



BOARD PUBLIC AGENDA

Tuesday, January 25, 2022, 7:00 pm
Zoom Meeting

Pages

- | | | | |
|------|---|---------|----|
| 1. | Call to Order -- Chair of the Board | | |
| 2. | Approval of the Agenda | | |
| 3. | Delegations | | |
| 3.1. | Dawn Pickering re, Reporting Cases of COVID-19 in Class to Parents | | 1 |
| 4. | Advisory Committee Presentation | | |
| 4.1. | Advisory Committee on Equity, (Deepika Grover and Ayan Karshe, Co Chairs) | 10 mins | |
| 5. | Report from the Board (In Camera) | | |
| 6. | Briefing from the Chair of the Board | | |
| 7. | Briefing from the Director | | |
| 8. | COVID-19 Update | | |
| 9. | Matters for Action | | |
| 9.1. | Confirmation of Board Minutes: 14 December 2021 | | 3 |
| 9.2. | Business Arising from Board Minutes | | |
| 9.3. | Receipt of Committee of the Whole Reports | | |
| a. | 14 December 2021 | | 19 |
| | <i>No Recommendation</i> | | |
| b. | 11 January 2022 | | 24 |
| | <i>Recommendation</i> | | |
| a. | Approval of the Facilities Renewal and School Conditioning Improvement Plan 2021-2022 | | |

| | | |
|-------|--|-----|
| c. | 18 January 2022 (Continuation of 11 January 2022) | 50 |
| | <i>Recommendation</i> | |
| a. | Approval of Policy P.147. GOV: Human Rights Supplementary Information Memo 22-011, Revisions to Draft Policy P.147.GOV.Human Rights | 61 |
| 9.4. | Non-Consent Items | |
| 9.5. | Report 22-012, Appointment of Association Representatives to The Special Education Advisory Committee (SEAC) (M. Giroux) | 79 |
| 9.6. | Report 22-002, Enhancements to Administration Building Meeting Spaces (M. Carson/M. Giroux) | 93 |
| 10. | Matters for Discussion | |
| 10.1. | Report from OPSBA Representatives (if required) | |
| 10.2. | Ministry Update (if required) | |
| 11. | Board Work Plan | 131 |
| 12. | Matters for Information | |
| 13. | New Business -- Information and Inquiries | |
| 14. | Adjournment | |



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REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

(Reference: [Ottawa-Carleton District School Board By-Laws and Standing Rules](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Dawn

Last Name: *

Pickering

Address: *

[REDACTED]

Address 2:

City: *

[REDACTED]

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

(S0S 0S0)

Phone Number: *

[REDACTED]

(000) 000-0000

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Committee of the Whole

Meeting Date: *

1/25/2022

Please provide a brief summary of main points for the issue/concern: *

My daughter is a grade 8 student in the OCDSB. Her 9 year old brother has battled cancer and had a stem cell transplant with his sister's cells during this pandemic. Last year both were in the virtual school. This year for the sake of their mental health, both have been back to school in person and done so much better.

With COVID cases back up, they are staying home right now but desperately want to come back. In order for them to be able to add to keep our son safer, we need to be told when there are COVID cases in their classes. I implore the OCDSB to allow parents to be anonymously informed when there are cases in their class. Teachers have told me they want to but are not permitted to.

Recommendation(s) for resolution of issue: *

Because my child is immuno-compromised we already have an arrangement with the help of CHEO whereby the teachers inform me of any outbreak that may put my daughter at risk of bringing illness home to our son. This needs to be extended to include COVID and I am asking that you allow all parents the same peace of mind and inform ALL families if there is a reported COVID case in their class. If we can be told about measles or chicken pox, surely we can be told about COVID? It's a simple email to the parents and helps families and teachers to have peace of mind. Anything less is inhumane.

Date: *

1/22/2022

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



BOARD PUBLIC MINUTES

Tuesday, December 14, 2021, 8:30 pm
Zoom Meeting

- Trustees: Lynn Scott, Keith Penny, Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (Student Trustee)
- Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Reg Lavergne, Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nancy Brady (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Emily Balla (Mental Health Lead), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central Audio/Visual Technical Specialist), Darren Gatley (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:45 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Faiz Jan, re Provision of Mental Health Care

Mr. Jan, the co-chair of the Peace of Mind coalition, noted that his organization released a report regarding analyzing the accessibility and funding considerations relating to the provision of mental health care of students. He noted that his coalition has six policies intended for the provincial government and school boards to adopt to ensure that the mental health needs of students are met.

Mr. Jan provided a presentation and the following policies were suggested:

- Providing all students access to at least 26 sessions of Cognitive/Dialectical Behavioural or Psychodynamic Therapy annually;
- Providing one annual mental health check-in provided by a registered therapist to every student;
- Legally prohibiting the discrimination of an individual for the purposes of employment, social opportunities, or registration in schooling due to previous efforts to access mental healthcare of any form;
- Adding a full section of the elementary/middle school health curriculum dedicated solely to the topic of understanding mental health, illness, and neurodiversity to reduce stigma and create awareness of supports;
- Developing and enforcing training for peace officers, teachers and healthcare professionals in cooperation with mental health experts to teach how to identify mental illness, those at risk of mental illness, and how to effectively help citizens overcome barriers to mental wellness; and
- Mandating professional mental healthcare workers to participate in training for a culturally responsive approach.

In response to a query from Trustee Campbell, Mr. Jan noted that the funding requirements in the report were verified independently by multiple policy analysts, economists, as well as consultation with communities of equity seeking groups. He noted that consultation with sources was cited at the end of the report.

In response to a query from Trustee Scott, Mr. Jan noted that he is only affiliated with Peace of Mind and has reached out to Hamilton-Wentworth District School Board, Toronto District School Board, and York Region District School Board. He noted that Peace of Mind has reached out and

has been working with the Ministry of Health and the official opposition to implement the policies outlined by Peace of Mind.

4. Report from the Board (In Camera)

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

Moved by Trustee Jennekens

Seconded by Trustee Penny

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

For (11): Trustee Scott, Trustee Penny, Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (11 to 0)

Moved by Trustee Jennekens

Seconded by Trustee Penny

THAT staff proceed as directed in Board in Camera with respect to a human resources matter.

For (11): Trustee Scott, Trustee Penny, Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (11 to 0)

5. Briefing from the Chair of the Board

Chair Scott expressed her gratitude for the schools within the District that held food drives, raised money, and hosted other initiatives for charities and community organizations. Chair Scott thanked staff for teaching students about kindness and giving back to the community and for those who made donations.

Chair Scott reported that celebrations of Christmas, Kwanzaa and New Years are upcoming and hoped that all resolve to advance a culture of caring, equity and inclusion in schools, making them safer and more welcoming, free of bullying, discrimination and racism.

6. Briefing from the Director

Director Williams-Taylor reported that in January 2022, the OCDSB is preparing its annual kindergarten and secondary school registration campaigns. The

District will be hosting virtual parent information sessions and will launch an advertising campaign. More information will be shared in January 2022.

Director Williams-Taylor reminded all families that 17 December 2021 will be the last day of school before the winter break and that school will resume on 3 January 2022. Students and staff are reminded to take their personal belongings and learning materials home on 17 December 2021 and that all schools will be closed during the break. She reported that OCDSB offices will also be closed from 24 December 2021 until 3 January 2022. Director Williams-Taylor hoped that all will have an opportunity to rest and relax during the break and that the District looks forward to welcoming students and staff back to school in the new year.

7. COVID-19 Update

Director Williams-Taylor introduced the COVID-19 update.

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

- COVID-19 cases are primarily attributed to the elementary grades; however, there have been an increase in cases at the secondary level;
- Half Moon Bay Public School was closed for two weeks due to an outbreak;
- Case management practices will be modified over the winter break. During this time, any questions from the community should be directed to Ottawa Public Health (OPH);
- Ottawa continues to lead the province in 5 to 11 year olds being vaccinated;
- Ministry-supplied antigen screening kits will be distributed to in-person students between 15 and 17 December 2021;
- Staff noted that the federal government is considering additional travel restrictions and asked that families who are traveling to consider any federal requirements;
- Secondary schools will return to the four course per day semester model beginning in February 2022 and schedules are being finalized before being shared with the community;
- It was clearly communicated that the family decision for students to attend schools in-person or through the Ottawa-Carleton Virtual (OCV) campus would remain in effect for the entire 2021-2022 school year; however, exceptions may be considered on a case-by-case basis;
- The District anticipates that students will return to in-person classes after the winter break but have asked students and staff to take home their belongings as a precaution should schools be directed to pivot to virtual learning;

- In response to a query from Trustee Bell, Associate Director Reynolds noted that he would bring forth concerns to Ottawa Public Health (OPH) regarding educator use of N-95 masks that were not fit-tested; and
- An update on the schedule for non-semestered schools will be provided before 17 December 2021.

8. Matters for Action

8.1 Confirmation of Board Minutes:

8.1.a 23 November 2021

Moved by Trustee Jennekens, seconded by Trustee Campbell,

THAT the 23 November 2021 Board minutes be confirmed.

Carried

8.1.b 1 December 2021 Board Organizational Meeting

Moved by Trustee Blackburn, seconded by Trustee Boothby,

THAT the 1 December 2021 Board Organizational minutes be confirmed.

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 23 November 2021 Board minutes or the 1 December 2021 Board Organizational meeting minutes.

8.3 Receipt of Committee of the Whole Report

8.3.a 7 December 2021

Moved by Trustee Penny, seconded by Trustee Blackburn,

THAT the Committee of the Whole (COW) report, dated 7 December 2021, be received.

Trustee Scott noted that on page 13 of the 7 December 2021 COW minutes that the word “substituting” be replaced with “replacing” to read as follows: THAT section B of the motion be amended by replacing “addition of non-voting representatives” with “change to non-voting representation.”

Moved by Trustee Penny, seconded by Trustee Blackburn,

THAT the Committee of the Whole report, dated 7 December 2021, be received, as amended.

Carried

8.3.a.a Approval of the Vimy Ridge Interim Accommodation Review Consultation Plan

Moved by Trustee Jennekens

Seconded by Trustee Penny

- A. **THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and**
- B. **THAT the timeline and consultation plan attached as Appendix B and C to Report 21-097, be approved in order to consult with local school communities and the public. (Attached as Appendix A and B)**

For (11): Trustee Scott, Trustee Penny, Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (11 to 0)

8.3.a.b Approval of the Electoral Boundaries-Recommended Model

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

Trustee Lyra Evans expressed the view that elected officials should not draw their own boundaries.

Moved by Trustee Blackburn

Seconded by Trustee Penny

- A. **THAT the Ottawa-Carleton District School Board approve the new electoral zone boundaries, labelled Model 6 – Recommended Model and attached as Appendix A to Report 21-093 which will come into effect for the 2022 municipal elections, as amended. (Attached as Appendix C); and**
- B. **THAT staff be directed to prepare and submit the trustee distribution and determination process based on this model and submit the required documentation to the Municipal Property Assessment Corporation in accordance with the requirements of the Municipal Elections Act, the Education Act and any related regulations.**

For (10): Trustee Scott, Trustee Penny, Trustee Bell, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Abstain (1): Trustee Lyra Evans

Carried (10 to 0)

8.3.a.c Approval of amendment to Policy P.010.GOV, Community Involvement-Standing Committees

Moved in Trustee Campbell
substitution by

Seconded by Trustee Penny

- A. **THAT the Parent Involvement Committee appoint a non-voting representative to each of Committee of the Whole and Committee of the Whole (Budget) until such time as Policy [P.010.GOV](#) Community Involvement on Board Standing Committees has been reviewed;**
- B. **THAT there be a moratorium on any further change to non-voting representation at COW and COW (Budget) pending review and revision of Policy [P.010.GOV](#);**
- C. **THAT as soon as reasonably can be done, Policy [P.010.GOV](#) be reviewed and revised, such review to include consideration of the purpose for having non-voting representatives at COW and COW (Budget), criteria for the choice of groups to be represented, and expectations for the roles and responsibilities of non-voting representatives.**

For (10): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Abstain (1): Trustee Bell

Carried (10 to 0)

8.4 Selection of a Non-Voting Volunteer to the Indigenous Education Advisory Council (IEAC) (Deferred from 1 December 2021 Board Organizational Meeting)

Chair Scott advised that she consulted with Chair Manatch of the Indigenous Education Advisory Council (IEAC) regarding the selection process of a non-voting trustee delegate to IEAC and how it related to the Algonquin Protocols. She noted that IEAC had no concerns on the process for the appointment of a non-voting delegate to IEAC.

Chair Scott noted that when the provincial government mandated that each school board have an IEAC to provide advice on Indigenous education, no information was provided on who was responsible for the formation of the committee and the effective operation of the committee in partnership with the Board.

At the time of deferral, both Trustee Ellis and Trustee Hough had volunteered to be the non-voting delegate at IEAC. Chair Scott noted that Trustee Ellis informed her that he has withdrawn his name at this time.

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

9. Matters for Discussion

9.1 Report from OPSBA Representatives (if required)

There was no report from the OPSBA representatives.

9.2 Ministry Update (if required)

There was no new Ministry update.

10. Board Work Plan

The Board Work Plan was provided for information.

Chair Scott noted that a report will be presented at a future meeting to address the policy review process.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

There was no new business.

13. Adjournment

The meeting adjourned at 9:34 p.m.

Lynn Scott, Chair of the Board

Vimy Ridge Public School – Interim Accommodation Measures Consultation Timeline

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

**Appendix B to 14
December 2021 Board**



CONSULTATION PLAN

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

| | |
|--|---|
| DATE: | November 2021 |
| PROJECT: (Project name, Letter of Transmittal, etc.) | Vimy Ridge Public School - Interim Accommodation Measures Approval of Consultation and Timeline |
| CONTACT / PROJECT LEAD (Name, telephone, email): | Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca |
| WHAT? | |
| <p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p><i>The scope of the consultation includes 2 elementary schools –Vimy Ridge Public School and Steve MacLean Public School</i></p> <p><i>The consultation process will serve to discuss a proposed temporary grade structure revision and attendance boundary revision for Vimy Ridge Public School until additional permanent elementary instructional space can be opened in the Findlay Creek area of the district.</i></p> <p><i>In addition to traditional consultation, a facilitated communication session will be held to ensure that the community whose first language is not English, is aware of the proposal and opportunities for feedback.</i></p> | |
| WHY? | |
| <p>2. WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p> | |
| <p>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)?</p> <p><i>The consultation will seek to recommend interim accommodation measures for Vimy Ridge Public School until more permanent elementary instructional space can be built and opened to serve students in this part of the district..</i></p> <p><i>The process will strive to make effective use of District facilities and appropriate instructional resources. While continuing to provide strong educational programming in safe, healthy, secure and accessible learning environments.</i></p> | |

Appendix C to Report 21-097



CONSULTATION PLAN

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

| WHO? | | |
|---|---|--|
| 4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply) | | |
| <u>OCDSB Community</u> <input type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input type="checkbox"/> Advisory committees (Specify below) <input type="checkbox"/> Special Education Advisory Committee, etc <input type="checkbox"/> Other Alternative Schools Advisory Committee _____ | <u>Internal to OCDSB</u> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals <input type="checkbox"/> Managers <input type="checkbox"/> District staff <input type="checkbox"/> Federations <input type="checkbox"/> Other _____ | <u>External / Other (please identify)</u> <input type="checkbox"/> Agencies/associations _____ <input checked="" type="checkbox"/> Community groups _____ <input checked="" type="checkbox"/> General Public _____ <input type="checkbox"/> Other governments _____ <input type="checkbox"/> Other _____ |
| Please describe or expand on who will be consulted and any partners in the consultation: | | |
| 5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN? In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions <u>prior</u> to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.) | | |
| <i>Yes, local Trustees, the Superintendents of Instruction for local area schools and the Chief Financial Officer.</i> | | |
| HOW? | | |
| 6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply) | | |
| <input checked="" type="checkbox"/> Media advertisement (print and/or radio) <input checked="" type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils | <input checked="" type="checkbox"/> School newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Other | |
| Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)? <i>Stakeholders will be informed via school email, school parent council email which will include information regarding date and duration and opportunity for feedback for a potential online method of consultation.</i> | | |
| 7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply) | | |
| <input type="checkbox"/> Focus groups <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Mail-out or email circulation <input type="checkbox"/> Open houses / workshops / cafes | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input checked="" type="checkbox"/> Public meetings (potential online format) <input type="checkbox"/> Survey / questionnaire <input checked="" type="checkbox"/> Web-based notice / Web-based comments | |

| | |
|---|--------------------------------|
| <input checked="" type="checkbox"/> School council(s) Please describe: | <input type="checkbox"/> Other |
|---|--------------------------------|



CONSULTATION PLAN

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

Appendix C
to Report 21-097

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

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

OCDSB Form 644: Consultation Plan (April 2009)

**Appendix C
to Report 21-097**

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

| | |
|---|--|
| <input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> Letter distribution <input type="checkbox"/> Letter of Transmittal to committee/Board | <input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other |
|---|--|

Please describe:

OTHER

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

Consultation costs will be managed within existing departmental budgets.

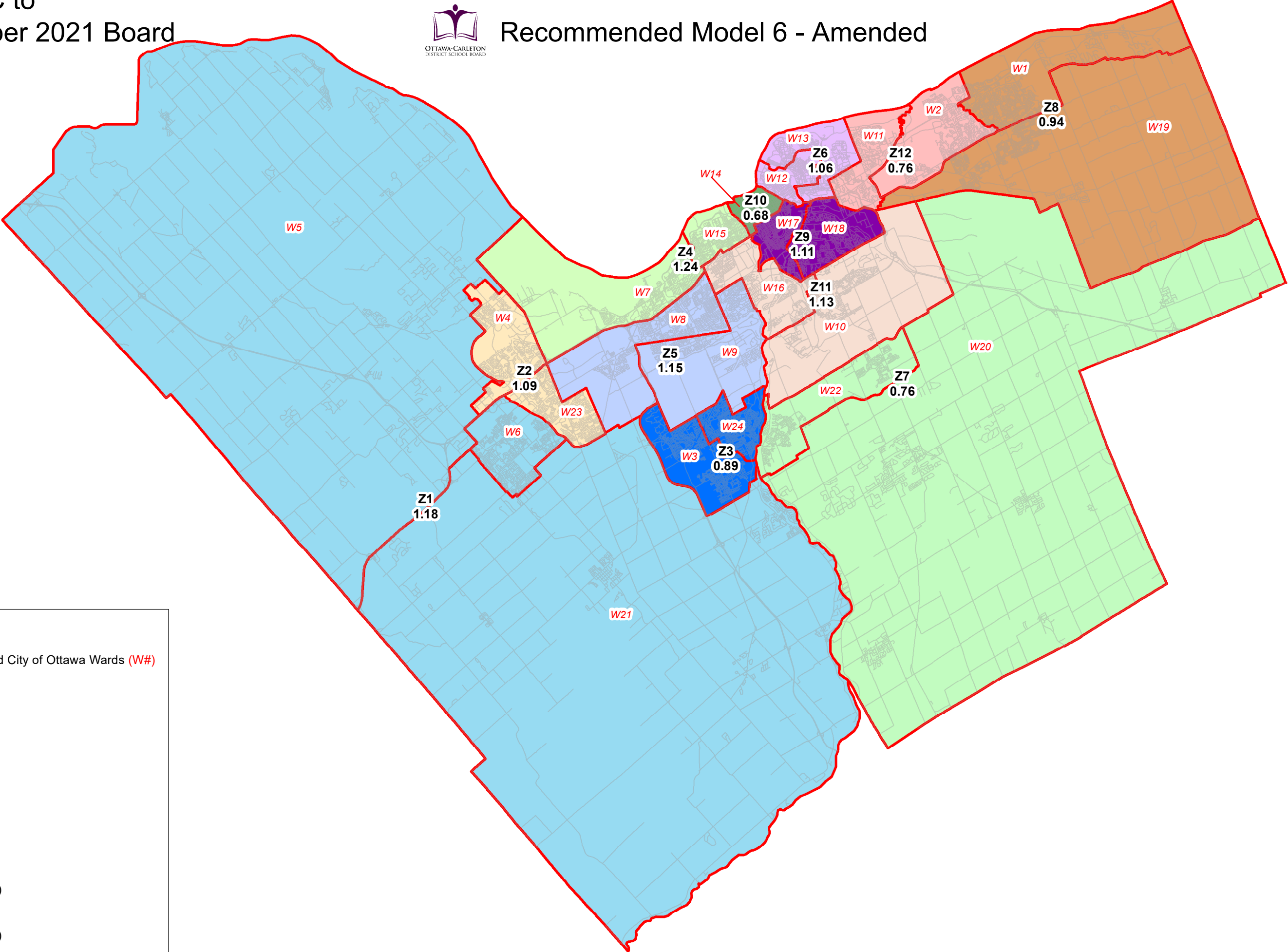
** Note that the consulting body bears responsibility for the costs of the consultation.*

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.)



Recommended Model 6 - Amended



Legend

- New Approved City of Ottawa Wards (W#)
- Zone 1 (Z1)
- Zone 2 (Z2)
- Zone 3 (Z3)
- Zone 4 (Z4)
- Zone 5 (Z5)
- Zone 6 (Z6)
- Zone 7 (Z7)
- Zone 8 (Z8)
- Zone 9 (Z9)
- Zone 10 (Z10)
- Zone 11 (Z11)
- Zone 12 (Z12)

| Zone | Ward Name | Ward # | Number of Elementary Schools | Number of Secondary Schools | Total Schools | PEG Update (March 2021) | Electoral Quotient | Forecast Population for Election Year 2022 | Forecast Population for Election Year 2034 |
|-------------|-------------------------|--------|------------------------------|-----------------------------|---------------|-------------------------|--------------------|--|--|
| Zone 1 | West Carleton-March | 5 | 2 | 1 | 3 | 16,733.00 | 0.33 | 27,419.00 | 30,140.00 |
| | Stittsville | 6 | 3 | 1 | 4 | 23,158.00 | 0.45 | 41,058.00 | 69,049.00 |
| | Rideau-Jock | 21 | 5 | 1 | 6 | 20,566.00 | 0.4 | 30,864.00 | 38,112.00 |
| Total | | | 10 | 3 | 13 | 60,457.00 | 1.18 | 99,341.00 | 137,301.00 |
| Zone 2 | Kanata North | 4 | 6 | 1 | 7 | 24,813.00 | 0.49 | 49,187.00 | 66,032.00 |
| | Kanata South | 23 | 7 | 1 | 8 | 30,461.00 | 0.6 | 53,472.00 | 55,286.00 |
| Total | | | 13 | 2 | 15 | 55,274.00 | 1.09 | 102,659.00 | 121,318.00 |
| Zone 3 | Barrhaven West | 3 | 5 | 1 | 6 | 24730.00 | 0.49 | 47,253.00 | 66,300.00 |
| | Barrhaven East | 24 | 4 | 1 | 5 | 20132.00 | 0.4 | 52,580.00 | 54,394.00 |
| Total | | | 9 | 2 | 11 | 44,862.00 | 0.89 | 99,833.00 | 120,694.00 |
| Zone 4 | Bay | 7 | 7 | 1 | 8 | 32,250.00 | 0.63 | 51,906.00 | 55,722.00 |
| | Kitchissippi | 15 | 7 | 1 | 8 | 30,853.00 | 0.61 | 46,624.00 | 58,943.00 |
| Total | | | 14 | 2 | 16 | 63,103.00 | 1.24 | 98,530.00 | 114,665.00 |
| Zone 5 | College | 8 | 5 | 3 | 8 | 33,484.00 | 0.66 | 53,520.00 | 54,763.00 |
| | Knoxdale-Merivale | 9 | 3 | 2 | 5 | 24,699.00 | 0.49 | 42,940.00 | 43,955.00 |
| Total | | | 8 | 5 | 13 | 58,183.00 | 1.15 | 96,460.00 | 98,718.00 |
| Zone 6 | Rideau-Vanier | 12 | 3 | 0 | 3 | 30,871.00 | 0.61 | 50,330.00 | 55,747.00 |
| | Rideau-Rockcliffe | 13 | 4 | 1 | 5 | 23,160.00 | 0.45 | 39,994.00 | 45,572.00 |
| Total | | | 7 | 1 | 8 | 54,031.00 | 1.06 | 90,324.00 | 101,319.00 |
| Zone 7 | Osgoode | 20 | 4 | 1 | 5 | 16,269.00 | 0.32 | 32,110.00 | 37,154.00 |
| | Riverside-South | 22 | 2 | 0 | 2 | 22243.00 | 0.44 | 36,066.00 | 60,289.00 |
| Total | | | 6 | 1 | 7 | 38,512.00 | 0.76 | 68,176.00 | 97,443.00 |
| Zone 8 | Orleans East-Cumberland | 1 | 4 | 1 | 5 | 23,343.00 | 0.46 | 50,504.00 | 57,169.00 |
| | Orleans South-Navan | 19 | 3 | 0 | 3 | 24,257.00 | 0.48 | 47,534.00 | 67,049.00 |
| Total | | | 7 | 1 | 8 | 47,600.00 | 0.94 | 98,038.00 | 124,218.00 |
| Zone 9 | Capital | 17 | 4 | 1 | 5 | 27,515.00 | 0.54 | 42,091.00 | 45,094.00 |
| | Alta-Vista | 18 | 8 | 3 | 11 | 29,092.00 | 0.57 | 47,938.00 | 49,725.00 |
| Total | | | 12 | 4 | 16 | 56,607.00 | 1.11 | 90,029.00 | 94,819.00 |
| Zone 10 | Somerset | 14 | 4 | 4 | 8 | 34,520.00 | 0.68 | 48,587.00 | 57,073.00 |
| Zone 11 | River | 16 | 3 | 0 | 3 | 30923.00 | 0.61 | 49,427.00 | 51,265.00 |
| | Gloucester-Southgate | 10 | 8 | 1 | 9 | 26620.00 | 0.52 | 49,924.00 | 51,336.00 |
| Total | | | 11 | 1 | 12 | 57,543.00 | 1.13 | 99,351.00 | 102,601.00 |
| Zone 12 | Orleans West-Innes | 2 | 7 | 2 | 9 | 21,055.00 | 0.41 | 51,713.00 | 52,762.00 |
| | Beacon-Hill Cyrville | 11 | 4 | 2 | 6 | 17,801.00 | 0.35 | 37,116.00 | 40,683.00 |
| Total | | | 11 | 4 | 15 | 38,856.00 | 0.76 | 88,829.00 | 93,445.00 |
| GRAND TOTAL | | | | | 142 | 609,548 | 12 | 1,080,157 | 1,263,614 |



SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, December 14, 2021, 7:00 p.m.
Zoom Meeting**

- Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Nancy Brady (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Reg Laverigne, Carolyn Tanner (Human Rights and Equity Advisor), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Karyn Carty Ostafichuk (Manager of Planning), Vatancho Vatanchoev (Research Officer of Research Evaluation & Analytics Division), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Emily Balla (Mental Health Lead), Nicole Guthrie (Manager of Board Services), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)
- Non-Voting
Representatives
Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Stephanie Kirkey (OSSTF-District 25), Susan Gardner (ETFO), Pat Dixon (OCEOTA-ALT), Melodie Gondek (OSSTF- ESP), Lili Miller (IEAC)

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

Vice-Chair Penny called the meeting to order at 7:30 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Matters for Discussion:

3.1 Report 21-091, Sense of Belonging at School (M. Giroux)

Your committee had before it Report 21-091. Using data from Valuing Voices - Identity Matters! Student Survey conducted in 2019-2020, this report examined the following questions:

- a) How do OCDSB students rate their sense of belonging at school?
- b) How does a sense of belonging at school vary across demographic characteristics and identities?
- c) What do students identify as being important for contributing to their sense of belonging at school?

