,838,177</u>

(a) Proceeds of disposition - school buildings:

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

(b) Detail of amounts received during the year:

	2020	2019
School renewal	\$ 14,587,471	\$ 14,533,875
Temporary accommodations	859,131	840,000
Special education	2,660,030	2,630,535
Grants from other provincial ministries	2,456,555	2,606,582
Other various Ministry of Education	11,737,913	15,587,122
Education development charges	9,245,262	6,625,823
School generated funds, OCENET and other	5,263,190	3,535,557
Proceeds of disposition	25,072	33,669
Total	<u>\$ 46,834,624</u>	<u>\$ 46,393,163</u>

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

5. Retirement and other employee future benefits:

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

(a) Retirement benefits:

(i) Ontario Teacher's Pension Plan:

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

(ii) Ontario Municipal Employees Retirement System:

All administrative and support employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2020, the Board contributed \$12,586,054 (2019 - \$12,437,472) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

The OMERS pension plan had a deficit as at December 31, 2019, based on the actuarial valuation of the pension benefit obligation resulting in the plan being 97% funded (2019 - 96% funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

(iii) Retirement gratuity benefits:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

(b) Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

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

(ii) Sick leave top-up benefits:

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$572,184 (2019 - \$537,809).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as at August 31, 2020. This actuarial valuation is based on assumptions about future events and is based on the average daily salary and banked sick days of employees as at August 31, 2020.

(iii) Long-term disability life insurance:

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

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

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

(c) Accrued benefit liability:

The accrued benefit obligations for employee future benefit plans are based on the most recent actuarial valuation completed for accounting purposes as at August 31, 2020. The actuarial valuation was based on assumptions about future events.

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

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

	2020	2019
Discount rate	1.45% per annum	2.00% per annum

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

	Retirement gratuities	Other employee future benefits	2020 Total employee future benefits	2019 Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 55,111,031	\$ 594,477	\$ 55,705,508	\$ 58,388,032
Unamortized actuarial gains (losses) at August 31	(8,583,916)	2,548	(8,581,368)	(7,007,987)
	46,527,115	597,025	47,124,140	51,380,045
Current portion of retirement gratuities included in other accounts payable	(1,459,276)	—	(1,459,276)	(1,927,353)
Employee future benefits liability at August 31	\$ 45,067,839	\$ 597,025	\$ 45,664,864	\$ 49,452,692

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

(c) Accrued benefit liability (continued):

		Retirement gratuities	Other employee future benefits	2020 Total employee future benefits	2019 Total employee future benefits
Current year benefit cost	\$	429,203	\$ 573,584	\$ 1,002,787	\$ 581,972
Interest on accrued benefit obligation		1,102,000	475	1,102,475	1,675,484
Benefits paid		(5,818,330)	(542,837)	(6,361,167)	(7,903,528)
Change in employee future benefits liability	\$	(4,287,127)	\$ 31,222	\$ (4,255,905)	\$ (5,646,072)

6. Deferred capital contributions:

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

	2020	2019
Opening balance, September 1	\$ 756,079,749	\$ 715,691,875
Additions to deferred capital contributions	52,737,936	90,060,074
Amortization of deferred capital contributions	(50,724,146)	(49,672,200)
Closing balance, August 31	\$ 758,093,539	\$ 756,079,749

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

7. Tangible capital assets:

Cost	Balance at August 31, 2019	Additions	Disposals, write-offs and adjustments	Balance at August 31, 2020
Land	\$ 91,191,203	\$ 3,351,516	\$ —	\$ 94,542,719
Land improvements	28,349,580	2,472,900	—	30,822,480
Buildings	1,170,434,545	30,831,602	—	1,201,266,147
Portable structures	19,142,563	5,386,152	—	24,528,715
First-time equipping of schools	11,111,002	241,157	(1,661,137)	9,691,022
Furniture	1,104,825	413,889	—	1,518,714
Equipment	11,260,657	298,181	(33,408)	11,525,430
Computer hardware	10,698,929	5,561,853	(1,645,613)	14,615,169
Computer software	6,123,942	582,474	(133,830)	6,572,586
Vehicles	1,464,200	585,985	(495,593)	1,554,592
Leasehold improvements	146,394	—	—	146,394
Construction-in-progress	9,474,754	11,872,913	—	21,347,667
Total	\$ 1,360,502,594	\$ 61,598,622	\$ (3,969,581)	\$ 1,418,131,635

Accumulated amortization	Balance at August 31, 2019	Amortization	Disposals write-offs and adjustments	Balance at August 31, 2020
Land improvements	\$ 15,807,006	\$ 2,964,888	\$ —	\$ 18,771,894
Buildings	471,616,984	41,052,627	—	512,669,611
Portable structures	6,209,560	553,868	—	6,763,428
First-time equipping of schools	6,307,483	1,040,105	(1,661,137)	5,686,451
Furniture	407,211	131,177	—	538,388
Equipment	4,522,632	1,189,163	(33,408)	5,678,387
Computer hardware	3,815,758	2,531,410	(1,645,613)	4,701,555
Computer software	881,616	1,269,653	(133,830)	2,017,439
Vehicles	842,110	282,196	(495,593)	628,713
Leasehold improvements	78,911	9,914	—	88,825
Total	\$ 510,489,271	\$ 51,025,001	\$ (3,969,581)	\$ 557,544,691

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

7. Tangible capital assets (continued):

	Net book value August 31, 2020	Net book value August 31, 2019
Land	\$ 94,542,719	\$ 91,191,203
Land improvements	12,050,586	12,542,574
Buildings	688,596,536	698,817,561
Portable structures	17,765,287	12,933,003
First-time equipping of schools	4,004,571	4,803,519
Furniture	980,326	697,614
Equipment	5,847,043	6,738,025
Computer hardware	9,913,614	6,883,171
Computer software	4,555,147	5,242,326
Vehicles	925,879	622,090
Leasehold improvements	57,569	67,483
Construction-in-progress	21,347,667	9,474,754
Total	\$ 860,586,944	\$ 850,013,323

8. Accumulated surplus:

Accumulated surplus consists of the following:

	2020	2019
Available for compliance - unappropriated		
Operating accumulated surplus	\$ 8,005,802	\$ 16,709,964
Available for compliance - internally appropriated by Board:		
Provision for contingencies	12,200,000	12,200,000
Employee future benefits	5,000,000	5,000,000
Computer systems replacement	2,000,000	2,000,000
School budget carry-forwards	3,211,112	1,293,664
Department budget carry-forwards	726,995	362,481
Extended Day and Child Care Programs	677,710	2,073,376
Committed capital projects	7,950,687	2,742,372
Total internally appropriated	31,766,504	25,671,893
Total accumulated surplus available for compliance	39,772,306	42,381,857
Unavailable for compliance:		
OCENET	5,422,801	4,254,996
School generated funds	10,839,426	9,555,571
Employee future benefits (note 5)	(31,809,949)	(39,804,287)
Revenue recognized for land	94,542,719	91,191,203
Total externally appropriated	78,994,997	65,197,483
Total accumulated surplus	\$ 118,767,303	\$ 107,579,340

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

8. Accumulated surplus (continued):

Available for compliance - unappropriated:

(a) Total operating accumulated surplus:

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

Available for compliance - internally appropriated:

(b) Provision for contingencies:

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

(c) Employee future benefits:

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

(d) Computer systems replacement:

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

(e) School budget carry-forwards:

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

(f) Department budget carry-forwards:

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

(g) Extended Day and Child Care Programs:

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

(h) Committed capital projects:

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

8. Accumulated surplus (continued):

Unavailable for compliance:

(i) OCENET:

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

(j) School generated funds:

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

(k) Employee future benefits:

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

(l) Revenue recognized for land:

The amount of revenue recognized for the purchase of land.

9. Commitments and contingent liabilities:

(a) Litigation:

The Board is involved with pending litigation and claims which arose in the normal course of operations; however, a liability of \$4,500,000 (2019 - \$4,500,000) has been reported in response to a number of specific sexual assault claims. In the opinion of the administration, any additional liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the Board. Any adjustments arising from these matters will be provided for in future years.

(b) Capital construction:

Letters of credit totalling \$5,607,016 (2019 - \$6,031,845) were issued on behalf of the Board as required by the City of Ottawa for ongoing school construction projects.

(c) Contractual obligations:

The Board has a total of \$51,638,237 (2019 - \$28,819,338) of contractual obligations at year end relating to the construction or renovation of buildings, which are funded from government grants, existing deferred revenues and reserves and the issuance of new debt during the year.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

9. Commitments and contingent liabilities (continued):

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

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

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

10. Grants for student needs:

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

	2020	2019
Local property taxation	\$ 299,774,574	\$ 300,678,601
Ministry of Education direct funding	547,923,094	563,035,571
	\$ 847,697,668	\$ 863,714,172

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

11. Expenses by object:

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

	2020 Budget	2020 Actual	2019 Actual
Salary and wages	\$ 666,377,187	\$ 664,193,521	\$ 665,739,008
Employee benefits	115,741,567	117,125,567	115,492,768
Total salary and benefits	782,118,754	781,319,088	781,231,776
Staff development	2,413,597	1,608,924	1,338,797
Supplies and services	42,769,722	32,460,603	36,747,646
Utilities	16,538,396	16,585,117	17,527,832
Rentals/leases	1,453,190	916,724	2,012,042
Fees/contracts/provincial schools	19,942,846	21,936,175	22,790,081
Transportation contracts	44,340,486	38,423,380	40,268,933
Other	4,571,444	5,469,117	9,267,286
Interest on debt	4,265,653	4,265,653	5,979,281
Amortization of tangible capital assets	61,831,883	51,025,001	49,781,798
School-funded activities	23,041,000	13,584,854	23,254,348
Subtotal other operating expenses	221,168,217	186,275,548	208,968,044
Decrease in employee future benefits	(7,994,341)	(7,994,339)	(7,994,339)
Total expenses	\$ 995,292,630	\$ 959,600,297	\$ 982,205,481

12. School council activities:

The cash balance on the consolidated statement of financial position includes \$2,128,220 (2019 - \$1,800,897) relating to school councils whose activities were included in these consolidated financial statements. The school-funded activities revenue and school-funded activities expenses respectively include \$2,708,378 (2019 - \$3,629,156) and \$2,381,055 (2019 - \$3,600,873) of school council activities.

13. Trust funds:

Trust funds administered by the Board amounting to \$3,198,686 (2019 - \$3,174,146) have not been included in the consolidated statement of financial position, nor have their operations been included in the consolidated statement of operations and accumulated surplus, in accordance with the basis of accounting described in note 1(c).

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

14. Ottawa Student Transportation Authority:

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

- (a) The Board had expenditures of \$40,159,052 (2019 - \$41,868,519) for student transportation services of OCDSB students in the year.
- (b) The Board has a payable to OSTA of \$19,451 (2019 - \$556,549) for student transportation services.
- (c) The Board has a receivable from OSTA of \$363,037 (2019 - \$110,589).

