A meeting of the Ottawa-Carleton District School Board was held this evening in the Board Room, 133 Greenbank Road, Ottawa, Ontario, commencing at 6:08 p.m. with Trustee Jennifer McKenzie in the chair and the following also in attendance: Trustees Donna Blackburn, Christine Boothby, Rob Campbell, Mark Fisher, Pam FitzGerald, Bronwyn Funiciello, Katie Holtzhauer, Theresa Kavanagh, Lynn Scott and Shirley Seward.

STUDENT TRUSTEE: Pranav Sharma

STAFF: Director of Education, Jennifer Adams; Interim Associate Director, Diane Jeudy-Hugo; Chief Financial Officer and Superintendent of Facilities, Michael Carson; Superintendent of Human Resources, Janice McCoy; Superintendent of Learning Support Services, Olga Grigoriev; Superintendent of Curriculum, Pino Buffone; Superintendents of Instruction, Norah Marsh, Neil Yorke-Slader, Susan MacDonald, Stephen Sliwa, and Frank Wiley; Executive Officer of Corporate Services, Michele Giroux; Manager of Board Services, Monica Ceschia; Manager of Communications and Information Services, Diane Pernari-Hergert; Communications Media Relations Coordinator, Sharlene Hunter; Audio Visual Technician, John MacKinnon; and Board/Committee Coordinator, Kelly Sullivan.

On a motion by Trustee Blackburn, seconded by Trustee Seward, the Board resolved into an in camera session. Trustee Seward assumed the Chair in camera and presented the report in the public session. (Board Minute 14-151 refers).

148. Presentations

A slideshow of photographs highlighting the 2010-2014 term of trustees was shown. Director Adams thanked Audio Visual Technician John MacKinnon and South Carleton High School teacher Glen Ellis and his students for contributing many of the photographs. She also thanked co-op student Shannon Hein for creating the photograph booklet.

Chair McKenzie thanked trustees for their contributions to students across the District. She noted that she considers the Board to be like a family; celebrating together, mourning together, and supporting each other.

Rob Campbell

Chair McKenzie compared Trustee Campbell to the father figure of the Board. She noted his advocacy for students who live in poverty and the Board has become a leader in the province in this area, largely thanks to his efforts.
Pam FitzGerald

Chair McKenzie noted that, as a passionate advocate, Trustee FitzGerald is the wild aunt of the Board family. She thanked Trustee FitzGerald for her commitment to students with special needs, who was instrumental in the implementation of the Empower Reading Program across the District, and has contributed much of her time to the Ontario Public School Boards’ Association (OPSBA).

Trustee FitzGerald echoed Trustee McKenzie’s sentiments that the Board is like a family. She acknowledged all the success of the Board, noting the importance of engagement and transparency. She encouraged the new trustees to take advantage of all the opportunities available to them and to take on their role with passion, as there are limited opportunities in life to make such a significant impact on their communities.

Katie Holtzhauer

Trustee McKenzie noted that Trustee Holtzhauer is the calm and collected aunt of Board. She has been a strong community advocate for the East end of the District, has been integral in the recent governance reform, and successfully advocated for all secondary students who are eligible to have busing service.

Trustee Holtzhauer thanked her constituents for the opportunity to serve their community, all of the senior staff team, particularly Neil Yorke-Slader and Pino Buffone for their work in her zone, and to Board services for their guidance and support. Trustee Holtzhauer noted that she is proud of the Board for working hard to improve the governance model and for hiring the Director. She expressed her support for the new Board, noting that coming together is the beginning, keeping together is progress, and working together is success.

John Shea

Describing Trustee Shea as the younger brother of the Board, Trustee McKenzie noted that Trustee Shea began his career with the Board as a student trustee and was the youngest elected trustee. He was an early champion for governance reform, the student trustee mentor, an advocate for secondary school transportation and the cross-boundary transfer policy, and was an excellent ambassador for the District.

Bronwyn Funiciello

Speaking to Trustee Funiciello’s support as the vice-chair for three years, Trustee McKenzie noted she had been her confidante like a sister. Trustee Funiciello has a long history in the OCDSB as an engaged parent of four, was the vice-chair during the governance reform, an advocate for students with special needs, chaired the Special Education Policy Ad Hoc Committee, and gave considerable time to the Ontario Public School Boards’ Association.
Trustee Funiciello noted it had been an honor to serve as trustee for eleven years and five years before on SEAC. She advised that she has seen many positive changes throughout the District and has confidence moving forward that staff and the new Board will continue that great work. Trustee Funiciello thanked her fellow trustees and staff, particularly Board Services, for all their support.

Jennifer McKenzie

Trustee Seward advised that Trustee McKenzie is the only trustee to have served as chair for an entire term and was an excellent spokesperson for the Board, an advocate for governance changes, and a great leader. She thanked Trustee McKenzie for championing capital dollars for downtown schools, her commitment to French Immersion programming, and her passion for ensuring equity for all students.

Trustee McKenzie expressed the view that it has been an honor to work with everyone, and thanked her fellow trustees, senior staff, and Board services. She noted the many contributions to public education that have been made by the Board and her confidence that the great work will continue and wished the incoming Board luck.

Director Adams thanked all trustees for their work on behalf of all the staff and invited everyone to the Atrium for a reception.

149. Call to Order

Chair McKenzie called the public meeting to order at 8:27 p.m.

150. Approval of Agenda

Moved by Trustee Blackburn, seconded by Trustee Boothby, 
 THAT the agenda be approved. 
 - Carried –

151. Report from In Camera Session

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

a. Personnel Item

Moved by Trustee Scott, seconded by Trustee Seward, 
 THAT the Director's performance goals for 2014-2015 be approved.

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

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, FitzGerald, Funiciello, Holtzhauer, McKenzie, Scott and Seward  (10)

AGAINST: Nil  (0)

ABSTENTION: Trustee Kavanagh  (1)

b. Staffing Item

Moved by Trustee FitzGerald, seconded by Trustee Seward, THAT staff proceed, as directed in Board, in camera, with respect to a staffing item.

- Carried -

A recorded vote was held and the motion was carried unanimously:

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, FitzGerald, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward  (11)

AGAINST: Nil  (0)

ABSTENTIONS: Nil  (0)

152. Briefing from the Chair

There was no briefing from the Chair.

153. Briefing from the Director

Director Adams advised that the District will be commencing strategic planning consultation, called Every School, Every Voice. Commencing December 1, all parents, guardians, students from grades 8 to 12, employees, community partners and the general public are invited to share their thoughts on what they appreciate about schools, what challenges might exist and where to focus future priorities. Everyone is welcome to participate.

Director Adams reminded trustees that the 10th annual Rainbow Youth Forum will be held on Thursday, 27 November. This annual high school conference, where students and staff celebrate diversity in order to encourage safer and more inclusive school environments, will be held at the Confederation Education Centre.
A slideshow of photo highlights of the OCDSB Aboriginal Community Feast from 13 November 2014 was shared.

154. **Delegations**

There were no delegations.

155. **Confirmation of Board Minutes**

a. 21 October 2014

*Moved by Trustee Scott seconded by Trustee Holtzhauer,*

*THAT the 21 October 2014 Board minutes be confirmed.*

- *Carried –*

156. **Business Arising from the Minutes**

a. 21 October 2014

There was no business arising from the 21 October 2014 Board minutes.

157. **Matters for Action**

a. **Audit Committee, 24 November 2014**

   i. **Approval of 2013-2014 Consolidated Financial Statements**

   Trustee Boothby thanked staff and the external auditors for the report, noting that many questions that had been asked previously were addressed in the financial statements.

   *Moved by Trustee Campbell (substituting for Dr. Chris Atkins), seconded by Trustee Boothby,*

   *THAT the consolidated financial statements for 2013-2014 be approved, as presented.*

   - *Carried –*

   A recorded vote was held and the motion was carried unanimously:

   **FOR:** Trustees Blackburn, Boothby, Campbell, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (10)

   **AGAINST:** Nil (0)

   **ABSTENTIONS:** Nil (0)
b. Receipt of Committee of the Whole Minutes

i. Receipt of Report 36, Committee of the Whole, 03 November 2014

Moved by Trustee Seward, seconded by Trustee Boothby,
THAT Report 36, Committee of the Whole, 03 November 2014, be received.
- Carried –

Consent Items:

1. Approval of Minor Housekeeping Policy Revisions

Moved by Trustee Blackburn, seconded by Trustee Seward,
THAT the housekeeping revisions indicated in the relevant appendices be approved for the following policies (Attached as Appendices A to I):
A. P.010.GOV: Community Involvement on Board Standing Committees;
B. P.019.GOV: Special Education Advisory Committee;
C. P.065.GOV: Advisory Committees to the Board;
D. P.022.SCO: Appeals Hearing Panel (Student Suspension);
E. P.023.SCO: Expulsion Hearing Panel (Students);
F. P.126.SCO: Appeals Hearing Panel (Student Transfers);
G. P.072.CUR: Requests to Conduct Non-Board-Initiated Research in Schools;
H. P.014.SCO: School Councils; and
I. P.002.COM: Board Community Relations.

- Carried –

A recorded vote was held and the motion was carried unanimously:

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (10)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)
2. Approval of Revisions to Policy P.087.HR Selection of Supervisory Officers

Moved by Trustee FitzGerald, seconded by Trustee Seward,
THAT the proposed revisions to policy P.087.HR
Selection of Supervisory Officers be approved.
(Attached as Appendix J)

- Carried -

A recorded vote was held and the motion was carried unanimously:

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward  (10)

AGAINST: Nil  (0)

ABSTENTIONS: Nil  (0)

3. Approval of Interim Measures – Kanata North

Moved by Trustee Boothby, seconded by Trustee Seward,
A. THAT following consultation with the Kanata North community, staff submit a report, no later than January 2015, recommending interim measures to be put in place for JK/SK in September 2015; and

B. THAT a communication plan, consistent with recommendations in Report No. 14-138, be approved. (Attached as Appendix K).

- Carried –

A recorded vote was held and the motion was carried unanimously:

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward  (10)

AGAINST: Nil  (0)

ABSTENTIONS: Nil  (0)
ii. Report 37, Committee of the Whole, 18 November 2014

Moved by Trustee Seward, seconded by Trustee Holtzhauer, THAT Report 37, Committee of the Whole, 18 November 2014, be received.

- Carried –

Consent Items:

1. Approval of the Consultation Plan for the 2015-2019 Strategic Plan Development

Moved by Trustee Scott, seconded by Trustee Seward, THAT the consultation plan for the 2015-2019 strategic plan, attached as Appendix L, be approved.

- Carried –

A recorded vote was held and the motion was carried unanimously:

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (10)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)


Moved by Trustee Kavanagh, seconded by Trustee Seward,
A. THAT the Multi-Year Energy Management Plan 2014-2017 be approved; and

B. THAT the required $1,709,000 for the 2015-2016 portion of the Multi-Year Energy Management Plan 2014-2017 be approved and funded through energy savings, utility incentives and solar generation revenues.

- Carried –

- 167 -
A recorded vote was held and the motion was carried unanimously of those present:

FOR: Trustees Blackburn, Boothby, Campbell, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (10)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

b. Non-Consent Items:

i. Approval of Policy P.134.PLG Capital Project Planning (Facilities)

Trustee Seward assumed the Chair for this discussion.