Executive Officer Giroux advised that the report examined a student or students' feeling of connection to school and if a sense of belonging varied through different demographics, characteristics, and identities. She noted that this work aligns with the culture of caring goal in the 2019-2023 Strategic Plan by advancing equity and sense of belonging at school and following the Indigenous, Equity, and Human Rights Roadmap (Roadmap). She added that the data is used to identify connections and examine any disproportionalities in the school system.

Staff noted the following highlights from the report:

- Sense of belonging declines in adolescents;
- 31,985 respondents, representing 42% of the student population, participated in the survey;
- Top factors that contributed to students' sense of belonging included support at home and school, social interactions and interpersonal experiences, learning experiences through instructional practices, and relationships with peers and staff;
- School staff help provide an inclusive environment to students;
- Staff used specific quotes from families and students in the report to reflect marginalized voices;
- The Third Path Framework established a connection between well-being and student achievement through the development of authentic relationships with students and educators;
- The equity team works closely with educators to ensure that student identity is centred to improve a sense of belonging;

- Students should feel that they belong to the school community and it is important for students to see themselves reflected through staffing representation;
- It is important to create networking opportunities for students to connect on a personal level and to build relationships with peers. This can be achieved by incorporating group activities and assignments in the classroom and through extracurricular activities; and
- Staff are working to address barriers in schools that impede a sense of belonging through work such as the Roadmap, developing and implementing an equitable recruitment strategy, and through staff training.

During the discussion and in response to questions, the following information was provided:

- Although only 42% of students responded to the survey, staff did not feel that any group of students were underrepresented and were confident that the voices from the student population were captured. Staff also examined external sources of data to compare their findings;
- Staff noted that full participation in surveys is a challenge and are working to reflect input through actionable changes in the hope this will increase response rates in future surveys;
- Survey responses for grades 7 to 12 were gathered during a time of labour disruption which may have negatively impacted participation rates;
- Staff discourage honourariums for survey completion as it could be viewed as coercion;
- There is considerable overlap between sense of belonging and well-being;
- Although there are correlations between well-being and sense of belonging, staff noted that there is no evidence of causality between the two;
- The Third Path Framework works to establish a connection between well-being and student achievement through the development of authentic relationships between students and educators. This framework can target identified groups of students that require additional relationship building;
- Staff noted that Ministry funding for identity-based data collection have been regularized and part of the next step is to continue to invest in research or to focus on strategies to address concerns;

- Staff will determine a timeframe within the next 18 months for data collection which may incur additional funding requirements;
- Members suggested that cohorts be followed from elementary to secondary school to determine if implemented strategies have been effective;
- The requirement for parental input for junior kindergarten to grade 6 and student input from grades 7 to 12 was a staff decision;
- The Ministry-mandated data collection to be completed by school districts by January 2023, allows for parents to respond on students' behalf from junior kindergarten to grade 8. Districts that have already completed this work, including the OCDSB, will look to compare the data from other districts;
- A range of strategies for increasing educator-student relationships and representation include initiatives such as following the Roadmap, hiring of graduation coaches and support coordinators, work related to the Family and Community Engagement (FACE) initiative, and community relationship building;
- Director Williams-Taylor recognized the importance of recognizing student experiences in classrooms and the impact that educators have on students. She noted that it is important to build capacity for staff in order to improve connections and understanding with students. Staff work to create opportunities for educators to improve their skills and understanding through training;
- Some members expressed the view that staff focused too much on continual research and would like to see more actionable changes in terms of increasing staff diversity;
- Staff noted that recent employment demographic data was reviewed and used to compare that data with that of the local community. Staff noted that there have been significant changes in provincial hiring practices of educators, the Board approved an equitable hiring policy, and that human resources staff work with hiring managers and principals to further diversify employees, initiatives that are tied to the 2019-2023 Strategic Plan;
- Director Williams-Taylor recognized the responsibility to improve demographic data collection in order to measure staff diversity. She noted the importance in building staff confidence to identify themselves in the demographic survey. Supporting staff-affiliate groups where experiences and narratives can be shared, demonstrates that identities are valued in the OCDSB;
- Directors Williams-Taylor noted that the District does not have an active plan on data collection to determine the impact of poverty on

students. She noted that most equity work within the District includes discussion on socioeconomic disadvantage and that the upcoming Human Rights policy will address this issue. She noted that it is difficult to collect data on poverty and outcomes for students as dignity is a key piece when discussing poverty. She recognized that issues of poverty can influence identity and that the District has engaged in its work on socioeconomic reality by community or neighbourhood as opposed to individuals;

- Members noted that staff should have special consideration for socioeconomic conditions that some students face in order to increase a sense of belonging in schools;
- Some members expressed interest in comparing sense of belonging data with other school boards' data in Ontario, once it becomes available;
- Some members pointed out that visual representation of minoritized groups is not always apparent and that it is important to not make assumptions of an individual's identity based on visual appearance;
- Staff noted that the discussion and work to increase students' sense of belonging extends into the community through the Strategic Plan. The District works with several layers of community building such as communities within the Board, the City of Ottawa, and provincially. The District also works with local community partners, community and non-profit groups in formal and informal partnerships to further build relationships. Through a community initiative, the OCDSB was recognized for its work as a member of the COVID-19 Community Response Table with the Community Builder Award. The FACE initiative expands formal community partners including grass-roots organizations; and
- Staff noted that the strategy plan cycle examines the work being conducted to implement changes identified in surveys and relationship building in the community. The next step is to continue analyzing the outcomes of changes.

4. Adjournment

The meeting adjourned at 8:40 p.m.

Keith Penny, Chair



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, January 11, 2022, 7:00 p.m.
Zoom Meeting**

| | |
|-------------------------------------|--|
| Trustees Present: | Justine Bell, Donna Blackburn , Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (Student Trustee) |
| Staff Present: | Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Mary Jane Farrish (Superintendent of Instruction), Nancy Brady (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Reg Lavergne, Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Daniel Bradley (Manager, Physical Facilities/Design & Construction), Emily Balla (Mental Health Lead), Amy Hannah (Principal, Learning Support Services), Kate Stoudt (Principal, Learning Support Services), Jennifer Mbang (Human Rights Officer), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central Audio Visual Technical Specialist), Darren Gatley (Board/Committee Coordinator) |
| Non-Voting Representatives Present: | Thomas Holloway (OCASC), Robert James (OCEOC-ALT), Patsy Agard (OCSSAN-ALT), Stephanie Kirkey (OSSTF-District 25), Susan Gardner (ETFO), Pat Dixon (OCEOTA-ALT), Melodie Gondek (OSSTF- ESP), Seema Lamba (ACE), Lili Miller (IEAC), Sonia Nadon-Campbell (SEAC) |

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

Vice-Chair Penny called the meeting to order at 7:13 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Adrienne Lesage, re COVID-19

Ms. Lesage, a mother of two and former elementary teacher, noted that children have not had a voice in the COVID-19 safety measures. She indicated that children's hospitals have reported a mental health crisis and that there have been significant incidents of children inflicting self-harm and eating disorders. She added that children are bearing the brunt of COVID-19 mandates and are missing many opportunities for engagement and social interaction. She expressed the opinion that families feel that the COVID-19 mandates and safety measures are unjustified as children are at low risk for severe symptoms. Ms. Lesage reported that if COVID-19 school mandates were not removed, that students would continue to suffer. Ms. Lesage noted that COVID-19 could be present indefinitely and queried how many boosters, masking requirements, or other such measures must be met before students can return to a sense of normalcy. She added that some students have heightened anxiety and fear resulting from COVID-19 measures.

3.2 Kwadwo Kyeremanteng, re Impact of Decision Making and Procedures on the School System

Dr. Kyeremanteng, a father of three and intensive care unit (ICU) physician, noted that COVID-19 policies should accurately reflect the risk to students. He has witnessed how COVID-19 has affected patients and the damage that ineffective policies have had on communities. He noted that risk factors such as age, vaccine status, and blood pressure affect how severe symptoms are in the community and that children have a very low risk of getting COVID-19. He noted that children have a three in one million chance of having severe risk of COVID-19 symptoms or death. He added that some policies have had unintended consequences for families such as creating economic burdens and mental health issues that face the greater community, with school closures forcing some families to make difficult choices. He noted that these unintended consequences disproportionately affect Black, Indigenous and People of Colour (BIPOC) communities, where vaccine hesitancy remains. Dr. Kyeremanteng added that the reality of the COVID-19 variant Omicron is that the community cannot evade the variant altogether and most will likely be infected with Omicron and policies should reflect this. He suggested that the best way for an individual to protect themselves is through vaccination.

3.3 Jamie Janes, re Bullying of Unvaccinated Students

Ms. Janes, a parent of two and active member of the school community, noted that she recently had to remove her child from kindergarten out of fear of school COVID-19 safety measures. She noted that there are potential long term consequences of requiring students to wear masks for the duration of the school day, mental health issues from social isolation, and being taught in a fearful environment. Ms. Janes added that families have not received any risk versus benefit analysis on school COVID-19 policies. She noted that mandates disproportionately and negatively affect BIPOC and low-income communities. She added that a divisive mentality promotes the scapegoating of unvaccinated students for many social situations in and after school. Ms. Janes asked trustees to consider the impact mandates have on students before making any decisions and suggested they have the opportunity to make a positive impact on children by removing mandates.

3.4 Nili Kaplan-Myrth, re Recommendations for a Safe Return to School

Dr. Kaplan-Myrth, a family physician in Ottawa, noted that the delay to return to in-person learning after the winter break was based on risks to students and educators. She noted that classrooms are at high risk of COVID-19 exposure and that most educators or families do not have access to rapid antigen tests, or appropriate isolation opportunities. She added that there is a peak of the COVID-19 Omicron variant wave affecting Ontario and that hospitalizations have increased. She would like to see students back in school but not at the cost of students' health.

In response to a query from Trustee Lyra Evans, Dr. Kaplan-Myrth noted that immunization rates of youth in Ottawa are at 64% of 5-11 year olds but with only 6% of this age group having a second dose.

In response to a query from Trustee Campbell, Dr. Kaplan-Myrth noted that Ottawa Public Health's (OPH) suggestion for students to return to in-person learning may be due to OPH trying to balance mental health issues with infection risks of COVID-19. She expressed the view that OPH's decision could be political.

In response to a query from Trustee Jennekens, Dr. Kaplan-Myrth noted that those who recently received their vaccines at the District sponsored Jabapalooza event, require two weeks before those vaccines take effect.

3.5 Jennifer McDonald, re Mitigation Measures in Place to Address Airborne Spread of SARS-COV-2

Dr. McDonald noted that health units confirmed that COVID-19 can be transmitted through airborne particles and that students and staff require better masks and suggested that it would be easier to upgrade masks while ventilation systems are improved at schools.

In response to a query from Trustee Schwartz, Dr. McDonald noted that long term consequences of COVID-19 in children, such as emotional or cognitive symptoms, are not yet understood and there is not enough data to accurately determine long-term risks to children. She noted that it may take 10-15 years before comparative peer data can be analyzed to determine long term effects.

In response to a query from Trustee Bell, Dr. McDonald noted that there is no information to verify if N95 masks are more effective in preventing transmission of COVID-19 in students as studies typically do not test on children. She advised that N95 masks could be promoted as a precaution.

In response to a query from Trustee Jennekens, Dr. McDonald advised that during indoor lunch-breaks, classrooms cannot eliminate all risks; however, classrooms could use a CO2 monitor, open windows for increased ventilation, and maintain social distancing measures. Dr. McDonald added that High Efficiency Particulate Air (HEPA) filters are important to have in each classroom and that the appropriate filtration requirements are met for each particular size of room.

4. Delegations (Written)

4.1 Greg Macdougall, re Plan to Return all Students to In-Person Schooling on January 17

Provided for information.

5. Briefing from the Chair of the Board

Chair Scott reported that the Ottawa Carleton District School Board (OCDSB)'s Director of Education Camille Williams-Taylor and Executive Director of the Education Foundation of Ottawa Clarissa Arthur, have been recognized among the Top 100 Accomplished Black Canadian Women for 2022. Chair Scott noted that they join a list of distinguished Black Canadian Women from across Canada whose accomplishments and leadership will be showcased later in the year in a book intended to provide inspiring role models for the many ways Black girls and women can make their own contributions in Canadian society.

6. Briefing from the Director

Director Williams-Taylor recognized the work that others have done and continue to do that supported her and Clarissa Arthur to be recognized within the Top 100 Accomplished Black Canadian Women for 2022 and noted that it is a continuous journey of learning and working together.

Director Williams-Taylor reported that starting 17 January 2022, the OCDSB mental health team will be offering families an opportunity to listen and engage virtually with the District's mental health professionals. Director Williams-Taylor noted that mental health professionals will be hosting group drop-in sessions for families to ask general questions about promoting and sustaining mental health and there will be general sessions for elementary and secondary school families.

She added that there will also be sessions for Indigenous and Black families of students with Autism Spectrum Disorder and Developmental Disabilities (ASD/DD). Details on registration can be found on the OCDSB website.

Director Williams-Taylor reported that in January and February 2022, schools will be hosting virtual information nights for parents registering their children for kindergarten or secondary school. Details can be found on the OCDSB website. Director Williams-Taylor asked that the school community convey information about the upcoming information nights with friends and colleagues in the community who have preschool aged children or students in grades 7 or 8.

Director Williams-Taylor reported that OCDSB staff members have raised more than \$67,000 through the annual United Way East Ontario campaign. Funds raised will support United Way East Ontario community initiatives to combat poverty, support youth and help people overcome challenges across the region. Director Williams-Taylor thanked all those who contributed to this campaign.

7. COVID-19 Update

Director Williams-Taylor introduced the COVID-19 update and noted that most students are currently in remote learning with the exception of students with complex needs. She added that the presentation is provided with the understanding that school districts are expected to return to in-person learning on 17 January 2022. Director Williams-Taylor noted that an announcement from the provincial government is expected to occur on 12 January 2022 and that the school community would be informed of any changes to the plan to return.

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

- 11,000 Chromebooks have been sent to students and staff anticipate a total of 20,000 to be sent;
- Over 650 of 1000 mobile hotspots have been deployed, enabling students to continue remote learning;
- Staff expressed their appreciation to the educators committed to attend in-person learning for students with complex needs;
- The Ministry provided a research guide to remote learning for students with special education needs. This guide provides best practices to support students in remote learning;
- Staff noted that the Province has shifted its approach from containment to mitigation of COVID-19 in schools. This includes changes in testing strategy such as polymerase chain reaction (PCR) testing now being reserved for healthcare workers and others in high risk settings;
- Individuals are to assume COVID-19 positivity based on symptoms and to self-isolate accordingly;

- There is currently no consistency in data sources for confirmation of positive COVID-19 cases, thus the Ministry of Education (the Ministry) has changed the reporting requirement for school districts by removing the daily dashboard reporting requirement;
- Ottawa Public Health (OPH) is working closely with the four coterminous school boards regarding how COVID-19 reporting requirements will look like in the future;
- Screening tools for students and staff have been updated by the Ministry and OPH and will be added to OCDSB website;
- OPH symptoms page has been updated to reflect requirements based on vaccination status and immune health. Anyone showing symptoms will need to self-isolate regardless of vaccination status;
- The previous practice of dismissing entire cohorts and classes to self-isolate will no longer occur and individuals showing symptoms are now required to self-isolate as needed;
- Ottawa has higher rates of vaccination coverage compared to the rest of the province;
- The District continues to support the promotion of vaccine clinics from OPH;
- The booster dose of COVID-19 vaccination does not change the definition of fully vaccinated;
- The Ministry has advised that school boards are expected to report aggregated and depersonalized statistical data regarding third booster dose coverage for staff, covered under the vaccine disclosure policy;
- Medical masks continue to be part of the personal protective equipment (PPE) provided to staff. The Ministry has made non-fit tested N95 respirators available to employees who choose to wear them;
- The Ministry will now provide optional 3-ply cloth masks for students;
- The Ministry will provide 81 new standalone High Efficiency Particulate Air (HEPA) filters in addition to the over 2,300 HEPA filters in use across the District. The Districts' work in prioritizing ventilation and air quality systems has had all heating, ventilation, and air conditioning (HVAC) systems reprogrammed to comply with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) standard and OPH recommendations to increase air and ventilation quality;
- The OCDSB website has ventilation information available for the public;
- The District recognized that school closures have had a negative impact on vulnerable families within the school community and provides mental health resources and supports to families and students and have provided

information in other languages. The District also works with the Ottawa Network for Education (ONFE) to address food security and nutrition programs;

- Trustee Bell requested that a cost estimate for the Board to supply students with the most effective masks be provided to ensure that students have the most appropriate COVID-19 mitigation measures;
- The Ministry is working to procure rapid antigen tests for the education sector; however, the education sector is currently a lower priority over other public sectors and delays in receiving sustained supply of tests can be procured. The Ministry does want to continue PCR testing for students and staff but available testing was prioritized to healthcare groups at this time;
- It would be challenging to have school staff collect data for students and staff who have self-isolated and it would not be appropriate for staff to collect detailed personal health information;
- It was clearly communicated that the family decision for students to attend schools in-person or through the Ottawa-Carleton Virtual (OCV) campus would remain in effect for the entire 2021-2022 school year; however, exceptions may be considered on a case-by-case basis;
- Students self-isolating at home could learn asynchronously through remote learning;
- Students are expected to have their lunch breaks within their cohort and staff have not discussed a change in process for snack or lunch breaks;
- Staff have not required additional safety measures for students on buses as it is the purview of the Ottawa Student Transportation Authority (OSTA);
- Class closures could result from potential staffing shortages;
- There are no expectations that schools will be required to report on class closures;
- Dr. Etches is in favour of students returning to in-person learning;
- The District is prepared for secondary schools to return to a four course per day semester model beginning in February 2022. This will be dependent on new information from Ministry requirements and the District will be able to remain in a two class per day structure if required;
- Trustees expressed concern with the removal of COVID-19 reporting requirements as it provided families insight to determine if they were comfortable in sending their children to school. Trustees hoped that staff would convey this in discussions with OPH;
- Families could speak with on-site supervisors at daycare facilities to expedite the return of prepaid funds;

- Director Williams-Taylor advised that the Education Foundation is actively working with social work cohorts to support families and that principals could also be another support for families to reach out to;
- The Ontario Teachers Federation agreed to allow retired teachers to extend the maximum number of days from 50 to 95 to support schools without impacting their pension;
- The extension of days for retired teachers to work has helped reduced some shortages in targeted teacher areas; however, this is a recent change and the data has not revealed the full impact this decision has had;
- In response to a query from Trustee Lyra Evans, Associate Director Reynolds noted that he would raise the suggestion for students to eat in smaller groups within the classroom at discussions with Ottawa Public Health (OPH);
- In the event that a class is closed due to an educator not being available to attend class and all contingencies are exhausted, staff would provide as much notice as possible to families;
- If an educator is not available to teach, a list of contingency strategies is shared with principals including, filling a teacher absence via the call out system through a list of occasional teachers, if this is not successful, principals can reach out directly to replacement staff. Most elementary schools have a dedicated occasional teacher (DOT) which could be dispatched to schools as required. Educators could relinquish preparation time in order to attend a class with an absent educator and be provided with compensation for their preparation time later. If all contingencies are depleted and there is a possibility of class closures, principals are encouraged to make these decisions as quickly as possible in order to maximize notice to families;
- Ministry-provided 3-ply masks for students may not provide as much protection as surgical masks, but do provide better mitigation measures than what some students are provided with from home;
- Staff have significant reluctance to combine cohorts as a measure for educator shortages; however, cohorts may be combined to provide general supervision. This will be further discussed with OPH;
- Staff would be inclined to close classes before mixing cohorts;
- To request a DOT, a principal can provide a rationale to Human Resources staff. Most requests are approved and some schools have two DOTs although some rural schools have difficulty filling DOT positions due to geographical restrictions;
- Educator absences at the Crystal Bay Centre for Special Education and Clifford Bowey Public School (CB) sites are addressed through possible redeployment of central staff but this is difficult as the primary educators at these sites are sensitive to the special needs of their students. Some

additional staff are at the CB sites and they could support these classes but availability of additional staffing is inconsistent which can provide challenges;

- N95 and similar masks are intended to be replaced daily; and
- The Ministry provided 3-ply masks that are a blend of cotton and polyester and sizes were also determined by the Ministry. Due to the worldwide shortage of N95 masks, staff hope to hear from the Ministry of Education, Ministry of Health, and Ministry of Labour on how these masks can be safely re-used.

Following a break at 9:00 pm the meeting was called to order at 9:05 p.m.

8. Matters for Action:

8.1 Report 22-001, Facilities Renewal Program and School Condition Improvement 2021-2022 Project Plan (M. Carson)

Your Committee had before it Report 22-001 to obtain Board approval of the Facilities Renewal Program (FRP) to be implemented under the School Renewal Allocation (SRA), Temporary Accommodations (portable moves) and School Condition Improvement (SCI) funding for the 2021-2022 budget year.

Moved by Trustee Blackburn,

- A. THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$113,102,653 be approved as detailed in Appendix B of Report 22-001;
- B. THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;
- C. THAT as FRP/SCI projects are tendered, based on bid results, or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional projects will be able to proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and
- D. THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.