OSTA's assets, liabilities, revenue, expenses and surplus for the year ended August 31, 2020 are as follows:

	2020	2019
Financial assets	\$ 7,895,204	\$ 2,799,240
Financial liabilities	(8,104,932)	(2,986,086)
Net debt	(209,728)	(186,846)
Non-financial assets	209,728	186,846
Accumulated surplus	\$ —	\$ —
	2020	2019
Revenue	\$ 61,801,022	\$ 64,586,411
Expenses	(61,801,022)	(64,586,411)
Annual deficit	\$ —	\$ —

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

15. Impact of Coronavirus COVID-19 pandemic:

On March 11, 2020, the World Health Organization declared the outbreak of coronavirus ("COVID-19") a global pandemic. This resulted in the Province mandating that all Boards close their schools and administrative buildings on March 13, 2020 and moving to online/learn-from-home education format for the remainder of the 2019-2020 school year based on recommendations from Public Health Ontario. For the 2020-2021 school year the schools reopened to students, effective September 2020, with enhanced public health protocols, or the option to continue with online education and at-home distance learning. The Board continues to monitor the situation and plan for potential changes during the fiscal 2021 school year and beyond.

As a result of the pandemic, the Board may experience increased risk exposure in several areas. This includes an increased credit risk exposure on accounts receivable where the risk of default on contractual obligations may increase.

The Board is actively monitoring cash flow forecasts and budget. As detailed in note 3 and 7, to mitigate the financial impact of the deferral on the education property tax to school boards, the Ministry of Education adjusted its cash flow schedule to help offset the deferral through an increased School Board Operating Grant in June 2020.

Subsequent to year-end, the Board received personal protective equipment (PPE) and cleaning supplies from the Ministry of Education for all teachers, other school board staff. The cost recovery model for PPE received from the Ministry of Education has not yet been formally communicated to School Boards.

As at August 31, 2020, the Board did not have significant adjustments to reflect the possible future impact of COVID-19. Management assessed the impact on the Board and believes there are no significant financial issues as the Board has strong working capital available and access to sufficient liquid resources to sustain operations in the coming year. The outcome and timeframe to a recovery from the current pandemic is highly unpredictable, thus it is not practicable to estimate and disclose its financial effect on future operations at this time.



BOARD ORGANIZATIONAL MEETING MINUTES

**Tuesday, December 1, 2020, 7:00 pm
Zoom Meeting**

Trustees	Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee)
Staff	Camille Williams-Taylor (Director of Education and Secretary of the Board), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator), Darren Gatley

1. Oh Canada-Mrs. Skelly's Grade 1-2 Class, Hopewell Avenue Public School

A video of Mrs. Skelly's grade 1-2 class from Hopewell Avenue Public School singing the National Anthem opened the meeting.

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

Camille Williams-Taylor, Director of Education and Secretary of the Board, called the meeting to order at 7:04 pm. She acknowledged that the meeting is taking place on unceded and surrendered Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land for our work and our learning.

Director Williams-Taylor welcomed everyone to the meeting and thanked Mrs. Skelly and her grade 1-2 students from Hopewell Avenue Public School for their performance of Oh Canada.

3. Opening Remarks-Lois McCallum, Metis Elder

Mrs. Lois McCallum, Métis Elder, provided opening remarks and prayers. Director Williams-Taylor thanked Mrs. McCallum for her contribution to the meeting.

4. Approval of the Agenda

Moved by Trustee Schwartz, seconded by Trustee Penny

THAT the agenda be approved.

Carried

5. Director's Annual Report to the Community-2019-2020

Director Williams-Taylor presented the 2019-2020 Director's Annual Report to the Community, which summarized many of the previous school year's accomplishments and detailed the progress on the District's strategic priorities. A PowerPoint presentation outlined the highlights:

- New languages and behaviours were developed to reduce the spread of COVID-19, such as respiratory etiquette, physical distancing and enhanced hand hygiene;
- The closure in March forced the District to create new approaches to learning. Students worked on creative ways to establish learning communities and develop social connections;
- Teachers embraced creative ideas to connect with students. The graduating class of 2020 capped off the year, ready to tackle the world. Students adapted to change with strength despite their struggles;
- A commitment to social justice was rekindled. A deeper understanding of students was developed through identity-based data collection that the District will use to inform its work; and
- The idea of school as a building has become school as a community. The cornerstones of innovation, caring and social responsibility have emboldened staff, inspired students and galvanized families and partners.

The Director's annual report can be found on the District website.

6. Appointment of Election Assistants-Director of Education

Superintendent Janice McCoy and Executive Officer Michele Giroux were appointed as election assistants for all elections to be held during the meeting.

7. Election of the Chair of the Board

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

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

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

Moved by Trustee Boothby, seconded by Trustee Penny,

THAT nominations be closed.

Carried

In opening her address, Trustee Lyra Evans thanked Trustee Scott for her hard work over her years of service as the Chair of the Board. She pledged that, as Chair of the Board, she would undertake the work to repair the tension between trustees, an impediment to the Board's ability to govern. Trustee Lyra advised that she would take steps to change the board's culture to live the values that are fostered in our students and restore a culture of caring for each other. She noted that this is an important time to seize the opportunity to make changes to programs that are not working. She has observed that students who are minoritized, have special education needs, and those from low-income areas continue to be treated unfairly in a public education system that is considered the great equalizer. All students should be able to rise, through hard work, to the same heights, but that is not the case, as indicated in the data collected by the District. She noted that the pandemic provides an opportunity to make changes and to reevaluate. Putting the duties of the Chair above all else would be a priority for Trustee Lyra Evans and she committed to model the leadership the District needs to thrive. She summarized by noting that great things can be accomplished when working together.

Trustee Scott noted that the coming year would take the Board to the midpoint of a four-year strategic plan. During the past year, a great deal of groundwork was done for advancing a culture of caring, innovation and social responsibility, but now is the time to turn aspirations into reality. She observed that the words equity, racism, inclusion and good governance are commonly used when speaking of promoting student achievement and well being as a common goal. As a Board working to function as a collective, there needs to be an understanding of what those words and aspirations mean in the policies that are set and the actions that are taken by the Board. Trustee Scott advised that her primary goal would be to rebuild the common understanding that formed the development of the strategic plan and to find ways to have meaningful dialogue and debate on the issues that matter most to keep key initiatives on track and in context, to take the necessary actions to achieve the three strategic objectives.

Executive Officer Giroux outlined the voting process.

Following an election, Director Williams declared Trustee Scott Chair of the Board and relinquished the chair for the remainder of the meeting.

Trustee Scott thanked her colleagues for their support and trust in her. She noted special thanks to Trustee Lyra Evans for her remarks and made assurances that they will not be taken lightly, recognizing that these issues need to be addressed in the coming year. She noted that she is looking very forward to working with trustees to move the strategic plan into action to benefit students and the broader community.

8. Election of the Vice-Chair of the Board

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

Moved by Trustee Lyra Evans, seconded by Trustee Hough,

THAT nominations be closed.

Carried

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

Trustee Penny thanked his fellow trustees for putting their faith in him. He noted that he is aware that there are issues to address and there is a need to function better as a Board to advance the work on the strategic plan.

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

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

Moved by Trustee Blackburn, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

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

Trustee Schwartz thanked her colleagues noting that she appreciates the confidence her colleagues have placed in her.

10. Election or Appointment of Trustee Members to Statutory Committees

10.1 Audit Committee (1 one-year, 1 two-year)

Chair Scott advised that Trustee Fisher will continue to be a member of the Committee for the second year of his two-year term. She suggested that elections be held for both vacant positions concurrently, starting with the one-year term then moving on to the two-year term.

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

Trustee Schwartz, seconded by Trustee Fisher, nominated herself.

Moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustee Jennekens a member of the Audit Committee for a one-year term ending 30 November 2021.

Trustee Lyra Evans, seconded by Trustee Jennekens, nominated Trustee Schwartz.

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

Trustee Penny withdrew his name from the nomination.

Moved by Trustee Boothby , seconded by Trustee Hough,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Schwartz a member of the Audit Committee for a two-year term ending 30 November 2022.

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

Trustee Ellis, seconded by Trustee Campbell, nominated himself.

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

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

Trustee Bell withdrew her nomination.

Moved by Trustee Lyra Evans, seconded by Trustee Jennekens,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustee Hough a member of the Parent Involvement Committee (PIC).

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

Trustee Hough, seconded by Trustee Lyra Evans nominated Trustee Bell as an alternate member.

Moved by Trustee Lyra Evans seconded by Trustee Penny,

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustee Bell as the alternate member of the Parent Involvement Committee (PIC).

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

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

Trustee Hough nominated Trustee Boothby as a member, Trustee Boothby declined the nomination.

Moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

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

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

Moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

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

11. Election or Appointment of Trustee Members to Ad Hoc Committees

11.1 Ad Hoc Committee for Board Self-Evaluation Process and Director Performance Evaluation Process (3 members)

Trustee Bell seconded by Trustee Hough, nominated herself.

Trustee Hough, seconded by Trustee Lyra Evans nominated herself.

Trustee Ellis, seconded by Trustee Fisher, nominated himself.

Moved by Trustee Lyra Evans , seconded by Trustee Boothby,

THAT nominations be closed.

Carried

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

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

Trustee Schwartz, seconded by Boothby, nominated Trustee Jennekens.

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

Trustee Hough seconded by Trustee Ellis, nominated herself.

Moved by Trustee Ellis , seconded by Trustee Lyra Evans ,

THAT nominations be closed.

Carried

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

12. Election or Appointment of Trustees to Special Purpose Committees

12.1 Advocacy Strategy Committee (up to 4 members)

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

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

Trustee Ellis, seconded by Trustee Jennekens, nominated himself.

Trustee Lyra Evans, nominated Trustee Campbell, Trustee Campbell declined the nomination.

Trustee Hough, seconded by Trustee Jennekens, nominated herself.

Moved by Trustee Boothby , seconded by Trustee Hough

THAT nominations be closed.

Carried

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

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

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

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

Chair Scott inquired, with respect to the sanctions imposed on Trustee Blackburn, if she could be nominated to the Board of Directors of OSTA as a member at this time. Director Williams-Taylor noted that the sanctions were in place for a six month period after they were imposed. Executive Officer Giroux advised that clause F of the motion did preclude Trustee Blackburn from being appointed in any representative capacity for a six month period from December of 2020 and so the nomination is not valid for the term recommended.

Trustee Hough noted she still wished to nominate Trustee Blackburn. Executive Officer Giroux noted that before the Board could accept the nomination, the term of the nomination would need to be clarified and it would have to begin on 1 June 2020. The Board would need to divide the term before the nomination could be valid.

Trustee Hough, seconded by Trustee Jennekens, nominated Trustee Blackburn for a term beginning 1 June 2020 and ending on 30 November 2022.

Trustee Campbell inquired if the nomination was in order, in accordance with the by-laws, to alter the term of the appointment.

Trustee Blackburn declined the appointment.

Trustee Ellis, seconded by Trustee Boothby, nominated himself.

Moved by Trustee Lyra Evans, seconded by Trustee Penny,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Ellis a member of the Board of Directors of the Ottawa Student Transportation Authority (OSTA) for a two-year term ending 30 November 2022.

Trustee Lyra Evans, seconded by Trustee Hough, nominated herself as an alternate member.

Trustee Boothby, seconded by Trustee Hough, nominated herself as an alternate member.

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustees Lyra Evans and Boothby as alternate members of the Board of Directors of the Ottawa Student

Transportation Authority (OSTA) for a one-year term ending 30 November 2021.

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

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

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

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

**Moved by Trustee Lyra Evans, seconded by Trustee Hough ,
THAT nominations be closed.**

Carried

Following an election, Chair Scott declared Trustees Bell and Boothby, members of the Ottawa-Carleton Education Network (OCENET) Board of Directors.