Moved by Trustee Fisher, (substituting for Trustee McKenzie), seconded by Trustee Seward,

A. THAT policy, P.134.PLG, Capital Project Planning (Facilities), based on the Capital Plan Decision-Making Framework be approved, as amended (Attached as Appendix K); and

B. THAT projects approved prior to the approval of policy P.134.PLG, Capital Project Planning (Facilities) be grandfathered on to the list of Board-approved projects.

Trustee McKenzie expressed the view that there should be greater clarity with respect to the prioritization process.

An amendment moved by Trustee McKenzie, seconded by Trustee Boothby,

THAT section 4.12 be replaced with the following “On an annual basis, the staff shall provide the Board of Trustees with a recommended prioritized list of capital projects, showing baseline enrolment and growth projections, a review of adjacent space, and all other factors included with the rationale including supporting data and shall have regard to the guiding principles in Section 3.2.”

Trustee McKenzie expressed the view that, despite the number of retreats, professional development sessions, and discussions, a clear and transparent process was not finalized. She encouraged the incoming Board to continue this work with guidance from the current Board in order to compare and develop a list in a meaningful way.
During discussion and in response to questions the following points were noted:

- Trustee Campbell expressed concern that the proposed process is more similar to the status quo rather than moving forward;
- Approving the policy does not preclude the incoming board from finalizing the metrics and evaluation process for competing needs; the policy is an interim step in the final process;
- CFO Carson advised that the amendment reflects staff’s current process and is general, as it does not refer to weighting specific criteria;
- Trustees Fisher and Scott expressed the view that, due to the complexity of the variety of potential capital projects, assigning criteria should be fleshed out by the incoming Board; and
- Trustee Seward expressed the view that the amendment provides clarity.

Trustee McKenzie expressed the view that a statement addressing the need to prioritize the relative priorities on the list is the crux of the policy, and this process should be transparent for the public.

An amendment moved by Trustee McKenzie, seconded by Trustee Boothby,

**THAT section 4.12 be replaced with the following “On an annual basis, staff shall provide the Board of Trustees with a recommended prioritized list of capital projects, showing baseline enrolment and growth projections, a review of adjacent space, and all other factors included with the rationale including supporting data and shall have regard to the guiding principles in Section 3.2.”**

*Carried*

An amendment moved by Trustee McKenzie, seconded by Trustee Blackburn,

**THAT “according to the implementation schedule of the Board-approved projects” be replaced by “prioritization list set out in section 4.12”**.

Trustee McKenzie expressed the view that the amendment provides consistency with respect to the revised section 4.12.

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

- The list presented to the Ministry of Education requires Board approval;
- The recommended capital priorities list includes a complete needs analysis and suggested dates of implementation based on projections;
• Trustee Campbell noted there could be value in separating capital priorities that support political advocacy from capital priorities that are consistent with the Ministry’s identified priorities;
• Recommended projects are generally aligned with Ministry priorities;
• Recommended priorities ordered for implementation is a proxy measure for need;
• Trustee Scott expressed concern that, using this priority setting, a project that is required immediately may be placed lower on the list than a project that could be implemented in a longer time frame; and
• Trustee Fisher expressed the view that the rank order list should be submitted based on the Board’s identified needs rather than the Ministry’s identified priorities.

Trustee McKenzie expressed the view that a process to compare relative urgency not based on an arbitrary date is required.

An amendment moved by Trustee McKenzie, seconded by Trustee Blackburn, 

THAT “according to the implementation schedule of the Board-approved projects” be replaced by “prioritization list set out in section 4.12”.

- Carried –

Moved by Trustee Fisher, (substituting for Trustee McKenzie), seconded by Trustee Seward,

A. THAT policy, P.134.PLG, Capital Project Planning (Facilities), based on the Capital Plan Decision-Making Framework be approved, as amended (Attached as Appendix M); and

B. THAT projects approved prior to the approval of policy P.134.PLG, Capital Project Planning (Facilities) be grandfathered on to the list of Board-approved projects.

- Carried –

A recorded vote was held and the motion was carried unanimously:

FOR: Trustees Blackburn, Boothby, Campbell, FitzGerald, Fisher, Funiciello, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (11)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)
i. Approval of Revisions to Policy P.016.GOV, Audit Committee

Moved by Trustee Boothby, seconded by Trustee Seward,
THAT Policy P.016.GOV, Audit Committee, attached as Appendix N be approved, as amended.

An amendment moved by Trustee Boothby, seconded by Trustee Seward,
THAT the following be added to a new Section 4.18 “from time to time the Board may, by resolution, refer other items to the committee for its consideration and recommendations, where appropriate, and report on any such referred to items in the annual report.”

Trustee Boothby expressed the view that any additional items should be included in the annual report.

A sub-amendment moved by Trustee Campbell, seconded by Trustee Fisher,
THAT “where appropriate” be deleted.

- Carried, friendly –

A sub-amendment moved by Trustee Scott, seconded by Trustee Fisher,
THAT “to” following “any such referred” be deleted.

- Carried, friendly –

An amendment moved by Trustee Boothby, seconded by Trustee Seward,
THAT the following be added to a new Section 4.18 “from time to time the Board may, by resolution, refer other items to the committee for its consideration and recommendations and report on any such referred items in the annual report.”

- Carried, friendly –

Moved by Trustee Boothby, seconded by Trustee Seward,
THAT Policy P.016.GOV, Audit Committee, attached as Appendix N be approved, as amended.

- Carried –

A recorded vote was held and the motion was carried unanimously:
FOR: Trustees Blackburn, Boothby, Campbell, Fisher, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (9)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)
158. **Report 4, Ad Hoc Committee for the Board Self-Evaluation and Director Performance Evaluation Processes**

Moved by Trustee Scott, seconded by Trustee Fisher,

**THAT Report 4, Ad Hoc Committee for the Board Self-Evaluation and Director Performance Evaluation Processes, dated 5 November 2014, be received.**

- Carried –

1. **Approval to develop revisions for Policy P.130.GOV, Evaluation Process for the Board of Trustees, shifting emphasis to an informal annual reflection**

Trustee Scott expressed the view that the motion gives staff direction to begin work on possible policy language for the incoming Board’s consideration.

Moved by Trustee Blackburn, (substituting for Trustee FitzGerald), seconded by Trustee Scott,

**THAT staff be directed to develop revisions to section 1.7 of Policy P.130.GOV to amend references to the Board Self-Assessment questionnaire and shift the emphasis to an informal annual reflection.**

- Carried -

A recorded vote was held and the motion was carried unanimously:

**FOR:** Trustees Blackburn, Boothby, Campbell, Fisher, Holtzhauer, Kavanagh, McKenzie, Scott and Seward (9)

**AGAINST:** Nil (0)

**ABSTENTIONS:** Nil (0)

159. **OCDSB Work Plan**

In response to a question from Trustee Scott, Executive Officer Giroux confirmed that the Board Code of Conduct will be presented trustees for consideration in January 2015.

Trustee Seward noted her support for the scheduled school as a community hub discussion.

160. **New Business – Information and Inquiries**

Trustee Fisher requested further information regarding the provincial consultation of the health and physical education curriculum to share with constituents.
Trustee Scott noted that it has been a privilege for her to work with this current Board and wished the outgoing trustees luck on their future endeavors.

161. **Adjournment**

The meeting adjourned at 9:30 p.m.

Jennifer Adams
Director of Education and
Secretary of the Board

Jennifer McKenzie
Chair of the Board
POLICY P.010.GOV

TITLE: COMMUNITY INVOLVEMENT ON BOARD STANDING COMMITTEES

Date Issued: 2 March 1998
Last Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To provide the means through which representative groups in the Ottawa-Carleton District School Board can actively participate in Board Standing Committee work.

2.0 POLICY

2.1 The following organizations shall each have the right to appoint one non-voting representative to each of the Board's Standing Committees:
   a) Ottawa-Carleton Assembly of School Councils (OCASC);
   b) Ottawa-Carleton Student Presidents' Council or Students Trustees' Advisory Council (OCSPC or STAC);
   c) Special Education Advisory Committee (SEAC)
   d) Ottawa-Carleton Elementary Operations Committee (OCEOC);
   e) Ottawa-Carleton Secondary School Administrators’ Network (OCSSAN);
   f) Elementary Teachers’ Federation of Ontario (1 representing Ottawa-Carleton Elementary Teachers’ Federation and Ottawa-Carleton Elementary Occasional Teachers’ Association)
   g) Ontario Secondary School Teachers’ Federation District 25 (OSSTF – 1 representing both the Teachers Bargaining Unit and the Occasional Teachers’ Bargaining Unit)
   h) Ontario Secondary School Teachers’ Federation District 25 (OSSTF Administrative and Support Groups – ESP/PSSU/PSSP/EA/PECCS – 1 representing the groups as determined by the groups)

2.2 The following organizations shall each have the right to appoint one non-voting
representative to the Committee of the Whole Budget:

a) Ottawa-Carleton Assembly of School Councils (OCASC)

b) Ottawa-Carleton Student Presidents’ Council or Students Trustees’ Advisory Council (OCSPC or STAC)

c) Special Education Advisory Committee (SEAC)

d) Ottawa-Carleton Secondary School Administrators’ Network (OCSSAN)

e) Ottawa-Carleton Elementary Operations Committee (OCEOC)

f) Elementary Teachers’ Federation of Ontario (1 representative from each of the following bargaining units)
   (i) Ottawa-Carleton Elementary Teachers’ Federation
   (ii) Ottawa-Carleton Elementary Occasional Teachers’ Association

g) Ontario Secondary School Teachers’ Federation District 25 (1 representative from each of the following bargaining units)
   (i) Teachers Bargaining Unit
   (ii) Educational Support Professionals (ESP)
   (iii) Plant Support Staff Unit (PSSU)
   (iv) Professional Student Services Personnel (PSSP)
   (v) Educational Assistants (EA)
   (vi) Professional Educators and Child Care Staff Bargaining Unit (PECCS)
   (vii) Occasional Teachers’ Bargaining Unit

h) Union Exempt Staff

2.3 Organizations may also appoint an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.

2.4 Annually, each organization is expected to notify the District (Board Services), of the name and contact information of their representative for each committee to which they have named a representative. In the event of a change in the named representative, the organization is expected to notify the District (Board Services), immediately.

2.5 Each representative will receive notice of all public meetings of his or her assigned committee, as well as all public agenda documents to be considered by the Committee.

2.6 Representatives may participate fully in the debates of the respective Committees on the same basis as a Trustee member, except that only Trustee members may make and vote on motions.

2.7 Organizations, as named in section 2.1 of this policy, which have an appointed representative on a committee will participate in discussion on an issue through their representative during the deliberation on the item and shall not appear before the
committee as a delegation or as public questioner.

3.0 SPECIFIC DIRECTIVES

3.1 In accordance with the *Education Act*, representatives may not receive confidential materials or participate in closed sessions of Committees.

4.0 REFERENCE DOCUMENTS

*The Education Act*, 1998, § 57.1, 171, 200-205
Ontario Regulation 464/97
Board By-laws and Standing Rules
Board Policy P.019.GOV: Special Education Advisory Committee
TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

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

2.0 DEFINITIONS

In this policy,

2.1 Local association means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).

2.2 Additional members means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 POLICY

Terms of Reference

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

Composition

4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.