During the discussion and in response to questions, the following information was provided:

- Shortages of contractors, skilled workers, and supply chain issues have increased project costs;

- Trustee Lyra Evans requested that staff confirm if the \$84.0 million accessibility and program backlog is included in the \$643.0 million backlog of renewal projects;
- The report does not include closed schools or administrative buildings as they do not serve students. These buildings also have a backlog which would be over \$50.0 million, with the majority of the backlog attributed to the former Rideau High School;
- The \$84.0 million in accessibility backlog was based on an analysis of OCDSB buildings in the past. Staff have not been able to finalize the pricing; however, staff are working with a consultant to ensure that work and requirements of the draft building environment standards are met. Staff anticipate that the cost of \$84.0 million could be higher than reported and the issue will be how the provincial government chooses to provide any grandfathering of existing buildings and how they intend to phase in requirements;
- Staff do not expect a requirement for immediate compliance of the Accessibility for Ontarians with Disabilities Act (AODA), considering that the standards have not yet been proclaimed;
- The District will move forward in making certain buildings more accessible regardless of delayed standards in order to serve a student or staff member's needs;
- Infrastructure funding that focuses on changing systems which were not obsolete does not eliminate backlogs;
- New buildings increase the square footage of total buildings to maintain which adds to the backlog;
- As building systems are changed or updated, staff use the opportunity to address some of the deferred maintenance at these sites;
- Most public sectors continue to have increased backlogs;
- The Board Sustainability Action Plan (BSAP), in which a draft will be provided later in the year, looks at the decarbonization and electrification of building systems. The BSAP will address converting gas-fired rooftop units to heat pumps which is already used as the standard when building new schools. The BSAP will outline expectations of design criteria going forward through a renewal plan;
- Replacing fossil fuel burning boiler-plants with electric systems is more difficult as there are currently few replacement options. Staff will prioritize replacing more simple systems before addressing the more complex systems;

- Solar arrays no longer have provincial incentives and the economics from this will be included in an upcoming energy plan report;
- Trustee Scott requested that staff provide information on the facilities condition index (FCI) methodology and school expectations of amenities, systems, and facilities;
- Staff noted that an important factor in the completion of a project is the cooperation of the principal and their staff as they are heavily involved. Family support for these projects is also important as students have had to be relocated for the completion of certain projects. Staff recognized the importance that FRP/SCI work directly affects students and planning on this is done to minimize disruption;
- School backlog information is published by the province periodically and is currently more than three years old. In the past, staff have presented the work that has been completed at schools through a report and a District Needs Analysis (DNA) is being updated to be presented in the fall of 2022. Staff noted that if a member of the public has specific questions regarding projects to be completed by schools, they can contact local area supervisor to obtain information informally; and
- Staff noted that a publicly-accessible data system may not be a straightforward task as it is difficult to transfer engineering financial reporting to a usable format. Staff would prefer to provide a report on school-by-school project status rather than respond to individual queries.

Moved by Trustee Blackburn

- A. **THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$113,102,653 be approved as detailed in Appendix B of Report 22-001 (Attached as Appendix A);**
- B. **THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;**
- C. **THAT as FRP/SCI projects are tendered, based on bid results, or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional projects will be able to proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and**
- D. **THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.**

Carried

8.2 Report 22-007, Approval of Policy P.147.GOV: Human Rights (C. Tanner)

Your Committee had before it Report 22-007, seeking approval of Policy P.147.GOV. Human Rights Policy.

Director Williams-Taylor advised that Policy P.147.Gov: Human Rights Policy (the Policy) has been drafted through the engagement of many stakeholders. She noted that Human Rights and Equity Advisor (HREA) Carolyn Tanner led the work on the development of the policy, and noted that she has been a leader and has been instrumental in shaping the profile of HREAs throughout the province, a role that will have significant impact on students and staff.

During the discussion and in response to questions, the following information was provided:

- The rights of children and all persons are subject to the limitations permitted by law. The Policy will not change approaches that are in place. Children have separate and distinct rights and their capacity to implement their rights evolves, as they mature when they can take more leadership in exercising their rights;
- The *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) still applies, and the Policy would not change current practices of searching lockers and personal belongings of students;
- Recommendations from the office of the HREA would be shared with a complainant and a respondent and the District, individual recommendations related to cases would remain confidential. There is a requirement to provide cyclical reporting on complaints the HREA and reports that would include systemic recommendations. It is the responsibility of the Director of Education to implement recommendations from the office of the HREA;
- Much of the policy work will be determined and outlined in the procedure;
- The office of the HREA would conduct investigations based on evidence to determine a finding of facts. There may be recommendations for a remedy to mitigate future incidents but this would not include discipline for an individual, which is the responsibility of the District;
- Director Williams-Taylor advised that there are intersections with other areas of responsibility within the District. She noted that allegations of misconduct would be investigated through the Human

Resources/Labour Relations Department where the outcome of an investigation of an infraction might see discipline, including possible termination of an employee if warranted. The office of the HREA does not have the purview to determine the outcome of an infraction, but if the complaint originated with the office of the HREA, it may look at a systemic practice and make recommendations to the Director of Education;

Moved by Trustee Campbell,

- A. THAT Policy P.147.GOV: Human Rights attached as Appendix D to Report 22-007, be approved;
- B. THAT Policy P.086.CUR: Religious and Creed-Based Accommodation, attached as Appendix E to Report 22-007, be rescinded; and
- C. THAT other Board Policies be amended as necessary to reflect the definitions approved in Board Policy P.147.GOV: Human Rights.

An Amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV, section 1.0 c the words “that remedies harm and restores relationships” be struck and the words “remedying harm and working to restore relationships when we do not meet these standards” be inserted as a new part d.

Carried, friendly

An amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV, section 4.14 d the words “concerns and complaints within the District;” be struck and replaced with “concerns, complaints, and system-level recommendations made;”

In response to a query, Director Williams-Taylor advised that the amendment gives scope to be able to provide updates to the public but will allow staff to apply discretion in the case of legal or privacy-based reasons for not providing specific information. System level recommendations would not include naming specific individuals or cases;

An amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV, section 4.14 d the words “concerns and complaints within the District;” be struck and replaced with “concerns, complaints, and system-level recommendations.

Carried, friendly

- In response to clarification of the definition of violence in the Policy, HREA Tanner advised that the term violence concerning the rights of

the child, indicates that all forms of violence against children are prohibited. The term in the Policy refers to all forms of violence;

- Trustee Campbell suggested that the term violence be included as a glossary term to provide clarity;
- Director Williams-Taylor advised that the District has jurisdiction over third-party service providers and those who interact with students, but imposing remedies differs depending on the role of the service provider. She noted that anyone who has an intersection with students or staff is subject to the expectation that human rights are maintained and this area would be outlined in the procedure; and
- Superintendent McCoy advised that Policy P.009.HR, Respectful Workplace Policy provides that the District has the obligation to protect students and staff who may come into contact with third-party providers. She noted that language can be embedded in contracts that outline the expectation of behaviour and conduct of service providers, in contact with students and staff. Superintendent McCoy reported there may be jurisdictional limits in the District's ability to compel, but the District can assert its expectation that the OHRC or human rights legislation and policies be adhered to.

Trustee Schwartz noted her concern about the time and the ability to complete the remaining agenda items. She suggested that the items be deferred to a future date and time.

Moved by Trustee Schwartz,

THAT discussion on items 8.2 Report 22-007, Approval of Policy P.147.GOV: Human Rights and 10.1 Report 22-004, Specialized Program Class Referral Information 2021-2022 be continued at a date and time to be determined by agenda planning.

Carried

The 10:30 vote received the required 2/3 majority to continue

9. Reports from Statutory and Other Committees

9.1 Indigenous Education Advisory Council, 18 November 2021

Moved by Trustee Hough,

THAT the report from the Indigenous Education Advisory Council (IEAC), dated 18 November 2021, be received.

Carried

9.2 Advisory Committee on Equity, 25 November 2021

Moved by Trustee Lyra Evans,

THAT the report from the Advisory Committee on Equity (ACE), dated 25 November 2021, be received.

Carried

9.3 Special Education Advisory Committee, 3 November 2021

Moved by Trustee Boothby,

THAT the report from the Special Education Advisory Committee (SEAC), dated 3 November 2021, be received.

Carried

9.4 Special Education Advisory Committee, 8 December 2021

Moved by Trustee Lyra Evans,

THAT the report from the Special Education Advisory Committee (SEAC), dated 8 December 2021, be received.

Carried

10. Matters for Discussion:

10.1 Report 22-004, Specialized Program Class Referral Information 2021-2022 (P. Symmonds)

Moved by Trustee Schwartz,

THAT Report 22-004, Specialized Program Class Referral Information 2021-2022 be continued at a date and time to be determined by agenda planning.

Carried

11. Information Items:

11.1 Report from OPSBA (if required)

Trustee Boothby reminded trustees that the deadline for any resolutions for the Annual General Meeting (AGM) is by the March 2022 Committee of the Whole (COW) meeting.

11.2 New Ministry Initiatives Update (if required)

Director Williams-Taylor noted that any new information on COVID-19 protocols will be provided to the school community as information is presented to the District.

11.3 OSTA Update (if required)

There was no OSTA update.

12. New Business - Information and Inquiries

Members requested that Trustee Scott write a letter to the Minister of Education requesting that the Ministry provide additional COVID-19 safety measures for students and staff.

Trustee Lyra Evans suggested that Chair Scott use firm language in the letter to the Minister.

Chair Scott advised that a draft of the letter would be completed by 12 January 2022 and would intend to send the letter to the Minister by 13 January 2022.

13. Adjournment

The meeting adjourned at 10:47 p.m.

Keith Penny, Vice-Chair

2021-2022 Facilities Renewal Program and School Condition Improvement Project List

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|---|---------------------------------------|------------------------------|------------------------------|
| 2021-22 FACILITIES RENEWAL PROGRAM (FRP) | | | |
| MECHANICAL - A/C (Restricted) | 333VMASR0000 | | |
| Various Sites | Mechanical - A/C | \$150,000 | |
| MECHANICAL - A/C - TOTAL | 333VMASR0000 | \$ 150,000 | \$ - |
| MECHANICAL - CONTROLS - (Restricted) | 333VMCSR0000 | | |
| Various Sites | Mechanical - Controls | \$20,000 | |
| Bayshore P.S. | HVAC Controls Upgrade | \$110,000 | |
| Confederation Education Centre | BAS Greenbox Conversion | \$60,000 | |
| D. Roy Kennedy P.S. | HVAC Unit Ventilator Controls Upgrade | \$175,000 | |
| Fielding Drive P.S. | HVAC Controls Upgrade | \$125,000 | |
| Hillcrest H.S. | HVAC Controls Upgrade | \$90,000 | |
| Woodroffe H.S. | HVAC Controls Upgrade | \$175,000 | |
| MECHANICAL - CONTROLS - TOTAL | 333VMCSR0000 | \$ 755,000 | \$ - |
| MECHANICAL - HEATING (Restricted) | 333VMHSR0000 | | |
| Various Sites | Mechanical - Heating | \$100,000 | |
| Ottawa Technical S.S. | Steam Boiler Removal | \$35,000 | |
| MECHANICAL - HEATING - TOTAL | 333VMHSR0000 | \$ 135,000 | \$ - |
| MECHANICAL - PLUMBING (Restricted) | 333VMPSR0000 | | |
| Various Sites | Mechanical - Plumbing | \$50,000 | |
| MECHANICAL - PLUMBING - TOTAL | 333VMPSR0000 | \$ 50,000 | \$ - |
| ELECTRICAL - POWER SERVICES (Restricted) | 333VEPSR0000 | | |
| Various Sites | Electrical - Power Services | \$100,000 | |
| ELECTRICAL - POWER SERVICES - TOTAL | 333VEPSR0000 | \$ 100,000 | \$ - |
| ELEVATORS (Restricted) | 333VIESR0000 | | |
| Various Sites | Elevator Upgrade | \$50,000 | |
| ELEVATORS - TOTAL | 333VIESR0000 | \$ 50,000 | \$ - |
| ELECTRICAL - FIRE ALARM SAFETY (Restricted) | 333VEFSR0000 | | |
| Various Sites | FA Panel Replacement | \$40,000 | |
| ELECTRICAL - FIRE ALARM SAFETY - TOTAL | 333VEFSR0000 | \$ 40,000 | \$ - |
| ELECTRICAL - COMMUNICATIONS PA (Restricted) | 333VECSR0000 | | |
| Various Sites | System Upgrade | \$10,000 | |
| ELECTRICAL - COMMUNICATIONS PA - TOTAL | 333VECSR0000 | \$ 10,000 | \$ - |
| ELECTRICAL - LIGHTING (Restricted) | 333VELSR0000 | | |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|---------------------------------------|----------------------------------|------------------------------|------------------------------|
| Various Sites | Electrical - Lighting | \$75,000 | |
| ELECTRICAL - LIGHTING - TOTAL | 333VELSR0000 | \$ 75,000 | \$ - |
| ENVIRONMENT - ASBESTOS (Unrestricted) | 333VLASR0000 | | |
| Various Sites | Asbestos/Radon Survey & Testing | \$200,000 | |
| ENVIRONMENT - ASBESTOS - TOTAL | 333VLASR0000 | \$ 200,000 | \$ - |
| ENVIRONMENT - OIL/UT (Unrestricted) | 333VLUSR0000 | | |
| Various Sites | Oil - Storage Tanks | \$0 | |
| ENVIRONMENT - OIL/UT - TOTAL | 333VLUSR0000 | \$ - | \$ - |
| ROOF MECHANICAL (Unrestricted) | 333VRMSR0000 | | |
| Various Sites | Roof Related Mechanical | \$200,000 | |
| ROOF MECHANICAL - TOTAL | 333VRMSR0000 | \$ 200,000 | \$ - |
| ROOF LEAKS (Unrestricted) | 333VRLSR0000 | | |
| Various Sites | Roof Leaks | \$750,000 | |
| ROOF LEAKS - TOTAL | 333VRLSR0000 | \$ 750,000 | \$ - |
| ROOF PM PROGRAM (Unrestricted) | 333VRPSR0000 | | |
| Various Sites | Preventative Maintenance Program | \$1,000,000 | |
| ROOF PM PROGRAM - TOTAL | 333VRPSR0000 | \$ 1,000,000 | \$ - |
| ROOF REPLACEMENT (Restricted) | 333VRRSR0000 | | |
| Various Sites | Roof Replacement | \$100,000 | |
| ROOF REPLACEMENT - TOTAL | 333VRRSR0000 | \$ 100,000 | \$ - |
| BUILDING FOUNDATIONS (Restricted) | 333VBFSR0000 | | |
| Various Sites | Foundation Leaks | \$100,000 | |
| BUILDING FOUNDATIONS - TOTAL | 333VBFSR0000 | \$ 100,000 | \$ - |
| MASONRY WALLS/CHIMNEYS (Restricted) | 333VBMSR0000 | | |
| Various Sites | Standing Agreement | \$400,000 | |
| MASONRY WALLS/CHIMNEYS - TOTAL | 333VBMSR0000 | \$ 400,000 | \$ - |
| BUILDING STRUCTURE (Restricted) | 333VBSSR0000 | | |
| Various Sites | Building Structural | \$400,000 | |
| Hillcrest H.S. | Loading Bay Upgrade | | \$150,000 |
| Manor Park P.S. | Seismic Repairs | | \$350,000 |
| BUILDING STRUCTURE - TOTAL | 333VBSSR0000 | \$ 400,000 | \$ 500,000 |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|--|------------------------------------|------------------------------|------------------------------|
| SIPOREX (Restricted) | 333VRXSR0000 | | |
| Various Sites | Siporex Repairs | \$50,000 | |
| SIPOREX - TOTAL | 333VRXSR0000 | \$ 50,000 | \$ - |
| WINDOWS/EXTERIOR DOORS (Restricted) | 333VBWSR0000 | | |
| Various Sites | Window Replacement | \$100,000 | |
| WINDOWS/EXTERIOR DOORS - TOTAL | 333VBWSR0000 | \$ 100,000 | \$ - |
| INTERIOR FLOORING (Unrestricted) | 333VIFSR0000 | | |
| Various Sites | Standing Agreement | \$600,000 | |
| Zone 1 | Flooring Upgrades | \$60,000 | |
| Zone 2 | Flooring Upgrades | \$60,000 | |
| Zone 3 | Flooring Upgrades | \$60,000 | |
| Zone 4 | Flooring Upgrades | \$60,000 | |
| Zone 5 | Flooring Upgrades | \$60,000 | |
| Zone 6 | Flooring Upgrades | \$60,000 | |
| INTERIOR FLOORING - TOTAL | 333VIFSR0000 | \$ 960,000 | \$ - |
| INTERIOR FLOORING - GYM (Unrestricted) | 333VIGSR0000 | | |
| Various Sites | Standing Agreement | \$80,000 | |
| South March P.S. | Gym Rubber Floor | \$50,000 | |
| INTERIOR FLOORING - GYM - TOTAL | 333VIGSR0000 | \$ 130,000 | \$ - |
| INTERIOR CEILINGS (Unrestricted) | 333VICSR0000 | | |
| Various Sites | Ceiling Repairs & Tile Replacement | \$200,000 | |
| INTERIOR CEILINGS - TOTAL | 333VICSR0000 | \$ 200,000 | \$ - |
| INTERIOR DOORS (Unrestricted) | 333VIDSR0000 | | |
| Various Sites | Interior Doors | \$100,000 | |
| INTERIOR DOORS - TOTAL | 333VIDSR0000 | \$ 100,000 | \$ - |
| INTERIOR DOOR HARDWARE (Unrestricted) | 333VIHSR0000 | | |
| Various Sites | Interior Door Hardware | \$200,000 | |
| INTERIOR DOOR HARDWARE - TOTAL | 333VIHSR0000 | \$ 200,000 | \$ - |
| INTERIOR WALLS (Unrestricted) | 333VIWSR0000 | | |
| Various Sites | Wall Repairs | \$50,000 | |
| INTERIOR WALLS - TOTAL | 333VIWSR0000 | \$ 50,000 | \$ - |
| INTERIOR LOCKERS (Unrestricted) | 333VILSR0000 | | |
| Various Sites | Interior Lockers | \$50,000 | |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|--|--|------------------------------|------------------------------|
| INTERIOR LOCKERS - TOTAL | 333VILSR0000 | \$ 50,000 | \$ - |
| INTERIOR TOILET PARTITIONS (Unrestricted) | 333VITSR0000 | | |
| Various Sites | Interior Toilet Partitions | \$100,000 | |
| INTERIOR TOILET PARTITIONS - TOTAL | 333VITSR0000 | \$ 100,000 | \$ - |
| SITE - PAVING (Unrestricted) | 333VSPSR0000 | | |
| Various Sites | Site - Paving | \$100,000 | |
| Confederation Education Centre | Parking Lot Paving | \$70,000 | |
| SITE - PAVING - TOTAL | 333VSPSR0000 | \$ 170,000 | \$ - |
| SITE - LANDSCAPE/FENCING (Unrestricted) | 333VSFSR0000 | | |
| Various Sites | Site - Landscaping/Fencing | \$100,000 | |
| SITE - LANDSCAPE/FENCING - TOTAL | 333VSFSR0000 | \$ 100,000 | \$ - |
| SITE - PLAY AREAS/SPORTS FIELDS | 333VSASR0000 | | |
| Various Sites | Site - Play Areas/Sports Fields | \$30,000 | |
| SITE - PLAY AREAS/SPORTS FIELDS - TOTAL | 333VSASR0000 | \$ 30,000 | \$ - |
| SITE - SIGNAGE (Unrestricted) | 333VSSSR0000 | | |
| Various Sites | Site - Signage | \$200,000 | |
| SITE - SIGNAGE - TOTAL | 333VSSSR0000 | \$ 200,000 | \$ - |
| SITE - CIVIL SERVICES (Unrestricted) | 333VSCSR0000 | | |
| Various Sites | Site - Civil Services | \$100,000 | |
| SITE - CIVIL SERVICES - TOTAL | 333VSCSR0000 | \$ 100,000 | \$ - |
| SITE - EQUIPMENT (Unrestricted) | 333VSESR0000 | | |
| Various Sites | Site - Equipment | \$100,000 | |
| SITE - EQUIPMENT - TOTAL | 333VSESR0000 | \$ 100,000 | \$ - |
| SITE - OTHER (Unrestricted) | 333VSOSR0000 | | |
| Various Sites | Site - Other | \$50,000 | |
| Bayshore P.S. | Shed | \$20,000 | |
| Confederation Education Centre | Ramp | \$75,000 | |
| Glen Ogilvie P.S. | Retaining Wall & Accessible Ramp at Amphitheatre | \$100,000 | |
| Henry Larsen E.S. | Shed | \$20,000 | |
| Sir Winston Churchill P.S. | Retaining Wall & Stairs Upgrade | \$85,000 | |
| SITE - OTHER - TOTAL | 333VSOSR0000 | \$ 350,000 | \$ - |
| ENVIRONMENTAL - SITE (Unrestricted) | 333VLSSR0000 | | |
| Various Sites | Site Remediation | \$10,000 | |
| Confederation Education Centre | Monitoring | \$20,000 | |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|-------------------------------------|---------------------|------------------------------|------------------------------|
| Devonshire Community P.S. | Monitoring | \$15,000 | |
| Earl of March S.S. | Monitoring | \$20,000 | |
| Elmdale P.S. | Monitoring | \$15,000 | |
| Heritage P.S. | Monitoring | \$5,000 | |
| Manotick P.S. | Monitoring | \$20,000 | |
| Osgoode Township H.S. | Monitoring | \$15,000 | |
| Richard Pfaff S.A.P. | Monitoring | \$15,000 | |
| Sir Robert Borden H.S. | Monitoring | \$15,000 | |
| West Carleton S.S. | Monitoring | \$10,000 | |
| | | | |
| ENVIRONMENTAL - SITE - TOTAL | 333VLSSR0000 | \$ 160,000 | \$ - |

| | | | |
|----------------------------------|---------------------|-------------------|-------------|
| PORTABLE UPGRADES (Unrestricted) | 333VPUSR0000 | | |
| | | | |
| Various Sites | Portable Upgrades | \$830,000 | |
| | | | |
| PORTABLE UPGRADES - TOTAL | 333VPUSR0000 | \$ 830,000 | \$ - |

| | | | |
|--------------------------------|-----------------------------|-------------------|-------------|
| UPGRADE PROGRAM (Unrestricted) | 333VUPSR0000 | | |
| | | | |
| Various Sites | Program Upgrades | \$700,000 | |
| Various Sites | Security & Systems Projects | \$100,000 | |
| | | | |
| UPGRADE PROGRAM - TOTAL | 333VUPSR0000 | \$ 800,000 | \$ - |

| | | | |
|--|--|---------------------|-------------------|
| UPGRADE - ACCESSIBILITY (Unrestricted) | 333VUASR0000 | | |
| | | | |
| Various Sites | Various Accessibility Projects | \$100,000 | |
| Admin Building | Washroom Rejuvenation Program | \$100,000 | \$100,000 |
| Adult H.S. | Site Accessibility Ramp | \$125,000 | |
| Alta Vista P.S. | Accessibility Alterations | \$50,000 | |
| Barrhaven P.S. | Universal & ASD Washroom Alterations | \$300,000 | |
| Bridlewood Community E.S. | Accessible Ramp Upgrade | \$15,000 | |
| Castor Valley E.S. | Inclusive & Universal Washroom Alterations | \$300,000 | |
| Confederation Education Centre | Door Operators & Accessibility Alterations | \$50,000 | |
| Devonshire Community P.S. | Accessibility Alterations | \$50,000 | |
| Earl of March S.S. | Change Room Alterations | \$50,000 | |
| Elizabeth Wyn Wood S.A.P. | Inclusive Change Room & Washroom Alterations | \$100,000 | |
| Fisher Park P.S. | Universal Washroom Upgrade | | \$300,000 |
| Glebe C.I. | Change Room Alterations | \$35,000 | |
| Heritage P.S. | Gym Lift Replacement | \$15,000 | |
| Katimavik E.S. | Accessible Ramp Upgrade | \$15,000 | |
| Lisgar C.I. | Accessible Ramp Upgrade | \$100,000 | |
| Mutchmor P.S. | Universal Washroom Upgrade | \$300,000 | |
| Ottawa Technical S.S. | Platform Stair Lift Upgrade | \$120,000 | |
| Robert Hopkins P.S. | Accessibility Alterations | \$50,000 | |
| Woodroffe H.S. | Washroom Rejuvenation Program | \$650,000 | |
| | | | |
| UPGRADE - ACCESSIBILITY - TOTAL | 333VUASR0000 | \$ 2,525,000 | \$ 400,000 |