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

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

**Moved by Trustee Schwartz, seconded by Trustee Jennekens,
THAT nominations be closed.**

Carried

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

13. Election or Appointment of Trustee Members and Alternate for Agenda Planning (Chair and Vice Chair and 1 member, 1 alternate)

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

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

**Moved by Trustee Schwartz, seconded by Trustee Campbell,
THAT nominations be closed.**

Carried

Following an election, Chair Scott declared Trustee Boothby as the member who will attend Agenda Planning Committee meetings.

Trustee Blackburn nominated Trustee Fisher as an alternate member, Trustee Fisher declined the nomination.

Trustee Bell, nominated Trustee Campbell, Trustee Campbell declined the nomination.

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

Trustee Jennekens nominated Trustee Lyra Evans, Trustee Lyra Evans declined the nomination.

Moved by Trustee Ellis, seconded by Trustee Jennekens,

THAT nominations be closed.

Carried

By acclamation, Chair Scott declared Trustee Hough as the alternate member who will attend Agenda Planning Committee meetings.

14. Election or Appointment of Alternate Trustees for Code of Conduct Duties (2 members)

Trustee Campbell, seconded by Trustee Schwartz, nominated himself.

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

Moved by Trustee Lyra Evans, seconded by Trustee Boothby,

THAT nominations be closed.

Carried

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

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

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

Moved by Trustee Boothby, seconded by Trustee Ellis,

THAT nominations be closed.

Carried

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

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

16.1 Student Senate (1 member and 1 alternate)

Trustee Ellis, seconded by Trustee Schwartz, nominated Trustee Bell

Moved by Trustee Lyra Evans, seconded by Trustee Hough ,

THAT nominations be closed.

Carried

By acclamation Chair Scott declared Trustee Bell a non-voting delegate of the Student Senate

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

Moved by Trustee Lyra Evans, seconded by Trustee Hough ,

THAT nominations be closed.

Carried

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

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

Trustee Schwartz nominated Trustee Campbell, Trustee Campbell declined the nomination.

Trustee Ellis, seconded by Trustee Boothby, nominated himself

Moved by Trustee Campbell, seconded by Trustee Jennekens ,

THAT nominations be closed.

Carried

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

16.3 Advisory Committee on the Arts (ACA) (1 or more members)

Trustee Hough, seconded by Trustee Campbell, nominated herself.

Moved by Trustee Ellis, seconded by Trustee Boothby

THAT nominations be closed.

Carried

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

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

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

Moved by Trustee Lyra Evans Seconded by Trustee Ellis

THAT nominations be closed.

Carried

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

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

Trustee Schwartz, seconded by Trustee Campbell, nominated Trustee Bell

Trustee Campbell seconded by Trustee Ellis nominated himself

Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,

THAT nominations be closed.

Carried

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

16.6 Indigenous Education Advisory Council (IEAC) (1 member)

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

Trustee Hough inquired as to why there was only one trustee member on the Committee. Chair Scott explained that the composition of the committee is outlined in the policy. It might be possible to amend the policy but members of the committee would need to be consulted to determine if they wish to appoint another trustee member.

Trustee Bell, seconded by Trustee Hough, nominated herself.

Moved by Trustee Lyra Evans, Seconded by Trustee Ellis

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustee Hough the non-voting trustee delegate for the Indigenous Education Advisory Council (IEAC).

16.7 Environmental Steering Committee (1 member)

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

Moved by Trustee Ellis, Seconded by Trustee Hough

THAT nominations be closed.

Carried

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

17. Report 20-112, Appointment of External Audit Committee Members (M. Carson)

The Board had before it Report 20-112, seeking the appointment of two external members to the Audit Committee.

Director Williams-Taylor advised that the Board is in a position to appoint two external members to the Audit Committee commencing 1 December 2020 for two-year and three-year terms respectively.

CFO Carson outlined that two competent candidates have been chosen by the selection committee that consisted of the Chair of the Board, the Director and the Chief Financial Officer. Four candidates in total were interviewed.

Moved by Trustee Schwartz, seconded by Trustee Campbell,

THAT Dr. Grace Lee be appointed to the Audit Committee for a two-year term; and

THAT Shannon Hoeft be appointed to the Audit Committee for a three-year term.

Trustee Schwartz noted in her introduction that the external members are knowledgeable members that have served the Audit Committee well over their terms in the past. She thanked the outgoing members for their work and noted that the committee will be well served by the candidates that have been selected.

Trustee Fisher noted that in future, it would be helpful to have the biographies of the external members included as back up with the report.

Trustee Schwartz required no wrap up.

Moved by Trustee Schwartz , seconded by Trustee Campbell,

THAT Dr. Grace Lee be appointed to the Audit Committee for a two-year term; and

THAT Shannon Hoeft be appointed to the Audit Committee for a three-year term.

On a recorded vote, the motion was carried unanimously among those present.

Moved By Trustee Schwartz

Seconded By Trustee Campbell

- A. THAT Dr. Grace Lee be appointed to the Audit Committee, as an external member, for a two-year term; and**
- B. THAT Shannon Hoeft be appointed to the Audit Committee, as an external member, for a three-year term.**

Carried

The motion was carried unanimously by those present:

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

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

18. Motion to Destroy Ballots

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

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

Carried

19. Adjournment

The meeting adjourned at 9:07 p.m.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, December 8, 2020, 7:00 p.m.
Zoom Meeting**

Trustees Present: Lynn Scott, Keith Penny, Christine Boothby, Rob Campbell, Justine Bell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Karyn Carty Ostafichuk (Manager of Planning), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Marc Labelle (Planner), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)

**Non-Voting
Representatives
Present:** Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Brian LeSage (ETFO), Melodie Gondek (OSSTF- ESP), Robert James (OCEOC), Stephanie Kirkey (OSSTF), Adrian Darling (OSSTF-Secondary Occasional Teachers), David Wildman (OCEOTA), Pat Dixon (OCEOTA), Troy Cluff (OSSTF-District 25), Sonia Nadon-Campbell (SEAC), Seema Lamba (ACE)

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

Trustee Fisher called the meeting to order at 7:08 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Campbell,

THAT the agenda be approved.

Trustee Scott suggested that Report 20-114, Equitable Recruitment and Hiring Policy be moved to item 9.

Moved by Trustee Campbell,

THAT the agenda be approved, as amended.

Carried

3. Briefing from the Chair of the Board

Chair Scott reported that the holidays are fast approaching and we all deserve a break. The District is asking everyone in the community to review public health guidelines as part of their holiday planning as it is important to keep ourselves and loved ones safe as COVID-19 continues to pose a serious threat to the community.

As part of the continuing Indigenous Speaker Series, on 11 December 2020 at 1:30 p.m. the District will feature presenter Kanahus Manuel. She will speak to staff and students in grades 9 to 12 about current events taking place on Indigenous lands in British Columbia. Registration and additional information can be found on the OCDSB website.

The Ontario government is again providing financial support for families. Parents or guardians residing in Ontario can receive a one-time payment of \$200 for each child aged 0 to 12; or \$250 if their child or youth is aged 0 to 21 with special needs. The application process will remain open until 15 January 2021. For additional information, please visit the Ontario Support for Learners web page.

4. Briefing from the Director

Director Williams-Taylor noted that the OCDSB will celebrate “Hour of Code”, from 7 to 13 December 2020. The Hour of Code started as a one-hour introduction to computer science. It was designed to demystify coding, to show that anybody can learn the basics, and broaden participation in the field of computer science. Staff and students are encouraged to share their coding activities with the District on social media.

The District will be hosting a Speaker Series on Resilience with Dr. Robyne Hanley-Dafoe on 9 December 2020 at 7:00 p.m. Dr. Hanley-Dafoe is a multi-award-winning psychology and education instructor who specializes in resiliency,

navigating stress and change, leadership, and personal wellness in the workplace. Further details can be found on the District website.

Director Williams-Taylor noted that the minutes of some advisory committee meetings had not consistently recorded the attendance of Trustee Blackburn. Director Williams-Taylor apologized on behalf of staff for the oversight and noted that the minutes will be amended to ensure Trustee Blackburn's attendance is reflected.

Director Williams-Taylor extended best wishes for peace and joy to all of those in the community celebrating Hanukkah.

5. Delegations

5.1 Anne Boys and Lark Barker, Decoding Dyslexia

Chair of Dyslexia Ontario Ms. Barker, acknowledged the effort teachers and educators make to keep students safe and engaged during COVID-19. Decoding Dyslexia Ontario is a grassroots parent led group that advocates for Ontario public schools to identify dyslexia early and to adopt evidence based curriculum so all students can learn to read.

She noted that dyslexia affects reading, attention, processing speed, certain functioning skills, and may lead to anxiety around many areas of learning. Parents have reported that in addition to adapting to life during the pandemic, their children face barriers to learning such as difficulty accessing accommodations and resources, difficulty accessing support teachers, difficulty keeping up with peers and workload, and trouble accessing technologies and materials designed for online learning, putting heavy weight on parents to support children.

She noted that the Ontario Human Rights Right to Read Commission will be coming forward with recommendations in the spring of 2021 and that the Board should research and discuss how this will impact student and teacher training moving forward.

In response to a query from Student Trustee Liu, Ms. Barker noted that a solution could include: ensuring students are provided with effective reading instructions and necessary accommodations. It is important to strengthen relationships between families and educators to help navigate learning during the pandemic, and to give teachers the required training for them to succeed.

Ms. Barker offered to send the Board several articles to help support trustee understanding of the issue around systemic barriers.

6. COVID-19 Update

Director Williams-Taylor reported that as of 8 December 2020, the OCDSB had 36 active student cases of COVID-19, 3 active staff cases, and 2 closed classes. The District had a total of 229 resolved cases. The commitment of families and

staff to follow public health guidelines and school safety precautions have been instrumental in keeping the numbers low in the District.

Director Williams-Taylor shared that Ottawa Public Health (OPH) has reiterated the importance of isolation while household results are pending. OPH review of staff index cases also reinforced the importance of:

- Appropriate and consistent use of all Personal Protective Equipment (PPE) (medical mask + visor) and physical distancing;
- no eating/drinking/carpooling together – staff room limits;
- staying home and getting tested for even mild symptoms;
- Reducing staff working at multiple sites; and
- Keeping a log of times & classes that staff enter;

OPH organized a pop-up test site on 6 December 2020 at Manordale Public School where 230 tests were administered. The results indicated that 226 tests were negative and there was only 1 positive result that proved not to be directly related to the school.

As the winter break begins on 18 December 2020, the District will continue to reinforce OPH messaging around the importance of following safety guidelines. The District understands that efforts to reduce the spread of COVID-19 will require collective commitment to continue good practices and to refrain from gathering with persons from outside of your household. District communications will focus on the importance of a safety first season and ensuring readiness for school reopening in January 2021. Staff are working on messaging and sharing available resources and supports for families in need during the school closure period.

Director Williams-Taylor extended her sincere appreciation to all staff for the tremendous amount of work they have done in keeping schools safe.

