



## **REPORT NO. 16, COMMITTEE OF THE WHOLE**

DATE: 1 May 2018

A meeting of the Committee of the Whole was held this evening in the Trustees' Committee Room, 133 Greenbank Road, Ottawa, Ontario, commencing at 6:30 p.m. with Trustee Lynn Scott in the chair and the following trustees also in attendance: Donna Blackburn, Christine Boothby, Chris Ellis (electronic communication), Theresa Kavanagh, Shawn Menard, Dr. Anita Olsen Harper, Keith Penny, Sandra Schwartz, and Shirley Seward.

**STUDENT TRUSTEES:** Alexander MacDonald and Rita Ramotar.

**STAFF:** Director of Education, Jennifer Adams; Associate Director of Education, Brett Reynolds; Chief Financial Officer, Mike Carson; Superintendent of Human Resources, Janice McCoy; Superintendents of Instruction, Dorothy Baker and Mary Jane Farrish; Superintendent of Learning Support Services, Olga Grigoriev; Manager of Planning, Karyn Carty Ostafichuk; Joan Oracheski, Manager of Research, Evaluation & Analytics Division, Principal Jennifer Perry, Gloucester High School; Manager of Board Services, Katrine Mallan; Manager of Communications & Information Services, Diane Pernari-Hergert; Communications Officer, Sharlene Hunter; Audio Visual Specialist, John MacKinnon; and Senior Coordinator, Board Services, Sue Baker.

**NON-VOTING REPRESENTATIVES:** Andrew Nordman, Ottawa-Carleton Elementary Operations Committee (OCEOC); Kelly Granum (Occasional Teachers), Ontario Secondary School Teachers' Federation (OSSTF); Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Renald Cousineau, Ottawa-Carleton Secondary School Administrators Network (OCSSAN, and Andy Ren, Student Senate.

### **1. Call to Order**

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

Vice-Chair Scott welcomed Isaac Glassman to the meeting and noted that he is a student trustee-elect for the next school year.

## 2. Approval of Agenda

**Moved by Trustee Blackburn,  
THAT the agenda be approved, as amended.**

**- Carried -**

## 3. Briefing from the Chair

Chair Seward advised that the next Municipal Election will be held on 22 October 2018. The nomination period for municipal office, including the office of school board trustee, opened today and will run until 26 July 2018. She encouraged anyone who is interested in seeking election to the office of trustee to review the election information on the District's website and to speak with any trustee to learn more about the role.

Chair Seward noted that the Arts Recognition Award winners will be announced Saturday, May 26th. A presentation will be held to recognize award winners on Tuesday, June 19th at 5:00 p.m. in the board room at 133 Greenbank Road.

Chair Seward reminded the Committee that on 8 May 2018, the District is hosting the annual Date with Diversity at Sir Robert Borden High School from 6:00 to 9:00 p.m. It is a conversation with students, staff and community members about equity and how we grow our work, and everyone is welcome to attend.

## 4. Briefing from the Director

Director Adams advised that all parents and guardians are invited to attend one of two open house consultations in May to solicit input from the broader community on a new policy for the Indigenous Education Advisory Council. The consultation meetings will take place at 6:00 p.m. on Monday, 14 May at the Confederation Education Centre and Monday, 22 May at Gloucester High School.

Director Adams invited everyone to attend a hands-on presentation that will focus on how to foster resilience, confidence and a positive mindset in teenagers. The event will take place on 8 May at Sir Robert Borden High School. Facilitator Jennifer Laale will introduce practices and tools that families can use and integrate into their family's daily routine. Light snacks will be provided.

Director Adams advised that applications are now being accepted for the 2018-2019 Parents Reaching Out (PRO) grants for school councils. These grants are designed to support parent engagement and develop local solutions in support of student achievement, equity, and well-being. For any questions about PRO grants, please contact the Parent and Community Engagement Office at the Ministry of Education.

## 5. Delegations

### a. Vince Mastrogiacomo re Disposition of McGregor Easson PS

Vince Mastrogiacomo, referring to his written submission on folio 1 with respect to the disposition of McGregor Easson Public School, asked the Board to look beyond the financial benefits of selling the school and consider the impact it would have on the community. He requested that the Board find a similar use for the property so that residents can continue to enjoy the same quality of life and not have a high density housing project built on the site. He also noted that many residents were unaware of the Board's plan to declare the property surplus and requested that further efforts be made to inform the residents.