| | | | |
|------------------------------|---------------------------------|-----------|--|
| SOLAR PROGRAM (Unrestricted) | 333VUPSR0000 | | |
| | | | |
| Adult H.S. | Solar Photovoltaic Installation | \$250,000 | |
| Agincourt Road P.S. | Solar Photovoltaic Installation | \$300,000 | |
| Colonel By S.S. | Solar Photovoltaic Installation | \$400,000 | |
| Farley Mowat P.S. | Solar Photovoltaic Installation | \$275,000 | |
| Featherston Drive P.S. | Solar Photovoltaic Installation | \$250,000 | |
| General Vanier P.S. | Solar Photovoltaic Installation | \$275,000 | |
| Glen Cairn P.S. | Solar Photovoltaic Installation | \$275,000 | |
| Gloucester H.S. | Solar Photovoltaic Installation | \$375,000 | |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|------------------------------|---------------------------------|------------------------------|------------------------------|
| Jockvale E.S. | Solar Photovoltaic Installation | \$275,000 | |
| John Young E.S. | Solar Photovoltaic Installation | \$275,000 | |
| Pleasant Park P.S. | Solar Photovoltaic Installation | \$275,000 | |
| Rockcliffe Park P.S. | Solar Photovoltaic Installation | \$275,000 | |
| Summerside P.S. | Solar Photovoltaic Installation | \$275,000 | |
| West Carleton S.S. | Solar Photovoltaic Installation | \$375,000 | |
| Woodroffe H.S. | Solar Photovoltaic Installation | \$350,000 | |
| | | | |
| SOLAR PROGRAM - TOTAL | 333VUPSR0000 | \$ 4,500,000 | \$ - |

| | | | |
|----------------------------|---------------------|------------------|-------------|
| CONTINGENCY (Unrestricted) | 333VVRSR0000 | | |
| | | | |
| Various Sites | Contingency | \$29,228 | |
| | | | |
| CONTINGENCY - TOTAL | 333VVRSR0000 | \$ 29,228 | \$ - |

| | | | |
|-----------------------------------|----------------------------------|------------------|-------------|
| TECHNICAL ANALYSIS (Unrestricted) | 333VTASR0000 | | |
| | | | |
| Various Sites | Technical Analysis - Consultants | \$25,000 | |
| | | | |
| TECHNICAL ANALYSIS - TOTAL | 333VTASR0000 | \$ 25,000 | \$ - |

| | | | |
|-------------------------------|---------------------------|---------------------|-------------|
| PORTABLE MOVES (Unrestricted) | 334VPM000000 | | |
| | | | |
| Various Sites | Portable Relocations | \$1,812,329 | |
| Half Moon Bay P.S. | Parking Expansion Station | \$100,000 | |
| | | | |
| PORTABLE MOVES - TOTAL | 334VPM000000 | \$ 1,912,329 | \$ - |

| | | | |
|---|--|----------------------|-------------------|
| 2021-22 FACILITIES RENEWAL PROGRAM - TOTAL | | \$ 18,286,557 | \$ 900,000 |
|---|--|----------------------|-------------------|

| | | | |
|---|--|-----------|-----------|
| 2021-22 SCHOOL CONDITION IMPROVEMENT | | | |
| | | | |
| A.Y. Jackson S.S. | Locker Replacement | | \$300,000 |
| Adrienne Clarkson E.S. | Roof Replacement | \$435,000 | |
| Adult H.S. | Interior Lighting Upgrade from 2018-19 | \$600,000 | |
| Adult H.S. | Roof Replacement | \$650,000 | |
| Adult H.S. | Urinal System Upgrade | \$100,000 | |
| Adult H.S. | Stair Replacement | | \$30,000 |
| Agincourt Road P.S. | Ceiling Replacement | \$250,000 | |
| Agincourt Road P.S. | Playground Paving Phase II | \$70,000 | |
| Agincourt Road P.S. | Roof Replacement | \$425,000 | |
| Agincourt Road P.S. | Roof Replacement | | \$500,000 |
| Albert Street Education Centre | Greenhouse Replacement | \$500,000 | |
| Alta Vista P.S. | Roof Replacement | \$400,000 | |
| Avalon P.S. | Lighting Upgrade | \$750,000 | |
| Barrhaven P.S. | Gym Floor Replacement | \$65,000 | |
| Barrhaven P.S. | Roof Replacement | \$200,000 | |
| Bayshore P.S. | BAS Greenbox Conversion | \$50,000 | |
| Bells Corners P.S. | Parking Lot Paving | \$85,000 | |
| Bells Corners P.S. | Roof Replacement | \$125,000 | |
| Bells Corners P.S. | Entry Ceilings | | \$250,000 |
| Bells Corners P.S. | Window Replacement | | \$200,000 |
| Blossom Park P.S. | Boiler Venting Replacement | \$100,000 | |
| Blossom Park P.S. | Paving | \$135,000 | |
| Blossom Park P.S. | Roof Replacement | \$140,000 | |
| Blossom Park P.S. | Entry Ceilings | | \$250,000 |
| Briargreen P.S. | Roof Access Upgrade | | \$250,000 |
| Briargreen P.S. | Window Replacement | | \$100,000 |
| Brookfield H.S. | Boiler Venting Replacement | \$100,000 | |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|----------------------------------|---------------------------------|------------------------------|------------------------------|
| Brookfield H.S. | Parking Lot Paving | \$250,000 | |
| Brookfield H.S. | Entry Ceilings | | \$250,000 |
| Cairine Wilson S.S. | New Entrance Paving | \$250,000 | |
| Cairine Wilson S.S. | Roof Replacement | \$450,000 | |
| Cairine Wilson S.S. | Roof Replacement | | \$175,000 |
| Cambridge Street Community P.S. | Stair Replacement | | \$35,000 |
| Canterbury H.S. | Ceiling Replacement | \$400,000 | |
| Canterbury H.S. | Fire Stage Curtain Replacement | \$250,000 | |
| Canterbury H.S. | Roof Replacement | \$150,000 | |
| Canterbury H.S. | Roof Replacement | | \$500,000 |
| Carleton Heights P.S. | Boiler Venting Replacement | \$100,000 | |
| Carleton Heights P.S. | Gym Ceiling Replacement | \$250,000 | |
| Carleton Heights P.S. | High Voltage Switch Removal | \$40,000 | |
| Carson Grove E.S. | Parking Lot Paving | \$100,000 | |
| Castor Valley E.S. | School Yard Paving | \$65,000 | |
| Cedarview M.S. | Gym Curtain Replacement | \$60,000 | |
| Century P.S. | Boiler Venting Replacement | \$100,000 | |
| Chapman Mills P.S. | Hallway Lighting Upgrade | \$100,000 | |
| Churchill A.S. | Roof Replacement | \$200,000 | |
| Clifford Bowey P.S. | Paving | \$65,000 | |
| Clifford Bowey P.S. | Plenum Bypass | | \$400,000 |
| Colonel By S.S. | Boiler Venting Replacement | \$100,000 | |
| Colonel By S.S. | Bus Loop Paving | \$400,000 | |
| Colonel By S.S. | Roof Replacement | \$300,000 | |
| Colonel By S.S. | Exterior Cladding Upgrade | | \$250,000 |
| Colonel By S.S. | Locker Replacement | | \$300,000 |
| Colonel By S.S. | Roof Replacement | | \$900,000 |
| Colonel By S.S. | Window Replacement | | \$350,000 |
| Connaught P.S. | Hallway Lighting Upgrade | \$100,000 | |
| Convent Glen E.S. | Gym Lighting Upgrade | \$30,000 | |
| Convent Glen E.S. | Window Replacement | | \$150,000 |
| Crystal Bay Centre for Spec. Ed. | Window Replacement | | \$500,000 |
| D. Roy Kennedy P.S. | Locker Replacement | \$100,000 | |
| D. Roy Kennedy P.S. | Roof Replacement | | \$500,000 |
| Devonshire Community P.S. | Fencing | \$85,000 | |
| Devonshire Community P.S. | Entry Ceilings | | \$250,000 |
| Dunlop P.S. | Boiler Venting Replacement | \$75,000 | |
| Dunlop P.S. | Window Replacement | | \$150,000 |
| Dunning-Foubert E.S. | Window Replacement | | \$150,000 |
| Earl of March S.S. | Auditorium Lighting Upgrade | \$75,000 | |
| Earl of March S.S. | Electrical Distribution Upgrade | \$900,000 | |
| Earl of March S.S. | Interior Lighting Upgrade | \$1,200,000 | |
| Earl of March S.S. | Roof Replacement | \$600,000 | |
| Elgin Street P.S. | Foundation Upgrades | | \$100,000 |
| Elgin Street P.S. | Electrical Distribution Upgrade | \$250,000 | |
| Elizabeth Wyn Wood S.A.P. | Boiler Venting Replacement | \$75,000 | |
| Elizabeth Wyn Wood S.A.P. | Parking Lot Paving | \$150,000 | |
| Elizabeth Wyn Wood S.A.P. | Window Replacement | \$200,000 | |
| Emily Carr M.S. | Boiler Venting Replacement | \$45,000 | |
| Emily Carr M.S. | Parking Lot Paving | \$80,000 | |
| Emily Carr M.S. | Window Replacement | | \$300,000 |
| Farley Mowat P.S. | Interior Lighting Upgrade | \$375,000 | |
| Fielding Drive P.S. | High Voltage Switch Removal | \$40,000 | |
| First Avenue P.S. | Roof Top Unit Replacement | \$45,000 | |
| First Avenue P.S. | Stair Replacement | \$40,000 | |
| First Avenue P.S. | Roof Replacement | | \$400,000 |
| First Avenue P.S. | Window Replacement | | \$30,000 |
| Fisher Park P.S. | Interior Lighting Upgrade | \$675,000 | |
| Fisher Park P.S. | Roof Replacement | \$230,000 | |
| Forest Valley E.S. | Roof Replacement | \$250,000 | |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|--------------------------|------------------------------|------------------------------|------------------------------|
| Frederick Banting S.A.P. | Boiler Venting Replacement | \$100,000 | |
| Frederick Banting S.A.P. | Entry Ceilings | | \$250,000 |
| Frederick Banting S.A.P. | Roof Replacement | | \$330,000 |
| General Vanier P.S. | Boiler Venting Replacement | \$75,000 | |
| Glashan P.S. | New Emergency Generator | \$125,000 | |
| Glashan P.S. | Stair Replacement | \$50,000 | |
| Glashan P.S. | Ceiling Replacement | | \$250,000 |
| Glashan P.S. | Window Replacement | | \$250,000 |
| Glebe C.I. | Auditorium Lighting Upgrade | \$700,000 | |
| Glebe C.I. | Locker Replacement Phase I | \$150,000 | |
| Glebe C.I. | Locker Replacement Phase II | | \$150,000 |
| Glebe C.I. | Window Replacement | | \$850,000 |
| Glen Cairn P.S. | Roof Replacement | \$50,000 | |
| Glen Ogilvie P.S. | BAS Greenbox Conversion | \$50,000 | |
| Glen Ogilvie P.S. | Window Replacement | | \$350,000 |
| Gloucester H.S. | Boiler Venting Replacement | \$100,000 | |
| Gloucester H.S. | Roof Replacement | | \$400,000 |
| Goulbourn M.S. | Ceiling Replacement | | \$100,000 |
| Goulbourn M.S. | Parking Lot Paving | | \$120,000 |
| Greely P.S. | Window Replacement | | \$100,000 |
| Hawthorne P.S. | High Voltage Switch Removal | \$40,000 | |
| Henry Larsen E.S. | Roof Replacement | \$200,000 | |
| Henry Munro M.S. | Entry Ceilings | | \$250,000 |
| Henry Munro M.S. | Interior Lighting Upgrade | | \$900,000 |
| Henry Munro M.S. | Roof Replacement | | \$430,000 |
| Henry Munro M.S. | Siporex Upgrade | | \$75,000 |
| Henry Munro M.S. | Window Replacement | | \$350,000 |
| Heritage P.S. | Interior Lighting Upgrade | \$800,000 | |
| Hillcrest H.S. | Roof Replacement | \$300,000 | |
| Hillcrest H.S. | Back Gym Stair Replacement | | \$250,000 |
| Hilson Avenue P.S. | Interior Lighting Upgrade | \$350,000 | |
| Hilson Avenue P.S. | Roof Replacement | \$650,000 | |
| Hopewell Avenue P.S. | Condensing Unit Upgrade | \$15,000 | |
| Hopewell Avenue P.S. | Hallway Lighting Upgrade | \$100,000 | |
| Hopewell Avenue P.S. | Window Replacement | \$300,000 | |
| Hopewell Avenue P.S. | Entry Ceilings | | \$250,000 |
| Hopewell Avenue P.S. | Interior Lighting Upgrade | | \$800,000 |
| J. H. Putman P.S. | Boiler Venting Replacement | \$125,000 | |
| J. H. Putman P.S. | High Voltage Switch Removal | \$40,000 | |
| Jockvale E.S. | Gym Curtain Replacement | \$60,000 | |
| Jockvale E.S. | Kindergarten Heating Upgrade | \$200,000 | |
| John McCrae S.S. | Playground Area Asphalt | \$70,000 | |
| John McCrae S.S. | Washroom Partitions | \$100,000 | |
| John Young E.S. | Bus Drop Off Lane Expansion | \$300,000 | |
| Kars on the Rideau P.S. | Hallway Lighting Upgrade | \$100,000 | |
| Kars on the Rideau P.S. | Roof Replacement | \$200,000 | |
| Kars on the Rideau P.S. | Foundation Upgrades | | \$100,000 |
| Katimavik E.S. | Window Replacement | | \$300,000 |
| Knoxdale P.S. | Boiler Venting Replacement | \$75,000 | |
| Knoxdale P.S. | Fire Alarm System Upgrade | \$250,000 | |
| Knoxdale P.S. | Roof Replacement | | \$500,000 |
| Knoxdale P.S. | Window Replacement | | \$250,000 |
| Lady Evelyn A.S. | Generator Replacement | \$280,000 | |
| Lady Evelyn A.S. | Interior Lighting Upgrade | \$650,000 | |
| Lakeview P.S. | Entry Ceilings | | \$250,000 |
| Le Phare E.S. | Window Replacement | | \$200,000 |
| Lisgar C.I. | Boiler Replacement | \$100,000 | |
| Lisgar C.I. | Window Replacement | \$500,000 | |
| Lisgar C.I. | Entry Ceilings | | \$250,000 |
| Lisgar C.I. | Roof Replacement | | \$475,000 |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|-----------------------|--|------------------------------|------------------------------|
| Manor Park P.S. | Plenum Bypass | | \$400,000 |
| Manordale P.S. | Entry Ceilings | | \$250,000 |
| Manotick P.S. | Boiler Venting Replacement | \$75,000 | |
| Manotick P.S. | Urinal & Plumbing Fixture Replacement | \$100,000 | |
| Maple Ridge E.S. | Fire Alarm System Upgrade from 2018-19 | \$350,000 | |
| Maple Ridge E.S. | Gym Lighting Upgrade | \$30,000 | |
| Maple Ridge E.S. | New Emergency Generator | \$130,000 | |
| Maple Ridge E.S. | Roof Replacement | \$320,000 | |
| Maple Ridge E.S. | Roof Replacement | | \$350,000 |
| Mary Honeywell E.S. | Roof Replacement | | \$250,000 |
| Meadowlands P.S. | Parking Lot & Bus Drop Off Paving | | \$80,000 |
| Merivale H.S. | Washroom Upgrades | \$1,200,000 | |
| Merivale H.S. | Window Replacement | \$500,000 | |
| Merivale H.S. | Entry Ceilings | | \$250,000 |
| Mutchmor P.S. | Ceiling Upgrade | \$600,000 | |
| Mutchmor P.S. | Hallway Lighting Upgrade | \$200,000 | |
| Mutchmor P.S. | Stair Replacement | \$50,000 | |
| Nepean H.S. | Fan Room Abatement | \$50,000 | |
| Nepean H.S. | Gym Ceiling Replacement | \$250,000 | |
| Nepean H.S. | Service Lane Paving & Retaining Wall | \$200,000 | |
| Orleans Wood E.S. | Boiler Replacement | \$175,000 | |
| Orleans Wood E.S. | Fire Route Lane Paving | \$50,000 | |
| Orleans Wood E.S. | Front Entrance Foundation | \$80,000 | |
| Orleans Wood E.S. | Window Replacement | \$500,000 | |
| Ottawa Technical S.S. | Siporex Upgrade | \$75,000 | |
| Ottawa Technical S.S. | Parking Lot & Access Lane Paving | | \$100,000 |
| Parkwood Hills P.S. | Boiler Venting Replacement | \$125,000 | |
| Pinecrest P.S. | Gym Lighting Upgrade | \$100,000 | |
| Pinecrest P.S. | Locker Replacement | | \$200,000 |
| Pleasant Park P.S. | Drainage Upgrades | \$500,000 | |
| Pleasant Park P.S. | Roof Replacement | | \$280,000 |
| Queen Elizabeth P.S. | High Voltage Switch Removal | \$40,000 | |
| Queen Elizabeth P.S. | Roof Replacement | \$300,000 | |
| Queen Elizabeth P.S. | Stair Replacement | | \$40,000 |
| Regina Street A.S. | Electrical Service Upgrade | \$450,000 | |
| Regina Street A.S. | Fire Alarm System Upgrade | \$250,000 | |
| Regina Street A.S. | Roof Replacement | \$300,000 | |
| Regina Street A.S. | Window Replacement | \$250,000 | |
| Regina Street A.S. | Roof Replacement | | \$300,000 |
| Richard Pfaff S.A.P. | Window Replacement | \$350,000 | |
| Richmond P.S. | Roof Replacement | \$130,000 | |
| Ridgemont H.S. | Boiler Venting Replacement | \$120,000 | |
| Ridgemont H.S. | Roof Replacement | \$530,000 | |
| Ridgemont H.S. | Entry Ceilings | | \$250,000 |
| Riverview A.S. | BAS Greenbox Conversion | \$40,000 | |
| Riverview A.S. | Roof Replacement | | \$150,000 |
| Robert Bateman P.S. | Fire Alarm System Upgrade | \$350,000 | |
| Robert Bateman P.S. | Hallway Lighting Upgrade | \$100,000 | |
| Robert Bateman P.S. | Roof Replacement | \$450,000 | |
| Robert E. Wilson P.S. | Fencing | \$75,000 | |
| Robert E. Wilson P.S. | Window Replacement | | \$200,000 |
| Robert Hopkins P.S. | Boiler Venting Replacement | \$100,000 | |
| Robert Hopkins P.S. | Exterior Lighting Upgrade | \$50,000 | |
| Roberta Bondar P.S. | Chiller Replacement | \$350,000 | |
| Roberta Bondar P.S. | Roof Replacement | \$680,000 | |
| Roberta Bondar P.S. | Roof Replacement | | \$315,000 |
| Roch Carrier E.S. | Roof Replacement | \$510,000 | |
| Roch Carrier E.S. | Roof Replacement | | \$400,000 |
| Rockcliffe Park P.S. | Boiler Venting Replacement | \$100,000 | |
| Rockcliffe Park P.S. | Plenum Bypass | | \$400,000 |

| PROJECT | DESCRIPTION | 2021-22 FRP/SCI BUDGET | 2022-23 FRP/SCI BUDGET |
|---|--|------------------------------|------------------------------|
| Rockcliffe Park P.S. | Window Replacement | | \$250,000 |
| Roland Michener P.S. | Window Replacement | | \$250,000 |
| Sawmill Creek E.S. | Gym Curtain Replacement | \$60,000 | |
| Sawmill Creek E.S. | Hallway Lighting Upgrade | \$100,000 | |
| Sir Guy Carleton S.S. | Roof Replacement | | \$460,000 |
| Sir Robert Borden H.S. | Interior Lighting Upgrade from 2018-19 | \$650,000 | |
| Sir Robert Borden H.S. | Window Replacement | | \$400,000 |
| Sir Wilfred Laurier S.S. | VAV Box Rebalancing & Commissioning | \$90,000 | |
| Sir Winston Churchill P.S. | Parking Lot Paving | \$75,000 | |
| Sir Winston Churchill P.S. | Elevator Upgrade | | \$1,200,000 |
| Sir Winston Churchill P.S. | Exterior Lighting Upgrade | | \$75,000 |
| Sir Winston Churchill P.S. | Parking Lot & Playground Paving | | \$60,000 |
| South Carleton H.S. | Gym & Library Lighting Upgrade | \$300,000 | |
| South Carleton H.S. | Roof Replacement | \$400,000 | |
| South Carleton H.S. | Plenum Bypass | | \$400,000 |
| South March P.S. | Library Lighting Upgrade | \$20,000 | |
| Stephen Leacock P.S. | Window Replacement | | \$350,000 |
| Stittsville P.S. | New Emergency Generator | \$75,000 | |
| Stonecrest E.S. | Interior Classroom Lighting Upgrades | \$350,000 | |
| Stonecrest E.S. | Roof Replacement | \$510,000 | |
| Trillium E.S. | Stair Replacement | \$80,000 | |
| Vincent Massey P.S. | HVAC Upgrade Phase 1 | \$2,000,000 | |
| Vincent Massey P.S. | Locker Replacement | \$100,000 | |
| Vincent Massey P.S. | Washroom Partitions | \$50,000 | |
| Vincent Massey P.S. | HVAC Upgrade Phase 2 | | \$3,000,000 |
| Vincent Massey P.S. | New Bus Lane | | \$250,000 |
| W. Erskine Johnston P.S. | Playground Paving | \$60,000 | |
| W. Erskine Johnston P.S. | Roof Replacement | \$400,000 | |
| W. Erskine Johnston P.S. | Entry Ceilings | | \$250,000 |
| W.E. Gowling P.S. | 2nd Floor Ceiling Replacement | \$250,000 | |
| W.O. Mitchell E.S. | Lighting Upgrade | \$675,000 | |
| W.O. Mitchell E.S. | Roof Replacement | \$330,000 | |
| W.O. Mitchell E.S. | Roof Replacement | | \$350,000 |
| West Carleton S.S. | Gym Floor Replacement | \$200,000 | |
| West Carleton S.S. | Gym Floor/Structural Slab Replacement | \$250,000 | |
| West Carleton S.S. | Heat Pump Upgrades | \$750,000 | |
| West Carleton S.S. | Parking Lot & Bus Lane Paving | \$300,000 | |
| West Carleton S.S. | Well Upgrades | \$50,000 | |
| Westwind P.S. | Hallway Lighting Upgrade | \$100,000 | |
| Westwind P.S. | School Yard Redevelopment | \$400,000 | |
| Woodroffe Avenue P.S. | Electrical Distribution Upgrade | \$100,000 | |
| Woodroffe Avenue P.S. | High Voltage Switch Removal | \$40,000 | |
| Woodroffe H.S. | Computer Room/Robotics Upgrade | \$250,000 | |
| Woodroffe H.S. | Entry Ceilings | | \$250,000 |
| Woodroffe H.S. | Window Replacement Daycare | | \$500,000 |
| York Street P.S. | BAS Greenbox Conversion | \$60,000 | |
| York Street P.S. | Interior Lighting Upgrade | \$900,000 | |
| Various Sites | Urinal Replacements | \$1,000,000 | |
| Various Sites | Contingency | \$2,411,096 | \$20,000,000 |
| 2021-22 SCHOOL CONDITION IMPROVEMENT - TOTAL | | \$ 46,206,096 | \$ 48,610,000 |
| 2021-22 FACILITIES RENEWAL AND SCHOOL CONDITION IMPROVEMENT - TOTAL | | \$ 64,492,653 | \$ 49,510,000 |



COMMITTEE OF THE WHOLE (CONTINUATION) PUBLIC MINUTES

**Tuesday, January 18, 2022, 7:00 pm
Zoom Meeting**

- Trustees: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee)
- Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Nancy Brady, Reg Laverne, Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Christina Saad (Human Rights Officer), Jennifer Mbang (Human Rights Officer), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central Audio Visual Technical Specialist), Darren Gatley (Board/Committee Coordinator)
- Guests: Thomas Holloway (OCASC), Robert James (OCEOC, ALT), Patsy Agard (OCSSAN-ALT), Stephanie Kirkey (OSSTF-District 25), Susan Gardner (ETFO), Pat Dixon (OCEOTA-ALT), Melodie Gondek (OSSTF- ESP), Seema Lamba (ACE), Lili Miller (IEAC), Sonia Nadon-Campbell (SEAC)

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

Vice-Chair Penny called the public meeting to order at 7:01 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Matters for Action

2.1 Report 22-007, Approval of Policy P.147.GOV: Human Rights (C. Tanner)

Chair Penny advised that the report had been previously presented during the Committee of the Whole meeting on 11 January 2022 and that a supplemental memorandum was distributed to trustees outlining staff revisions to the draft policy P.147.GOV: Human Rights (the Policy) attached as Appendix D to report 22-007.