In response to questions, the following points were noted:

- Staff has been considering the impacts of COVID-19 that have created different learning conditions for students by examining data and how the quad and octomester structure in secondary schools, as well as the Ottawa Carleton Virtual (OCV) learning, impacts students;
- Staff are seeing positive trends in students securing credits;
- The senior team is meeting on 11 December 2020 to address and assess the different impacts on students to further support the conditions for well-being in elementary and secondary schools;
- Teachers have been creative in reaching students and many students have had a very productive and positive experience while others have experienced some emotional strain at home; and
- There have been no explicit extensions for university applications at this time, however, universities have committed to collaboration with the

District and application deadlines will be presented once dates have been confirmed;

7. Matters for Action:

7.1 Report 20-081, New Half Moon Bay Elementary School Approval of Study, Consultation Plan and Timeline (Carson)

Your committee had before it Report 20-081, seeking Board approval of a consultation process and timeline to establish grade structure, program offerings, and attendance boundaries for a new elementary school located in the Half Moon Bay community of Barrhaven.

Manager Ostafichuk noted that the District received funding from the Ministry of Education for construction of a second elementary school within the Half Moon Bay community. The school will accommodate up to 674 pupils and work is tentatively scheduled to be completed for a September 2022 opening. The District owns the 2.83ha (7 acres) property located at the southwest intersection of Kilbirnie Drive and River Mist Road. Manager Ostafichuk noted that with continuing growth in the community over the next few years, enrolment is no longer sustainable beyond 2022 and the opening of the second school will help alleviate pressure.

The District will be looking to refine recommendations with broad public input. Consultations will be conducted virtually. Staff anticipate that the boundary and grade structure recommendations will be presented to trustees by the end of the school year.

Moved by Trustee Scott,

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

THAT the timeline and consultation plan attached as Appendix B and C to Report 20-081, be approved in order to consult with local school communities and the public. (Attached as Appendices A and B)

Carried

7.2 Report 20-103, High Performance Athletic Program (Lehman)

Your committee had before it Report 20-103, presenting the findings on the OCDSB High Performance Athletic Program (HPA) consultation, and seeking approval of recommendations concerning the future of the HPA Program.

Moved by Trustee Penny,

- A. THAT staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools;

- B. THAT staff be directed to undertake the short term work as outlined in the report; and
- C. THAT staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the spring of the 2021-2022 school year;

In response to questions and comments, the following was noted:

- Attendance in the HPA program has declined as John McCrae Secondary School has tightened criteria for entrance into the program;
- Students that successfully enter the program in grade 9 do not have to reapply each year and remain in the program;
- If a student chooses to leave the program, they would return to their home school. Students may also apply for a cross-boundary transfer to other schools should they wish to transfer;
- The research outlined in next steps will be gathered and used to determine if the congregated program is viable;
- Director Williams-Taylor noted that the recommendation is structured to focus on the profile of the student rather than to dissolve the program. The research undertaken to date, with feedback from students and families, was to determine if the program serves the students effectively. She noted that the strategic action plan outlines modernizing and diversifying programs to better serve students and that any decision would come back to trustees for final approval;
- In response to a request from Trustee Scott, Superintendent Lehman noted that he will provide a summary of the feedback from the October Thoughtexchange;
- There is an opportunity to review the secondary program framework and how it is defined/identified across the District;
- The HPA program does not currently serve special needs athletes;
- The responses from the Thoughtexchange was part of the feedback to develop the next steps and recommendations that are reflected in the report;
- Members queried if opening a second location for the HPA program would benefit students who would otherwise have significant transportation barriers;
- The District would need to identify high level athletes not currently enrolled in the HPA program to see how their academic and athletic needs are being met and then determine whether a congregated program, online tools, or a hybrid model would best serve these students rather than creating another site;
- Maintaining the congregated HPA program as it is and offering other students an alternative is not equitable;

- Louis-Riel Secondary Public School has a sports program in the east end of the City and the District is losing students to the Conseil des écoles publiques de l'Est de l'Ontario;
- Trustees were reminded that discussions in 2019 were aimed at dissolving the HPA program and to instead examine how to ensure high level athletes have an opportunity to compete in their sport and succeed in their academics in their own schools across the District;
- Trustee Lyra Evans commented that there is value in the social aspect of the HPA program as these students understand what similar students are going through and can support each other in a congregated setting. Trustee Lyra Evans agreed that building a second site in the east end would be beneficial rather than dissolving the program;
- Equitable access for all students at every school should be the goal and a central coordinator could help oversee a District wide program; and
- Director Williams-Taylor commented that a structural approach would be required to address programming at every school. She asked trustees to consider an inclusive model and not an outsourcing model to ensure accountability and that students' needs are met at their home schools;

Moved by Trustee Penny,

- A. THAT staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools;**
- B. THAT staff be directed to undertake the short term work as outlined in the report; and**
- C. THAT staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the spring of the 2021-2022 school year**

Carried

7.3 Report 20-084, Development of a Human Rights Policy (Tanner)

Your committee had before it Report 20-084 seeking approval of the Consultation Plan to develop a human rights policy.

Human Rights and Equity Advisor (HREA) Ms. Tanner provided a PowerPoint presentation to highlight key points of the report.

Moved by Trustee Ellis,

THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084.

An amendment moved by Trustee Ellis,

THAT the consultation plan be amended to include School Councils and The Ottawa-Carleton Assembly of School Councils (OCASC) as key stakeholders, friendly

THAT the phase two consultation dates be revised to include “Presenting the draft policy to COW (April 13)”.

Carried-friendly

In response to questions and comments, the following was noted:

- The Ontario Human Rights Code sets the grounds for protecting people from discrimination and does not currently include socioeconomic status but does include those with mental health challenges. Looking at protected grounds of discrimination through the *International Bill of Rights*, it expands the ground of discrimination to included things like nationality, social status, and contains the term “other grounds.” This would indicate that it is not an exhaustive list and it is within the purview of the Board to make a policy decision to expand grounds to include socioeconomic status or otherwise;
- Human Rights and Equity Advisor Tanner acknowledged that consultation fatigue is real but noted concern that it would set a bad precedent to offer remuneration as an incentive and budget constraints would prohibit payment for this activity;
- Incentive to participate in consultation can include stakeholders’ knowledge that their input will have an impact on the policy;
- Feedback from the Advisory Committee on Equity (ACE) suggested that Indigenous groups should be engaged in one-on-one sessions;
- Director Williams-Taylor noted compensating groups monetarily would raise a question around ethics which could be problematic;
- Diversity is not common in rural schools and communities. An effort will be made to engage these communities to raise awareness, educate and promote a culture of diversity;
- Secondary school clubs such as the Rainbow youth or Black Excellence Club could also be consulted. An incentive could include community hours for students;
- The consultation plan does not denote a requirement for consultation with a defined number of individuals or groups;
- Surveys will be used to ensure an opportunity for a variety of voices to be heard and will provide a balance in quantitative and qualitative feedback;
- Certain groups may have more difficulty participating. For example, COVID-19 has affected participation in the 2SLGBTQ+ and Indigenous communities and the District must be sensitive to existing conditions to receive consultation feedback; and

- It will be important to interpret data through identity. Public meetings would require participants to fill anonymous identification forms to collect demographic data. Public meetings for a particular network or group of organizations would help identify larger groups without expressly collecting identity information, however, this method may overlook intersectionality data from participants.

Moved by Trustee Ellis,

THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084, as amended. (Attached as Appendix C)

Carried

8. Report from Statutory and Other Committees

8.1 SEAC, 4 November 2020

Moved by Trustee Boothby,

THAT the SEAC Report of 4 November 2020 be approved.

Carried

8.2 PIC, 18 November 2020

Moved by Trustee Hough,

THAT the PIC Report of 18 November 2020 be approved.

Carried

8.3 Audit, 23 November 2020

Moved by Trustee Jennekens,

THAT the Audit Report of 23 November 2020 be approved.

Carried

9. Matters for Discussion

9.1 Report 20-114, Equitable Recruitment and Hiring Policy (McCoy)

Your Committee had before it Report 20-114, providing the draft hiring policy P.105.HR, Equitable Recruitment and Hiring of Teachers.

Superintendent McCoy introduced the report noting that the policy has been developed as part of the requirements of the draft Policy/Program Memorandum (PPM) following the repeal of *Regulation 274, Hiring Practices*, which set specific hiring practices for contract and long term occasional teachers. The draft PPM required school boards to have a policy in place by the end of December 2020.

Currently, the draft policy only addresses the hiring of teaching staff but may be revised to incorporate the hiring of all staff in the future.

During the discussion period, the following points were noted:

- Trustee Campbell requested that the following clauses be added to the policy: the addition of a monitoring process for gaps in representation, as well as being explicit in conferring to staff the authority to invoke the special programs clause as outlined in the PPM;
- In response to a query about a teaching staff diversity census, Superintendent McCoy noted that staff are currently in the process of planning for a survey. Some focus group sessions have taken place recently, led by a third party facilitator, where staff were asked to engage in some conversations around identity and engagement. A third party has been contracted to help launch an equity and engagement survey in early March 2021 that will collect identity-based data from staff, as well as information on staff engagement;
- In the development of the policy and procedure, the Equity team will continue to be involved in the discussions to ensure that staff are reflecting the principles underlying the Roadmap. There has been some discussion already about providing clarity of the term “lived experiences”, for example, supporting and living in different communities, which differs from only considering the traditional Ontario College of Teacher (OCT) qualifications;
- The limited timelines around the release of the PPM and the requirement to develop a policy have created challenges in consulting with various stakeholders, including the Advisory Committee on Equity (ACE). There will be an extension to the policy revision deadline which would permit the opportunity for ACE to provide input, subject to their meeting schedule. Trustee Bell requested that the policy be presented to ACE prior to Board approval;
- Mr. Lesage advised that ETFO is committed to equity, diversity and social justice in all its work. There is concern that revoking *Regulation 274* will lead to a shortage of occasional teachers because the clear path for the employment of occasional teachers has been removed. Mr. Lesage noted that staffing must be governed by a collective agreement and must be bargained. The broader definitions of experience in the policy are concerning to ETFO as this may lead to subjective hiring. He summarized by stating his concern that teachers outside of Ottawa could be given priority over teachers employed in the District due to the language in the policy;
- The policy and procedure are intended to include selection criteria that is broad and extends beyond the technical qualifications as set out in *Regulation 298*. It is intended to broaden what can be considered with a view to addressing barriers that might currently exist to promote diversity within the workforce;
- A gap in the monitoring and evaluation requirement outlined in the policy was identified and staff have committed to a review of this area and to make the necessary amendments before the policy is presented to the Board for approval. The reference to measuring and monitoring will align with the PPM and District policy language;