In response to trustee queries, Mr. Mastrogiacomo noted the following:

- His preference for future use of the property would include a school, a facility for senior citizens, or low rise housing such as semi-detached and townhome housing; and
- He learned of the Board's plan to declare the property surplus from a neighbour who saw a very small sign on Dynes Road.

### b. Lori Zuccato, Riverside South Resident

Lori Zuccato, speaking on behalf of a group of parents whose children are or will be attending Merivale High School, noted that she has attended a public meeting and participated in the ThoughtExchange consultation with respect to changing the start times and busing arrangements for Merivale HS when the International Baccalaureate (IB) program begins in 2019. Ms Zuccato did not support the possibility of replacing Presto bus passes with yellow school buses if the school adopts a later start time, nor did she support changing to a non-semestered model.

In response to trustee queries, Ms Zuccato noted that she has expressed her concerns to OSTA but has not yet received a response: Trustee Menard noted that a few trustees and staff are members of OSTA and they may provide a response when a decision has been made. Director Adams noted that OSTA is currently collecting input and will consider information as part of its analysis.

### c. Barry Hutsel re Disposition of McGregor Easson PS

Barry Hutsel, a resident in the area, noted that he supports the comments made earlier by Vince Mastrogiacomo with respect to future use of the school. Mr. Hutsel noted that he, along with many other neighbours in the area, is concerned about traffic disruption if a high rise condominium is built on the site. He asked Board members to do what they could to minimize the impact on residents.

In response to queries from trustees, Mr. Hutsel noted that he is aware that the first offer to sell the property is restricted to the City of Ottawa and other organizations for six months. He also noted his preference to have a school or seniors' facility built on the property.

d. Chiquita Mayer re Disposition of McGregor Easson PS

Chiquita Mayer, a resident on Dynes Road, advised that she did not receive any other information about the disposal of McGreggor Easson PS other than reading the small sign on the property. She noted that this is a residential area and asked the Board to keep the building height and traffic impact in mind when disposing of the property. She expressed support for establishing a French elementary school, seniors' facility, or aboriginal centre on the property. She added that she has lived in the area for more than 30 years.

e. Rowan Thomson re Disposition of McGregor Easson PS

Rowan Thomson expressed concern for the amount of time it takes to transport children to Sir Winston Churchill PS by school bus since McGreggor Easson PD was closed. She noted that the sign informing residents of the Board's intent to dispose of the property was difficult to read when driving by, and suggested that the Board improve its method of communication to residents. Ms Thomson expressed the hope that the Board considers the neighbourhood and educational needs for young families when disposing of the property.

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

- She would prefer that the property be maintained for educational use;
- Trustee Seward noted that she would provide a response to Ms. Rowan's email to her;
- Trustee Seward drew attention to a local community association and its partners who received funding to establish a community hub in the former Rideau High School; and
- The Carleton Heights Community Association serves this area.

f. Jacqui Crawford re Disposition of McGregor Easson PS

Jacqui Crawford expressed the view that it would be a shame to see the property divided. She noted that there are two entries to the property off of Lexington Avenue, neither of which had signs. She added the signs were too small which prevented residents from being informed and coming forward to express their concerns. Ms Crawford requested that the District keep residents informed about the disposition of the property, and noted that she has contacted City councillors. She also expressed support for using the facility as a seniors' centre or community hub.

## 6. Matters for Action:

### a. Report 18-053, Declaration and Disposition of Surplus Property

Your Committee had before it Report 18-053 seeking approval to declare the properties listed in Appendix A to Report 18-053, surplus to the needs of the Ottawa-Carleton District School Board (OCDSB) and that staff be directed to initiate the disposition process, in accordance with Regulation 444/98 to the *Education Act*.