Chair Penny noted that at the time of adjournment, the following motion was tabled:

Moved by Trustee Campbell,

- A. THAT Policy P.147.GOV: Human Rights attached as Appendix D to Report 22-007, be approved;
- B. THAT Policy P.086.CUR: Religious and Creed-Based Accommodation, attached as Appendix E to Report 22-007, be rescinded; and
- C. THAT other Board Policies be amended as necessary to reflect the definitions approved in Board Policy P.147.GOV: Human Rights.

During the discussion and in response to questions, the following information was provided:

An amendment moved by Trustee Schwartz,

THAT in Policy P.147.GOV section 2.14 (a) the words “who identified with a Protected Ground” be struck.

THAT in Policy P.147.GOV section 2.14 (b) the words “related to a Protected Ground” be struck.

THAT in Policy P.147.GOV section 2.14 (c) the words “because of a Protected Ground” be struck.

THAT in Policy P.147.GOV section 2.14 (d) the word “personal” be inserted before the word “characteristics” and that the words “that are related to a Protected Ground” be struck.

- In response to a query, Director Williams-Taylor noted that the staff amendments expand the scope of the Policy beyond those under protected grounds as nobody should have to endure these infractions;
- Human Rights and Equity Advisor (HREA) Tanner advised that the goal of the Policy is to have a standard definition for the District that encompasses code and non-code based harassment and that the amendment would remove the limiting clause;
- Standardizing the definitions of harassment within the Policy will provide harmonization for all District policies;

- A “joke” as outlined in section 2.14 (a), would need to be one that was known or reasonably known to be unwelcome;
- Nuances and interpretation of possibly offensive jokes would fall under the obligations of *the Occupational Health and Safety Act* which prohibits harassment in the workplace as well as Policy P.009.HR, Respectful Workplace Policy;
- Non-code based harassment could also be interpreted as personal harassment;

An amendment moved by Trustee Schwartz,

THAT in Policy P.147.GOV section 2.14 (a) the words “who identified with a Protected Ground” be struck.

THAT in Policy P.147.GOV section 2.14 (b) the words “related to a Protected Ground” be struck.

THAT in Policy P.147.GOV section 2.14 (c) the words “because of a Protected Ground” be struck.

THAT in Policy P.147.GOV section 2.14 (d) the word “personal” be inserted before the word “characteristics” and that the words “that are related to a Protected Ground” be struck.

Carried

- In section 2.22 of the Policy, the intent is that educators would be considered to be in a position of authority when interacting with students but not when interacting with colleagues;
- Staff noted that a mechanism for principals and vice-principals to report infractions was considered to be included within the Policy; however, this obligation would be determined by procedure. Staff noted that there is no obligation for reporting outside of the HREA office and expressed concern that including an extended reporting mechanism may go beyond the existing capacity of the HREA office;
- Staff noted that dignity is foundation of human rights but cautioned against having too many definitions as it could limit nuances;
- Staff cautioned against quantifying learning materials as outlined in section 4.13 (b) of the Policy as not all learning materials can represent all identities, but rather to have many materials representing views of multiple different identities;
- Director Williams-Taylor noted that the foundation of the Policy provides for intersection with other policies and instructional practices,

allowing for accountability of pedagogical expectations to ensure that a diversity of materials are available within the classroom;

- The practice of using capital letters in the Policy to highlight defined words is the convention used in District policy writing;

An amendment moved by Trustee Scott,

THAT a definition of intersectionality be added to section 2.0 of Policy P.147.GOV.

A sub-amendment moved by Trustee Bell,

THAT "and dignity" be added after the word "intersectionality".

Carried, friendly

An amendment moved by Trustee Scott,

THAT a definition of intersectionality and dignity be added to section 2.0 of Policy P.147.GOV.

Carried, friendly

- Educators and other staff could build capacity through professional development in order to recognize a human rights violation. The HREA office will develop simplified learning resources in the future to educate employees and the school community on the Policy;
- In the event that a human rights violation occurred at a secondary school and the principal felt it was resolved, the HREA office would be satisfied. In the event however, that the complainant was not satisfied with the response, they could escalate it to the HREA office for review;
- Director Williams-Taylor noted that the Policy is intended to create a culture of social responsibility and accountability, not a punitive culture which would counter the advancing of human rights;

An amendment moved by Trustee Bell,

THAT in Policy P.147.GOV section 4.7 (e) the words "and who will report each human rights incident promptly to the office of the HREA office" be added after the word "student".

- In introducing the amendment, Trustee Bell noted that when a human rights violation occurs, it should be brought to the attention of an authority figure who could then report the occurrence to the HREA office;
- Several trustees expressed concern that the wording of the amendment was incomplete and confusing;

- Director Williams-Taylor noted that it would be significantly complicated to operationalize this as there would be capacity issues and that the interpretation of the amendment was unclear;
- Trustee Scott pointed out that section 4.9 and 4.10 of the Policy outlines the obligations of the Director of Education and senior staff and that the amendment was not necessary as it would be encompassed in the procedure;
- Director Williams-Taylor noted that if every infraction was reported to the HREA office that it would create unintended consequences including creating a culture of surveillance;

With the consent of the committee, Trustee Bell withdrew her amendment.

- Staff noted that the Policy extends beyond the Ontario Human Rights Code (OHRC) to include socioeconomic disadvantaged groups;
- Staff noted that the ORHC sets a minimum requirement and organizations, like the OCDSB, can go beyond to include additional protected grounds as required;
- A confidentiality agreement between the complainant and respondent would be in effect during an HREA investigation and information would be shared on a need-to-know basis;
- A decision by a panel of trustees from a suspension appeal hearing cannot be over-ruled by the HREA office; however, the HREA office could investigate if the student or their family felt as though there was discrimination in the process leading to the decision;
- In the event of a vexatious complaint, the HREA office would conduct an investigation based on evidence to determine a finding of facts. There may be recommendations for a remedy to mitigate future incidents but this would not include discipline for an individual, which is the responsibility of the District;

Following a break at 9:00 pm the meeting was called to order at 9:05 p.m.

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.147.GOV the following sentence be added as section 4.7 (f) "Principals and/or vice-principals are responsible for reporting to the Office of the HREA the number, nature, and resolution of human rights incidents in a timely manner."

- In introducing the amendment, Trustee Lyra Evans suggested that it is important to gather data from the HREA office in order to measure progress;

- Trustee Blackburn expressed the view that the amendment could create a culture of fear as an unintended consequence as students and staff may become fearful that each interaction could be interpreted in multiple ways as an infraction;
- Director Williams-Taylor recognized the value of the cultural framework that the Policy promotes and expressed concern regarding compliance, accountability and measurement of fact as each school may engage with students and staff differently. She noted that operational issues of actualizing the proposed reporting and the reliability of accurate data could be an issue as there would be no way of knowing what was not reported. She noted that prioritizing a culture of compliance disallows focusing on the culture of practice that promotes positive systemic change;
- Trustee Scott recognized the intent of the amendment but expressed concern with the wording, as “human rights incident” is unclear and could be left for interpretation. She queried who would be responsible to distinguish what is a human rights incident. Trustee Scott advised that the Policy already contains an expectation of monitoring which presumes data collection for measuring success and that the Director of Education should have the responsibility of providing a process as part of the procedure to accompany the Policy. She added that the Policy encompasses expectations that there will be monitoring and reporting requirements;
- Trustee Campbell expressed concern with operationalizing and having central oversight for each interaction with the amendment. He suggested that a threshold could be used for monitoring, oversight, and collecting information to identify trends that could affect policies;
- Director Williams-Taylor noted that an established threshold for the nature of the transgressions reported through the procedure could provide clarity and make reports from the HREA office more meaningful;

A sub-amendment moved by Trustee Campbell,

THAT "of determined human rights violations leading to school-based sanctions or disciplinary actions" replace “of human rights incidents in a timely manner” after the word “resolution.”

- Staff expressed concern that limiting the amendment to school -based sanctions could have the unintended impact of minimizing the nature of complaints in that potential infractions may not get an appropriate response or may not be reported;

- Trustee Lyra Evans advised that the sub-amendment may be too prescriptive;
- Members noted that the sub-amendment may not capture significant issues and that “human rights incidents” in the main amendment could be defined through instructing educators on what human rights incidents entail. Members noted that clarity could be provided by expanding on the procedure;
- In response to a query, Director Williams-Taylor noted that although the procedures have not yet been completed, the plan for reporting to trustees entail the HREA office cyclically reporting on identified trends. The HREA office would examine patterns in collected data which would then be brought to the attention of the Director with suggested recommendations for action. Director Williams-Taylor noted that this would allow trustees to fulfil obligations of oversight and provide opportunities to discuss systemic and structural practices;
- Director Williams-Taylor noted that reports on student outcomes, surveys, data sets, and the envisioned reports from the HREA office may have intersections, however, the combined extensive information of other reports would be important for trustees to examine and consider;
- Director Williams-Taylor noted that the language of the sub-amendment may limit the scope of the Policy and may cause unintended harm. She noted that determining human rights violations may be best served within the procedure;
- In response to a query, Director Williams-Taylor noted that the sub-amendment would create a category outlining the disciplinary action taken in schools within the report that would come from the HREA office;
- Trustee Scott expressed the view that the sub-amendment removes the focus from the objective of the Policy in promoting significant behaviour change through learning;
- Staff noted that if the amendment put forth by Trustee Lyra Evans was carried, the type of data collection required should be defined;

With the consent of the committee, Trustee Campbell withdrew his amendment.

An amendment moved by Trustee Lyra Evans,

THAT in Policy P.147.GOV the following sentence be added as section 4.7 (f) “Principals and/or vice-principals are responsible for reporting to the

Office of the HREA the number, nature, and resolution of human rights incidents in a timely manner.”

Carried

- Speaking publicly and sharing information would be outlined in the procedure. The Policy outlines that concerns and complaints will be treated confidentially by the District and shared on a need-to-know basis, as permitted by law or related procedures of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). Details contained in the procedure with respect to confidentiality and information sharing will not be available by the 25 January 2022 Board meeting;
- Staff noted that surveys and public consultation undertaken on the Policy indicated that lack of trust was a significant issue, and it will take work to rebuild trust. The establishment of the HREA office indicates that the Ministry is working to rebuild or create trust with marginalized communities;
- Director Williams-Taylor advised that when proving to communities that action has been taken, it cannot be demonstrated by quantitative differences, it can only be demonstrated in a change in experience;
- Director Williams-Taylor advised that the purpose of public reporting of complaints to the office of the HREA is to demonstrate accountability to trustees and the District regarding commitment and practice in an effort to change the organization to enhance the experience of the school community;
- Staff noted that legal human rights obligations to not discriminate would apply to all aspects of employment, including any disciplinary actions taken with employees;
- Staff advised that human rights laws prevail over collective agreements; however, the Policy cannot change what is outlined in a collective agreement;
- Superintendent McCoy advised that where there is conflict between a collective agreement and human rights law, human rights law prevails. In a conflict between policy and a collective agreement, in general the collective agreement would prevail;
- Director Williams-Taylor advised that communicating the outcome of an investigation to the community or individuals will be contemplated in the procedure and not the policy. She added that privacy with respect to specific responses to an individual's behaviours and the obligation

to share information is very complex and has significant legal considerations;

- In response to a query from Trustee Lyra Evans, Director Williams-Taylor noted that there are multiple platforms of action and when reviewing the strategic action plan outlined in the Indigenous, Equity and Human Rights Roadmap, there are opportunities to speak to the behaviours, actions, implementation, and opportunities available within the District to make changes. She noted that the Policy is not the only platform to advance conversations for change;

An amendment moved by Trustee Campbell,

THAT in Policy P.147.GOV section 3.5 (a) the words “and equitably” be added after the word ‘equally’ and in section 3.6 replace the first ‘and’ with “, equity” after the word “equality”

Carried, friendly

An amendment moved by Trustee Campbell,

THAT 4.13 to be prefaced with the words “In addition to the obligations of Persons in Positions of Authority,”

Carried, friendly

- The current accountability mechanism regarding a “second look” when determining that an accommodation cannot be provided because of undue hardship, is an appeal process, of which some appeals would fall under the Complaints Policy procedure;
- Staff noted that the procedure to accompany the Policy will provide clarity regarding thresholds and how undue hardship is determined. The Policy would provide general framework for assessing requests for accommodation;

An amendment moved by Trustee Campbell,

THAT the following words be added to section 4.9 (f) before the semi-colon “Including the general rationale and related incidence rates for District denials of full accommodation on an undue hardship basis.”

- In introducing the amendment, Trustee Campbell noted that the intent is to determine what constitutes a valid threshold for accommodation requirements. He noted that it is important for trustees to understand and identify any trends in denial of full accommodation requests as these could have policy and budget implications;
- Director Williams-Taylor noted that the amendment’s parameters regarding a denial of full accommodation needs to be discussed. She

clarified that accommodation that is sought or preferred is not always the accommodation that is provided and advised that accommodations provided would meet the needs of the individual but may not be exactly what the applicant wanted;

An amendment moved by Trustee Campbell,

THAT the following words be added to section 4.9 (f) before the semi-colon "Including the general rationale and related incidence rates for District denials of full accommodation on an undue hardship basis."

Defeated

- Director Williams-Taylor advised that contractors, permit holders, and other third-parties on OCDSB property are held responsible in following District standards of conduct. If a third-party was found to be using District facilities in a manner that violated the Policy or procedures, the District would no longer engage with those groups;

The 10:30 vote received the required 2/3 majority to continue

- Section 2.22 could be clarified as positions of authority do not only occur in the presence of students as there are employees that hold positions of authority over other employees;
- Staff noted that wording for section 2.9 of the Policy was derived from Policy P.086.CUR: Religious and Creed-Based Accommodation. Staff advised that criteria outlined in section 2.9 (a) to (e) of the Policy need to be met to be considered as a Creed and that this is the standard of a test that is put forward by the OHRC.

Moved by Trustee Campbell

- A. **THAT Policy P.147.GOV: Human Rights attached as Appendix D to Report 22-007, be approved, as amended;**
- B. **THAT Policy P.086.CUR: Religious and Creed-Based Accommodation, attached as Appendix E to Report 22-007, be rescinded; and**
- C. **THAT other Board Policies be amended as necessary to reflect the definitions approved in Board Policy P.147.GOV: Human Rights.**

Carried

3. Matters for Discussion

- 3.1 Report 22-004, Specialized Program Class Referral Information 2021-2022 (P. Symmonds)

Moved by Trustee Lyra Evans,

THAT Report 22-004, Specialized Program Class Referral Information 2021-2022 be continued at a date and time to be determined by agenda planning.

Defeated

Trustees agreed to provide written comments and direct questions on Report 22-004, Specialized Program Class Referral Information 2021-2022 to Superintendent Symmonds, in writing. The superintendent agreed to provide responses in a memorandum to trustees.

4. Adjournment

The meeting adjourned at 10:58 p.m.

Keith Penny, Chair



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 22-011

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michele Giroux, Executive Officer, Corporate Services
Carolyn Tanner, Human Rights and Equity Advisor

DATE: 21 January 2022

RE: **Revisions to Draft Policy P.147.GOV Human Rights**

During the discussion of the motion to approve the draft Policy P.147.GOV, Human Rights, at the continuation Committee of the Whole (COW) continuation meeting on 18 January 2022, several amendments were made by trustees. All of the amendments have been reflected in the attached [policy](#).

Based on discussions at COW, staff are also proposing a minor amendment to the definition of People in Positions of Authority at 2.24 to clarify that employees in supervisory roles are always in a position of authority and other employees are in a position of authority when they are working directly with students.

Should further amendments be contemplated by trustees, staff respectfully request that trustees consider consulting on the wording of the proposed amendment with staff prior to the meeting. This will ensure harmonization with the rest of the policy and will allow the debate and vote to be conducted efficiently.

Should you have any questions, please contact Carolyn Tanner, Human Rights and Equity Advisor, at carolyn.tanner@ocdsb.ca.

Attach.

cc Senior Staff
Manager, Board Services
Corporate Records



POLICY P.147.GOV

TITLE: HUMAN RIGHTS

Date issued: XX Month 20XX

Last revised: XX Month 20XX

Authorization: Board: (XX Month 20XX) (same as Date Issued)

1.0 OBJECTIVE

The OCDSB is a community that values acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect, and responsibility. We are committed to building a community vested in human rights by:

- a) creating a climate of understanding and mutual respect for the inherent Dignity, equality, and worth of each person;
- b) advancing equity and eliminating all forms of Discrimination so that each person feels part of the OCDSB Community and is able to participate fully when learning, working, or accessing services;
- c) building trust through transparency and a commitment to accountability; ~~that remedies harm and restores relationships; and~~
- d) ***remediating harm and working to restore relationships when we do not meet these standards***; and
- e) fostering spaces of belonging where everyone is valued and can thrive.

2.0 DEFINITIONS

In this policy,

- 2.1 **Accommodation** means making an adjustment, providing support, or making exceptions to remove Barriers on Protected Grounds to ensure fair and equitable access, treatment, and inclusion. This enables a person to participate equally and perform to the best of their abilities when learning, working, or accessing services. The duty to accommodate is a legal obligation that exists to the point of Undue Hardship.
- 2.2 **Advocate** means another person chosen by a person with a human rights concern or complaint to provide support, advocacy, or advice.

- 2.3 **Anti-oppression** means an active and consistent process of change to eliminate individual, institutional, and systemic oppression as well as the injustice oppression causes.
- 2.4 **Anti-racism** means an active and consistent process of change to eliminate individual, institutional, and systemic racism as well as the oppression and injustice racism causes.
- 2.5 **Barrier** means anything that prevents a person from fully taking part in all aspects of the OCDSB, including physical, architectural, information or communications, attitudinal, economic and technological barriers, as well as policies or practices.
- 2.6 **Board** means the Board of Trustees.
- 2.7 **Code** means the Ontario *Human Rights Code*.
- 2.8 **Competing Rights** means situations where it is claimed that the enjoyment of an individual or group's human rights and freedoms, as protected by law, would interfere with another's rights and freedoms.
- 2.9 **Creed** means a religious or non-religious belief system, including Indigenous spirituality and cultural practices, which influences a person's identity, worldview and way of life. A creed:
- a) is sincerely, freely, and deeply held;
 - b) is integrally linked to a person's identity, self-definition and fulfillment;
 - c) has a particular and comprehensive, overarching system of belief that governs one's conduct and practices;
 - d) addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and /or a higher or difference order of existence; and
 - e) has "nexus" or connection to an organization that professes a shared system of belief.
- 2.10 **Dignity means individual self-respect, self-worth, and inherent worth as a human being. It is concerned with physical and psychological integrity, and empowerment. It is harmed when people are marginalized, stigmatized, ignored, or devalued.**
- 2.11 **Discrimination** means any form of unequal treatment based on a Protected Ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, policies, practices, procedures, or systems that appear neutral, but disadvantage certain groups of people. Discrimination may take obvious forms or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this policy.

Discrimination may happen because of perceptions about a person based on a Protected Ground or because of association with a person or group with characteristics

that are a Protected Ground. Engaging in a Hate-related Behaviour and Harassment are types of discrimination.

- 2.12 **District** means the Ottawa-Carleton District School Board.
- 2.13 **Equal Opportunity** means ensuring that all people have equal access, free of Barriers, equal participation, and equal benefit from whatever an organization has to offer.
- 2.14 **Equity** means the fairness of treatment and processes by the removal of systemic Barriers, disparity, and disproportionality between groups using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same.
- 2.15 **Harassment** means a course of vexatious comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, or demeaning. *Code*-based harassment is harassment based on a Protected Ground. Non *Code*-based harassment is harassment that is *not* based on a Protected Ground. If a person does not explicitly object to harassing behaviour, or appears to be going along with it, this does not mean that the behaviour is okay. The behaviour could still be considered harassment. In limited circumstances, a singular incident may be recognized as harassment, depending on the nature of the comment or conduct.
- Examples of harassment include:
- a) epithets, remarks, jokes, or innuendos related to a person ~~who identified with a Protected Ground~~;
 - b) posting or circulating offensive pictures, graffiti, or materials, whether in print form or via e-mail or other electronic means ~~related to a Protected Ground~~;
 - c) singling out a person for humiliating, demeaning “teasing”, or jokes ~~because of a Protected Ground~~; or
 - d) comments ridiculing a person because of **personal** characteristics ~~that are related to a Protected Ground~~. For example, this could include comments about a person’s dress, speech or other practices that may be related to their sex, race, gender identity, or creed.
- 2.16 **Hate Crime** means a criminal offense that is committed against a person or property and motivated in whole or in part by bias, prejudice, or hatred based on a *Code*-Protected Ground. This includes, but is not limited to, hate-motivated violence, incitement of hate or hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes such crimes committed against a person who is associated, or perceived to be associated, with individuals or groups identified with one of the *Code*-Protected Grounds.
- 2.17 **Hate Incident** means non-criminal conduct that is motivated in whole or in part by bias, prejudice, or hate against an individual or group on the basis of a *Code*-Protected Ground. The conduct can be verbal, nonverbal, or written, and may manifest itself in

the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials or hate symbols, or other acts which may intimidate, degrade, and/or marginalize the targeted individual or group. A hate incident can encompass situations in which the conduct is directed against people associated, or perceived to be associated, with individuals or groups identified with one of the *Code*-Protected Grounds.

- 2.18 **Hate-related Behaviour** means a hate crime or hate incident. At the OCDSB, Hate-related behaviour is Discrimination.
- 2.19 **Inclusive Design** means taking into account differences among individuals and groups when designing something to avoid creating Barriers. Inclusive design can apply to systems, facilities, programs, policies, services, or education.
- 2.20 ***Intersectionality means intersectional oppression that arises out of the combination of various oppressions which, together, produce something unique and distinct from any one form of discrimination standing alone.***
- 2.21 **Microaggressions** means the verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership or a Protected Ground. A series of Microaggressions may amount to Harassment.
- 2.22 **OCDSB Community** means trustees, committee members, council members, staff members, students, parents/guardians/caregivers, permit holders, vendors, service providers, contractors, volunteers, visitors, and all other persons learning, working, or accessing services in the OCDSB environment.
- 2.23 **OCDSB Environment** means Board property, school buses, virtual learning and working environment, electronic media, school or work-authorized events or activities, in before- and after-school programs including co-curricular activities and field trips, and may include any other circumstances that may have an impact on the school or work climate.
- 2.24 **People in Positions of Authority** means members of the senior team, managers, supervisors, principals, ***and*** vice principals. ***It also means,***~~and~~ any ***other*** employee while they are working directly with students.
- 2.25 **Poisoned Environment** means an environment that is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work or learning environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a Poisoned Environment.
- 2.26 **Positive Obligation** means a legal obligation "to do something" to ensure respect and protection of human rights.
- 2.27 **Protected Ground** means the attributes or characteristics upon which Discrimination is prohibited under the *Code* or by the OCDSB. The *Code*-Protected Grounds are age, ancestry, citizenship, colour, creed (religion), disability (including mental, physical,

developmental or learning disabilities), ethnic origin, family status (such as being in a parent-child relationship), gender expression, gender identity, marital status (including married, single, widowed, divorced, separated or living in a conjugal relationship outside of marriage, whether in a same-sex or opposite-sex relationship), place of origin, race, record of offences (criminal conviction for a provincial offence, or for an offence for which a pardon has been received), sex (including pregnancy and breastfeeding) , and sexual orientation.

An additional ground protected from Discrimination at the OCDSB is Socioeconomic Disadvantage.