4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
   a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
      (i) Association for Bright Children, Ottawa Region Chapter (ABC)
      (ii) Down Syndrome Association, National Capital Region (DSA)
      (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
      (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
      (v) Autism Ontario, Ottawa Chapter
      (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
      (vii) VOICE for Hearing Impaired Children (VOICE)
   b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), “one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board”):
      (i) Ottawa-Carleton Assembly of School Councils (OCASC)

4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.

4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.

4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.

4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.

4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.

4.8 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote. Both the representative and the alternate members will receive agenda and back-up material.

4.9 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
a) Council for Exceptional Children  
b) Ottawa-Carleton Elementary Teachers' Federation  
c) Ontario Secondary School Teachers' Federation  
d) Professional Student Services Personnel  
e) Ottawa-Carleton Secondary School Administrators’ Network  
f) Ottawa-Carleton Elementary Operations Committee  
g) Ontario Secondary School Teachers’ Federation -Educational Assistants  

Non-voting representatives will receive the public agenda and back-up material and may participate in the discussion, but may not make or vote on motions.

**Quorum**

4.10 Quorum shall be the majority of the appointed members.

**Reporting Procedure**

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

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

4.12 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole

4.13 **Meetings**

4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.

4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

**5.0 REFERENCE DOCUMENTS**

*Education Act, 1998, § 57*  
Ontario Regulation 464/97  
Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees
TITLE: ADVISORY COMMITTEES TO THE BOARD

Date issued: August 1998  
Last Revised: 25 November 2014  
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To provide for the establishment of advisory committees to provide advice, recommendations and support to the Board.

2.0 POLICY

2.1 The Board welcomes the advice and support of advisory groups which:
   a) serve as a forum for involving significant constituencies and experts with a major interest in education, and which are not adequately represented by existing groups such as school councils; and
   b) promote educational goals recognized by the Board as having a clear benefit for a significant number of its students.

2.2 Advisory committees shall provide advice to the Board through an appropriate Standing Committee.

2.3 When determining membership, electing a chair and such other officers as may be appropriate, and conducting meetings and activities, each advisory committee shall operate in an open and democratic manner, and in accordance with the policies and procedures of the Board.

2.4 Trustees and staff may be non-voting members of any approved advisory committee to the Board. The Chair of the Board shall be, ex officio, a member of all advisory committees approved by the Board.

3.0 SPECIFIC DIRECTIVES

3.1 Upon review of its proposed mandate, composition, objectives and anticipated activities, an advisory committee may be recommended by the appropriate Standing Committee to the Board for approval.
3.2 Each approved advisory committee listed in Attachment 1 of this policy shall provide an annual report to the Board through the June meeting of the Committee of the Whole summarizing its activities and achievements during the past year, and providing for the coming year a proposed plan of activities, membership and, for inclusion on the Board meeting calendar, a proposed meeting schedule.

3.3 In accordance with 3.1 above, when submitting the committee's annual report to the Board, the following items shall be included in the submission:
   a) confirmation of the election, by the June Committee of the Whole meeting of each school year, of a chair for the following year [name of chair to be included];
   b) evidence that, by 1 June of the current year, the committee has invited new members to join for the following year through two or more of the following avenues:
      (i) public service announcements placed with the media;
      (ii) articles or advertisements in community newspapers across the jurisdiction;
      (iii) inserts in the Board's regular paid advertisements in Ottawa daily newspapers;
      (iv) postings to the District web site.

   Note: Internal communications, for example minutes of advisory committee meetings, do not satisfy the requirements of 3.3 above.

3.4 Advisory committees listed in Attachment 1 of this policy which fail to submit by the June Committee of the Whole meeting of the current year the annual report required in 3.3 above, including:
   a) a proposed plan of activities;
   b) proposed membership for the following year, which shall include members of the public at large recruited in accordance with 3.3 b) of this policy; and
   c) a proposed meeting schedule for the following year,

shall be deemed to have completed their mandate, and shall not be recognized by the Board as advisory committees for the following school year.

3.5 By 30 June of each year, following a review of each advisory committee's annual report, the Board may renew or discontinue any advisory committee.

3.6 The Board shall support its approved advisory committees by providing:
   a) reasonable electronic and other access by the chair of each committee to publicly available agenda materials and other information; and
   b) permission to book available meeting space in Board facilities provided there is no additional cost to the Board.

Staff support will not be provided to advisory committees.
3.7 Subject to annual budget deliberations, provision of a budget for distribution of agenda and meeting materials may be considered for any advisory committees currently approved by the Board.

3.8 When a new group seeks approval for advisory committee status, the group shall submit a plan outlining a proposed mandate and terms of reference to the appropriate Standing Committee of the Board. This plan shall include proposed activities and objectives, and shall provide for annual recruitment of members, election of a chair, and reporting to the Board in accordance with 3.1, 3.2 and 3.3 of this policy.

4.0 APPENDICES

Attachment 1: Board-approved Advisory Committees

5.0 REFERENCE DOCUMENTS

Board By-laws, Committees, Section 18.0
Board By-laws and Standing Rules, Annex 2
Board Policy P.010.GOV: Community Involvement on Board Standing Committees
Advisory Committees to the OCDSB
- As Confirmed by the Board 24 September 2012 –

1. Arts Advisory Committee
2. Alternative Schools Advisory Committee
3. Advisory Committee on Equity
TITLE: APPEALS HEARING PANEL (STUDENT SUSPENSION)

Date Issued: 17 April 1998
Last Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To provide a process for appeal to the Board by parents and guardians appealing on behalf of students who are minors and adult students appealing on their own behalf (hereafter, "appellants") with respect to the suspension of a student.

2.0 DEFINITIONS

In this policy,

2.1 Adult student is a student who is at least 18 years or older or 16 or 17 and has removed him/her from parental control.

3.0 POLICY

3.1 Under the Education Act, the Board shall provide a process for appeals of suspension decisions by principals.

3.2 Appeals to the Board against a suspension under Section 306 of the Education Act may be made by the parent or guardian of a student, unless the student is at least 18 years of age or 16 or 17 years old and has withdrawn from parental control, in which case the student shall have the right to appeal. Notice of the appeal must be given within ten (10) school days of the commencement of the suspension. The appellant may contact the Superintendent of Instruction for that school to discuss any matter respecting the appeal of the suspension.

3.3 In the case of a suspension under Section 310 of the Education Act, if the principal does not recommend to the Board that the student be expelled and does not withdraw the suspension, the suspension may be appealed by the parent or guardian of a student unless the student is at least 18 years of age or over or 16 or 17 years old and withdrawn from parental control, in which case the student shall have the right to appeal. Notice of the appeal must be given within five (5) school days following receipt of the notice of the decision by the principal not to recommend expulsion. The appellant may contact the Superintendent of Instruction for that school to discuss any matter respecting the appeal of the suspension.
3.4 In the case of a suspension under 3.3 above, if the principal confirmed the suspension but reduced its duration the appeal is from the reduced suspension and not the original suspension.

3.5 The Board shall hold a hearing and determine the appeal within fifteen (15) school days of receiving the notice of the appeal of a suspension (unless the parties agree to an extension).

3.6 The panel shall be established by the Chair and shall include a total of three trustee members, including:
   a) the Chair and/or Vice-chair and/or designate; and
   b) one or two other trustees, one of whom, insofar as is practicable, shall be the elected trustee from the zone in which the student or students reside or attend school.
   c) The chair of the panel shall be the Chair or the Vice-Chair of the Board, or, if neither is available, the Chair may designate another member to act as Chair of the panel.

3.7 When, despite best efforts, one of the appointed members of an appeal hearing panel is unavoidably prevented from attending on the appointed hearing date, the Chair may appoint another trustee to substitute.

3.8 The hearing shall be postponed unless all three members of the panel are present, except in a case where the Chair, as permitted in 3.8 above, has been able to replace one member of the panel by appointing another trustee to substitute.

3.9 In exceptional circumstances, which occur just immediately before the hearing is scheduled to commence, the panel may hold a hearing by telephone conference for determination of any or all issues, in the same manner as an oral hearing.

4.0 REFERENCE DOCUMENTS

The Education Act
Education Amendment Act (Progressive Discipline and School Safety 2007)
Ontario Regulation 472/07, Suspension and Expulsion of Students
Board By-laws, Annex 2, § 3.2.4
Board Policy P.020.SCO: Student Suspension
Board Policy P.020.SCO: Student Suspension/Investigation/Possible Expulsion
Board Policy P.032.SCO: Safe Schools
Board Procedure PR.511.SCO: Student Suspension
Board Procedure PR.512.SCO: Appeals Hearing Panel (Student Suspension)
Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion
Board Procedure PR.521.SCO: Safe Schools
TITLE: EXPULSION HEARING PANEL (STUDENTS)

Date Issued: 17 April 1998
Last Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To provide a process for the Board upon a recommendation from a principal, to hear and decide upon the expulsion of a student.

2.0 POLICY

2.1 The Education Act, Section 311.3 (1), requires that the Board hold an expulsion hearing when a principal refers an expulsion matter to the Board.

2.2 The Education Act provides that the Board may delegate its duty to hold an expulsion hearing to a committee of the Board.

2.3 The Board shall establish an expulsion hearing panel of three trustees, as outlined in 2.4 below, to hear and decide on the expulsion of a student.

2.4 Establishment of Expulsion Hearing Panel

a) The Chair of the Board shall establish a panel for each expulsion hearing and appoint up to three trustee members as follows:
   (i) the Chair and/or Vice-Chair or designate; and one or two other trustees for a total of three members, one of whom, insofar as is practicable, shall be the elected trustee from the zone in which the student or students reside or attend school.

b) The chair of the panel shall be the Chair or Vice-Chair of the Board, or, if neither is available, the Chair may designate another member to act as Chair.

c) When, despite best efforts, one of the appointed members of an expulsion hearing panel is unavoidably prevented from attending on the appointed hearing date, the Chair may appoint another trustee to substitute.

d) The hearing shall be postponed unless all three members of the panel are present, except in a case where the Chair has been able to replace one member of the panel by appointing another trustee to substitute.
In exceptional circumstances, which occur just immediately before the hearing is scheduled to commence, the panel may hold the hearing by telephone conference for determination of any or all issues, in the same manner as an oral hearing.

2.5 Expulsion Hearing Panel
a) The expulsion hearing panel must hold the expulsion hearing within 20 school days of the start of the suspension as outlined in Board Procedure PR.513.SCO: Expulsion Hearing Panel (Students). The Board cannot expel a student if more than 20 school days have elapsed since the suspension was issued unless the parties to the hearing agree to a later deadline.

b) The decisions of the Board with respect to the expulsion of a student may be appealed to the Child and Family Services Review Board of the Province of Ontario.

2.6 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

3.0 REFERENCES

*Education Act*
*Education Amendment Act (Progressive Discipline and School Safety), 2007*
*Ontario Regulation 472/07 Suspension and Expulsion of Students*
*Education Statute Law Amendment Act, 1993*
*Board By-Laws, Annex 2, Section 3.2.4*
*Board Policy P.026.SCO: Student Suspension/Investigation/Possible Expulsion*
*Board Policy P.032.SCO: Safe Schools*
*Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion*
*Board Procedure PR.513.SCO: Expulsion Hearing Panel (Students)*
*Board Procedure PR.521.SCO: Safe Schools*
TITLE: APPEALS HEARING PANEL (STUDENT TRANSFERS)

Date issued: 17 April 1998
Last Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To provide a process for appeal to the Board by parents and guardians appealing on behalf of students who are minors and adult students appealing on their own behalf (hereafter, "appellants") with respect to the administrative decision of a school transfer request.