CFO Carson and Manager Carty Ostafichuk provided the following overview of the report:

- The disposition of any OCDSB property is governed by Regulation 444/98 and the Board's policy P.095.PLG Declaring, Decommissioning and Disposal of Surplus Board Property, and procedure PR.613.PLG, Declaration and Disposal of Surplus Board Property;
- The policy and procedure require that signage be placed on each property for not less than 30 days. The signs were placed on each property on 14 March 2018;
- Information is also available on the District's website;
- School boards who are disposing properties that are declared surplus are required to circulate them to a specific list of public organizations for a period of 180 days. This process applies to long-term leasing arrangements as well. If there is no interest expressed by groups in the first offering, the property can be sold to any interested buyer on the open market;
- Staff is recommending that the following properties be declared surplus:
  - a) The former Grant Alternative School;
  - b) The former Leslie Park Public School;
  - c) The former McGregor Easson Public School;
  - d) The former D.A. Moodie Public School; and
  - e) Vacant land; Village of Vernon, former Osgoode Township (legally described Plan 93, Pt PL 16, 5R13924 Pt 2).
- The municipality is the approval authority for use of property;
- Staff has met with some City Councillors to discuss a possible community hub on one of these properties; and
- Staff has identified these properties to participants at the annual community partnership meetings.

Moved by Trustee Blackburn,

THAT the following properties be declared surplus to the OCDSB needs and that staff be directed to initiate the disposition process in accordance with Regulation 444/98 to the *Education Act*:

- a) The former Grant Alternative School;
- b) The former Leslie Park Public School;

- c) The former McGregor Easson Public School;
- d) The former D.A. Moodie Public School; and
- e) Vacant land; Village of Vernon, former Osgoode Township (legally described Plan 93, Pt PL 16, 5R13924 Pt 2).

Trustee Seward noted that it is more difficult to circulate information in a community now that community newspapers are no longer being published. In response to her query about options for informing a community in addition to placing a sign on the property, Chief Financial Officer (CFO) Carson advised that direct mail to residents via Canada Post would be an option. He noted that Councillors and some trustees communicate with residents via direct mail.

An amendment moved by Trustee Seward,

THAT a new Part B be added as follows:

- B. THAT, with respect to the former McGregor Easson Public School, the Board make a special effort to circulate information to residents in the area by the most effective approach.

Trustee Seward noted that she would leave it to staff to determine the most effective approach, and offered to contribute part of her trustee budget to help defray costs. CFO Carson advised that if the motion, as amended, is approved by the Board, the District would cover the cost of circulating information to residents. The information to be circulated would advise that the property has been declared surplus, describe the process of disposition, provide information on making an application to Infrastructure Ontario for the property to become a community hub, and inform residents that any potential use of the property is determined by the City of Ottawa with respect to zoning and site plan amendments. If any offers are submitted, they would be dealt with by the Board of Trustees.

Trustee Seward submitted that residents are very interested in the process for disposition of properties and may wish to do whatever they can to influence the outcome. Having information about the timelines and how they can provide input and play a role in the process would be helpful to them.

During discussion of the amendment, the following points were noted:

- Trustee Schwartz noted that she was hesitant to support an amendment that pertained to only one of the properties listed in the motion;
- In addition to placing a sign on each property, the same information that is on the sign is sent to all community associations that have registered with the City of Ottawa, school councils in the area, and local newspapers;

- Manager Carty Ostafichuk noted that once the property is declared surplus by the Board, Regulation 444/98 directs the process for disposition;
- The possibility of declaring these properties surplus was shared with other school boards and public and private agencies in the city at two previous annual partnership meetings;
- Trustee Kavanagh suggested that bigger signs be used for all properties, similar to those used by the City when advising the community of possible site plan or zoning amendments;
- CFO Carson noted that this amendment pertains only to the disposition of McGregor Easson PS and not to changing the Board's policy and procedure at this time; and
- The signs used were 40 by 55 cm in accordance with procedure PR.613.PLG and mounted in a readily visible area. Manager Carty Ostafichuk advised that the sign location was in accordance with city by-laws regarding setbacks.

In summary, Trustee Seward noted that the McGregor Easson area does not have an active community association that represents residents' concerns. She reiterated that the community should have the necessary information to understand the disposition process, and what action they can take themselves with respect to making an application for the former school to become a community hub and/or appealing to the City to prevent zoning amendments that would allow high-rise construction.

*An amendment moved by Trustee Seward,*

*THAT a new Part B be added as follows:*

*B. THAT, with respect to the former McGregor Easson Public School, the Board make a special effort to circulate information to residents in the area by the most effective approach.*

*- Carried -*

Discussion on the main motion, as amended, ensued and the following points were noted:

- The current zoning for the McGregor Easson site allows for a multi-story building but not a high-rise which would require a zoning change. An addition to the current building or a radical change in use may require a site plan amendment;
- If the building is offered for sale in the open market, the Board must receive fair market value in a sale;
- The Board has the ability to negotiate a fair price and would not be required to accept the highest bid if it came with conditions that could delay the sale;

- Staff will obtain an appraisal of the property to determine the appropriate range for a sale price; and
- By selling a property, the Board would realize a savings of approximately \$300,000 to \$500,000 per year to maintain all properties listed for disposition.