- 2.28 **Racialization** means the process by which societies construct races as real, different, and unequal in ways that matter and affect economic, political, and social life.
- 2.29 **Reprisal** means the negative treatment or threat of negative treatment towards a person or group for requesting an Accommodation, raising a concern or complaint, providing information related to a concern or complaint, helping to resolve a human rights concern or complaint, or refusing to do something that would violate someone else's rights.
- 2.30 **Sexual or Gender-Based Harassment** means a form of Harassment that can include:
- a) sexual solicitations or advances by any person who is in a position to grant or deny a benefit to the recipient of the solicitation or advance. This includes managers and supervisors, as well as co-workers where one person is in a position to grant or deny a benefit to the other.
 - b) gender-related comments about a person's physical characteristics or mannerisms;
 - c) paternalism based on gender which a person feels undermines their self respect or position of responsibility;
 - d) unwelcome physical contact;
 - e) suggestive or offensive remarks or innuendoes about members of a specific gender;
 - f) propositions of physical intimacy;
 - g) gender-related verbal abuse, threats, or taunting;
 - h) leering or inappropriate staring;
 - i) bragging about sexual prowess or questions or discussions about sexual activities;
 - j) offensive jokes or comments of a sexual nature about an employee or client;
 - k) rough and vulgar humour or language related to gender;
 - l) display of sexually offensive pictures, graffiti, or other materials including through electronic means; and
 - m) demands for dates or sexual favours.

- 2.31 **Special Program** means the special measures permitted under the Ontario *Human Rights Code* to create opportunities for people who experience Discrimination, inequality, hardship, or economic disadvantage on Protected Grounds. To be a special program, the program must meet one of the following conditions: a) it relieves hardship or economic disadvantage; b) it helps disadvantaged people or groups to achieve, or try to achieve, equal opportunity; or c) it helps eliminate Discrimination.
- 2.32 **Socioeconomic Disadvantage** means the diminished social and economic standing due to homelessness, low levels of education, chronic or low income, and chronic unemployment or underemployment.
- 2.33 **Systemic Discrimination** means patterns of behaviour, policies, or practices that are part of the social or administrative structures of an organization, which create or perpetuate a position of relative disadvantage for groups because of a Protected Ground.
- 2.34 **Undue Hardship** means the point at which the legal duty to accommodate ends based on an objective assessment of only three factors: (i) costs, (ii) outside sources of funding (if any), and (iii) health and safety considerations (if any) of the proposed Accommodation.
- 2.35 **Vexatious Complaint** means a complaint that is knowingly brought forward without sufficient merit, solely to cause annoyance or distress.

For more human rights-related definitions, please consult the [Ontario Human Rights Commission](#).

3.0 POLICY

- 3.1 The Board reaffirms the inherent Dignity and equality of all people and their right to equally enjoy and exercise their rights as enshrined in the [Universal Declaration of Human Rights](#) and reflected in [the Canadian Charter on Rights and Freedoms](#) and the [Ontario Human Rights Code](#), free from Harassment and Discrimination.
- 3.2 The Board recognizes the inherent individual and collective human rights of Indigenous peoples as set out in the [United Nations Declaration on the Rights of Indigenous Peoples](#) and commits to upholding these rights.
- 3.3 The Board commits to upholding the best interests of the child and, in particular, the rights of the child as set out in the [United Nations Convention on the Rights of the Child](#) and reinforced in Ontario by [Katelynn's Principle](#), subject to limitations permitted by law, including:
- a) to equally enjoy their rights without Discrimination;
 - b) a child has the right to education;
 - c) all decisions about a child must be made in the best interests of that child;
 - d) a child has the right to their own identity;
 - e) a child has the right to share their thoughts and opinions freely unless it impacts on the rights or reputations of others or harms other people;

- f) a child has the right to freedom of thought, conscience, and belief;
- g) a child has the right to freedom of association and freedom of peaceful assembly;
- h) a child who is capable of forming their own views has the right to express those views freely in all matters that affect them. The views of the child must be given due weight in accordance with the age and maturity of the child;
- i) a child has the right to be heard in proceedings that impact on the child, including disciplinary proceedings;
- j) discipline in schools must respect a child's rights and Dignity and shall never be violent; and
- k) a child has the right to privacy.

3.4 The Board recognizes that the fundamental right to education includes an education:

- a) on the basis of equal opportunity, without Discrimination;
- b) that helps each person reach their fullest potential;
- c) that reflects human diversity;
- d) that teaches each person to understand their own human rights and fundamental freedoms and to understand and respect other people's rights, cultures, and differences;
- e) that accurately teaches truth about Indigenous histories, cultures, traditions, and ways of knowing; and
- f) that teaches how to live peacefully and protect the environment.

3.5 All OCDSB Community members have the right to:

- a) be treated equally **and equitably**, with Dignity and respect;
- b) work, learn, and access services and facilities in the District without Discrimination or Harassment;
- c) request and receive an appropriate Accommodation if they encounter a Barrier that prevents them from equally accessing and enjoying their rights when working, learning, or accessing services;
- d) raise a concern or file a complaint and have it addressed if they become aware of any violation of this policy;
- e) appoint an Advocate or be accompanied by an Advocate of their choice in accordance with the procedure; and
- f) advocate for and exercise their rights and participate in any review, inquiry, or investigation of a human rights-related concern, without Reprisal.

3.6 The Board commits to taking a human rights-based approach to governance and operations that is centred on principles of:

- a) equality, **Equity**, and non-Discrimination;
 - b) participation and inclusion; and
 - c) transparency and accountability.
- 3.7 The Board recognizes that Systemic Discrimination exists in the OCDSB and that some OCDSB Community members continue to experience Discrimination. The Board recognizes its positive legal obligation to intentionally take action to identify, prevent, and address the impacts of all forms of Discrimination.
 - 3.8 The Board acknowledges the historic and intergenerational harm caused to Indigenous children, families, and communities by colonialism, assimilation, the residential school system, the 60's Scoop, the foster care system, and the criminal justice system. The Board commits to working towards reconciliation by implementing the Calls to Action from the Truth and Reconciliation Commission's report and listening, believing, teaching, and practicing truth using the framework of Indigenous rights.
 - 3.9 The Board recognizes that Intersectionalities between Protected Grounds can result in additional Barriers. The Board commits to recognizing the social, economic, and historical context in which Discrimination takes place to effectively remedy Discrimination that occurs on multiple Protected Grounds.
 - 3.10 The Board encourages the use of *Code*-permitted Special Programs to relieve hardship, economic disadvantage, or Discrimination, and/or create equal opportunity for disadvantaged persons or groups protected under the *Code*.
 - 3.11 The Board recognizes that Inclusive Design creates an OCDSB Environment that is accessible and inclusive for as many people as possible, and commits to using it whenever reasonably possible.
 - 3.12 The Board commits to providing Accommodations when Inclusive Design is not possible. The Board acknowledges that Accommodations will be appropriate where they result in equal opportunity to enjoy the same level of benefits and privileges experienced by others.
 - 3.13 Notwithstanding the above, the Board recognizes that no rights are absolute and that rights have limits in some situations where they substantially interfere with the rights and freedoms of others, or health and safety.

4.0 SPECIFIC DIRECTIVES

Scope and Application

- 4.1 This policy applies to all members of the OCDSB Community.
- 4.2 This policy applies to acts of Microaggression, bullying, Discrimination, Harassment, and Hate-related Behaviour based on Protected Grounds.
- 4.3 Microaggression, bullying, Discrimination, and Harassment *not* based on Protected Grounds are covered under other OCDSB policies including [P.009.HR Respectful Workplace \(Harassment Prevention\)](#) and [P.125.SCO School District Code of Conduct](#).

- 4.4 This policy applies at all stages and to all aspects of the employment relationship, including recruitment and selection, in alignment with Policy [P 146 HR - Equitable Recruitment, Hiring, and Promotion](#).
- 4.5 Where there is inconsistency between:
- a) other Board policies and procedures and this policy, this policy shall prevail; and
 - b) Board policies or procedures, collective agreements, and human rights law, human rights law prevails.
- 4.6 All new policies, procedures, guidelines, systems, and revisions to existing ones, shall be in compliance with this policy and human rights law.

Obligations

- 4.7 All OCDSB Community members have the following obligations:
- a) respecting the human rights and Dignity of each person;
 - b) refraining from and not condoning Discrimination, Harassment, Hate-related Behaviour, or Reprisal;
 - c) requesting an Accommodation when needed and cooperatively engaging in the Accommodation process to identify an appropriate Accommodation;
 - d) cooperating in any review, inquiry, or investigation of a human rights-related concern or complaint; ~~and~~
 - e) reporting any violations of this policy (Appendix A), that they become aware of, if they feel safe to do so. All employees are required to immediately report to the principal or vice principal or the Office of the HREA upon becoming aware of any violation that affects a student; **and**
 - f) *principals and/or vice-principals are responsible for reporting to the Office of the HREA the number, nature, and resolution of human rights incidents in a timely manner.***
- 4.8 In addition to the obligations stipulated in Section 4.7, the Board and its Trustees have the following obligations:
- a) promoting, protecting, and upholding human rights and fostering and maintaining an inclusive environment, free from Discrimination and Harassment;
 - b) seeking out information, briefings, or training to fully understand and apply the human rights obligations of the Board and the District;
 - c) taking intentional action through strategic, policy, and budgetary decisions to prioritize and uphold human rights, equity, and inclusion, and alleviate Discrimination; and
 - d) bringing forward any concerns pertaining to Discrimination and Harassment to the Office of the Human Rights and Equity Advisor, or to the Integrity Commissioner, as appropriate.
- 4.9 The Director of Education, is responsible for the implementation of this policy, and has the following obligations:

- a) taking intentional action to promote, protect, and advance an equitable, accessible, respectful, and inclusive environment:
 - i) where people are encouraged to stand up for human rights; and
 - ii) that is free of Discrimination, Harassment, and Reprisal.
 - b) ensuring that all staff receive adequate training on Anti-oppression, Anti-racism, and human rights and are aware of human rights and their obligations under this policy;
 - c) prioritizing human rights, equity, and inclusion in all decision-making;
 - d) supporting the Office of the Human Rights and Equity Advisor (HREA) in the fulfillment of its responsibilities including through:
 - i) providing full access to any information needed in the fulfillment of its mandate; and
 - ii) ensuring it operates impartially, at arm's length, and without interference.
 - e) determining whether or not to implement recommendations arising from Office of the HREA;
 - f) monitoring and reporting on progress against human rights-related indicators and measurements; and
 - g) issuing such procedures, guidelines, and other materials as may be necessary to implement this policy.
- 4.10 Senior staff, excluding the HREA, have the following obligations:
- a) addressing findings of the Office of the HREA;
 - b) developing a plan and taking intentional action to address systemic human rights trends identified by the Office of the HREA;
 - c) fulfilling their Positive Obligation to identify Barriers that result in Discrimination through reviews, monitoring, and evaluation and take action to remove these Barriers through sufficient allocation of resources; and
 - d) using Inclusive Design, where reasonably possible, to create an environment that can be accessed, understood, and used, to the greatest extent possible, by all people.
- 4.11 People in Positions of Authority have the following obligations:
- a) fostering an environment where human rights are respected and people are encouraged to raise human rights concerns and request Accommodations;
 - b) taking intentional action to prevent, identify, and effectively address Discrimination, Harassment, Hate-related Behaviour, Reprisal, and any other violations of this policy;
 - c) not condoning or tolerating behaviour in violation of this policy;
 - d) offering Accommodation where it is reasonably evident an Accommodation may be necessary;

- e) engaging respectfully and collaboratively to determine and provide the most appropriate Accommodation when there is a duty to accommodate; and
 - f) engaging in self-learning and seeking advice as needed to fully understand human rights and obligations under this policy and related procedures;
- 4.12 In addition to the obligations of People in Positions of Authority, principals and vice-principals have these additional obligations:
- a) providing students and families with annual information about their rights and obligations, and the processes for requesting an Accommodation and reporting a complaint of Discrimination or Harassment; and
 - b) providing information to all school-based staff on human rights and their obligations under this policy and procedures; and
- 4.13 ***In addition to the obligations of People in Positions of Authority***, Educators have the following obligations:
- a) teaching students to understand and respect human rights and increasing their capacity for intercultural understanding, empathy, and mutual respect;
 - b) ensuring that classrooms and the educational materials are intentionally inclusive of and positively represent all identities protected under the *Code*.
 - c) offering Accommodation where it is reasonably evident it may be necessary;
 - d) providing Accommodation in a timely and sensitive way; and
 - e) stopping Discrimination, Harassment, and/or Reprisal when it occurs and reporting it to the principal or vice-principal.
- 4.14 The Office of the HREA shall operate at arm's-length and free of interference. It has the following obligations:
- a) advising the OCDSB Community about their human rights and obligations;
 - b) investigating, mediating, and addressing human rights concerns and complaints independently, impartially, and fairly under this policy and associated human rights procedures;
 - c) making findings and recommendations to address human rights concerns and complaints;
 - d) monitoring human rights trends and producing regular public reports on human rights concerns, ~~and~~ complaints, ***and system-level recommendations made*** within the District;
 - e) initiating reviews, inquiries, environmental scans, or investigations where it reasonably believes that rights under this policy may have been violated, including in the absence of a complaint; and
 - f) advancing organizational change in the District through:
 - i) identification of systemic issues;
 - ii) professional development, education, and capacity building to ensure compliance with the human rights obligations;

- iii) policy review and development;
- iv) outreach and engagement; and
- v) research, evaluation, and reporting on the OCDSB's human rights record.

Accommodation

- 4.15 The most appropriate Accommodation shall be provided to the point of Undue Hardship.
- 4.16 The process for determining the most appropriate Accommodation shall be a respectful dialogue between the District and the person seeking the Accommodation to determine the person's needs and shall conform to the principles of:
- a) Dignity;
 - b) individualization; and
 - c) integration and full participation.
- 4.17 If the District denies an Accommodation request on the basis of Undue Hardship, the onus is on the District to demonstrate objectively that the threshold of Undue Hardship has been met.

Competing Rights

- 4.18 When considering a claim of Competing Rights the following legal principles shall be considered:
- a) no rights are absolute;
 - b) there is no hierarchy of rights;
 - c) rights may not extend as far as claimed;
 - d) the full context, facts, and constitutional values at stake must be considered;
 - e) look at the extent of interference (only actual burdens on rights trigger conflicts);
 - f) the core of a right is more protected than its periphery;
 - g) aim to respect the importance of both sets of rights; and
 - h) statutory defences may restrict rights of one group and give rights to another.

Discrimination, Harassment, Bullying, Hate-related Behaviour, and Microaggressions

- 4.19 Discrimination, Harassment, bullying, Hate-related Behaviour, and Microaggressions, on Protected Grounds shall not be tolerated or condoned.
- 4.20 Harassment may take the following forms:
- a) verbal, including offensive words or jokes which demean persons on the basis of any form of Discrimination, bullying, or intimidation;
 - b) environmental, including graffiti, defacement of private or public property including school lockers, pictures or cartoons that are demeaning of others based on any of the above forms of Discrimination;
 - c) physical, including unwelcome physical contact or assault, offensive gestures, threatening physical behaviour, physical bullying; and

- d) psychological, including deliberate isolation or ostracism, condescending, or patronizing behaviour which undermines self-respect.

Complaints about Policy Violations

- 4.21 OCDSB Community members who are not employees may raise concerns or complaints about violations of this policy (see Appendix A), under [P.129.GOV Complaints Resolution Policy](#), or they may raise them with the Office of the HREA, in accordance with the procedures under this policy.
- 4.22 OCDSB Community members who are employees may raise concerns or complaints in accordance with the procedures under this policy or using any other mechanism that currently exists.
- 4.23 Notwithstanding the above, violations by Trustees must be addressed by the Integrity Commissioner under [P.073.GOV Board Member Code of Conduct](#).
- 4.24 If a complaint is accepted by the Office of the HREA for investigation while being investigated under another OCDSB policy-based complaints process, the complaint will be permanently discontinued under the other policy. A complaint being handled by the Office of the HREA may not be submitted for parallel investigation using another OCDSB policy-based complaints mechanism.
- 4.25 Upon making a complaint, the claimant shall be notified of their right to file an application with the Human Rights Tribunal of Ontario within one year of the date that the last episode of Discrimination or Harassment occurred.
- 4.26 All complaints shall be taken seriously and acted upon promptly when received.
- 4.27 If a concern or complaint is founded, remedial and restorative action shall be taken and progressive discipline shall be applied. The resolution shall aim at preventing recurrences.
- 4.28 Remedies for violations of this policy may include but are not limited to: a victim impact statement, an apology, healing circle, counselling, education, reprimands, suspension, expulsion, transfer, or termination of employment, depending on the nature and severity of the behaviour.
- 4.29 Findings of the Office of the HREA are final within the OCDSB. Findings may be subject to reconsideration by the Office of the HREA in limited circumstances set out by the associated procedure.
- 4.30 Vexatious complaints are not permitted. If the Office of the HREA determines a complaint is vexatious, it shall not be considered. Discipline for making a vexatious complaint, up to and including termination, shall be applied.
- 4.31 This policy is not intended to prevent any member of the OCDSB Community from exercising their legal or contractual right to initiate:
 - a) a complaint under the *Code* to the Human Rights Tribunal of Ontario;
 - b) a complaint under the *Occupational Health and Safety Act*;
 - c) a grievance under a collective agreement, if applicable; or

- d) a criminal process, if applicable.

Reprisal

- 4.32 No person shall be threatened with negative treatment or treated negatively for:
 - a) bringing forward a human rights concern or complaint;
 - b) providing information related to a concern or complaint;
 - c) supporting a person involved in a human rights concern or complaint;
 - d) helping to resolve a concern or complaint;
 - e) making an Accommodation request or receiving an Accommodation; or
 - f) refusing to do something that would violate someone else's rights.
- 4.33 All complaints of Reprisal shall be immediately reported to the Office of the HREA by the person receiving the complaint.
- 4.34 Complaints of Reprisal shall be promptly investigated and the results of the investigation, if founded, shall be reported to the Director of Education. Discipline, up to and including termination, shall be applied.

Anonymity and Confidentiality

- 4.35 Information about Accommodations and Accommodation requests shall be treated in a confidential manner by the District. This information may only be disclosed on a need-to-know basis, with the consent of the applicant, or as required by law.
- 4.36 Concerns and complaints shall be treated in a confidential manner by the District, except on a need-to-know basis, as permitted by law, or as permitted in related procedures.
- 4.37 Where concerns or complaints are raised anonymously or the person bringing them forward requests that their name not be disclosed, they may be addressed at the discretion of the Office of the HREA:
 - a) where sufficient information is provided to establish that a human rights violation may have occurred;
 - b) where it does not appear to be vexatious; and
 - c) where principles of procedural fairness can be maintained.

Participation and Inclusion

- 4.38 The District shall prioritize engagement with students, families, staff, and community partners to include and honour diverse voices, knowledge, identities, and experiences.
- 4.39 All job applicants, new and existing employees shall be made aware of this policy and its procedures, that Discrimination and Harassment shall not be tolerated and the availability of Accommodations.
- 4.40 The District shall produce and share accessible, user-friendly human rights materials for schools, workplaces, and other OCDSB Environments to help people better understand their rights and obligations.

Transparency and Accountability

- 4.41 People in Positions of Authority shall hold all members of the OCDSB Community accountable for complying with this policy and associated procedures.
- 4.42 The District shall develop an action plan focusing on advancing human rights-based organizational change and shall report annually on progress against the plan.
- 4.43 The District shall collect, use, and manage information to identify and monitor disparities on Protected Grounds for the purpose of eliminating Systemic Discrimination and advancing equity. This is in alignment with the standards under the [*Anti-Racism Act*](#).
- 4.44 The District shall publicly report anonymized information on Indigenous identity, race, religion, ethnic origin, gender identity, and disability of enrolled students, and may include other Protected Grounds, in alignment with the requirements under the [*Anti-Racism Act*](#). In particular, the District shall report on:
 - a) credits granted to the student;
 - b) student course enrolment;
 - c) student graduation rate;
 - d) any special education programming; and
 - e) suspensions, expulsions, and exclusions.
- 4.45 The District shall enhance accountability for equity and human rights in educator, vice-principal, principal, manager and supervisory officer positions by including equity expectations in the performance review process and appraisals.

5.0 APPENDICES

Appendix A: Policy Violations

6.0 REFERENCE DOCUMENTS

Legal Framework

[*Universal Declaration of Human Rights*](#)

[*United Nations International Covenant on Civil and Political Rights*](#)

[*United Nations Convention on Economic, Social and Cultural Rights*](#)

[*United Nations Declaration on the Rights of Indigenous Peoples*](#)

[*United Nations Convention on the Rights of the Child*](#)

[*United Nations International Convention on the Elimination of all forms of Racial Discrimination*](#)

[*United Nations Convention on the Rights of Persons with Disabilities*](#)

[*United Nations Convention on the Elimination of all forms of Discrimination Against Women*](#)

[*Canadian Charter of Rights and Freedoms, the Constitution Act, 1982*](#)

[*United Nations Declaration on the Rights of Indigenous Peoples Act*](#)

[*Human Rights Code, R.S.O. 1990, c. H.19*](#)

[*Occupational Health and Safety Act, R.S.O. 1990, c. O.1*](#)

[*Accessibility for Ontarians with Disabilities Act, 2005, R.S.O. 2005, c. 11*](#)

[*Education Act, R.S.O. 1990, c. E.2*](#)

[Anti-Racism Act, 2017, R.S.O. 2017, c.15](#)

Policy Framework

[Ontario's Education Equity Action Plan, 2017](#)

[Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" \(June 24, 2013\)](#)

[OCDSB Strategic Plan 2019-2023](#)

[OCDSB Indigenous, Equity and Human Rights Roadmap 2020-2023](#)

[OCDSB Policy P.008.GOV Advisory Committee on Equity](#)

[OCDSB Policy P.009.HR Respectful Workplace \(Harassment Prevention\)](#)

[OCDSB Policy P.125.SCO School District Code of Conduct](#)

[OCDSB Policy P.146.HR - Equitable Recruitment, Hiring, and Promotion](#)

[OCDSB Procedure PR.586.CUR Religious Holy Days](#)

[OCDSB Procedure PR.618.CUR Antiracism and Ethnocultural Equity](#)

[OCDSB Procedure PR.666.GOV Accessible Service Delivery](#)

[OCDSB Procedure PR.667.HR Religious or Creed-based Accommodation for Employees](#)

[OCDSB Gender Identity and Gender Expression: Fostering inclusive learning environments for all students](#)

Consult these documents for a fuller understanding of the standards and legal requirements of Accommodation, Accommodation issues, Discrimination and Harassment related to particular *Code* grounds.

[Teaching Human Rights in Ontario: A Guide for Ontario Schools](#)

[OHRC Policy on ableism and Discrimination based on disability](#)

[OHRC Policy on accessible education for students with disabilities](#)

[OHRC Policy and guidelines on racism and racial Discrimination](#)

[OHRC Policy and guidelines on Discrimination on the basis of family status](#)

[OHRC Policy on preventing Discrimination on the basis of creed](#)

[OHRC Policy on preventing Sexual and gender-based harassment](#)

[OHRC Policy on Discrimination because of pregnancy and breastfeeding](#)

[OHRC Policy on Discrimination against older persons because of age](#)

[OHRC Policy on preventing Discrimination because of gender identity and gender expression](#)

[OHRC Policy on Discrimination and Harassment because of sexual orientation](#)

Appendix A: Policy Violations

Examples of violations of this policy include, but are not limited to:

- a) Discrimination;
- b) Harassment including Sexual or Gender-based Harassment;
- c) creating or contributing to a Poisoned Environment;
- d) Hate-related Behaviour;
- e) failure of a person in a position of authority to respond appropriately and expeditiously to allegations, instances, potential instances or complaints of Discrimination, Harassment, Poisoned Environment, or Reprisal;

- f) failure of management to identify, address, or remove Systemic Discrimination;
- g) interference with an investigation under this policy, including but not limited to intimidating any person involved in the investigation, or influencing a person to give false or misleading information;
- h) Reprisal;
- i) vexatious complaints;
- j) purposefully or recklessly providing false or misleading statements or information to an investigator investigating a matter under this policy;
- k) failure to adhere to the confidentiality provisions set out in the procedures made pursuant to this policy;
- l) failure to fulfill the procedural or substantive duty to accommodate under the *Code*, including failure to offer effective or appropriate Accommodation up to the point of Undue Hardship; or
- m) another human rights violation or violation of this policy.