2.0 DEFINITIONS

2.1 Adult student is a student who is at least 18 years or older or 16 or 17 and has removed him/herself from parental control.

3.0 POLICY

3.1 The Board provides, by this policy, a process for appeals against administrative school transfer decisions under Board Policy P.077.PLG: Designated Schools/Student Transfers.

3.2 For each appeal hearing, a three-member panel of trustees shall be established to hear, consider and decide upon an appeal to the Board, by or on behalf of individual students, against administrative decisions. Such appeals may include the administrative decision with respect to a school transfer request.

3.3 The Chair shall establish the panel for each appeal hearing and appoint up to three members as follows:

a) the Chair and/or Vice-chair or designate; and

b) one or two other trustees for a total of three members, one of whom, insofar as is practicable, shall be the elected trustee from the zone in which the student or students reside or attend school.

The Chair of the panel shall be the Chair or Vice-Chair, of the Board, or, if neither is available, the Chair may designate another member to act as Chair of the panel.
d) When, despite best efforts, one of the appointed members of an appeal hearing panel is unavoidably prevented from attending on the appointed hearing date, the Chair may appoint another trustee to substitute.

3.4 The hearing shall be postponed unless all three members of the panel are present, except in a case where the Chair, as permitted in 3.3 above, has been able to replace one member of the panel by appointing another trustee to substitute.

3.5 In exceptional circumstances, which occur just immediately before the hearing is scheduled to commence, the panel may hold the hearing by telephone conference for determination of any or all issues, in the same manner as an oral hearing.

4.0 REFERENCE DOCUMENTS

*The Education Act*
Board By-laws, Annex 2, § 3.2.4
Board Policy P.040.SCO: Withdrawal of Transportation Privileges
Board Policy P.077.PLG: Designated Schools/Student Transfers
Board Procedure PR.664.SCO: Appeals Hearing Panel (Student Transfers)
Board Procedure PR.530.SCO: Withdrawal of Transportation Privileges
Board Procedure PR.568.PLG: Designated Schools/Student Transfers (Elementary)
Board Procedure PR.569.PLG: Designated Schools/Student Transfers (Secondary)
POLICY P.072.CUR

TITLE: REQUESTS TO CONDUCT NON-BOARD-INITIATED RESEARCH IN SCHOOLS

Date Issued: February 1999
Last Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To establish authority for dealing with requests from universities, colleges, other agencies, and individuals to conduct non-Board-initiated research in our schools.

2.0 POLICY

2.1 The Director of Education is authorized to establish procedures for screening, modifying, approving, rejecting, monitoring and evaluating any research projects from individuals or groups who wish to conduct non-Board-initiated research which involves the resources, students, staff or time of the Board.

2.2 The Board supports the efforts of the Ottawa-Carleton Research Evaluation Advisory Committee to ensure that:
   a) research projects approved by the Committee contribute to educational knowledge;
   b) our schools and classrooms are not being interrupted unduly by these requests;
   c) the research design will guarantee defensible data;
   d) parents are consulted whenever testing involves their children;
   e) the research follows ethical guidelines.

2.3 The Director of Education shall authorize staff to participate in the Ottawa-Carleton Research Evaluation Advisory Committee for the purposes stated in 2.1 above.

2.4 The Ottawa-Carleton Research Evaluation Advisory Committee shall have the necessary authority to meet the purpose stated in 2.1 above. This Committee may forward such recommendations concerning research policy as may be required from time to time to the Board, through Committee of the Whole; but shall submit to the latter committee, at least annually, an information report on its activities, including a synopsis of research studies undertaken within the system.
3.0 REFERENCE DOCUMENTS

Board Procedure PR.562.CUR: Ottawa-Carleton Research Evaluation Advisory Committee
TITLE: SCHOOL COUNCILS

Date issued: 12 March 1998
Last Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

1.1 To ensure the effective operation of school councils in every school within the District’s jurisdiction, and, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

2.0 DEFINITIONS

In this policy:

Board refers to the Board of Trustees of the Ottawa-Carleton District School Board

District refers to the Ottawa-Carleton District School Board

3.0 POLICY

3.1 The Board shall encourage mutually supportive links between schools and the communities they serve, to better serve the needs of the students. Strong parent/guardian participation through school councils and the Ottawa-Carleton Assembly of School Councils reflects a commitment to further strengthening the involvement of parents/guardians and the community in Ottawa-Carleton schools and in Board decision-making.

3.2 The Ottawa-Carleton District School Board shall ensure the establishment and effective operation of school councils in every school within its jurisdiction. Parent/school associations may continue to co-exist along with the school council.

4.0 SPECIFIC DIRECTIVES

4.1 The school council shall act in an advisory capacity to the principal and to the Board and/or senior staff in accordance with the policies and procedures of the Board and of the Education Act and Regulations. The specific terms of reference of school councils are set out in Attachment 1 to this Policy.
4.2 The minimum composition of school councils is set out in Attachment 2 to this Policy. School councils may augment this basic composition to more accurately reflect the school community, provided that:

a) parents/guardians hold the majority of seats;

b) no elementary council has fewer than nine members, and no secondary council has fewer than 11 members*.

Note: See Attachment 2, § C, 1.15 below regarding the filling of vacancies. A school council consisting of fewer than nine (elementary) or 11 (secondary) members shall be allowed to function provided every attempt has been made to fill all positions.

4.3 Elections/appointments of members of school councils, including teaching, non-teaching and student members shall be held annually within 30 calendar days of the beginning of each school year. An election of parent/guardian members shall be held on a date that is fixed by the chair or co-chairs of the school council, in consultation with the principal of the school. In a case where a new school is established, the first election of parent/guardian members to the school council shall be held within 30 calendar days of the beginning of the school year on a date established by the Board, in consultation with the school principal. See Procedure PR.509.SCO: School Council Elections, Constitution and By-laws, which sets out the process to be followed for the election of school council members.

4.4 Officers of the school council as shall be elected annually, in accordance with Procedure PR.509.SCO, by the new council as a whole, following the elections/appointments described in 3.3 above.

4.5 In accordance with Ontario Regulations 612/00 and 613/00, the school principal shall facilitate the operation and functions of the school council, as outlined in Attachment 2 of this policy.

4.6 As advisory bodies which may not be incorporated, school councils shall meet their responsibilities as outlined in Attachment 1, and shall ensure that their members are aware of the potential for school council liability as outlined in Attachment 3.

4.7 The Board supports a central organization representing all school councils, to act as the primary conduit between the District and local school councils for communications and input/advice in policy initiatives.

4.8 Within the resources available to it, the District shall provide training and development opportunities for members of school councils, to assist them in their roles and strengthen their ability to act as effective agents for change and improvement in the schools.

4.9 The Board shall solicit the views and consider the recommendations of school councils relating to student achievement and/or the accountability of the education system to parents/guardians, including:
a) such policies and guidelines as may be established or amended with respect to the conduct of persons in schools within the District; appropriate student dress; allocation of funding to school councils; fund-raising activities of school councils; conflict resolution processes in case of internal school council disputes; and reimbursement for expenses incurred by members and officers of school councils;

b) the development of implementation plans for new education initiatives relating to student achievement or to the accountability of the education system to parents/guardians, including implementation plans for such Board policies and guidelines that may be established or amended with respect to the conduct of persons in schools within the Board’s jurisdiction and with respect to appropriate student dress;

c) District action plans for improvement based on the EQAO reports, on the results of tests of its students, on other measures of student achievement, and the communication of these plans to the public; and

d) the process and criteria applicable to the selection and placement of principals and vice-principals.

4.10 The District shall advise school councils of the action taken in response to such recommendations.

4.11 The Director of Education shall establish methods to assess the operation and to promote the effectiveness of school councils, and shall provide an annual report to the Board and the Ministry.

4.12 Nothing in this policy detracts from the statutory authority and duties of the Director of Education, superintendents and principals to implement the policies, programs and plans of the Board and to oversee and/or operate the schools in accordance with the Education Act and Regulations. All school staff remain under the jurisdiction of the principal at all times.

4.13 The Director of Education is authorized to issue such procedures as may be necessary in support of this policy.

5.0 APPENDices

Attachment 1: Responsibilities of School Councils
Attachment 2: Composition and Operation of School Councils
Attachment 3: School Council Liability

6.0 REFERENCES

The Education Act, 1998, § 170 (1), 17.1 and 170 (3)
Ontario Regulation 612/00, School Council Regulation and Ontario Regulation 613/00, Regulation to Amend Regulation 298.
Board Policy P.012.CON: Community Use of Schools
Board Policy P.046.SCO: School Communications: Distribution of Materials via Students
Board Policy P.052.SCO: Fund-raising in Schools
Board Policy P.104.SCO: Student Dress Code
Board Policy P.067.SCO: Volunteers
Board Procedure PR.536.SCO: School Communications: Distribution of Materials via Students
Board Procedure PR.509.SCO: School Council Elections, Constitution and By-Laws
Board Procedure PR.616.FIN: Accounting for School-Generated Funds
Board Procedure PR.540.SCO: Fund-raising in Schools
Board Procedure PR.555.SCO: Volunteers
RESPONSIBILITIES OF SCHOOL COUNCILS

1.0 Responsibilities of School Councils

1.1 School councils are advisory bodies. Subject to maintaining a school-wide focus as stipulated in 1.2 below, and within the policy parameters established by the District each school council may advise the school principal and, where appropriate, the school board, on any matter, including those listed below that the council has identified as priorities:

(a) the local school-year calendar;

(b) school code of student conduct;

(c) curriculum and program goals and priorities;

(d) the responses of the school or Board to achievement in provincial and Board assessment programs;

(e) preparation of the school profile;

(f) principal profile: provision of input as to the qualities, skills, attitudes and training/education for the board and administration to consider in the selection of school principals;

(g) school budget priorities, including local capital-improvement plans;

(h) school-community communication strategies;

(i) methods of reporting to parents/guardians and the community;

(j) extra-curricular activities in the school;

(k) school-based services and community partnerships related to social, health, recreational and nutrition programs;

(l) community use of school facilities;

(m) local co-ordination of services for children and youth;

(n) development, implementation and review of Board policies at the local level.

1.2 Council members shall maintain a school-wide focus on all issues. Council meetings are not a forum for discussion about individual parents/guardians, students, staff, trustees or other council members. Under the Municipal Freedom of Information and
Protection of Privacy Act (1989), councils cannot access information on individual students and staff. Individual members of the school community shall deal directly with the staff members and/or the principal to resolve specific concerns.

1.3 In addition to its advisory responsibilities, the school council:
(a) shall establish its goals, priorities, and procedures;
(b) may organize information and training sessions to enable members of the council to develop their skills as council members; and
(c) shall promote the best interests of the school community as a whole.

1.4 There is an obligation on the part of the District and the school principal to:
(a) provide to the school council existing non-confidential information necessary to carry out its responsibilities;
(b) subject to the Education Act and Regulations, the policies and procedures of the District and in particular section 1.2 above, allow the school council to publish information about its activities;
(c) permit the school council, within the parameters and guidelines established by the Board, to raise funds to be used for the benefit of the council in carrying out its duties and/or to benefit the school it represents.

1.5 School council fund-raising activities shall be governed by Ottawa-Carleton District School Board policies and procedures, for example Policy P.052.SCO: Fund-raising in Schools and accompanying District Procedures PR.540.SCO: Fund-raising in Schools and PR.616.FIN: Accounting for School-Generated Funds, and Policy P.012.CON: Community Use of Schools.