*An amendment moved by Trustee Schwartz,*

*THAT a new Part C be added as follows:*

- C. THAT staff review procedure PR.613.PLG, Declaration and Disposal of Surplus Board Property, to determine if the size of the signs is sufficient to notify the public during the 30-day notification period for properties for disposal.*

*- Carried, friendly –*

Discussion on the main motion, as amended, ensued and the following points were noted:

- When determining which properties to recommend as surplus, staff considers enrolment patterns to determine whether the school may be required at some point in the future as in the case of Rideau High School;
- The current leaseholder at McGregor Easson PS is in the process of moving out;
- If no interest is expressed for any of the properties listed during the first six months after it is offered to other school boards and organizations, then it will be placed for sale on the open market; and
- All offers received would be presented to the Board for consideration.

Trustee Menard requested separate votes for each property identified in Part A, and separate votes for Parts B and C.

**Moved by Trustee Blackburn,**

- A. THAT the following properties be declared surplus to the OCDSB needs and that staff be directed to initiate the disposition process in accordance with Regulation 444/98 to the *Education Act*:**

- a) The former Grant Alternative School;**
- b) The former Leslie Park Public School;**
- c) The former McGregor Easson Public School;**
- d) The former D.A. Moodie Public School; and**
- e) Vacant land; Village of Vernon, former Osgoode Township (legally described Plan 93, Pt PL 16, 5R13924 Pt 2).**

- B. THAT, with respect to the former McGregor Easson Public School, the Board make a special effort to**



**circulate information to residents in the area by the most effective approach; and**

- C. THAT staff review procedure PR.613.PLG, Declaration and Disposal of Surplus Board Property, to determine if the size of the signs is sufficient to notify the public during the 30-day notification period for properties for disposal.**

**- Carried –**

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Following a break at 8:40 pm, the meeting was called to order at 8:52 pm

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- b. Notice of Motion re ACE Representation on Committee of the Whole and Committee of the Whole Budget, Trustee Ellis

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

Moved by Trustee Ellis,

THAT policy P.010.GOV Community Involvement on Board Standing Committees be amended to:

- i) add the Advisory Committee on Equity (ACE) to section 2.1, thereby granting ACE the right to appoint one (1) non-voting representative to the Committee of the Whole; and
- ii) add the Advisory Committee on Equity (ACE) to section 2.2, thereby granting ACE the right to appoint one (1) non-voting representative to the Committee of the Whole, Budget.

Noting that Policy P.008.GOV, Advisory Committee on Equity (ACE), was approved by the Board on 24 April 2018, Trustee Ellis advised that members of ACE discussed ways in which they can bring their advice to the Board and trustees, and non-voting representation of ACE at Committee of the Whole and Committee of the Whole Budget would be beneficial. In addition, the Ministry of Education has identified the OCDSB as one of the schools boards looking into the collection of data to support decision-making on equity matters. Trustee Ellis also noted that ACE is well suited to provide advice on the Board's Strategic Plan equity goal to reduce barriers to learning to improve equity of access and opportunity for all students.

In response to a request for staff comment, Executive Officer Giroux advised that policy P.010.GOV Community Involvement on Board Standing Committees provides for the appointment of non-voting representatives of the Ottawa-Carleton Assembly of School Councils, Student Trustees' Advisory

Council, Special Education Advisory Committee, Elementary Operations Committee, Secondary School Administrators' Network, Elementary Teachers' Federation, and Secondary School Teachers' Federation – Teachers and Administrative and Support Groups. There are no non-voting representatives appointed from the Board's other statutory and advisory committees and not all federation groups are represented at the table. If a group has a non-voting representative, they may not appear as a delegation before the Board or committees of the Board.

During discussion of the motion, the following points were noted:

- Trustee Ellis advised that he did not canvas other boards to determine whether they have similar representation on their standing committees;
- Director Adams noted that staff did not identify any other school boards with a similar practice since the last governance review;
- Trustee Blackburn expressed concern that increasing the membership at Committee of the Whole and Committee of the Whole Budget could increase the time required to complete the agenda. She added that, a number of trustees from other school boards have indicated that they do not allow various groups to sit at their decision-making table; and
- Trustee Menard expressed the view that non-voting representatives have been helpful at Committee of the Whole Budget meetings. He noted that he would support the motion because equity is one of the key pillars in the Board's strategic plan.