**BOARD (PUBLIC)
Report No. 22-012**

25 January 2022

**Appointment of Association Representatives to the Special Education
Advisory Committee**

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

PURPOSE:

1. To appoint alternate representatives for the Learning Disabilities Association of Ottawa-Carleton (LDAO-C) and the Ottawa-Carleton Assembly of School Councils (OCASC) to the Special Education Advisory Committee (SEAC) for the term 25 January 2022 to 14 November 2022.

STRATEGIC LINKS:

2. Appointing association representatives to the Special Education Advisory Committee supports the 2019-2023 Strategic Plan's goal of creating a Culture of Caring. A strong and diverse SEAC membership increases community partnerships and helps build authentic engagement with and among District communities.

CONTEXT:

3. The composition of the Special Education Advisory Committee is outlined in sections 4.1 to 4.3 of Board Policy P.019.GOV: Special Education Advisory Committee (attached as Appendix A). The membership is currently comprised of three trustees, eight associations and organizations, and three community members.

Section 4.2 specifies that representatives and alternates will be nominated by the association and that they shall be appointed by the Board for the term of the Board.

KEY CONSIDERATIONS:

4. On 5 January 2022, Board Services received an email (attached as Appendix C) from LDAO-C requesting that Mike Marta be appointed as the alternate member.

On 14 January 2022, Board Services received an email (attached as Appendix C) from the OCASC Executive Board requesting that Mourad Graidia be appointed as the alternate member.

Both Mr. Marta and Ms. Graidia meet all the criteria under the Regulation 464/97 and Policy P.019.GOV, Special Education Advisory Committee and are not OCDSB employees. Biographies for Mr. Marta and Ms. Graidia will be circulated to board members under separate cover.

RESOURCE IMPLICATIONS:

5. There are no resource implications associated with this report.

COMMUNICATION/CONSULTATION ISSUES:

6. No consultation is required as these are direct appointments of the Board. SEAC Chair, Sonia Nadon-Campbell, is aware of the request for appointments.

RECOMMENDATIONS:

THAT Mike Marta be appointed as the Alternate Member representing Learning Disabilities Association of Ottawa-Carleton to the Special Education Advisory Committee for the term 25 January 2022 to 14 November 2022.

THAT Mourad Graidia be appointed as the Alternate Member representing the Ottawa-Carleton Assembly of School Councils to the Special Education Advisory Committee for the term 25 January 2022 to 14 November 2022.

Michèle Giroux
Executive Officer, Corporate Services

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

APPENDICES

Appendix A: Policy P.019.GOV Special Education Advisory Committee

Appendix B: Procedure PR.538.GOV Appointment of Community Representatives and
Local Associations to the Special Education Advisory Committee

Appendix C: Appointment letter from Learning Disabilities Association of Ottawa-Carleton

Appendix D: Appointment letter from Ottawa-Carleton Assembly of School Councils



POLICY P.019.GOV

TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 23 April 2019
Authorization: Board: 29 May 2006

1.0 OBJECTIVE

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

2.0 DEFINITIONS

In this policy,

- 2.1 **Local association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).
- 2.2 **Additional members** means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 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 Plan;
 - c) participate in the Board's annual budget process as it relates to Special Education; and
 - d) review the Board's financial statements related to Special Education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
 - a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) VIEWS for the Visually Impaired
 - b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), "one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board"):
 - (i) Ottawa-Carleton Assembly of School Councils (OCASC)
- 4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.
- 4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.
- 4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.
- 4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.
- 4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.
- 4.8 In the event of a community representative vacancy during the four year term, the Board shall reconsider a community representative application(s) who interviewed during the most recent selection process for community representatives.

- 4.9 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote.
- 4.10 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
- a) Council for Exceptional Children
 - b) Ottawa-Carleton Elementary Teachers' Federation
 - c) Ontario Secondary School Teachers' Federation
 - d) Professional Student Services Personnel
 - e) Ottawa-Carleton Secondary School Administrators' Network
 - f) Ottawa-Carleton Elementary Operations Committee
 - g) Ontario Secondary School Teachers' Federation -Educational Assistants

Non-voting representatives may participate in the discussion, but may not make or vote on motions.

Quorum

- 4.11 Quorum shall be the majority of the appointed members.

Reporting Procedure

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

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

- 4.13 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole and the Committee of the Whole, Budget.

Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

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

PR 538 GOV: Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee



PROCEDURE PR.538.GOV

TITLE: APPOINTMENT OF COMMUNITY REPRESENTATIVES AND LOCAL ASSOCIATIONS TO THE SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 17 April 2012
Last revised: 11 October 2017
Authorization: Board: 14 June 2012

1.0 OBJECTIVE

To provide guidelines for the Special Education Advisory Committee (SEAC) Selection Committee to use when recommending appointment of Community Representatives and Local Associations to the SEAC.

2.0 DEFINITIONS

In this procedure,

- 2.1 **SEAC Selection Committee** refers to the three trustee members serving on the SEAC who form the committee responsible for the selection of up to three Community Representatives and up to twelve Local Associations to serve on the SEAC for the duration of the term of the Board of Trustees.
- 2.2 **Community Representatives to the SEAC** refers to members of the community who have knowledge of special education issues, an understanding of the Ottawa-Carleton District School Board's (OCDSB) programs and services, and an appreciation of the role and responsibilities of the SEAC. The Community Representatives advocate in the interest of all special needs students, and do not represent the interests of any particular exceptionality.
- 2.3 **Local Association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

3.0 RESPONSIBILITY

- 3.1 The Director of Education and Secretary of the Board.

4.0 PROCEDURE

For the purposes of managing the selection process of Community Representatives and Local Associations to the SEAC, the following procedures will be adhered to:

Selection Committee

- 4.1 A Selection Committee will be established comprised of the three trustee members as appointed by the Board to the SEAC.
- 4.2 Should a Selection Committee member determine any pecuniary interest, direct or indirect, following the review of applications, the member will immediately withdraw from the Selection Committee. The Chair or Vice-Chair of the Board shall replace the member on the Selection Committee. In the event that all three Selection Committee members must withdraw the Board shall be asked to appoint the members.

Resource Support

- 4.3 The Superintendent of Learning Support Services, the Chair of the SEAC, and the Manager, Board Services will provide resource support to the Selection Committee. Such support shall include making arrangements for meetings, providing administrative support to the interview process, (scheduling, agendas, reference documentation, etc.) and providing advice about the role and needs of the SEAC.

5.0 PROCEDURES FOR APPOINTING COMMUNITY REPRESENTATIVES

- 5.1 The Board will appoint up to three Community Representatives.

Advertising

- 5.2 An advertisement seeking applicants for consideration for appointment to serve on the SEAC as Community Representative shall be placed in daily and/or community newspapers, on the District's website, and copies will be sent to all school councils.

Applications

- 5.3 The application period shall be a minimum of 10 business days following the date of posting of the notice/advertisement.
- 5.4 Applications shall be received by the Manager, Board Services.
- 5.5 Applications shall include:
 - a) a completed application form;
 - b) a statement of interest;
 - c) a current resumé; and
 - d) a confirmation of eligibility.
- 5.6 All Community Representative applicants must meet the following eligibility criteria:
 - a) Residency (must live within the city of Ottawa);
 - b) School support (must be a public school supporter); and
 - c) Employee status (employees of the OCDSB are not eligible to sit on the SEAC as Community Representatives).

Application Assessment and Selection of Candidates for Interviews

- 5.7 The Manager, Board Services shall provide to the Selection Committee a package containing a copy of each applicant's statement of interest and resumé.
- 5.8 All applicants who meet the eligibility criteria listed in section 5.7, and have applied at or prior to the deadline, will be considered for an interview.
- 5.9 From the original pool of eligible applicants, the Selection Committee may decide to interview a lesser number of eligible candidates.
- 5.10 Applicants not selected for an interview will be thanked for their application and advised that their applications will be maintained for one year in the event of a vacancy.

Interviews

- 5.11 Staff will contact applicants selected for an interview to schedule an interview time.
- 5.12 The Selection Committee will:
- a) confirm the interview schedule and interview list;
 - b) discuss and finalize interview questions;
 - c) develop a rating scale on which to assess applicants;
 - d) allow the same amount of interview time for each candidate;
 - e) ask all candidates the same questions;
 - f) take turns asking each candidate questions;
 - g) take notes during the interview and collectively rate the candidate according to the rating scale after the interview has ended;
 - h) identify the candidates that require reference checks;
 - i) conduct, or have staff conduct, reference checks for inclusion in consideration for the recommendation to the Board; and
 - j) discuss the overall rating scores and reference checks for interview candidates and make a recommendation, for consideration by the Board.
- 5.13 In the event a Selection Committee member is unable to be in attendance for an interview(s), the remaining Selection Committee members will conduct the interview(s).
- 5.14 Candidates selected for interviews for the Community representative position will:
- a) be asked to arrive fifteen minutes prior to his/her scheduled interview;
 - b) review a copy of the interview questions;
 - c) sign a consent form authorizing contact of references;

- d) sign a verification form confirming eligibility (as noted in 5.6 b) and attached);
- e) review a copy of Board Policy P.019.GOV: Special Education Advisory Committee; and
- f) review a copy of Board Procedure PR.538.GOV: Appointments of Community Representatives and Local Association to the Special Education Advisory Committee.

Recommendation to Board

- 5.15 A copy of the resumés and covering letters for those candidates recommended for appointment will be provided to Board members prior to the Board meeting. A letter of transmittal will be prepared by staff on behalf of the Selection Committee outlining the Selection Committee's recommendation for new Community Representatives for the Board's consideration.

Notification to Candidates

- 5.16 The recommended candidates will be notified by the Manager, Board Services that their name has been put forward by the Selection Committee to the Board, and that should the Board adopt the recommendation, they will be advised following the Board meeting.
- 5.17 Following the Board's decision, successful candidates will be notified of the Board's decision and provided with information regarding the next steps.
- 5.18 All unsuccessful candidates will be notified of the Board's decision, and thanked for their interest and involvement in the process.

Vacancy

- 5.19 Appointments will be made by the Board during an election year at the Inaugural Meeting of the Board, or shortly thereafter. In the event of a vacancy during the term of the Board, appointments will be made as soon as is reasonably possible.

6.0 PROCEDURES FOR APPOINTING LOCAL ASSOCIATIONS

- 6.1 The Board may appoint up to twelve Local Associations for representation on SEAC once per term or as vacancies arise.
- 6.2 To ensure exceptionality representation, wherever possible the Board will endeavor to appoint one Local Association per exceptionality.

Advertising

- 6.3 The Manager, Board Services will coordinate with SEAC to advertise a call for applications targeted at qualified Local Associations.
- 6.4 The advertisement will be placed in daily and/or community newspapers, on the District's website, and sent to qualified Local Associations.

Applications

- 6.5 The application period shall be a minimum of 10 business days following the date of posting of the notice/advertisement.
- 6.6 Applications for Local Associations shall be submitted to the Manager, Board Services.
- 6.7 Applications shall include:
- a) A completed application form;
 - b) A description of the Local Association;
 - c) A statement of interest;
 - d) A confirmation of eligibility for the nominated representative and nominated alternate.
- 6.8 Receipt of applications will be acknowledged.

Application Assessment and Selection of Candidates for Interviews

- 6.9 The Selection Committee will review applications from Local Associations.
- 6.10 The SEAC will be invited by the Selection Committee to provide comment on which exceptionalities need representation.
- 6.11 The Selection Committee may consider nominating eligible Local Associations that are not represented amongst the present members of the SEAC.

Interviews

- 6.12 The CEO, Executive Director or Board Chair of the local association may be contacted for an interview by the Selection Committee.

Recommendation to Board

- 6.13 A copy of the applications from Local Associations will be provided to Board members prior to the Board meeting. A letter of transmittal will be prepared by staff on behalf of the Selection Committee outlining the Selection Committee's recommendation for new Local Associations for representation to the SEAC.
- 6.14 Selection and appointment of Local Associations will be the responsibility of the Board of Trustees.

Vacancy

- 6.15 As vacancies arise, existing applications will be considered and appointments will be made as soon as is reasonably possible

7.0 REFERENCE DOCUMENTS

The Education Act, 2011, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

Board Policy P.019.GOV: Special Education Advisory Committee

Board Policy P.101.GOV: Community Involvement on Board Standing Committee

Appendix C to Report 22-012



January 5, 2022

Ms. Leigh Fenton
Board and Committee Coordinator
Board Services
Ottawa-Carleton District School Board
133 Greenbank Rd, Ottawa, K2H 6L3

Re: Appointment as an SEAC meeting participant and designated alternate representative for the Learning Disabilities Association of Ottawa-Carleton

Dear Ms. Fenton:

As per your request, this note is to confirm that, as per the wishes of Dr. Maggie Mamen, Chair of the LDAO-C, I wish to be appointed as an SEAC meeting participant and the designated alternate representative for the LDAO-C, replacing Marianne Long who has recently become a board member for our organization. In addition to this letter, I have attached under separate cover my resume as per your request.

Thank you for your consideration.

Sincerely,

Mike Marta
Executive Director,
Learning Disabilities Association of Ottawa-Carleton

cc. Dr. Maggie Mamen, Chair, Learning Disabilities Association of Ottawa-Carleton

Appendix D to Report 22-012

January 14th, 2022

Dear Leigh Fenton,

As Co-Chair of the Ottawa Carleton Assembly of School Councils (OCASC), I wish to put forth and recommend Mourad Gaida as our SEAC alternate member. They have expressed an interest in expanding their involvement and parent engagement role and I think they would be an asset on the committee.

Should you have any questions, please feel free to reach out at any time.

Christine Moulaison
Co-Chair OCASC
Ocasc.chair@ocdsb.ca
613-852-0774



Board

Date 25 January 2022

Report No. 22-002

Enhancements to Board Administration Building Meeting Spaces

Key Contact: Michael Carson, Chief Financial Officer
 Michèle Giroux, Executive Officer, Corporate Services

PURPOSE:

1. To seek approval to proceed with necessary retrofits to the Ottawa-Carleton District School Board meeting spaces within the Administration building located at 133 Greenbank Road.

STRATEGIC LINKS:

2. Enhancing and modernizing the meeting spaces of the Board, its advisory committees and District staff supports the cultures of innovation and social responsibility as outlined in the 2019-2023 Strategic Plan. Enhancements to these spaces will create more accessible and welcoming environments to encourage participation in school board governance and allow for a greater audience and more transparent decision making. The meeting spaces will also permit accessible, dynamic and varied uses transforming the administration building into a centre for innovative learning.

CONTEXT:

3. Throughout the pandemic, the OCDSB has been meeting virtually. In considering plans for a future return to in person meetings, consideration must be given to how the virtual meeting experience has shaped both expectations and needs going forward. As much as there are limitations to virtual meetings, there are benefits in terms of access for different audiences. To achieve this balance, a return to in person meetings will require increased integration of technology.

The Board Room and other meeting spaces at the OCDSB Administration Building require both facility and audio visual renewal in order to support meetings going forward. The current Board Room configuration cannot

support a hybrid meeting. The Board Room was last renovated in 1998 to adjust the seating angle for visitors. Since that time the Board Room space and its associated audio visual (AV) technology has been upgraded in a piecemeal fashion adding components and equipment on an as needed basis, with minimal investment. Prior to the pandemic, the aging AV equipment in the room had become increasingly unreliable and identified in need of repair

KEY CONSIDERATIONS:

4. Planning for Hybrid Meetings

While there is a strong desire to return to in-person meetings, the flexibility and accessibility provided by electronic participation ensures trustees, committee members, delegations and the public are able to attend meetings without having to travel to the administration building or take time away from their schedules to attend. Enhancing hybrid meeting capabilities may help to reduce barriers to participation and further the Board's commitment to engagement.

Hybrid meetings are more complex to operate than fully in person or remote meetings. In order to ensure effective, quality hybrid meetings the current system must be upgraded with robust audio-visual equipment and reliable electrical systems. Participants in the room must be able to clearly hear those participating remotely and vice versa. All participants, especially those joining remotely must be able to see the faces of the in-person attendees, shared presentations, or other content. A hybrid meeting, done well, permits an equitable experience for all improving inclusivity, representation, and participation.

5. Audio-Visual Equipment

Given the specialized nature and scope of the work to retrofit the Board Room, staff enlisted the services of Edward J. Cuhaci and Associates Architects Inc. (Cuhaci) to assist in the needs assessment and redesign of the meeting spaces at the administration building.

On 26 November 2021 Memo 21-136, Required Accessibility Retrofits for Administration Building Meeting Spaces outlined the challenges with the current spaces and systems and identified proposed improvements to be undertaken in the 2022 fiscal year. The bulk of the project expenses are related to the AV upgrades within the boardroom, including the required electrical work to support these enhancements.

The recommended AV enhancements include:

- New speaker system;
- New microphones for trustees, staff committee members, delegations,
- New camera system
- The addition of space-appropriate LEWD screens to permit easier viewing of presentations, virtual participants, agendas and voting results;
- Array microphones for alternative, non-meeting configurations; and
- Assistive listening devised for accessible access to meeting video.

Audio Visual equipment has experienced a growth in demand during the pandemic. It also has been affected by supply chain issues. In order to prepare meeting rooms for hybrid meetings, it is important that staff have the ability to proceed to tendering and procuring to ensure the project can commence and be completed over the summer months in time for a possible resumption of in person meetings in the fall of 2022.

6. Flexible/Inclusive/Accessible Design

The design provided by Cuhaci allows for several different configurations of the Board room space as depicted in Appendix A. Two models represent typical board and committee meeting setups. The moveable/modular furniture allows for enough flexibility to ensure the room can be used for a variety of additional education-related purposes, from team building initiatives, to staff training days, town hall meetings, presentations and ceremonies.

In both of the setups for meetings, the Board of Trustees is seated, along with key staff and other committee members, around a large circular table. This arrangement is consistent with the standard seating arrangement for a governing board and allows for enhanced conversation. The public seating area is designed specifically for members of the public to observe their elected officials at work. The mostly circular arrangement for meetings is more welcoming for both participants and observers.

The new meeting room enhancements also afford greater levels of accessibility. From improved lighting which will improve the viewing of multiple screens, to assistive listening devices in the Board Room, these enhancements will allow for improved audio and video quality for those who elect to attend in person. Advancements in speakers and microphones will provide even sound coverage and improve the audio quality significantly. The large screens around the room and in the centre of the circle permit easy viewing for all meeting participants and observers.

In person meeting participants will be provided with microphones to ensure reliable sound. The microphones will be controlled by a touch panel with the audio output fed directly into the electronic meeting (i.e., Zoom or Google meet). Participants will bring their own device (laptop, iPad) and will have access to convenient power with wired connections available should wireless connectivity fail. In alternate configurations the system is equipped with table top microphone array systems that are plug and play and designed to pair and function with electronic meeting software.

The Board Room plan depicts a timer clock mounted at the front of the room near the large liquid crystal display (LCD) screen, staff are currently exploring additional options for timing to ensure all participants can see the timer.

7. Security Measures

Security is always a consideration in public meeting spaces. The flexible seating arrangement provides for the safety of participants. In both meeting setups, trustees and staff can be positioned so that they face the foyer and have easy egress to the

emergency exits at the front of the room. The seating reserved for observers will be clearly identified and permit egress through the foyer in the event of an emergency.

8. Improved Sightlines

One large screen will be mounted at the front of the room and two LCD screens will be mounted on either side of the room to improve visibility. Additionally, four screens will be mounted on mobile carts in the centre of the circular meeting table for in-person meeting participants. This will ensure that in-person participants no longer have to strain to view content on either the front or side screen. The centre monitors will house voice activated cameras which allow each speaker to be captured on the livestream when speaking.

9. WIFI

Business and Learning Technologies is currently engaged in Phase 2 of the Wifi Upgrade which will see greater coverage and access for staff and students across the District. In the Board Room and other meeting spaces within the administration building, additional WIFI access points will be added to ensure appropriate coverage, allowing for hybrid meetings. Business and Learning Technologies will align this work with the work facilities will be doing in the boardroom in order to achieve cost savings. It is anticipated that this work will be completed by August 2022.

RESOURCE IMPLICATIONS:

10. The estimate of the cost of the required enhancements is primarily for proper AV equipment in the Board Room. A key component of the cost is the retrofit fit work necessary to electrical and AV systems. The estimated cost of the project is \$1,965,239.24.

The Project will cover:

| | |
|---|-----------------------|
| Boardroom (electrical, lighting, finishing*, audio-visual) | \$1,172,152.80 |
| Furnishing for Boardroom (new modular furniture) | \$225,351.40 |
| Trustee Committee Room (finishing*, electrical, lighting, audio-visual) | \$217,244.16 |
| B400 (finishing*, electrical, audio-visual) | \$35,210.88 |
| Architect and Engineering Fees | \$115,280.00 |
| Consulting Fees | \$200,000.00 |
| TOTAL (includes contingency) | \$1,965,239.24 |

Projects at administration buildings cannot be funded using typical renewal/renovation funding sources. The intent is to fund the project with operating reserves with the majority of the reserve funding supported through facilities and maintenance savings during the 2021-2022 school year.

COMMUNICATION/CONSULTATION ISSUES:

11. The enhancement project was developed through consultation with staff, the architect, AV specialists and electrical consultants to determine the project priorities. The design and estimate are reflective of these meetings.

Facilities staff will continue to work with Cuhaci to prepare final work plans that will allow construction during the balance of the school year and summer period, to permit completion by the fall of 2022.

RECOMMENDATION:

- A. THAT a project budget of \$1,965,239.24 (funded from Operating Reserves, accumulated operating surplus) be established for the purpose of upgrading meeting room facilities at the Administration Building; and
- B. That staff be directed to start the procurement process for the meeting room enhancements; and the Chair and Director be given authority to award the contract to the successful bidder if it is within budget.