1.6 Members of school councils, parents and volunteers shall be protected by the Board's liability insurance policy while they are acting within the scope of their duties on behalf of the Board, as sanctioned by the principal, (see Attachment 3).

1.7 School councils should be aware of the liability and insurance coverage issues outlined in Attachment 3 of this policy, and should review their activities annually based on this information.

1.8 School councils shall communicate regularly with parents/guardians and other members of the community to seek their views and preferences with regard to advice being provided by the council, and to report on the activities of the council to the school community.

1.9 A school council may provide advice to the principal, Board and/or senior staff. In cases where the advice is given in writing, if this advice is not accepted, the principal, Board or senior staff, as the case may be, will, within a reasonable period of time, provide the school council with the reasons in writing. If there will be a delay in providing a response, reasons for the delay will be provided in writing to the council.
COMPOSITION AND OPERATION OF SCHOOL COUNCILS

1.0 COMPOSITION AND OPERATION OF SCHOOL COUNCILS

Composition

1.1 Each school council shall be composed of the following people:

(a) parents/guardians of students enrolled or registered in the school elected by the parents/guardians as determined under sections 1.2 and 1.7;

(b) one community representative appointed by the school council. Two or more representatives may be appointed if specified in the school council by-laws;

(c) one student for all secondary school councils, elected by the students;

(d) one student enrolled in an elementary school who is appointed by the principal of the school, if the principal determines, after consulting with other members of the school council, that the council should include a student;

(e) the school principal as a non-voting member;

(f) one teacher elected by the members of the teaching staff; and

(g) one administrative/support staff member elected by the administrative/support staff;

(h) if school membership is established in the Ontario Federation of Home and School Associations, a person appointed by this Association.

1.2 Parent/guardian members must form the majority of school council members. The minimum council size is nine (elementary) and 11 (secondary) members. At a minimum, the elementary school council shall have five parent/guardian and four staff/other members, while the secondary council shall have six parent/guardian and five staff/other members, including a student.

1.3 A school council may establish a maximum number of members through its school council constitution/by-laws.

1.4 The school council, in consultation with the principal, shall ensure that the annual election/appointment of teaching, non-teaching and secondary student representatives to the school council is carried out by each of these constituent groups within 30 calendar days of the beginning of the school year. A member of a school council may be re-elected or re-appointed unless otherwise specified in the constitution/by-laws of the council.

1.5 One or more community representatives shall be appointed annually by the members of the council as a whole.
1.6 School councils may expand membership on the council provided parents/guardians always hold the majority of seats by at least one, except in adult day schools where all "parent/guardian" positions will be held by students.

Eligibility
1.7 Board employees are eligible for election to a position as a parent/guardian representative on any school council at a school where their children are enrolled or registered unless they are employed in that school. Board employees who are eligible to run for election as parent/guardian representatives must take reasonable steps to inform people qualified to vote in the election of parent/guardian members of their employment. Election of Board employees who are eligible under this provision entitles them to express their views as any other parent/guardian on a school council.

1.8 A Board employee elected as a parent/guardian member of a school council may not serve as chair or co-chair of the council.

1.9 While trustees may attend school council meetings as observers, they are not eligible to be members of school councils in the Board in which they serve.

1.10 A Board employee may not be appointed as a community representative to a school council unless:
   (a) he/she is not employed at that school; and
   (b) the other members of the school council have been informed of the person’s employment prior to the appointment.

1.11 All members of a school council who are not staff members should be Ottawa-Carleton District School Board ratepayers. The community representative or representatives appointed to the council shall preferably be Ottawa-Carleton District School Board ratepayers who are currently neither parents/guardians of students attending the school or members of Board staff.

1.12 The composition of the school council should reflect the diversity of the community or communities served by the school. In defining a school community, considerations may include geography and/or school boundaries; language; and cultural, economic, business, demographic and socioeconomic considerations including representation for adult students, single parents/guardians, seniors.

Operations
1.13 To form a quorum as required for a meeting of the council:
   (a) a majority of the current members of the school council shall be present at the meeting; and
   (b) a majority of the members present shall be parent/guardian members.

1.14 For any seats which remain unfilled or become vacant following the elections, the school council shall continue to seek qualified persons to fill such seats. The council will make all such appointments subsequent to an election as expeditiously as possible. A school council consisting of fewer than nine (elementary) or 11 (secondary) members shall be allowed to function provided every attempt has been made to fill all positions.
1.15 In the event that a duly constituted school council cannot be formed in a given school year, the principal shall so notify the Board through the Superintendent of Schools. The principal shall then make every effort to facilitate the establishment of a school council for the current school year.

1.16 Elections to school councils shall be held on an annual basis in accordance with Board Procedure PR.509.SCO: School Council Elections, Constitution and By-Laws.

1.17 School councils shall elect officers and assign duties to these officers in a manner broadly consistent with School Councils Procedure PR.509.SCO.

1.18 The Chair or co-chairs of a school council must be elected by the council from amongst the parent/guardian representatives.

1.19 Meetings of the school council shall be held at least four times each year, and shall be open to the general public. The first meeting each year shall be held within 35 calendar days of the beginning of the school year. Meetings shall normally be held at the school. If a meeting is to be held elsewhere, the location shall be accessible to the public.

1.20 School councils may, in accordance with their constitution/by-laws, establish committees to make recommendations to the council, subject to the following:
   (a) each committee shall include at least one parent/guardian member of the council;
   (b) such committees may include persons who are not members of the council;
   (c) each committee meeting is held in public, and written notice of the dates, times and locations of such meetings is provided to the parents/guardians of all students enrolled in the school.

1.21 School councils may adopt such procedures for the conduct of meetings and of school council members as they deem appropriate, and which are consistent with Canadian principles of fairness and democracy as reflected in the Board's rules of conduct.

1.22 Each school council shall have the following roles and responsibilities fulfilled by:
   (a) The School Council:
      (i) ensures that the minutes of school council meetings are recorded and maintained*;
         * N.B.: The minutes should include, or have attached to them, any advice provided in writing to the principal, Board and/or senior staff by the council, and the written response or responses in reply.
      (ii) ensures that accurate minutes and records be retained on their website or otherwise for six years. Financial Records must be retained for seven years in accordance with District guidelines. An annual school council year-end report including, where applicable, a financial report, shall be prepared and presented to the council;
      (iii) ensures that the minutes and records of the council during the council’s tenure are passed on to the successor council;
      (iv) ensures that a current principal profile is on file with the District by 31 October of each year;
(v) may participate or assign an alternate to participate in information and training programs;
(vi) communicates with the school principal;
(vii) ensures that there is regular communication with the school community;
(viii) ensures that parents/guardians of all students enrolled in the school are consulted about matters under consideration by the council;
(ix) ensures that the constitution and by-laws of the council are maintained up to date and are reviewed annually by the council;
(x) consults with senior board staff and trustees, as required; and
(xi) prepares the annual report of the school council, including, if the council engages in fund-raising activities, a report on these activities, for submission to the school principal and the Director of Education.

(b) The School Council Chair:
(i) calls school council meetings;
(ii) prepares the agenda for school council meetings;
(iii) chairs school council meetings;
(iv) works collaboratively with school council members to assign and delegate the roles and responsibilities of the school council as outlined in 1.23 a) above.

(c) Council Members:
(i) participate in council meetings;
(ii) participate in information and training programs;
(iii) act as a link between the school council and the community;
(iv) encourage the participation of parents/guardians from all groups and of other people within the school community.

(d) The Principal:
The principal shall:
(i) facilitate the establishment of the school council and assist in its operation
(ii) on behalf of the school council, provide written notice of the dates, times and locations of annual elections and meetings of the council and of committees of the council to the parents/guardians of all students enrolled in the school, both by giving the notice to the student for delivery to his/her parent/guardian and by posting the notice in the school in a location that is accessible to parents/guardians;
(iii) support and promote the council's activities;
(iv) on behalf of the council, provide a copy of the annual school council report in the fall of each school year to:
   A the parents/guardians of all students enrolled in the school, both by giving the report to the student for delivery to his/her parent/guardian and by posting the report in the school in a location that is accessible to parents/guardians; and
   B the Director of Education;
(v) in accordance with the Act and Ontario regulations, seek input from the council by:
   A providing for the prompt distribution to each member of the school council, and for the posting in a location accessible to
parents/guardians, of Ministry materials identified by the Ministry for such distribution;

B attending all meetings of the school council or, when unable to do so, designating a staff member to attend on his/her behalf;

C acting as a resource to the council, and assisting the council in obtaining information relevant to the functions of the council, such as information relating to relevant legislation, regulations and policies, and the budgets for the school and for school-generated funds, required by the council to enable it to provide informed advice;

D considering each recommendation made by the council to the principal and advising the council of the action taken in response to the recommendation;

E soliciting the views of the school council with respect to:

   (I) the establishment or amendment of school policies and guidelines relating to pupil achievement or to the accountability of the education system to parents/guardians, such as the Board and school code of conduct and dress code;

   (II) the development of implementation plans for new education initiatives relating to student achievement or to the accountability of the education system to parents/guardians, for example the Board and school code of conduct and dress code;

   (III) school action plans for improvement based on EQAO reports, and the communication of these plans to the public; and

   (IV) all Board policies on which consultation is required, and any other matter for which the Board has directed that school councils be consulted.

   (vi) act as a resource on laws, regulations, board policies, and collective agreements;

   (vii) communicate with the chair of the council, as required;

   (viii) ensure that copies of the minutes of the council's meetings are kept at the school and are available to the public on request;

   (ix) assist the council in communicating with the school community;

   (x) encourage the participation of parents/guardians from all groups and of other people within the school community in the life of the school and the activities of the school council.

1.23 Roles and responsibilities of other school council officers shall be specified in the constitutions/by-laws of individual school councils.

1.24 No remuneration or honorarium shall be paid to members of the school council.

1.25 The preferable decision-making model for the school council is consensus. However, it is recognized that voting may be required from time to time. When a vote is taken, each member of the council, excluding the principal who is a non-voting member, is entitled to one vote. Similarly, each member of a committee of a school council, excluding the principal, is entitled to one vote when a vote is taken by the committee.
1.26 The school council should resolve disagreements collaboratively and through consensus or voting at the local level. In the event that a resolution is not attained at the local level, the Chair or principal will request the appropriate Superintendent of Schools to mediate the disagreement. If a resolution is not attained through the Superintendent of Schools, the Chair or principal will refer the matter to the Director of Education.
SCHOOL COUNCIL LIABILITY

1.0 School Council Liability [former section has been replaced with the Ontario School Boards’ Insurance Exchange (OSBIE) Advisory (April 2001) below]:

SCHOOL COUNCILS / PARENT GROUPS

1. PARENT GROUPS

Parent groups play a significant role and contribute to the success of many school functions through their volunteer efforts. This contribution is recognized through the school board's liability policy which extends coverage to members of parent groups while they are acting within the scope of their duties on behalf of the school board. Duties are those assigned by any authorized employee or trustee. Coverage is extended to volunteer parents involved in activities which are approved and controlled by any authorized employee or member of the board. The person authorizing the activity must assume responsibility for it and the activity must be in accordance with board policies and procedures. Thus if a member of a parent group were sued because of alleged negligence arising out of their duties for the board, the OSBIE policy would provide protection.