Trustee Ellis noted that it is rare for advisory committees to have a position that requires a delegation if they have a seat at the table. He expressed the view that if advisory committees have direct access to Board and Committee members, their profile would increase and, as a result, the membership would become more robust. He noted that he appreciates the advice that is provided by non-voting representatives which, in turn, allows the Board to make better decisions regarding policy and budget.

**Moved by Trustee Ellis,**

**THAT policy P.010.GOV Community Involvement on Board Standing Committees be amended to:**

- i) add the Advisory Committee on Equity (ACE) to section 2.1, thereby granting ACE the right to appoint one (1) non-voting representative to the Committee of the Whole; and**
- ii) add the Advisory Committee on Equity (ACE) to section 2.2, thereby granting ACE the right to appoint one (1) non-voting representative to the Committee of the Whole, Budget. (Attached as Appendix A)**

**- Carried -**

## 7. Reports from Statutory Committees

### a. Report 5, Special Education Advisory Committee, 11 April 2018

Moved by Trustee Boothby,  
THAT Report 5, Special Education Advisory Committee, dated 11  
April 2018, be received.

**- Carried -**

## 8. Matters for Discussion:

### a. Report 18-048, Eastern Area Accommodation Review: Monitoring Impact on Student Achievement and Well-Being

Your Committee had before it Report 18-048 providing information on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective September 2017.

Executive Officer Giroux, Superintendent Farrish, Principal Perry, and Manager Orecheski provided the following overview of the report:

- The data used to inform the report includes enrolment, course offerings and extra-curricular opportunities, supports for students, student achievement and student well-being;
- New data for student achievement and student well-being in 2017-2018 will be available next year;
- Data considerations and limitations include data that is available from central sources, reflect a snapshot in time, boundary reflects the home address of the student and English program boundary for the school, and grade progression in cohort tracking;
- Committee members were asked to consider how this information would be used to inform Board decisions, will the work benefit students, and whether the resources and supports supported the transition for students and staff;
- Overall, enrolment has been declining in recent years at both Rideau and Gloucester high schools; however, the rate of decline has slowed in the last few year;
- The proportion of students residing in the Rideau HS boundary is increasing;
- Half of new admissions at Gloucester have not previously attended either Rideau or Gloucester. Most of these students were in grade nine and came from feeder schools;
- About 8% of students withdrew from school and moved on to other schools in the OCDSB or in the province;

- The amalgamation provided increased opportunities for students including more unique course offerings, fewer locally-developed courses, double the number of applied level courses, and access to a wider range of extracurricular activities;
- Physical enhancements to Gloucester include a lodge, science labs, teacher preparation areas, a learning commons, and a more welcoming entrance/foyer space;
- Student supports include additional staffing allocations, outdoor education funding, and increased opportunities for school staff to meet with central educators and professional support staff;
- A number of one-time and ongoing opportunities were provided to solicit feedback from students; and
- Future monitoring reports will include information obtained from the parent/guardian survey that is currently underway.

In response to queries the following information was provided:

- Trustee Schwartz expressed appreciation for the comprehensive report, and for the hard work of staff, community members and leadership during the transition period. She noted that the school is vibrant and exciting and students feel happy. Some challenges are raised at school council meetings and suggestions are made for improvement, but overall, this is a good model for future amalgamations;
- Students who return for a fifth year do so because they do not have enough credits or volunteer hours to graduate, or they are looking for prerequisite courses for entry to college or university programs, or they wish to pursue a different pathway or program;
- Students, in consultation with their families and guidance counsellors, select the academic or applied pathway that is suitable for them;
- Trustee Boothby noted that she would like to see whether students are encouraged to keep their options open by taking academic level courses;
- Having a variety of open courses allows students to have multiple opportunities to take courses that are of interest to them;
- Students are very appreciative of the Presto bus passes for OC Transpo as they allow them to remain after school for extracurricular activities, and the extra distance to travel to school from the former Rideau catchment area does not appear to be a concern to students;
- Figure 3 on folio 32 is a depiction of information gleaned from the Trillium database with respect to students coming into the District from other areas internationally who may be initially placed in grade 9 and then moved to another grade following assessment;
- Trustee Seward expressed appreciation for the report and noted that she looks forward to next year's report that will reflect additional information on student achievement and well-being;