- Superintendent McCoy noted that she will review the language in the policy around lived experience to ensure clarity;
- Ms. Pat Dixon, representing the Ottawa-Carleton Elementary Occasional Teachers' Association (OCEOTA), noted that *Regulation 274*, was a superior process to ensure that hiring was not biased, as seniority based hiring ensured hiring was objective and based on merit, whereas the draft PPM encourages subjective hiring. Ms. Dixon summarized by saying that OCEOTA would like to work with the Board to develop a fair and bias free hiring process, noting that the current group of occasional teachers have worked to move up the ranks to become contract teachers and that may be undermined as applicants from outside the Ottawa area may take precedence;
- Superintendent McCoy advised the procedure will provide clarification on the lived experience qualification by providing a definition. A framework or parameters would be provided to hiring managers or principals for guidance to ensure that all criteria being used are consistent with the position they are seeking to fill;
- The policy must ensure that the possibility exists that individuals relocating to the area can be granted an interview without having to meet any additional criteria or stipulations. *Regulation 274* did restrict mobility and this provision is intended to address that restriction. Trustee Scott suggested that the language in this section be clarified as it suggests that an interview is guaranteed and there would be no discretion on the part of staff;
- There will continue to be a list of occasional teachers at the elementary and secondary panels, but the long term occasional teacher (LTO) roster will no longer be maintained. Teachers on the LTO roster, which was created under *Regulation 274*, will be able to apply to vacancies that arise in both permanent and long term occasional teaching positions, depending on their qualifications. The restrictions will no longer be in place that required principals to only consider the five most senior applicants; any qualified applicant will be able to apply and be eligible for consideration. The maintenance of the LTO list is not part of the draft PPM;
- When considering hiring applicants, the requirement to consider the most senior applicant is part of the interim hiring process, but is not part of the PPM. Some current collective agreements require a minimum number of applicants that need to be considered or interviewed. Those requirements will continue to be adhered to;
- There is nothing that precludes the District from "grandparenting" the LTO list but there would be no reason to retain the list unless it was to provide priority consideration to those on the list, which is not provided for within the PPM;
- The absence of *Regulation 274* and its specific requirements does not mean that those on the LTO list will not be hired for positions as their experience would continue to be valued in the hiring process. The difference is that under *Regulation 274*, only the technical Ontario College of Teachers requirements could be considered. Boards have always had concerns on hiring that was solely based on seniority;

- Director Williams-Taylor advised that the removal of *Regulation 274* is not intended to disadvantage a group of people, but to open up a space that allows the Board to be able to better serve students. Students have asked about representation and having teachers that represent their reality, in particular with Black and Indigenous students. The question has been asked repeatedly about what the District is doing to address students concerns. The repeal of *Regulation 274* is intended to provide some latitude to be able to serve specific groups of students;

* * * The 10:30 vote obtained the required 2/3 majority to continue the meeting * * *

- Trustee Lyra Evans noted her concern about removing seniority-based hiring leading to unconscious bias in the selection process. If precautions are taken to hire certain minoritized groups and bring back opinion-based hiring that could lead to the members of other groups being underrepresented; and
- Mr. LeSage cautioned that the District needs to value the service of the staff members who qualified for and were placed on the LTO list. He fears that if the LTO list is not retained, the members on the list will leave the District out of frustration. Mr. Lesage urged the Board to consider a grandfather clause for the staff members on the current LTO list.

10. Information Items:

10.1 Report from OPSBA (if required)

Trustee Boothby advised that the minutes of the 28 November 2020 OPSBA meeting were sent to trustees and highlighted the following:

- Changes to the retired teacher's pension rules will allow retired teachers to be re-deployed by the District for up to 95 days, an increase from the previous amount of 50 days;
- Education Quality and Accountability Office (EQAO) is continuing with the digitization of the testing, however, this may be an issue for some students. This should be a topic of discussion at the Parent Involvement Committee (PIC), the Advisory Committee on Equity (ACE), and the Special Education Advisory Committee (SEAC).
- OPSBA passed a motion to hire an external third party to conduct an Equity, Diversity and Inclusion Audit to determine the best approach to combat systemic racism and oppressive practices within the organization; and
- The Public Education Symposium (PES) will proceed on 28 January 2021 in a virtual format. There is no charge, however those interested will have to register in advance. The PES will be recorded for those who cannot attend;

10.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

10.3 OSTA Update (if required)

Trustee Jennekens noted that the Ottawa-Student Transportation Authority held its Annual General Meeting on 7 December 2020 and that she was elected to the role of vice-chair.

11. New Business - Information and Inquiries

There was no new business.

12. Adjournment

The meeting adjourned at 10:43 p.m.

Keith Penny, Chair

**Appendix A
to Committee of the Whole 8 December 2020**

**New Half Moon Bay Elementary School
Consultation Timeline**

Activity	Date
Notice of Intention to Commence Study and Approve Study and Timeline	
➤ Committee of the Whole Meeting (potentially an online format)	November 2020
➤ Board Approval of Study Consultation Plan and Timeline (potentially an online format)	December 2020
Consultative Stage	
➤ Formation of the Advisory Group	January 2021
➤ Information Meeting #1 with Advisory Group (potentially an online format)	February 2021
➤ Information Meeting #2 with Advisory Group (potentially an online format)	March 2021
➤ Information Meetings <u>as required</u> with Advisory Group (potentially an online format)	March/April 2021
➤ Public Consultation Meeting (potentially an online format)	April 2021
Recommendation and Decision Making Stage	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report (potentially an online format)	May 2021
➤ Regular Board Meeting – Final Decisions (potentially an online format)	June 2021
Communication and Implementation Stage	
➤ Communication of Board Approved Decision	June 2021
➤ Implementation of Board Approved Decision	September 2022



CONSULTATION PLAN

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

DATE:	October 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Half Moon Bay Elementary School Approval of Consultation and Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<i>The scope of the consultation includes 2 elementary schools –Half Moon Bay Public School and Cedarview Middle School</i> <i>The consultation process will serve to discuss possible grade, program and attendance boundary options for the new Half Moon Bay elementary school.</i>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain) 	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<i>The consultation will seek to recommend a grade, program and attendance boundary for the new Half Moon Bay elementary school.</i> <i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i>	



CONSULTATION PLAN

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

WHO?

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

OCDSB Community

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

Internal to OCDSB

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

External / Other (please identify)

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

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

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

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

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

HOW?

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

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

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

Stakeholders will be informed via school email, school parent council email which will include information regarding date and duration and opportunity for feedback for a potential online method of consultation.

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

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

Please describe:



CONSULTATION PLAN

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

Appendix C to Report 20-081

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:	June 2021	
<u>PROJECTED DATE(S)</u>	ACTIVITY/MILESTONE	<u>NOTES**</u>
	SEE ATTACHED APPENDIX B - TIMELINE	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.
Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

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



Consultation Plan

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

DATE:	December 8, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Human Rights Policy Development
CONTACT / PROJECT LEAD (Name, telephone, email):	Human Rights and Equity Advisor, Carolyn Tanner
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>The purpose of the consultation is to collaboratively develop a human rights policy for the Ottawa-Carleton District School Board. The policy will address the promotion and protection of human rights within the OCDSB community; set out rights, roles and responsibilities; and establish accountability mechanisms to allow people to request accommodation and seek resolution of human rights-related concerns or complaints.</p> <p>During the consultation process, the working group will engage students, staff and families to seek input and build support for a human rights policy and associated procedures. We intend to engage a wide range of diverse voices and build collaborative and authentic relationships with students, staff, families and community.</p> <p>Through this consultation process we expect to identify priority content and requirements for an accessible policy and procedure. We will intentionally seek out Indigenous perspectives and perspectives from racialized and minoritized stakeholders. The information received will guide the OCDSB in developing a human rights policy framework that is both relevant to and has the flexibility to meet the needs of the diverse people served by the OCDSB.</p> <p>During Phase One we will meet with advisory committees, employee groups, students and families to set expectations, understand priorities and hear suggestions on how to create a complaints mechanism that is accessible to the people it serves.</p> <p>Phase One of the consultation will:</p> <ol style="list-style-type: none"> 1. Identify gaps and challenges with existing policies, procedures and processes that: <ol style="list-style-type: none"> a. promote and protect human rights; 	

- b. provide human rights-related accommodations;
- c. to address human rights related concerns;
- 2. Consider whether the grounds protected from discrimination under the Ontario Human Rights Code should be expanded to include socio economic status, class, political beliefs or other grounds.
- 3. Identify any special considerations from Indigenous, racialized or minoritized (including 2SLGBTQ+ and people with a disability) perspectives;
- 4. Recommend how to make a complaints procedure(s) accessible to all users;
- 5. Identify steps needed and tools required to ensure effective uptake of the policy and procedures.

Based on feedback received, the internal working group will draft the policy, related procedures and tools.

During Phase Two we will share the draft policy with the same groups consulted during Phase One to seek feedback and input. The feedback will inform the drafting of the final policy and related procedures and tools. During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.

WHY?

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

- ☒ To seek advice, informed opinion or input for consideration prior to decision-making?
- ☒ To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
- ☒ To share information and awareness about a subject/recommendation/decision that has been made?
- ☐ Other? (Please explain)

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The development of a human rights policy framework is aligned with the **OCDSB Strategic Plan**. The OCDSB Strategic

Plan commits to creating a culture of innovation, caring and social responsibility by:

- championing high learning expectations for all students in all programs;
- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

The consultation plan and the collaborative development of the policy is also aligned with approaches and activities identified in the **OCDSB Indigenous, Equity and Human Rights Roadmap**. The Roadmap calls for a human rights-based approach within the Board, that this consultation plan respects that approach by highlighting participation and inclusion in the creation of a transparent accountability mechanism for the promotion and protection of human rights. The Roadmap also calls for the centering of human rights and equity in decision-making and names the development of a human rights policy as a deliverable action.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the **Office of the Human Rights and Equity Advisor** and the role of the Human Rights and Equity Advisor (HREA) within the OCDSB. The HREA position was created under a TPA with the Ministry of Education. The HREA is mandated to strengthen and maintain a culture of human rights promotion and protection within the OCDSB and to establish and oversee a human rights complaints investigation mechanism.

This consultation, and the subsequent adoption of a human rights policy will strengthen the promotion and protection of human rights of students and staff. It will create accountability mechanisms to allow students, families, staff and communities to seek resolutions for human rights concerns. It will also create the framework for centring human rights and equity in decision making within the Board. The consultation process is expected to not only result in a policy that reflects the needs and priorities of the people it serves, but also contribute to increasing student and parent voice, employee engagement and community partnership.



Consultation Plan

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

WHO?

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

<u>OCDSB Community</u>	<u>Internal to OCDSB</u>	<u>External / Other (please identify)</u>
<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Trustees	<input type="checkbox"/> Agencies/associations
<input checked="" type="checkbox"/> Parents/guardians	<input checked="" type="checkbox"/> Superintendents	<input checked="" type="checkbox"/> Community groups
<input checked="" type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> Managers	<input type="checkbox"/> Other governments
<input checked="" type="checkbox"/> Advisory committees (Specify below) <u>PIC, SEAC, IEAC, ACE</u>	<input checked="" type="checkbox"/> District staff	<input type="checkbox"/> Other <u> </u>
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc		<input checked="" type="checkbox"/> Federations
<input type="checkbox"/> Other <u> </u>		

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

We will consult with **students** (such as Original Voices, Black Youth Forum, Rainbow Youth Forum, students who have complex as well as developmental disabilities; Student Trustees, Student Senate; etc.), **parents/caregivers** (such as parents of Indigenous, racialized or minoritized students; newcomers; parents of children with disabilities); **employees** (such as principals/vice principals, staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators, etc.); **community groups** (such as Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth; 613/819 Black Hub; ASILU Collective; organizations serving students' mental health needs and other groups recommended by Committees or Councils). We will also consult with **Advisory Councils** (ACE, IEAC, PIC and SEAC), **Federations** and **OCASC**.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE

DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

An internal working group of subject matter experts was established to design the consultation plan. The working group includes members of the Indigenous Education team, members of the equity team typically engaged in community outreach and partnership, members of the Learning Support Services team, members of Human Resources and members of the legal team. This group provided insight into effective, bottom up engagement approaches.