The parent organizations require their own liability insurance as protection against being named in a lawsuit for activities of the group that are independent of a school and are not directed by a school employee or trustee. Activities such as conventions, social outings of the parent group, independent fund-raising events, etc., would not fall under the board's liability insurance.

The Ontario Home & School Association and the Federation of Catholic Parent-Teacher Associations of Ontario both have made liability insurance available to their membership. Parent groups should investigate the feasibility of obtaining liability insurance for their organizations for activities that are not under the jurisdiction of the school board.

2. SCHOOL COUNCILS

School councils are deemed to be formed for the sole purpose of providing advice to school staff. Members of school councils are protected by the boards' liability insurance for lawsuits while they are working within the scope of their mandated duties for the board.

Since the Ministry of Education and Training issued its Policy/Program Memorandum No. 122 on April 12, 1995, a mandate to form school council advisory organizations, the OSBIE office has received a number of questions regarding insurance coverage for School Councils.

To help to clarify the matter of insurance protection, the remainder of this bulletin is written in a question and answer format. It is recommended that this bulletin be copied and distributed to all interested parties.
Q-1 Are school councils protected by the board's liability insurance while they are working within their mandate to provide advice to the principal?

A-1 Yes. School councils are mandated by the Ministry of Education & Training to provide advice to principals on a variety of issues. While the members of the council are performing their duties as outlined by the Ministry of Education and Training for the board, they are deemed to be working within the scope of their duties (to provide advice to the principal), and are an insured as defined in the liability policy.

Q-2 What if school councils go beyond their mandate to provide advice? What if they become involved in some of the fund-raising activities that were previously run by parent groups? Does the board's liability insurance protect them in these circumstances?

A-2 It depends.

i) YES, they are protected IF the school council members are "working within the scope of their duties for the board as assigned by an authorized board representative". For example, if a school principal organized a fund-raising activity and the school council members were asked to assist with the event, insurance protection would be provided to those members who volunteered.

ii) NO, IF the school council members involve themselves in a fund-raising or other activity on their own and outside of the control of the school or board, the members are not protected by the board's liability insurance policy. For example, if a school council decided to hold a Christmas social, a family social event, conduct a craft sale, orchestrate programs not provided by schools, etc. on its own, coverage is not extended by the board's insurer.

Q-3 If my school council is willing to volunteer its time and energy to run a series of fund-raising events, why must we have the board's support and input on our plans? If my school council decides to run a program on school premises, after school for the benefit of children and families in the community, why does the board have to be involved in setting up the program and outlining the rules for operation in order for me to be covered by the board's insurance? The board is obstructing our creativity by imposing rules? Is it fair for the board to withhold insurance protection if we don't follow the board's rules?

A-3 Yes, it is fair. The board has a high onus to ensure that any activity in which it or its representatives are involved is conducted in a safe manner. A board develops procedures and policies with respect to various activities with safety in mind. Safety and security must have priority when it comes to any school activity. Matters such as accommodations, equipment, supervision, training, appropriateness of the activity, etc. must all be addressed before an activity is undertaken. School officials have developed policies and procedures to ensure safety for students and others. To disregard these policies and procedures may lead to injury and to losses.

A liability insurance policy issued to a school board provides protection to the school board and to other interests while they are acting within the scope of their duties on behalf of the board. The insurer protects the board and others for activities within the
control and jurisdiction of the school board. If the activity is outside of the jurisdiction of the school board, then coverage is not provided for that activity. A board is not obligated to assume responsibility for an activity independent of a school even if the school might be the beneficiary.

Therefore, it is fair for the board to advise school councils that if they run activities outside of the board's jurisdiction, they must purchase their own insurance that would respond to claims brought against them arising out of their events. They cannot be deemed to be working within the scope of duties for the board if they are not involved in a board controlled activity.

Q-4 If the school council is given permission to use a school gymnasium for an after-school program that the parents are running, are the parents protected by the board's liability insurance?

A-4 No. If the school council is simply using the school gym to operate a non-school activity, the group would require it's own liability insurance for the activity they are running. They would be in the same position as other users of school premises, and should provide liability insurance for their activities on the board's premises.

Q-5 Do school councils require their own liability insurance?

A-5 Yes, they do if they engage in any activities beyond their assigned duties. School councils will inevitably be involved in personal activities that are not under the jurisdiction of the school. Activities such as providing after-hours child care, running music programs, or organizing a Christmas party or other social activity for the council members would need to be insured by the school council's insurance.

Q-6 Can school councils purchase liability insurance from OSBIE?

A-6 No, not through OSBIE. OSBIE is a Reciprocal Exchange that is licensed to insure school boards only.

Q-7 Where would school councils purchase liability insurance?

A-7 We are aware of two possible sources of group insurance for school councils.

1. The Ontario Federation of Home and School Associations has a group liability insurance policy available to their members only. School councils members involved in fundraising and other activities independent of a school may wish to consider membership in this Association.

2. The Ontario Association of Parents in Catholic Education will add School Councils who become members to their group liability policy. Information about membership and insurance can be obtained through the London Office at 519-432-5573.

Liability insurance protection is just one of the benefits of membership in either of these organizations.
These group liability insurance programs are designed to complement liability insurance policies provided by OSBIE or any other school board insurer.

Note: The Ontario Public School Boards Association (OPSBA) has arranged a special liability insurance package specifically designed for School Councils/Parent Groups of Member Boards. This package is available to any school council or home and school association of any schools whose board is an OPSBA member (Note: The OCDSB is a member board).
TITLE: BOARD-COMMUNITY RELATIONS

Date issued: 30 January 1998
Revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To ensure that the Board's various communities have timely access to accurate information on the schools and school system, and have opportunities for effective involvement in decision-making processes.

2.0 POLICY

2.1 The Board of Education and the school district operate most successfully with the support and involvement of knowledgeable and informed members of the Board's various "communities". The quality of education is highly influenced by the beliefs held in the community at large and the extent to which the community is able and willing to support the schools and Board programs and services.

2.2 The Board shall ensure, to the degree possible, that the public and various groups and organizations in the school district, including internal groups, are provided with timely information and opportunities for meaningful interaction with the Board.

2.3 To this end:
   a) notice shall be circulated to the public and the media, according to Board practice, of all functions to which all members of the Board are invited, including functions outside the normal committee and Board schedule if the discussions will move the business of the Board materially along the way in the overall spectrum of a Board decision; and
   b) while notice shall be published of briefing sessions such as trustee orientation and team building sessions, such sessions may be held for trustees and staff alone as long as policy matters or other issues are presented and discussed but not debated, and as long as the Board is not being asked for its recommendations on any change of policy.

2.4 The Board recognizes the key role played by the media in keeping the public informed on school and school district activities and issues. It will have in place programs to
develop and maintain strong relations with the media based on openness, fairness, accuracy of information, consistency and continuity.

3.0 SPECIFIC DIRECTIVES

3.1 Processes shall be in place to ensure there is effective community involvement in decision-making and policy development.

3.2 The role of School Councils as a vital link in Board-community relations is recognized and supported.

3.3 Such administrative steering committees as may be established from time to time to consider such topics or issues as report cards, school profiles or other matters of current interest in which there is a need for community involvement may include, as appropriate, parents nominated by the Ottawa-Carleton Assembly of School Councils (OCASC) and/or Parent Involvement Committee (PIC) and/or students nominated by the Ottawa-Carleton Student Presidents' Council.

3.4 The Chair of the Board, or his or her delegate, shall be the official spokesperson for the Board.

3.5 Board publications shall be written in clear, unambiguous non-sexist language, reflective of the City of Ottawa's multicultural society, and be of consistently high quality within the limit of available resources.

3.6 A plan or plans shall be developed to manage communications in crisis situations.

3.7 A summary of communications activities and programs will be provided to the Board annually.

4.0 REFERENCES

The Education Act, 1998, § 170, 171, 207
Board Policy P.014.SCO: School Councils
TITLE: SELECTION OF SUPERVISORY OFFICERS

Date issued: 18 February 2005
Last Revised: 25 November 2014
Authorization: Board 25 November 2014

1.0 OBJECTIVE

To demonstrate the Board’s commitment to providing exemplary leadership for the Ottawa-Carleton District School Board through the selection of supervisory officers.

2.0 DEFINITIONS

In this policy,

2.1 Board refers to the Board of Trustees of the Ottawa Carleton District School Board.

2.2 District refers to the Ottawa Carleton District School Board.

3.0 POLICY

3.1 The Board is committed to providing the District with vibrant and meaningful leadership and demonstrates this commitment through the selection of supervisory officers who have the skills, knowledge and values to create and promote a high performance organization and optimum conditions for student success.

3.2 The selection of supervisory officers shall be fair, equitable, and transparent, and shall incorporate clearly identified supervisory officer selection criteria that demonstrate proven leadership qualities, a commitment to excellence in public education, and a commitment to fulfilling the mission, goals, objectives and policies of the Board.

3.3 The Board shall establish an ad hoc Selection Committee whose mandate shall be to recommend the selection of supervisory officers. Membership shall include:
   a) three members of the Board:
      i. The Chair or designate; and
      ii. Two other trustees selected by the Board.
b) and three members of senior staff:
i. The Director of Education; and
ii. Two others selected by the Director of Education.

3.4 Finalist candidates shall be required to provide professional references who can speak to their professional competencies, skills and personal attributes. References should be drawn from a variety of sources which might include supervisors, subordinates, peers, trustees, parents, and community members, as appropriate.

3.5 The Selection Committee will be responsible for submitting recommendations on appointments to supervisory officer positions to the Board for approval.

4.0 SPECIFIC DIRECTIVES

4.1 The Director of Education shall issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, PART XI s. 283 (2), 278, 279, 284, 285, 286
Ontario Regulation 309, PART I Qualifications of Supervisory Officers
Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code
Board Policy P.006.HR: Delegation of Authority – Human Resources
Board Procedure PR.641.HR: Selection of Supervisory Officers
Ottawa-Carleton District School Board Mission Statement
# CONSULTATION PLAN

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

<table>
<thead>
<tr>
<th>DATE:</th>
<th>November 3, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT:</td>
<td>Reconsideration of Approved Motion/Information Concerning Interim Measures – Kanata North</td>
</tr>
<tr>
<td>CONTACT / PROJECT LEAD</td>
<td>Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, <a href="mailto:Michael.Carson@ocdsb.ca">Michael.Carson@ocdsb.ca</a></td>
</tr>
</tbody>
</table>

## WHAT?

1. **WHAT IS THE PURPOSE OF THE CONSULTATION?**
   (Describe project scope, nature of consultation, decision to be made, and any relevant information)

   The scope of the consultation includes two elementary schools; Roland Michener P.S. and Stephen Leacock P.S.

   The consultation will serve to address staff’s recommendation that the programming for Stephen Leacock P.S. remain single track Early French Immersion and for Roland Michener P.S. remain single track English until such time that program enrolments support a reconsideration of dual tracking both schools.

   It will also seek input on the continuation of interim measures until the new school in Kanata North is completed September 2016.