- With respect to lessons learned and what could be done differently next time, staff advised that although ongoing construction work was an issue, some of the more serious issues were not discovered until after the work began. It is difficult to know how it could have been done differently other than to keep moving ahead. The importance of the student voice was acknowledged as was the support received from fellow trustees, Facilities staff, superintendents, and administrative and support staff;
- In response to a query from Trustee Ellis with respect to any efforts made to reach out to students who have dropped out, staff advised that exit codes are assigned to track students and efforts are made to ensure that the student has been taken care of elsewhere. Principal Perry noted that having supports, such as social workers, in place at the school is very helpful;
- Trustee Menard noted that although there is some sadness about Rideau H.S. closing, there are some positives as well. He noted that much remains to be done to ensure that Rideau students take advantage of increased course offerings and show improved academic outcomes. He queried whether students' quality of life has improved with respect to commute times, after school care, feelings of belonging and trust, and mental health. He also noted that he would like to see evidence that students from Rideau are taking advantage of increased course offerings at Gloucester H.S.;
- With respect to students from the Rideau catchment area who went to other OCDSB schools, it was noted that a number of ESL students may be accessing community schools for ESL programming, and a number of families have moved to different catchment areas;
- Trustee Blackburn noted that she has visited Gloucester HS four times this year and commended Principal Perry for her commitment to students. In response to her query, staff advised that there has been a decrease in the number of dropouts at Gloucester;
- In response to a query from Trustee Boothby, staff agreed to provide information with respect to how long the Board could expect to receive Urban Priority Funding for Gloucester High School.
- A number of extracurricular activities occur during lunch time, and a homework club after school helps students who participate in sports before coming to the homework club;
- Principal Perry advised that 8 indigenous students are currently attending a leadership camp. Opportunities are available for indigenous students to have a strong voice, and supports are in place to help all students;
- With respect to reporting on student achievement, staff advised that provincial EQAO data is more objective and accessible than individual report card data, which is difficult to access. Trustee Menard noted that he would like to know how many bus passes were provided to students who reside more than 6 km from the school;

- Executive Officer Giroux noted that staff would reflect on comments made by Committee members when preparing the next monitoring report. She noted the complexity and time commitment of going back and isolating historical data by boundary, without having considered whether this data would provide meaningful information for decision-making. Executive Officer Giroux also advised that the student cohorts change each year, for example, this year, the school received a number of newcomer students;
- Trustee Schwartz drew attention to Appendix A of the report containing samples of comments made by students, parents, and the school council. She noted that she understands the need to focus on Rideau students; however, many of their teachers moved with them to Gloucester and the move was not only disruptive to Rideau students but to Gloucester students and teachers as well. Trustee Schwartz noted that she and Trustee Ellis have visited the school and attended school council meetings a number of times and have seen how all students, parents and staff at the newly amalgamated Gloucester HS have worked together to provide an enriched environment for all students; and
- In response to a query from Trustee Blackburn as to whether students and parents continue to see themselves as Rideau students, Principal Perry advised that Gloucester HS sees itself as one big community. Trustee Blackburn expressed concern that the Board continues to discuss Rideau versus Gloucester while a number of other schools in the District have high needs and different demographics.

Trustee Scott thanked everyone for a helpful discussion and noted that she expects some of the questions raised to be addressed in the next report.

a. Report from OPSBA Representatives

There was no report from the OPSBA representatives.

b. New Ministry Initiatives Update (if required)

There were no new Ministry initiatives updates.

c. OSTA Update

The minutes of the meeting of the OSTA Board of Directors, dated 26 March 2018, were provided for information.

In response to a query from Trustee Boothby, staff agreed to provide information with respect to the proposed relocation of OSTA office space when information becomes publicly available.

8. New Business – Information and Inquiries

Trustee Menard noted that he had requested the cost of the accommodation review process and queried when he might expect to receive that information.

11. Adjournment

The meeting adjourned at 10:29 p.m.

Lynn Scott, Chair,  
Committee of the Whole



**TITLE: COMMUNITY INVOLVEMENT ON BOARD STANDING COMMITTEES**

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

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**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)
  - i) ***Advisory Committee on Equity***



- 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
  - i) ***Advisory Committee on Equity***
- 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