Several meetings were also held with the Ministry of Education's Equity Secretariat and members of the human rights and equity advisor community of practice from across Ontario to discuss approaches to the development of human rights policies for school boards and the effective approaches to consultation.

A pre-consultation meeting was held with ACE on November 26 and feedback incorporated and will be held with Student Senate (December 3), SEAC (December 9) and IEAC (December 10) to seek advice on how to maximize effectiveness of the consultation process, including through identifying who should be consulted and how they should be consulted.

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

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

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

We will reach out to stakeholders using existing networks and partnerships. We will also have a dedicated place on the OCDSB website where stakeholders can engage and provide input. Translation and/or interpretation will be provided as needed to facilitate the participation of newcomers, English language learners and people who are deaf and hard of hearing.

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

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

☒ Mail-out or email circulation☐ Open houses / workshops / cafes☒ School council(s)

Please describe:

☒ Survey / questionnaire☒ Web-based notice / Web-based comments☐ Other

**CONSULTATION PLAN**

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

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETED DATE FOR FINAL DECISION:	June 21, 2020	
<u>PROJECTED DATE(S)</u>	ACTIVITY/MILESTONE	<u>NOTES**</u>
PHASE ONE		
January - February 2021	<ul style="list-style-type: none"> • Consultation with Student Senate (January 7) • Consultation with PIC (January 13) • Consultation with IEAC (January 21) • Consultation with ACE (January 28) • Consultation with SEAC (February 3) • Consultation with OCASC (February 18) • Meeting with small group of English language learners (ELLs) and/or parents of ELL • Meeting with small group of students with complex and developmental disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Indigenous community groups such as Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) 	<p>These consultation sessions will start with a presentation that includes a general overview of human rights principles, particularly as they relate to education and employment, current policies within the OCDSB that relate to human rights and will identify key elements of a comprehensive human rights policy. This will give the participants a framework against which to make informed recommendations.</p> <p>Thought Exchange will be considered as a tool for the consultations with the staff affiliate groups.</p>

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

	<ul style="list-style-type: none"> • Consultation with Original Voices, Rainbow Youth Network, Black Youth Forum and other groups of students • Consultation with staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) 	Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.
PHASE TWO		
March 2021	<ul style="list-style-type: none"> • Analysis of stakeholders feedback • Development of a draft Human Rights policy and related priority procedures 	Using feedback and information gathered during Phase One, the working group will collaboratively develop a draft policy that reflects the priorities and recommendations heard.
April 2021 to May 2021	<ul style="list-style-type: none"> • Presenting the draft policy to DEC (April 13) • Presenting draft policy to COW for discussion (May 11) 	
May 2021 to June 2021	<ul style="list-style-type: none"> • Consultation with PIC (May 12) • Consultation with IEAC (May 13) • Consultation with OCASC (May 20) • Consultation with ACE (May 27) • Consultation with SEAC (June 2) • Consultation with Student Senate (June 3) • Meeting with small group of ELL and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. 	<p>During Phase Two we will bring the draft policy and procedure framework back to the groups consulted in Phase 1 for discussion and to seek final input and recommendations to improve the draft and make it relevant and accessible to users.</p> <p>During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.</p>

	<ul style="list-style-type: none"> • General consultation with staff (TBD) 	
July 2021 to September 2021	<ul style="list-style-type: none"> • revise draft policy based on feedback, draft procedures, draft outreach materials 	
May 2021 - June 2021	<ul style="list-style-type: none"> • Present the policy to DEC (September 2021) • Present the policy to COW (October 2021) • Present the policy to Board (October 2021) 	
<p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		
<p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p>		
<p> <input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> School / principal communications / newsletter <input type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board <input type="checkbox"/> Media reports <input type="checkbox"/> Other </p> <p>Please describe:</p> <p>The consultation process will identify tools needed to ensure the effective understanding and uptake of the human rights policy. After the policy is finalized the final policy, together with tools to promote understanding of the policy will be shared widely with students and staff.</p>		
OTHER		
<p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):</p> <p>There may be costs associated with interpretation and translation required for this consultation process. The rest of the consultation will be done using existing resources. Any ancillary costs will come out of existing budgets.</p> <p><i>* Note that the consulting body bears responsibility for the costs of the consultation.</i></p>		

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

Engage with a select number of the participants to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.

Revised December 11, 2020

Appendix C to Committee of the Whole 8 December 2020



MEMORANDUM

Memo No. 20-169

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Shawn Lehman, Superintendent of Instruction

DATE: 11 December 2020

RE: **High Performance Athlete October 2020 Survey Summary**

At Committee of the Whole on 8 December 2020, the summary comments from the High Performance Athlete survey conducted in October 2020 were requested. Attached, please find the summary that outlines the themes generated from parents, students, staff, coaches and community members. This information is part of Report 20-103.

Please do not hesitate to contact Superintendent of Instruction Shawn Lehman at shawn.lehman@ocdsb.ca if you have any questions.

Cc: Senior Staff
Manager, Board Services
Corporate Records

Attached: Appendix A - HPA Qualitative Feedback Survey Oct 2020

HPA Consultation – Survey Feedback – October 2020

Parent feedback was generally very positive, with a strong desire for more information on the program and greater access to it.

Praise for the program:

- Very grateful for the program; it's wonderful; essential; a gem; amazing; well-run; etc.
- The flexibility of the program is very important;
- HPA encourages students to effectively manage time between sports and studies;
- Dedicated guidance counsellors have been and are superb; extremely helpful;
- Nice for students to have classmates who can relate because they have no free time;
- Utility in grouping the athlete in a single school,

Requests for more info:

- Didn't know it existed;
- Why wasn't info on the program shared with child, an elite athlete;
- Many requests for more information.

Strong desire to expand the program:

- There should be more HPA programs in more schools;
- Minimum 4 district areas (central, east, west, south);
- Make a HPA guidance counselor available for students across the city so that they all have some supports.

Expand online:

- Many of the learning needs of elite athletes can be met in their home communities through the expansion of online learning;
- Remote learning would provide flexibility with the home school curriculum and access to teachers and staff; no need for specialized locations.

Want at all schools/local school:

- This option should be available at all schools;
- All schools should be able to provide the flexibility to foster high academic success for athletes.

Local schools don't meet needs of elite athletes:

- Local school guidance counsellors don't have the knowledge/perspective required
- No specific accommodation or facility to help students balance both studies and sports;
- The culture and understanding of an athlete's needs simply isn't there with teaching staff and administration;
- Local schools did not accommodate travel schedule.

Local school is meeting needs:

- Student better served by the supportive and flexible team at our local school.

Location:

- John McCrae is the ideal location given its adjacency to the Walter Baker Centre and proximity to the Transit Way; proximity to training facilities;
- JMSS has the right experience; it should remain at JMSS and possibly be expanded within John McCrae.
- HPA program at John McCrae school only benefits competitive swimmers and hockey players;
- The current location creates systemic barriers to access; move to central location
- JMSS it is already beyond capacity with the students who live in the catchment area.
- Increased student population at the school should not be a reason to move or eliminate the program, boundaries can be changed and the Board needs to recognize the need for schools in certain locations and request and allocate funding.
- Interest for locations in Kanata and Westboro.

Disappointed a review is happening/timing of review:

- Disappointed this is being considered;
- Review was initiated by a trustee; concern own personal bias will negatively influence the HPA review;
- Don't believe OCDSB is being upfront; the number of students trying to attend the school is growing and OCDSB is looking to remove the program in order to free up space for Barrhaven students;
- Disappointed that this review is going ahead in the middle of a public health emergency;
- The people pushing changes through are those that do not understand or care or have a vested interest in the athletes and the educational supports they need.

Offerings:

- A French immersion option would be good with HPA;
- Want more offerings in terms of course selections for academics;
- HPA should be offered to elementary students too; not just high school students.

Special education:

- Combine with gifted program to satisfy my child's learning and training needs.
- Benefits of the HPA would be appreciated by students with IEPs as well.
- Funds should be spent on special education instead of HPA.
-

Admissions criteria:

- Should be more flexibility to accommodate more kids with potential;
- Should be open to athletes in all sports;
- Athletes should be screened every year to make sure they are still competing and practicing.

Equity:

- Invest in creating more opportunities for all students to play sports;
- Majority of HPA students would be higher income families and not those who are most at risk.

Criticisms:

- Poorly run.
- Not all teachers support the program; inconsistency;
- Long wait times to see guidance; lack of knowledge of the staff on what is required for post-secondary;
- Takes focus away from other programs;

- Needs to accommodate elite athletes across all/more sports.

Other comments:

- Critical importance to female athletes (already under-represented in sports);
- Athletes can be successful in the Alt program;
- Shortening the track to accommodate portables seems detrimental to some sports;
- Concern about HPA athletes were taking up spots on school teams can be easily controlled by the teachers/coaches; school should be encouraging involvement by the HPA students.

Student feedback was very positive of the program, with those in the program not wanting it to change and those not in the program wanting more information.

Praise for the program:

- Highly beneficial to both athletic and academic success; great program;
- Ability to work with fellow athletes;
- Opportunity to take HPA classes offers flexibility as well as companionship with peers who understand situation;
- HPA teachers are highly dedicated towards ensuring success in all aspects of life;
- Teachers understand the need to balance school with practice/competitions;
- Reduces stress;
- Guidance is extremely beneficial.
- Praise for specific teachers/guidance

Benefit of being with other athletes:

- At old school, there were almost no elite athletes and the athletes that were there were all guys; it's really important to have other HPA girls to share things with;
- Important to have other students around who understand the pressure of high level competition.

Location:

- A place to train in the east would be beneficial;
- Appreciate location; close to training facility.

Want in more schools:

- It should be in multiple schools, to go to a school just for this program offered in a specific location is inconvenient;
- Want the program, but not the commute;

Want more information:

- Elite athletes at other schools want to know more.

Local school don't meet athletes' needs:

- Previous school was often unwillingly to compromise towards hectic schedule; no flexibility for even though schedule was supplied;

- A program like this would be super helpful because some teachers don't understand how to adapt to sport commitments;
- Regular schools don't support athletes' mental health;
- Can tell the difference between HPA students and other teammates whose schools don't offer flexibility;
- Not in program, not maximizing potential.

Students don't want to lose the program:

- Many request to please not take away or change the program; no more change right now;

Co-op/ want credit for training:

- Elite athletes should have the option to train and get credits for their training.

Admissions:

- 2021 admissions should reflect the impact of covid-19 on training.

Staff feedback was very mixed.

Praise for the program:

- Student athletes' needs cannot be met in regular classes; the program supports the unique needs of the genuinely elite level high school athlete;
- HPA program is excellent; must be maintained; allows students to thrive in all areas of development.

Issues with the program:

- The HPA students have a sense of entitlement; attitude; exclusivity;
- Students take advantage of the program;
- Local students have a different set of rules/opportunities;
- Negative tone to the school and a divided school community;
- Negative effect on school culture; creates us vs. them mentality similar to IB, local kids suffer;
- Children need to have a back-up plan, HPA sets students up for 1 route; could have severe mental repercussions.

Desire to discontinue HPA:

- Needs can be met at local school;
- No need for special classes just for the HPA students;
- Schools should be diverse;
- HPA creates a two-tiered education system;
- With online learning there is no need for athletes who miss a lot of school due to their sport to leave their home school. (since HPA students can access course material online, when needed).