## WHY?

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

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

## 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)?

While the consultation will serve to meet a broad range of OCDSB goals, the consultation will address more specifically the Board approved motions resulting from the Kanata North ARC process. The consultation will seek to determine community preference regarding programming at Stephen Leacock P.S. and Roland Michener P.S. 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.
### CONSULTATION PLAN

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

#### WHO?

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

<table>
<thead>
<tr>
<th>OCDSB Community</th>
<th>Internal to OCDSB</th>
<th>External / Other (please identify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td><em>X</em> Trustees</td>
<td>Agencies/associations</td>
</tr>
<tr>
<td><em>X</em> Parents/guardians</td>
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<td><em>X</em> Community groups</td>
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<tr>
<td><em>X</em> School council(s)</td>
<td><em>X</em> Principals and/or Vice-principals</td>
<td><em>X</em> General Public</td>
</tr>
<tr>
<td>Ottawa Carleton Assembly of School Councils</td>
<td><em>X</em> Managers</td>
<td>___ Other governments</td>
</tr>
<tr>
<td>Advisory committees (Specify below)</td>
<td><em>X</em> District staff</td>
<td>___ Other</td>
</tr>
<tr>
<td>Special Education Advisory Committee, etc</td>
<td><em>X</em> Federations</td>
<td></td>
</tr>
<tr>
<td><em>X</em> Transition Team</td>
<td>___ Other</td>
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</table>

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 will take 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 Trustee, Superintendent of Instruction for area and Superintendent of Facilities. Many of the parents were involved in the Kanata North ARC process and have been involved in the Kanata North Transition Team for the addition at the Earl of March Secondary School and are aware of the issues.

#### HOW?

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

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

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

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

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

Please describe:
## 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:

<table>
<thead>
<tr>
<th>PROJECTED DATE(S)</th>
<th>ACTIVITY/MILESTONE</th>
<th>NOTES**</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2014/January 2015</td>
<td>Staff to report back on input received and provide a recommendation for September 2015.</td>
<td></td>
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</table>

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)
**In filling out this chart, please note:**
- the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;
- any constraints such as necessary deadlines, availability of stakeholders; and
- the timelines for communicating the outcome/related decisions reached to those consulted.

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

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

Please describe:

<table>
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<tr>
<th>OTHER</th>
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</table>

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

Consultation costs will be managed within existing departmental budgets.

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

11. **EVALUATION:**

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

<table>
<thead>
<tr>
<th>Outcomes/results; satisfaction of participants.</th>
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# CONSULTATION PLAN

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

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<tr>
<th>DATE:</th>
<th>18 November 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT:</td>
<td>2015-2019 Strategic Plan Consultation</td>
</tr>
<tr>
<td>CONTACT / PROJECT LEAD</td>
<td>Michele Giroux/Paula Hall</td>
</tr>
</tbody>
</table>

## WHAT?

### 1. WHAT IS THE PURPOSE OF THE CONSULTATION?

(Describe project scope, nature of consultation, decision to be made, and any relevant information)

The purpose of the consultation is to obtain input from our OCDSB stakeholders on the development of our 2015-2019 strategic plan. The consultation process is going to target students, staff, parents/guardians, school communities and the public. The input from the consultation will be used to help the Board and senior staff to identify priorities that will be included in the new strategic plan which will be presented to Board for final approval in June 2015.

## WHY?

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

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

Consultation is a priority in the strategic planning process. Consultation provides the qualitative data which combined with the quantitative data results in the generation of the environmental scan.

### 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 consultation on the next Strategic Plan links directly to both the plan of the current Board and will aid in the creation of the development of the next plan. The Education Act in Ontario requires all school districts to have a 3-5 year strategic plans.
CONSULTATION PLAN
(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

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

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</tr>
<tr>
<td>___ Other _________________________</td>
<td>___ Other _________________________</td>
<td>___ Other</td>
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</tbody>
</table>

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

There are four key audience groups: i) Students, ii) Parents/Guardians and general public, iii) Staff and iv) Community Partners.

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.)

Discussions regarding the consultation process have been held with senior staff, at Parent Involvement Committee and at Committee of the Whole in June.

HOW?

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

| _X_ Media advertisement (print and/or radio) | _X_ School newsletter |
| _X_ Letter distribution                    | _X_ Website (schools and/or OCDSB sites) |
| _X_ School council(s)                      | _X_ Other-Social Media |
| _X_ 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)?

The consultation will be featured on the OCDSB website, and information will be made available to schools for posting on their school websites. Direct email to parents, staff and community partners will be sent during all four stages of the consultation. Presentations will be made to stakeholders through school council, committee meetings, staff meetings and student forums. Awareness will be enhanced using the media and social media. Promotional videos will be used to explain and support each stage of the process.

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

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

Please describe: The consultation will use 3-4 questions to engage stakeholders input about what we should celebrate, where we have opportunities for growth and how we should focus our priorities for the next four years. The questions will be shared with the community and feedback will be submitted electronically. There will be a period for collecting ideas, those ideas will be sorted and then there will be an input process for setting priorities.
# Consultation Plan

(References: Policy P.110.GOV and Procedure PR.644.GOV)

## When?

### 8. Project Plan for Consultation (Key Activities and Communications):  

- Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation

<table>
<thead>
<tr>
<th>Targetted Date for Final Decision:</th>
<th>June 2015</th>
</tr>
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<tr>
<td><strong>Projected Date(s)</strong></td>
<td><strong>Activity/Milestone</strong></td>
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</table>
| 25 November 2014 to early December 2014 | **Awareness**  
- Develop web content  
- Promotional video, posters, media release, social media launch  
- Send direct email to stakeholders  
- Presentations at meetings | The objective of this phase is to make contact with stakeholders and build awareness about the process, key dates and mechanism for input. |
| Early December to mid-December 2014 | **Idea Collection**  
- Launch idea URL address  
- Release input video  
- Send direct input to stakeholders  
- Host student input sessions | This is a 10 day period where stakeholders submit ideas/input electronically. |
| January 2015 | **Priority Setting**  
- Launch priority setting URL  
- Release priority setting video  
- Send direct email to stakeholders  
- Presentations at meetings | This is a 10 day period where a summary of the input is received from the Idea Collection stage and is shared with stakeholders and they are asked to prioritize the ideas. |
| March to May 2015 | **Draft Plan**  
- Release of draft plan  
- Send direct email to stakeholders  
- Presentations at meetings | This is the final consultation where the draft plan is presented at COW and then shared with the community for input. |
| June 2015 | **Approval of 2015-2019 Strategic Plan** | |

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

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

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

Please describe: The consultation results will be featured on the OCDSB website, and information will be made available to schools for posting on their school websites. Direct email to participants will be sent to share the results of the process. Awareness will be enhanced using the media and social media. Promotional videos will be used to explain and support each stage of the process.

**OTHER**

10. **ESTIMATED COSTS FOR THE CONSULTATION***

The consultation costs include software, facilitation, communication, and advertising. There is an established budget for strategic planning process which is $150,000 per annum. The consultation will be funded using a portion of that budget.

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

11. **EVALUATION:**

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

The effectiveness of the consultation process will be mainly determined by the number of participants who engage in the consultation during each stage. Also the ideas that participants share will be assessed to determine if the consultation was structured in the best way. We will have ongoing communications with the participants to ensure they are informed and clear about the process and to help navigate any concerns or issues that are identified.
POLICY P.134.PLG

TITLE: CAPITAL PROJECT PLANNING (FACILITIES)

Date issued: 25 November 2014
Last revised: 
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To set out the process by which capital project alternatives are identified, evaluated, approved and funded.

2.0 DEFINITIONS

In this policy,

2.1 Approved Project refers to a project alternative that is selected as a preferred solution to addressing an identified need.

2.2 Board refers to the Board of Trustees.

2.3 Capital Project refers to any project, requiring Board approval that creates new school capacity, improves the physical condition or extends the life of an existing school, reconfigures physical space to facilitate implementation of new programming, or enhances the physical attributes of the learning environment. It does not include projects funded through annual facilities renewal grants.

2.4 Capital Project Alternative refers to one or more proposed capital projects that are evaluated in terms of their relative effectiveness in addressing a specific identified need.

2.5 District refers to the Ottawa-Carleton District School Board.

2.6 District Needs Analysis refers to the multi-year analysis undertaken on a four year where trends impacting on the District’s buildings and sites (existing and projected) are forecast.

3.0 POLICY

Policy Statement

3.1 The Board is committed to ensuring a fair and equitable process for the construction and renewal of capital facilities which provide students and staff with safe, healthy and inspiring learning environments that are connected to and accessible by the larger community.
Guiding Principles

3.2 The following guiding principles shall govern the planning process for capital projects:
   a) Capital planning shall be multi-year to ensure effective stewardship of the Board’s resources, including acquisition and disposal of school sites, property maintenance, building renewal and site operations;
   b) Capital planning must balance the competing demands of growth pressures, new program initiatives and/or school renewal with resource limitations such that projects are prioritized based on relative need; and
   c) All capital planning shall be guided by the principles that schools shall be safe, inspiring, healthy, green, accessible, community based and provide value for money.

4.0 SPECIFIC DIRECTIVES

District Needs Analysis

4.1 Staff shall conduct a District Needs Analysis of conditions and pressures in relation to the adequacy of the facilities portfolio every four years. The analysis shall take into account the needs of not only the District as a whole but also the needs of the individual communities served and shall examine the following factors:
   a) Growth pressures;
   b) Trends in enrolment;
   c) Gaps in programming accessibility;
   d) New program initiatives;
   e) Facility condition; and
   f) Suitability as teaching and learning space.

4.2 The District Needs Analysis shall provide a forward looking scan of emerging conditions at a District level and shall articulate the location and magnitude of any identified needs.

4.3 A summary report of the District Needs Analysis shall be presented to the Board in the second year of the term of office for approval, and shall be a reference resource to inform capital planning decisions over a four-year period.

4.4 Annually, staff shall review the District Needs Analysis to identify any emergent needs related to the factors outlined in section 4.1 and, if required, prepare an interim report to the Board.

4.5 The District Needs Analysis shall be used to inform the development of a work plan which identifies the capital project pathways that will be used to undertake a more detailed analysis of needs.

4.6 As part of the cyclical refresh of the District Needs Analysis, all projects on the list may be subject to a review of the ongoing relevance of the project(s).
Capital Project Planning, Evaluation and Approval Pathways

4.7 The District uses a variety of capital project pathways to assess needs and identify capital project alternatives, or other solutions. Pathway options may overlap and can include:

a) Boundary and Program Studies:
   (i) A “growth study” is used to consider capital project alternatives relating to new pupil places, typically in fast growing portions of the City. This will include a review of adjacent space.
   
   (ii) An “accommodation review” is used where there is a need to examine the reconfiguration of existing schools to meet changes in enrolment patterns, grade structure or programming options, or growth, and involves the participation of affected school communities.

b) New Program Initiatives:
   (i) New program initiatives launched by the Board or in response to Ministry direction may require changes to a school’s physical space.

c) Learning Environment Audit/District Facilities Analysis:
   (i) A “facilities condition and learning environment audit” is used to identify deficiencies due to the physical condition of an existing school making it ill-suited for the continuing delivery of programming within a safe and inspiring school environment.

4.8 Regardless of the pathway used to analyze needs and/or develop capital project alternatives, staff shall consult with the community. The scope of all consultation plans shall be approved by the Board prior to the commencement of any review. Unless unforeseen needs arise, Board approval for consultation plans should be sought far enough in advance of the need to decide on a solution in order to provide the Board with options with respect to extending or otherwise varying the consultation terms.

4.9 The results of the consultation shall be formally presented to the Board with a recommendation which takes into consideration the following characteristics:

a) Optimization of existing building utilization for student learning, well-being, and safety;

b) short-term needs and how it creates or enhances a facility to remain relevant for the long term;

c) a learning environment that is safe, healthy, inspiring, accessible, green and connected to the community; and

d) an investment that represents good value for money.

4.10 The Board shall consider the staff recommendation and render a decision taking into consideration the guiding principles established in this policy, the data presented in both the District Needs Analysis and the pathway study, and the needs of the school community and of the District as a whole.
List of Board Approved Projects

4.11 Staff shall consolidate all projects receiving Board approval onto a single list which includes:
   a) the date the project was approved;
   b) the project type;
   c) a summary of the outcomes to be achieved through project implementation;
   d) a projection of the number of students who will be both positively and negatively affected over a ten-year time span as a result of project implementation;
   e) proposed year of implementation; and
   f) estimated costs of the project.

In setting priorities in Board-approved projects, and those projects subsequently outlined under 4.14, Capital Priorities List for Ministry of Education, Board and staff shall have regard to guiding principles outlined in section 3.1 and more specific quantifiable criteria, as approved by Board from time to time for inclusion in this process.

4.12 On an annual basis, the staff shall provide the Board of Trustees with a recommended prioritized list of capital projects, showing baseline enrolment and growth projections, a review of adjacent space, and all other factors included with the rationale including supporting data and shall have regard to the guiding principles in Section 3.2.

Project Funding

4.13 Projects may be funded through capital funding programs as provided and controlled by the Ministry of Education and/or funds generated to implement capital projects.

Capital Priorities List for Ministry of Education:

4.14 When the Ministry of Education requests boards to submit a list of projects for funding approval, the Board shall submit a list of Board approved projects, "sorted" so as to respond to the Ministry’s current set of criteria as determined from time to time but according to the prioritization list set out in section 4.12.

Exception

4.15 Notwithstanding the above, staff may bring other proposals forward for Board approval to respond to an emergency or specific funding opportunity.

Procedure

4.16 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

Education Act
TITLE: AUDIT COMMITTEE

Date issued: 12 March 1998
Last revised: 25 November 2014
Authorization: Board: 25 November 2014

1.0 OBJECTIVE

To govern the composition, operation and reporting responsibilities of the Audit Committee.

2.0 DEFINITIONS

In this policy:

2.1 Audit committee refers to the statutory committee established in accordance with Ontario Regulation 361/10 and the Education Act.

2.2 Board refers to the Board of Trustees.

2.3 District refers to Ottawa-Carleton District School Board.

2.4 External auditor refers to an auditor appointed by a Board under subsection 253 (1) of the Act to perform the duties referred to in subsection 253 (4) of the Act.

2.5 Internal auditor refers to the manager of the audit team funded by the province, who for eastern Ontario school districts, examines and evaluates the Board’s records and procedures related to risk management, internal controls and governance processes and makes recommendations on ways to improve those processes or such other individual as is appointed by the Board to fulfill these duties.

2.6 Regulation refers to Regulation 361/10, which establishes and governs audit committees in school districts.

2.7 Reporting entity refers to, with respect to a board, an organization that is required to prepare reports for the purposes of the Board regarding the organization’s financial affairs and resources.

2.8 Selection committee refers to the committee charged with recommending appointment of external candidates to the Board for approval.
3.0 POLICY

Policy Statement

3.1 The Board is committed to fulfilling its fiduciary role to ensure the effective use of resources in support of student achievement and well-being. An effective audit committee as prescribed in Regulation 361/10 will assist the Board in fulfilling its duties related to governance and oversight, through its review of processes and recommendations to the Board for the improvement of those processes.

3.2 The Audit Committee will review and make recommendations to the Board with respect to three main areas, namely:
   a) Financial reporting and liaison with the external auditor;
   b) The status of internal controls and the work of the internal auditor; and
   c) The District’s risk management practices.

Guiding Principles

3.3 In fulfilling its duties, the Audit Committee and its members will adhere to the Ottawa-Carleton District School Board (OCDSB) Code of Conduct and ensure that its activities comply with other governing legislation, such as the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). Audit committees are given broad powers by the Education Act in their role of supporting the Board of Trustees. When exercising these powers, the committee will respect the roles of staff and trustees in the effective governance of the organization.

4.0 SPECIFIC DIRECTIVES

Composition of the Committee

4.1 The Audit Committee shall consist of three (3) trustees, elected at the Board’s annual organizational meeting and two (2) external members. In order to assist with continuity, one trustee will be appointed for a two year term.

4.2 The external members will be appointed for three year terms. In order to assist with continuity, these terms will be offset by one year.

4.3 To be eligible for appointment as an external member, a person must meet the requirements outlined in the regulation, namely:
   a) They have accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board;
   b) They are not an employee of the District, or officer of the Board, or of any other Board at the time of their appointment;
   c) They do not have a conflict of interest, defined as having a parent, child or spouse employed by the District; and
d) They were identified by the selection committee as a potential candidate for appointment to the Audit Committee.

4.4 The selection committee shall be composed of the Director of Education, the Chief Financial Officer and the Chair of the Board, or another trustee designated by the Chair.

4.5 Should an external member become ineligible during their term, they shall resign from the committee. The Board shall appoint a replacement for the balance of the term, who may be selected from the most recent panel of candidates for the position, without the need for re-advertising should that be the will of the Board.

Operation of the Committee
4.6 At its first meeting following the Board’s organizational meeting, the committee will elect a chair from among the trustee members.

4.7 Two (2) trustee members and (1) external member shall constitute quorum.

4.8 The Audit Committee of the Board shall meet at least three times in each fiscal year at the call of the chair of the committee, and at such other times as the chair considers advisable.

4.9 The first meeting of the Audit Committee in each fiscal year shall take place no later than September 30.

4.10 Each member of the committee shall have one vote. In the event of a tie the chair of the committee may vote again.

4.11 The OCDSB Code of Conduct, insofar as it applies to trustees, shall also apply to the external members in relation to their duties as members of the committee.

Duties of the Committee
4.12 With respect to the District’s financial reporting process, the committee has the following duties:
   a) To review with the Director of Education, the Chief Financial Officer and the external auditor the Board’s financial statements, with regard to the following:
      i. relevant accounting and reporting practices and issues;
      ii. complex or unusual financial and commercial transactions of the Board;
      iii. material judgments and accounting estimates of the Board; and
      iv. any departures from the accounting principles published from time to time by the Canadian Institute of Chartered Accountants that are applicable to the Board;

   b) To review with the Director of Education, a senior business official and the external auditor, before the results of an annual external audit are submitted to the Board:
      i. the results of the annual external audit;
      ii. any difficulties encountered in the course of the external auditor’s work, including any restrictions or limitations on the scope of the external auditor’s work or on the external auditor’s access to required information;
any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit; and
any significant disagreements between the external auditor and the Director of Education or a senior business official and how those disagreements were resolved;

c) To review the Board’s annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board;
d) To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements;
e) To review with the Director of Education, a senior business official and the external auditor all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards;
f) To review with the external auditor material written communications between the external auditor and the Director of Education or a senior business official;
g) To ask the external auditor whether the financial statements of the Board’s reporting entities, if any, have been consolidated with the Board’s financial statements; and
h) To ask the external auditor about any other relevant issues.

4.13 With respect to the Board’s internal controls, the committee has the following duties:
a) To review the overall effectiveness of the Board’s internal controls; and
b) To review the scope of the internal and external auditor’s reviews of the Board’s internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board’s staff to those findings and recommendations.

4.14 To discuss with the Board’s officials the Board’s significant financial risks and the measures the officials have taken to monitor and manage these risks.

4.15 With respect to the internal auditor, the committee has the following duties:
a) To review the internal auditor’s mandate, activities, staffing and organizational structure with the Director of Education, a senior business official and the internal auditor;
b) To make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans;
c) To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit;
d) To review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance;

e) To review the effectiveness of the internal auditor, including the internal auditor’s compliance with the document *International Standards for the Professional Practice of Internal Auditing*, as amended from time to time, published by The Institute of Internal Auditors and available on its website;

f) To meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed; and

g) To review with the Director of Education, a senior business official and the internal auditor:
   i. significant findings and recommendations by the internal auditor during the fiscal year and responses of the Board’s staff to those findings and recommendations;
   ii. any difficulties encountered in the course of the internal auditor’s work, including any restrictions or limitations on the scope of the internal auditor’s work or on the internal auditor’s access to required information; and
   iii. any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.

4.16 With respect to compliance matters, the committee has the following duties:

a) To review the effectiveness of the Board’s system for monitoring compliance with legislative requirements and most usually with the Board’s financial and reporting policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the Director of Education, supervisory officers or other persons employed in management positions to address the non-compliance;

b) To review any significant findings of regulatory entities, and any observations of the internal or external auditor related to those findings;

c) To review the Board’s process for communicating any codes of conduct that apply to Board members or staff of the Board to those individuals and the Board’s process for administering those codes of conduct;

d) To obtain regular updates from the Director of Education, supervisory officers and legal counsel regarding compliance matters; and

e) To obtain confirmation by the Director of Education and supervisory officers that all statutory requirements have been met.

4.17 With respect to risk management, the committee has the following duties:

a) To ask the Director of Education, a senior business official, the internal auditor and the external auditor about significant risks, to review the Board’s policies for risk assessment and risk management and to assess the steps the Director of Education and a senior business official have taken to manage such risks,
including the adequacy of insurance for those risks. This may include the identification of risks by the committee.

b) To perform other activities related to the oversight of the Board’s risk management issues or financial matters, as requested by the Board;

c) To initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing; and

d) To recommend to the Board a schedule for cyclical reports on the matters referred to in 4.16 (d) and (e) and 4.17 (a).

General

4.18 From time to time the Board may, by resolution, refer other items to the committee for its consideration and recommendations and report on any such referred items in the annual report.

4.19 The Audit Committee shall submit to the Board on or before a date specified by the Board an annual report that includes:

a) Any annual or multi-year audit plan of the Board’s internal auditor;

b) A description of any changes made to a plan referred to in clause (a) since the last report of the committee;

c) A summary of the work performed by the internal auditor since the last annual report of the committee, together with a summary of the work the auditor expected to perform during the period, as indicated in the plan referred to in clause (a); and

d) A summary of risks identified and findings made by the internal auditor.

4.20 The Board shall submit a copy of the annual report to the Minister in each fiscal year on or before a date specified by the Minister.

4.21 The Audit Committee shall submit a report to the Board in each fiscal year on or before a date specified by the Board, and at any other time as may be requested by the Board, that includes:

a) A summary of the work performed by the committee since the last report;

b) An assessment by the committee of the Board’s progress in addressing any findings and recommendations that have been made by the internal or external auditor;

c) A summary of the matters addressed by the committee at its meetings;

d) The attendance record of members of the committee; and

e) Any other matter that the committee considers relevant.
4.22 Meetings of the Audit Committee shall be held in public unless there are matters that are to be dealt with in camera, in accordance with the OCDSB’s policies and the Education Act. In those cases where matters are dealt with in camera, trustees who are not members of the committee are entitled to attend. Should the committee choose to exclude non-members under the provisions of the Regulation, the reasons for such exclusion must be documented in the committee’s minutes and shared with the Board as soon as practical.

5.0 REFERENCE DOCUMENTS

*Education Act of Ontario and Regulations under the Education Act*
*Ontario Regulation 361/10*
*Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990*
*Policy P.125.SCO: School Board Code of Conduct*