Areas for improvement:

- How it is promoted: Should not be promoted as "elite", but as a learning accommodation for students who are also high performance athletes, who may need flexibility and alternative methods of delivering instruction - like an IEP.
- Staff need to be even more flexible and supportive;
- Admissions criteria need to be stricter;
- It should include all sports (be inclusive);
- We should look at successful models being used at other boards;
- The program lacks tracking and accountability;

- Expectations of the students in the program should be clearer.

Unfair stereotypes/perceptions of the program:

- HPA is an excellent program which suffers from a number of unfair negative stereotypes;
- Judgements made about the integrity of the program are no longer valid; program reputation is tarnished by previous staff.

Co-op:

- Students in the HPA program get coop credits solely for participating in their sport – why isn't this opportunity provided to all students?
- Students exceed expectations of the co-op component of the program; considerable reflection of their goals as a student athlete; allows students to capture how their time and efforts translate to life skills.

School sports teams:

- Overabundance of strong athletes participating in sports other than their own; leaving few opportunities for local kids to make sports team;
- Concern that HPA students aren't allowed to play on the school teams; playing sports with your friends in high school is a powerful experience;

Location:

- The program is well-established at its current location;
- Keep the program at JMSS and add second location (central/more east);
- Move the program to inside a training facility;
- Create an entire school dedicated to HPA to provide an immersive experience;
- Most athletes wish to stay connected to their home school and at a central location; they are reluctant to travel to John McCrae;
- Move it from John McCrae so that our local students can have a break.

Coach feedback was positive of the program, with interest in an east-end location, mention of stricter admission criteria and offer from coach to help support students:

- HPA students really enjoy the flexibility and support within the program.
- HPA program is an integral part of allowing athletes to both fulfill a commitment to elite sports and achieving their academic goals.
- program needs to stay in place and continue
- Would have more HPA athletes if there was another program closer to the east end;
- Current location of HPA too far for athletes to travel to;
- Stricter criteria for admissions should be considered.
- Gymnasts need more help and support from school boards; offer to help from coach.

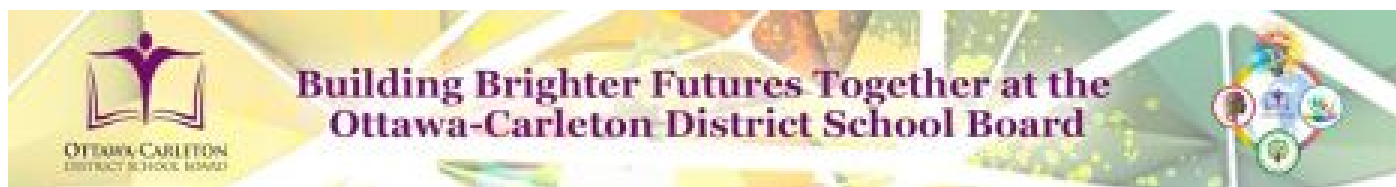
Community feedback was very polarized.

- Excellent program; hope it will continue; sports offer so much to our youth; program allows students to balance academics and sports; desire for more locations throughout the city.
- Expense is unnecessary; home schools can support these students; academic integrity is questionable; waste of time and money; HPA athletes need to make their own arrangements.

Other feedback reflected many of the comments heard in other groups.

- Program is critical to student success; value in expanding it (west, central/south, and east options);

- Flexibility is key;
- Proximity to training facility is important; program helps with carpooling;
- In theory, students could be supported at local school but teachers are often inflexible.



BOARD

15 December 2020

Report No. 20-087

Approval of Board Work Plan and Areas of Focus for 2020-2021

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

PURPOSE:

1. To approve the key areas of focus and the Board work plan for the 2020-2021 school year.

SUPPORTING OUR STRATEGIC PLAN:

2. The development and approval of the key areas of focus and a Board work plan assists in advancing the Board's work to achieve a higher level of governance, shifting the focus to the Board's strategic work rather than operational matters. Three themes emerged during the annual reflection process and they align with the Board's goals of the 2019-2023 Strategic Plan.

CONTEXT:

2. The 2019-2023 Strategic Plan has three key objectives - to create: a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

In developing the 2020-2021 Board work plan, the Board has reflected on its accomplishments over the past year, identified areas of growth, reviewed its strategic plan, discussed areas of focus and implemented initiatives to help support its work during the pandemic.

KEY CONSIDERATIONS:

3. In accordance with the requirements set out in Board policy, P.130.GOV Evaluation Process for the Board of Trustees, the Board is responsible for planning and scheduling its work to govern the organization effectively.

The identification of the areas of focus enables the Board to clearly articulate its priorities. The annual work plan will identify the work to be undertaken, and outline the Board's expectations of its contributions to the achievement of the District's strategic objectives and establish milestones which can be tracked and evaluated.

4. Board Evaluation Process Generates Areas of Focus

On 20 October 2020, the Board met with a facilitator and held its annual review for 2019-2020 to assess the progress and accomplishments made throughout the year and to contemplate opportunities for growth. The Board also discussed the areas of focus for the 2020-2021 school year. This evaluation process was the second in a four-year cycle for the 2018-2022 Board of Trustees.

As part of the evaluation process, the Board reflected on 2019-2020, mindful of the impact that COVID-19 had on its accomplishments. In reflecting on the year, the trustees noted that, while some progress was made on the strategic goals and priorities they had identified for themselves, the plan's format must be revised to include specific and measurable actions.

Trustees referenced the February 2020 Board/Senior Staff retreat as a highlight of the year and stressed the continued importance of equity and programming at the OCDSB. They noted concern about the long-term impact of COVID-19 on equity and the concern is evidenced in the suggestions to focus only on the most essential aspects of the work with clarity and intention.

Three clear areas of focus emerged during the PD sessions;

- **Policy Review**– Determining a cyclical review and development process for the policies of the Board. This year will feature the development of a Human Rights Policy and a review of the Police Involvement in School Policy further highlighting the Board's emphasis on equity;
- **Governance**– The ongoing monitoring of the objectives of the 2019-2023 Strategic Plan, including the allocation of resources to priority areas, regular monitoring of student achievement and engaging the community in the development of policies. as well as a review of the role, function and reporting of Advisory Committees;
- **Learning**– Targeted professional development for the Board as a whole, including the annual retreat. The Board has identified governance, anti-racism training, and strategic enterprise risk management (SERM) as areas for collective learning.

5. Work Plan Development Process

At a subsequent session on 17 November 2020 the Board focused on the development of its work plan. An informal working group was established to draft the work plan. The working group met on 25 November 2020 to further the conversation and complete the draft.

The purpose of the Board work plan is to:

- a) Focus the work of the Board;
- b) Clearly articulate the Board's expectations of its contributions to the achievement of the OCDSB's strategic priorities and ensure the success of the organization; and
- c) To establish the benchmarks against which the Board can evaluate its performance.

The draft work plan, attached as Appendix A, references the 2019-2023 Strategic Plan's three objectives with an additional section outlining the Board's annual fiduciary responsibilities. Elements of the three areas of focus can be found within the proposed actions.

6. Monitoring Progress

The Board will monitor progress on its work plan during regular updates at Board every month. At the end of the year the Board can assess if they did what they said they were going to do as identified in the work plan. This would be an opportunity for the Board to reflect on what has been accomplished and highlight the next year's work as it prepares for a new cycle.

The Ad Hoc Committee for the Board Evaluation Process and the Director Performance Evaluation Process will meet to discuss the evaluation process and any revisions that may be required.

At the end of the year, the Board can measure its success as identified in the work plan. A revised work plan noting measures and accomplishments will be provided to the Board at their annual reflection to help inform the work that will take place in 2021-2022.

RESOURCE IMPLICATIONS:

7. The creation of a work plan will require monitoring by the Board to ensure effective implementation. Time will be allocated on the agenda for this purpose. The creation of the work plan is intended to establish high-level priorities to inform the work of the Director and the District. The work plan itself does not require additional resources, but it does serve to measure how staff time will be invested to support the board's work.

COMMUNICATION/CONSULTATION ISSUES:

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

RECOMMENDATION:

THAT the Board approve the 2020-2021 Board Work Plan and Key Areas of Focus as outlined in Appendix A to Report 20-087.

Michele Giroux
Executive Officer, Corporate Services
(ext. 8607)

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

APPENDICES

Appendix A – Draft Board Work Plan 2020-2021

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Revised:

Board Work Plan 2020-2021

Actions	Milestones	Time Frame	
		Start Date	Status
Culture of Innovation			
We will build a learning community where innovation and inquiry drive learning			
Professional Learning	Anti-Racism Training	January 2021	
	Board Retreat 2021 1. Applying an Equity Lens to Policy and Governance 2. Effective School Board Governance	February 2021	
	Strategic Enterprise Risk Management (SERM)	March 2021	
	Human Rights and Equity	April 2021	
Culture of Caring			
We will advance equity and a sense of belonging to promote a safe and caring community			
Police Involvement in Schools Policy and Program Review	<ul style="list-style-type: none">• Consultation with stakeholders• Regular status updates and monitoring progress• Review draft policy• Board approval of revised policy	September 2020 April 2021 September 2021	
Human Rights Policy	<ul style="list-style-type: none">• Consultation with stakeholders• Review draft policy• Board approval of new policy	December 2020 April 2021 June 2021	
Cyclical Policy Review Process	<ul style="list-style-type: none">• Create a list of policies and a schedule for review 2021-2022	May 2021	

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Culture of Social Responsibility We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship			
Indigenous, Human Rights and Equity Roadmap	<ul style="list-style-type: none"> • Discussion at Committee of the Whole • Approval of additional resources for Indigenous students 	October 2020	
Applying Identity Based Data <ul style="list-style-type: none"> • Student Suspensions and Expulsions • Credit Accumulation • Achievement and Streaming 	<ul style="list-style-type: none"> • Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data. 	November 2020 February 2021 May 2021	
Learning Support Services Operational Review	<ul style="list-style-type: none"> • Resume focus group sessions with stakeholders • Discussions at SEAC and Committee of the Whole • Board approval and next steps 	January 2021	
Safe Schools Policy Review	<ul style="list-style-type: none"> • Consultation with community • Board approval of revised policy 	November 2020 June 2021	
Advisory Committee Review	<ul style="list-style-type: none"> • Consultation with Advisory Committee Chairs and stakeholders • Review and update policies as required 	February 2021 March - September 2021 November 2021	
Fiduciary We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective stewardship of the board's resources			
Approval of Audited Financial Statements	<ul style="list-style-type: none"> • Audit Committee approval 	November 2020	Complete

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	<ul style="list-style-type: none"> • Board approval 		
2019-2023 Strategic Plan Update	Regular status updates and monitoring of strategic plan	November 2020	
Board Work Plan	<ul style="list-style-type: none"> • Prepare draft plan • Board approval • Regular status updates and monitoring 	November 2020 Monthly Monitoring	
Director's Performance Evaluation/Planning	<ul style="list-style-type: none"> • Board approval • Ad Hoc Committee meeting (May 2021) to review job description and determine process 	December 2020	
Approval of 2021-2022 Budget	<ul style="list-style-type: none"> • Set budget meeting schedule • Board approval 	February 2021 April 2021 June 2021	
Academic Staffing Approval	Committee of the Whole and Board discussions Board approval	March 2021	
Electoral Zone Boundary Review	<ul style="list-style-type: none"> • Initiate review and research options • Community consultation • Board approval 	January 2021 November 2021 February 2022	
Monitor the 2020-2021 Budget with consideration of COVID-19 impacts	Regular status updates and monitoring	Ongoing	
Appoint an Integrity Commissioner	<ul style="list-style-type: none"> • Amend and re-issue Request for Proposal (RFP) • Evaluate and select proponents 	April 2021	
Board Comprehensive Evaluation	<ul style="list-style-type: none"> • Ad Hoc Committee meeting to determine process • Prepare and distribute survey • Evaluate results and use to inform 2021-2022 Plan 	March 2021 September 2021	
Succession Planning	Regular in-camera updates	February 2021	

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COMMITTEE OF THE WHOLE Report 20-114

8 DECEMBER 2020

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources, ext. 8207

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring (Appendix B).

CONTEXT:

2. Earlier this fall, the Ontario government announced its plan to revoke Regulation 274 - Hiring Practices, effective October 27, 2020. The regulation, which had been in effect since 2012, set out mandatory hiring processes for long term occasional and permanent teaching positions that placed significant emphasis on seniority, and restricted school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

When the regulation was repealed, the government issued interim hiring guidelines for school boards to follow, pending the release of a Policy/Program Memorandum. A draft PPM, which is attached at Appendix B, was released in early November, and sets out the parameters that school boards are required to include in locally developed hiring policies and practices. The final PPM is still pending as of the date of this report being released.

KEY CONSIDERATIONS:

3. The Indigenous, Equity and Human Rights Roadmap, presented to Committee of the Whole earlier this fall, outlines specific actions and accountabilities toward achieving the District's commitment to human rights, equity and inclusion. This includes ensuring that human resources policies and practices, including all recruitment and hiring processes, are aligned. This year's work plan for Human Resources included developing an equitable recruitment and hiring policy and the accompanying procedures. With the repeal of Regulation 274 and the new PPM, the development of a policy specific to teacher hiring was expedited for approval by December 31, 2020. Staff will be continuing consultations with various stakeholders through the spring to bring forward recommendations for

revisions that may be required so that the policy applies to all applicants, regardless of the position.

Pursuant to the PPM, the District is required to develop and implement local hiring policies and practices by the end of December 2020 which align with the expectations and requirements set out in the PPM. In summary, the PPM requires that school boards:

- establish fair, consistent and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession;
- ensure the requirements and selection criteria for hiring are clearly laid out and publicly available on their websites;
- develop hiring policies that include the following components:
 - diversity, equity and human rights;
 - qualifications and merit;
 - employment mobility;
 - fairness and transparency; and
 - monitoring and evaluation.

The draft policy P.105.HR, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity. The policy also specifically directs the development and implementation of equitable recruitment and hiring procedures for teachers. The procedures will be developed in consultation with the union representatives and other stakeholders. More specific guidance and expectations related the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

Work is also currently underway to develop a Human Rights Policy to articulate the Board's commitment to adhering to human rights principles in all aspects of the District's operations, as a service provider and employer. Policy P.105.HR will be reviewed following approval of that policy to ensure alignment, and revised as required.

RESOURCE IMPLICATIONS:

4. There are no significant financial implications associated with the development and implementation of the policy. The policy will have positive implications for human resources practices in the District, by centering the commitment to human rights and equity in the hiring processes.

COMMUNICATION/CONSULTATION:

5. Human Resources staff have met with representatives of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers' Bargaining Unit), OSSTF (Occasional Teachers') Ottawa Carleton Elementary Teachers' Federation and Ottawa Carleton Elementary Occasional Teachers' Association to provide an opportunity for them to provide input and feedback on the policy.

Representatives of principals and vice-principals also had an opportunity to provide input and feedback. Consultation with these stakeholder groups will continue with the development of the procedures.

The policy has also been informed by advice and guidance provided through a provincial working group of senior human resource professionals with regard to the PPM and its implementation.

STRATEGIC LINKS:

6. The development and implementation of an equitable recruitment and selection policy supports the District's commitment to a culture of caring and social responsibility.

RECOMMENDATION:

THAT the Board approve the draft Policy P.105.HR - Equitable Recruitment and Hiring of Teachers.

Janice McCoy
Superintendent of Human Resources

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

Appendice A to Report 20-114 Draft Hiring Policy
Appendice B to Report 20-114 Draft Teacher Hiring PPM

Appendix A to Report 20-114 Draft Hiring Policy

P.105.HR

TITLE: Equitable Recruitment and Hiring of Teachers

Date Issued:

Date Revised:

Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment and hiring practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB).

2.0 DEFINITIONS

In this policy,

- 2.1 Board** refers to the Board of Trustees.
- 2.2 District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.3 Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, age, race, creed, sex, sexual orientation, and socio-economic status.
- 2.4 Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5 Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.
- 2.6 Hiring** refers to the process for selecting teachers for permanent and long-term teaching positions based on merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and written assignments.

- 2.7 Recruitment** refers to the process for advertising, posting, and outreach activities to attract teachers based on the unique needs of OCDSB schools and their communities.
- 2.8 Teacher** refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

- 3.1** It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and equitable outcomes for all students. The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.

To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. The District is committed to the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

Guiding Principles

- 3.2** The OCDSB recognizes the positive effect of on the educational experiences and outcomes of historically under-served students when teachers reflect their identities. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.
- 3.3** All staff shall demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education for all students.
- 3.3** System and school leaders shall model actions to enhance equity and inclusion as an essential leadership competency.
- 3.4** All Human Resources processes, and actions by OCDSB employees to implement these processes, shall comply with the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*.
- 3.5** All applicants to positions with the District shall experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.
- 3.6** Hiring decisions must be based on providing the best possible education program for students and ensuring student safety and well-being.

- 3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail.

4.0 Specific Directives

- 4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.

a. Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. The District is committed to ensuring all employment policies and practices are non-discriminatory and to identifying and removing barriers for marginalized groups at each stage of the hiring process. Procedures will be established to collect and analyze voluntary demographic data at different stages of the recruitment and selection process.

b. Qualifications and Merit

In addition to adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria:

- i) valuing applicants’ additional lived experiences, skills, backgrounds, and work experience;
- ii) promoting the hiring of staff from under-represented groups and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;
- iii) providing the best possible program as determined by the principal, and considering applicants’ demonstrated teaching commitment, experience or time spent in a particular school and suitability for a particular assignment; and
- iv) responding to local needs based on clearly defined criteria, including qualifications.

c. Employment Mobility

Teacher hiring procedures will address employment mobility by permitting teachers who have relocated to apply for any teaching position (occasional, long-term occasional, or permanent) for which they are qualified, and to be granted an interview.

d. Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process);
- a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications, while following the requirements as outlined in Regulation 298, “Operation of Schools – General”, and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;
- a process and criteria for internal postings and external postings (e.g., establishing minimum posting dates; establishing outreach strategies to reach diverse candidates);
- recruitment processes to support hiring teachers with specialized qualifications
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the lived experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers’ Bargaining Unit.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Regulation 298, Operation of Schools – General

Accessibility for Ontarians with Disabilities Act

Ontario Human Rights Code

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario’s Equity Action Plan , 2017

Revocation of Ontario Regulation 274/12, Hiring Practices, October 2020

Policy/Program Memorandum No. xxx, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity



Appendix B to Report 20-114

Ministry of Education

DRAFT Policy/Program Memorandum

Date of Issue: DRAFT: November 4, 2020**Effective:** XXXX, 2020**Subject:** School Board Teacher Hiring Practices**Application:****Reference:** This memorandum is effective following the revocation of Ontario Regulation 274/12, "Hiring Practices" on XXXX, 2020.

Purpose

The Ministry of Education is committed to having the best education system in the world in order to prepare our students¹ for success, now and in the future. To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

The purpose of this memorandum is to provide direction to school boards² on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on XXXX, 2020.

This memorandum is informed by leading research on pedagogy and best practices on creating a strong and diverse workforce in the education sector. It is also informed by the results of consultations with stakeholders who have asked for more fairness and flexibility, mobility, merit and quality in the hiring of teachers and in the development of a diverse teaching workforce.

Expectations for School Board Hiring Policies

¹ In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

² In this memorandum *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O, 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

All school boards in Ontario’s publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession. School boards’ requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

School boards are expected to include the following components in their teacher hiring policies:

- Diversity, Equity, and Human Rights
- Qualifications and Merit
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet needs of an increasingly diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. The way to achieve a diverse and representative workforce is to:

- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes, all steps – to ensure that no stage creates a barrier for candidates from under-represented backgrounds.

Qualifications and Merit

Although teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, school boards should also consider the importance of the following when developing their selection and evaluation criteria:

- valuing applicants' additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers; the ability to speak languages in addition to English or French; professional experience outside of the classroom; other experiences of well-rounded candidates, such as the ability to lead a school choir or orchestra);
- promoting the hiring of staff from under-represented groups;
- providing the best possible program as determined by the principal, and considering applicants' demonstrated:
 - teaching commitment;
 - experience or time spent in a particular school;
 - suitability for a particular assignment;
- responding to local needs based on clearly defined criteria, including qualifications.

Employment Mobility

The teacher hiring process should address employment mobility by:

- permitting qualified teachers who have relocated from other school boards in Ontario to be granted an interview;
- enabling all teachers, including those who have relocated from another board, to be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified.

Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring policies should include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process). The attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy;
- a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in Regulation 298, "Operation of Schools – General";
- a process and criteria for internal postings and external postings (e.g., for establishing minimum posting dates);
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers, with current contact information;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,

- a process for the disclosure of information to the Occasional Teachers' Bargaining Unit.

Monitoring and Evaluation

Boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring policy and make adjustments as necessary. This process should include:

- assessing the skills of their teacher workforce and identifying any gaps;
- determining the diversity of their teacher workforce and identifying any gaps in representation;
- ensuring that all employment policies, procedures, and practices are non-discriminatory.

Effective practices for monitoring and evaluation are outlined below to support school boards in this review process.

Effective Practices

To implement the expectations outlined in this memorandum and to ensure that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations. The ministry recommends that school boards develop the following effective practices where they are not already in place:

Candidate Selection

New Teachers

Hiring policies should acknowledge the importance of supporting the renewal in the teacher workforce and help to provide career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity of perspectives;
- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

Representation

Encouraging diversity of the teaching workforce in the school board is vital because the workforce should be reflective and representative of the community. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized students.

As stated above, school boards should examine each part of the teacher hiring process – from setting job requirements to the recruitment, application, screening, interview, and selection processes – to ensure they are not creating barriers for candidates from various under-represented backgrounds.

Special Programs

The Ontario *Human Rights Code* enables organizations to create temporary special measures, referred to as “special programs”, to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face disadvantage and discrimination. Where people from specific marginalized communities are demonstrably under-represented in a board’s workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

Monitoring and Evaluation

Data Collection

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision.

Several boards in the province have collected voluntary workforce data through a staff census. When analysing census results, it may be helpful for school boards to consider the following questions:

- Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- What identities, and intersections of identities, should be represented in the teacher workforce in order to help to meet the needs of the school board community?

Fair and equitable teacher hiring practices need to address under-representations in the existing workforce, and these under-representations are best identified through voluntary demographic data collection. School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

Employment Systems Review (ESR)

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture

for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

A centralized applicant tracking and file management system for all hiring-related documentation is recommended as a key monitoring tool. In some boards, such a system may already be in place.

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