Michele Giroux
Executive Officer, Corporate Services

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

Michael Carson
Chief Financial Officer

Appendix A-Cuhaci Design
Appendix B-AV Design

Trustee Boardroom Renovation

PRELIMINARY PROJECT SCHEDULE

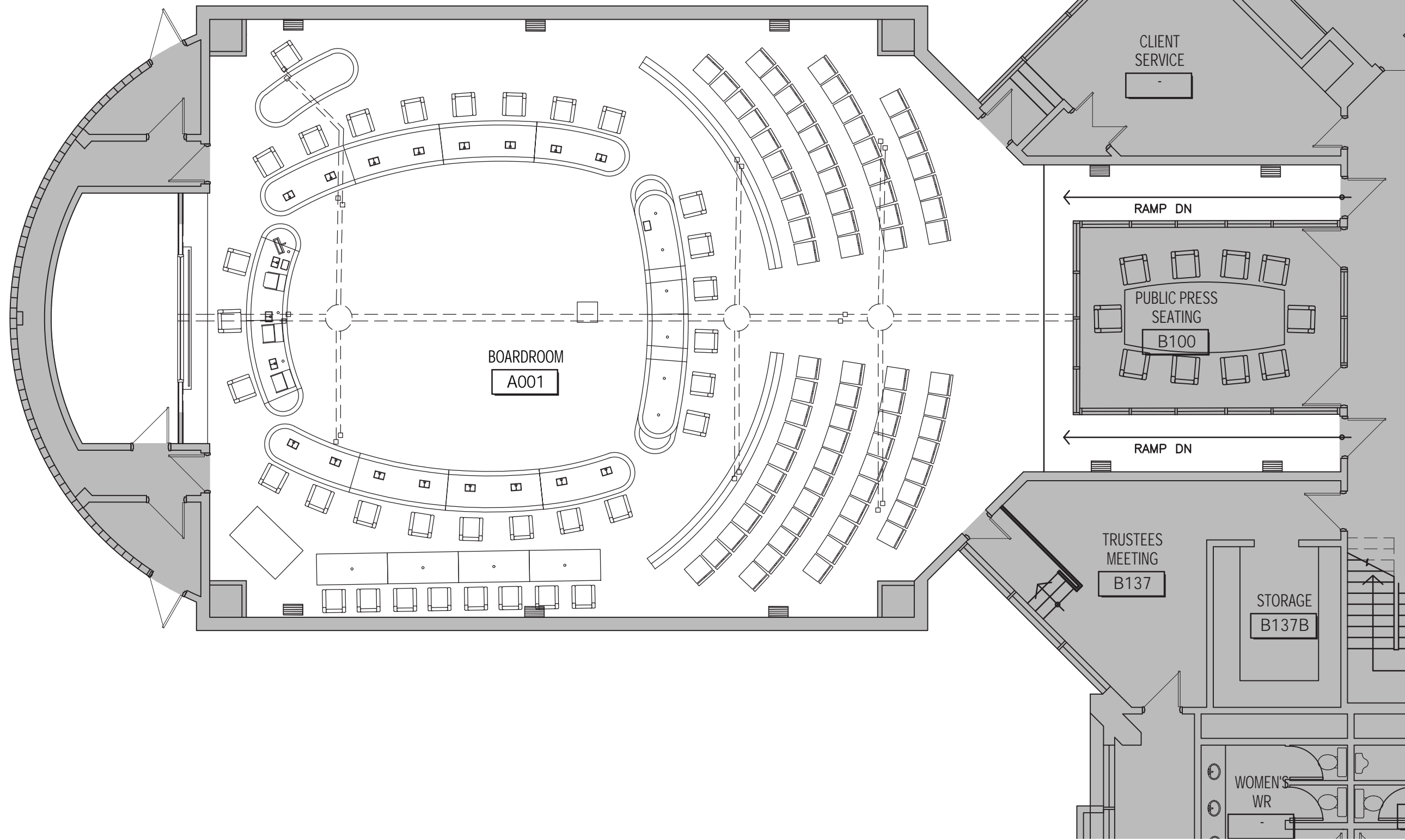
Appendix A to Report 22-002

| | |
|---------------------------------------|--|
| End of January 2022 | Tender Award |
| February 2022 - May 2022 | Shop Drawings and Purchasing |
| Mid June 2022 - Mid August 2022 | Construction |
| End of August 2022 | Completion of audio visual systems, equipment and furniture |



Trustee Boardroom Existing Plan

CAPACITY 122



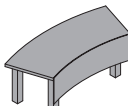
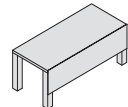

Configuration A and B: Furniture / Power Overlay





LARGE PUBLIC MEETING

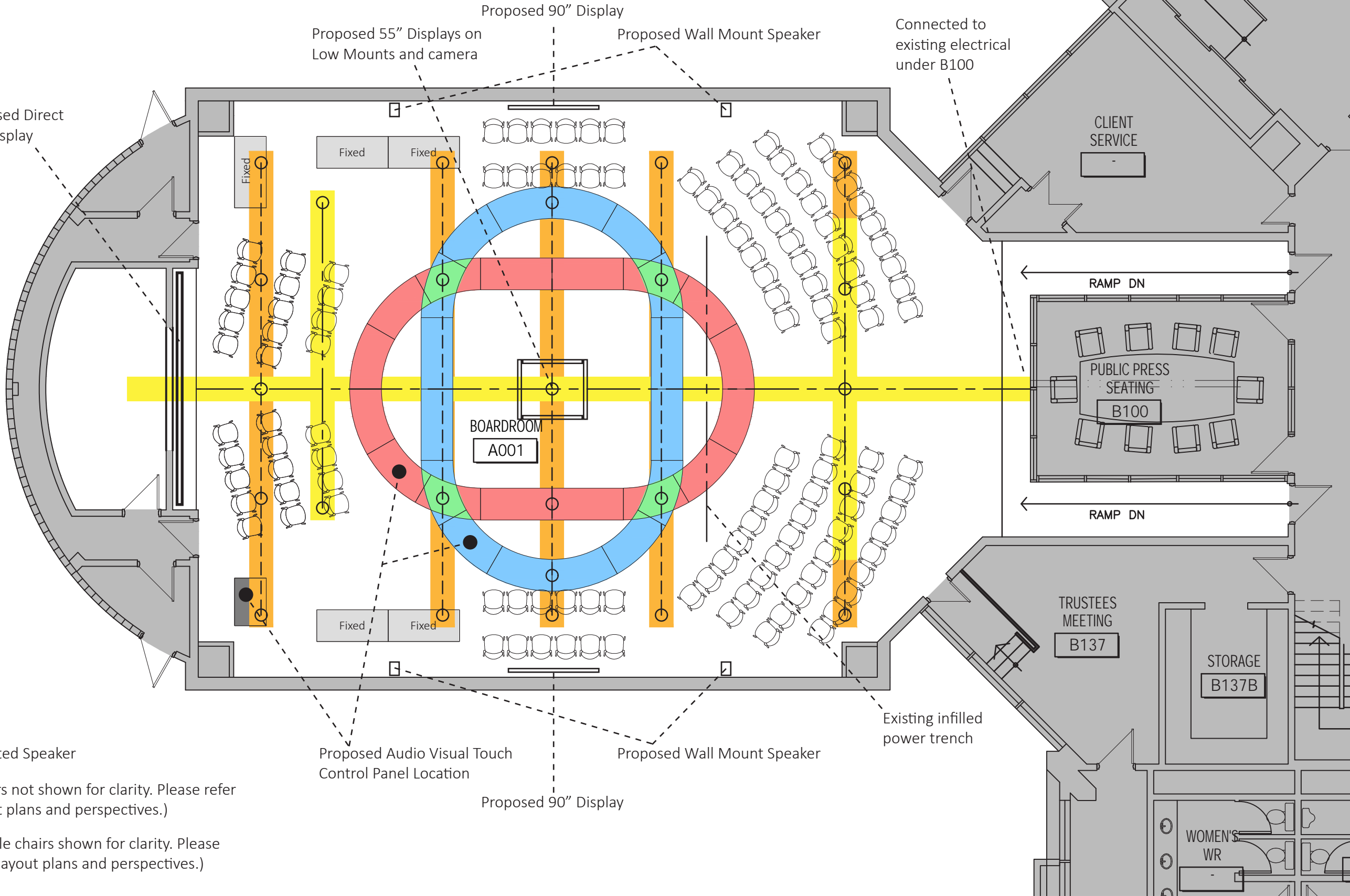
LEGEND

- Configuration A Layout
*All tables moveable
- Configuration B Layout
*All tables moveable
- Power Overlay Zone
- New Power Trench at Existing Trench Location
- - - outlet location*
- New Power Trench
- - - outlet location*

*Additional outlets are able to be installed along trench line as needed for intended use.

-  Curved Table
(1650x800mm-30° curve)
-  Rectangular Table
(1800x800mm)
-  AV Console Fixed Table
(1200x800mm)






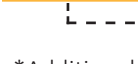
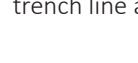
-  Potential Location of Display
-  Potential Location of Wall Mounted Speaker
-  Executive Chair (*Executive chairs not shown for clarity. Please refer to individual configuration layout plans and perspectives.)
-  Stackable Chair (*Not all stackable chairs shown for clarity. Please refer to individual configuration layout plans and perspectives.)



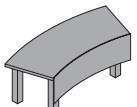
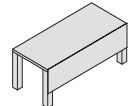

Configuration A and B: Furniture / Power Overlay





TOWN HALL MEETING 1

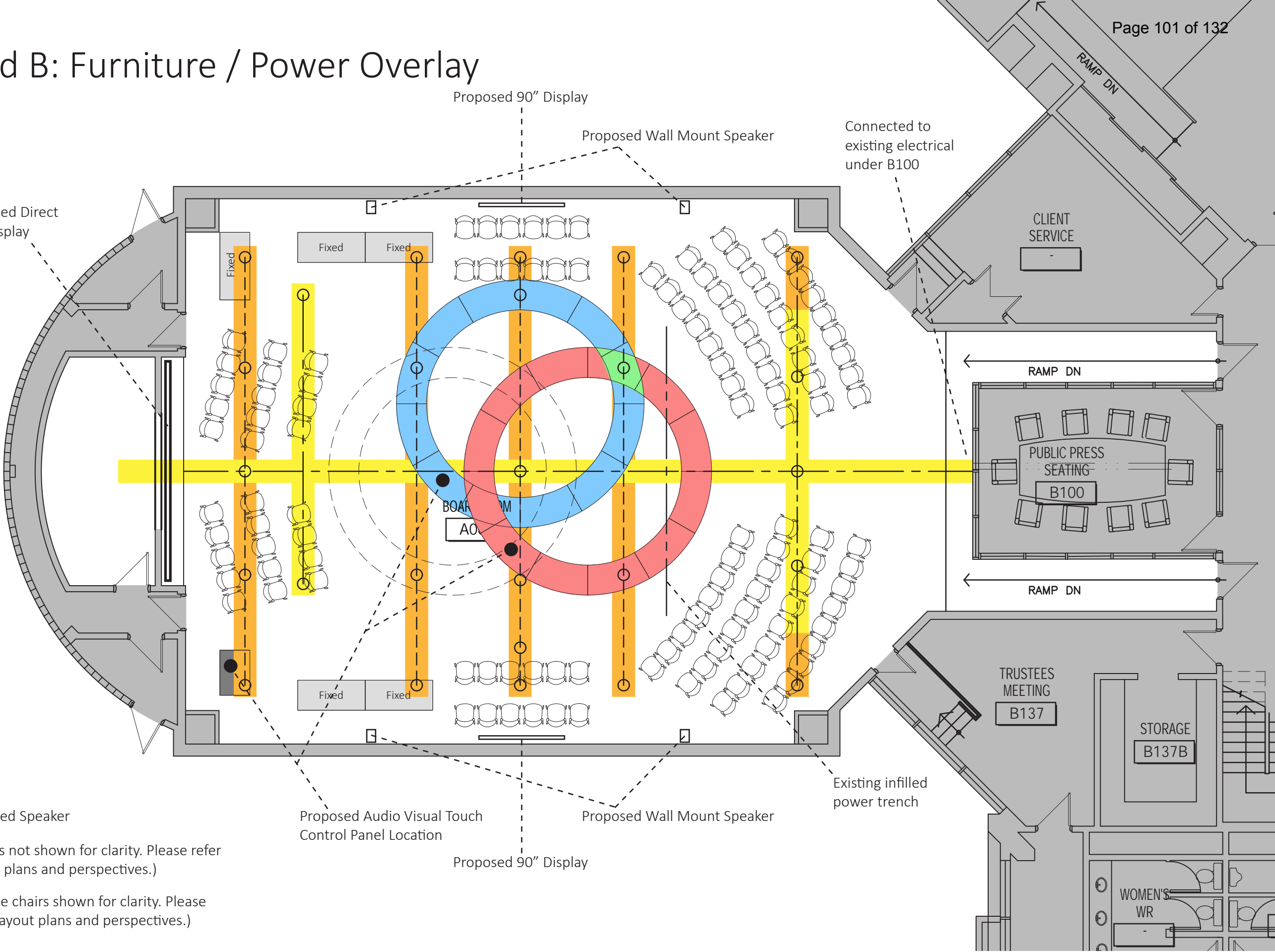
LEGEND

-  Configuration A Layout
*All tables moveable
-  Configuration B Layout
*All tables moveable
-  Power Overlay Zone
-  New Power Trench at Existing Trench Location
-  outlet location*
-  New Power Trench
-  outlet location*

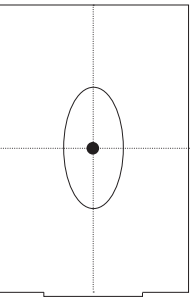
*Additional outlets are able to be installed along trench line as needed for intended use.

-  Curved Table
(1650x800mm-30° curve)
-  Rectangular Table
(1800x800mm)
-  AV Console Fixed Table
(1200x800mm)

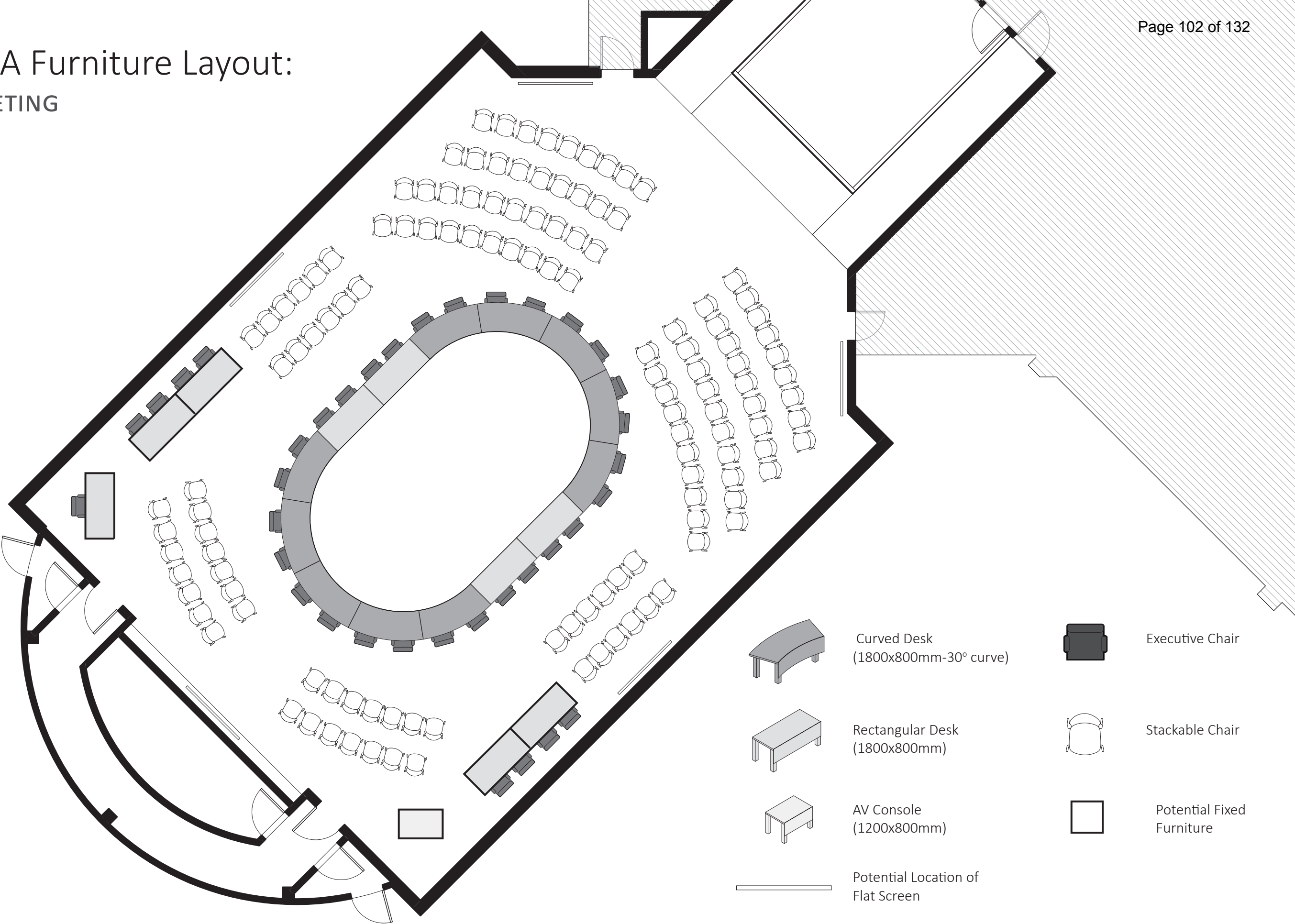
-  Potential Location of Display
-  Potential Location of Wall Mounted Speaker
-  Executive Chair (*Executive chairs not shown for clarity. Please refer to individual configuration layout plans and perspectives.)
-  Stackable Chair (*Not all stackable chairs shown for clarity. Please refer to individual configuration layout plans and perspectives.)



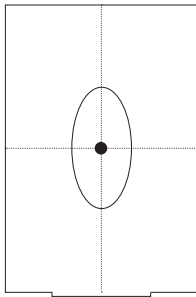
Configuration A Furniture Layout: LARGE PUBLIC MEETING



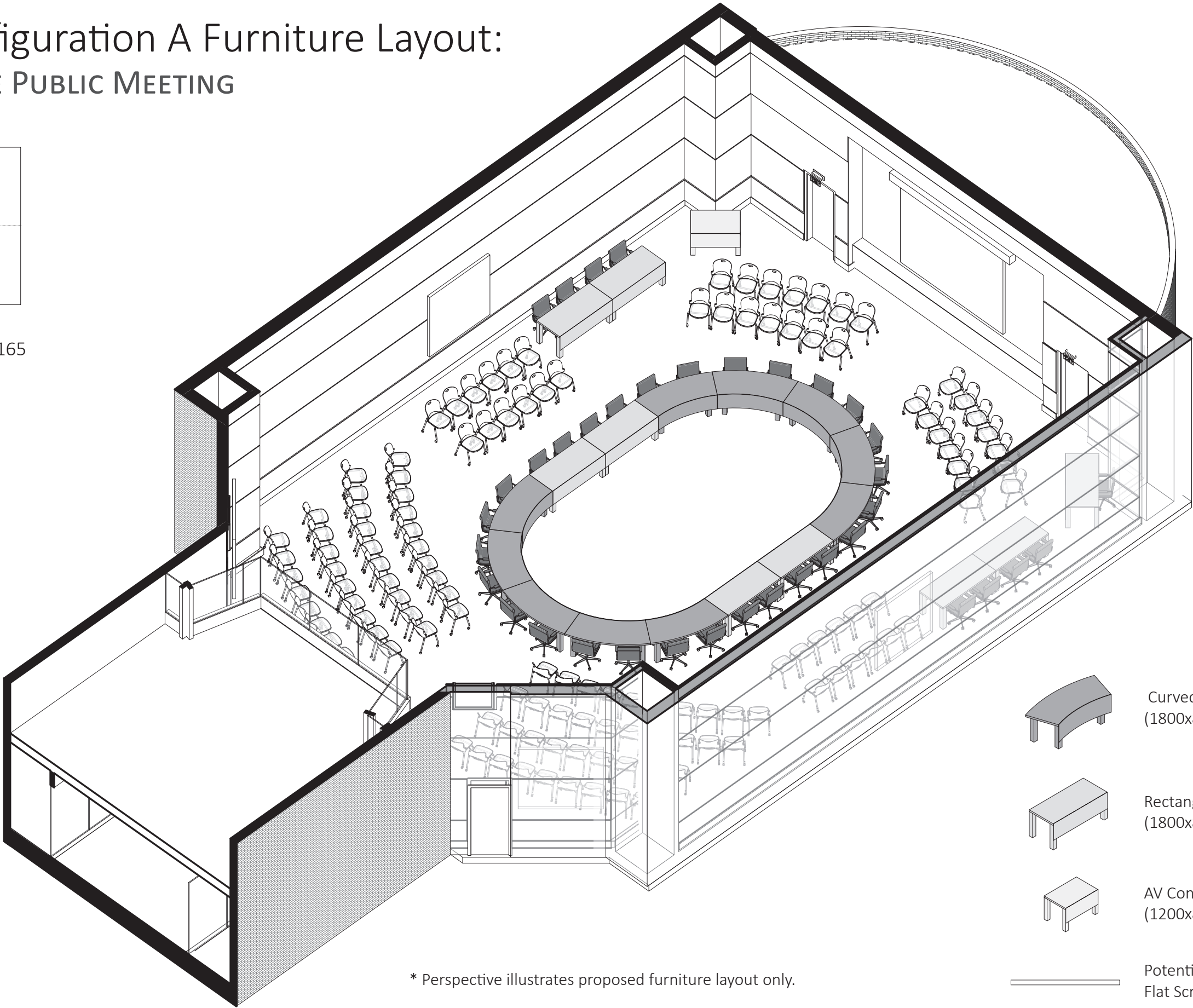
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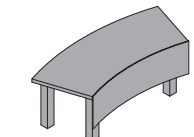
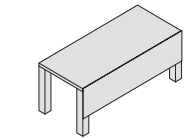
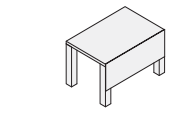




Configuration A Furniture Layout: LARGE PUBLIC MEETING



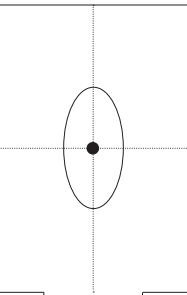
Capacity: 165



* Perspective illustrates proposed furniture layout only.

-  Curved Desk
(1800x800mm-30° curve)
-  Rectangular Desk
(1800x800mm)
-  AV Console
(1200x800mm)
-  Executive Chair
-  Stackable Chair
-  Potential Fixed Furniture
-  Potential Location of Flat Screen

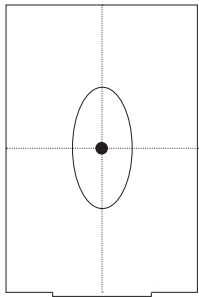
Configuration A Furniture Layout: LARGE PUBLIC MEETING



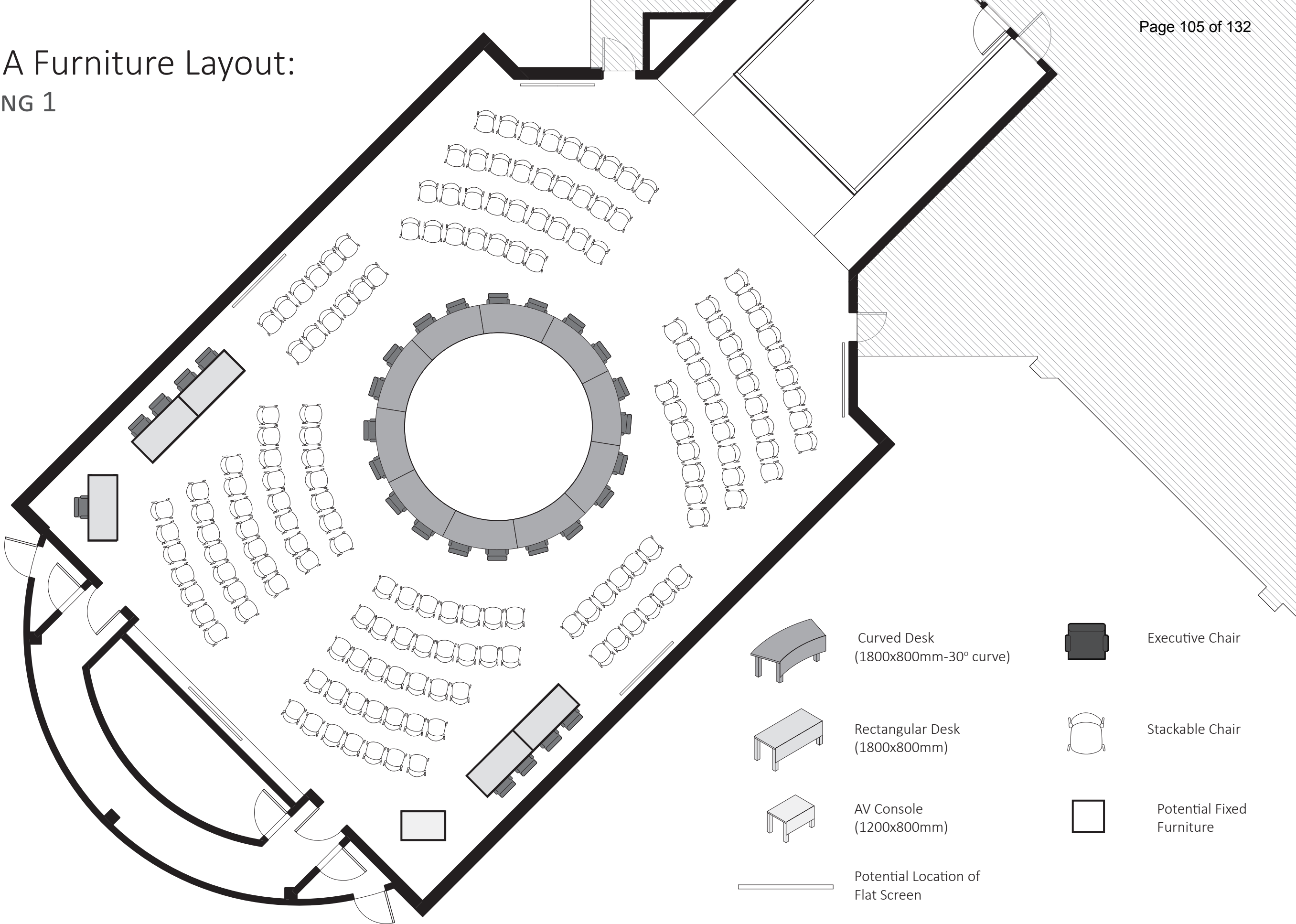
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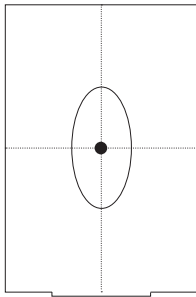
Configuration A Furniture Layout: TOWN HALL MEETING 1



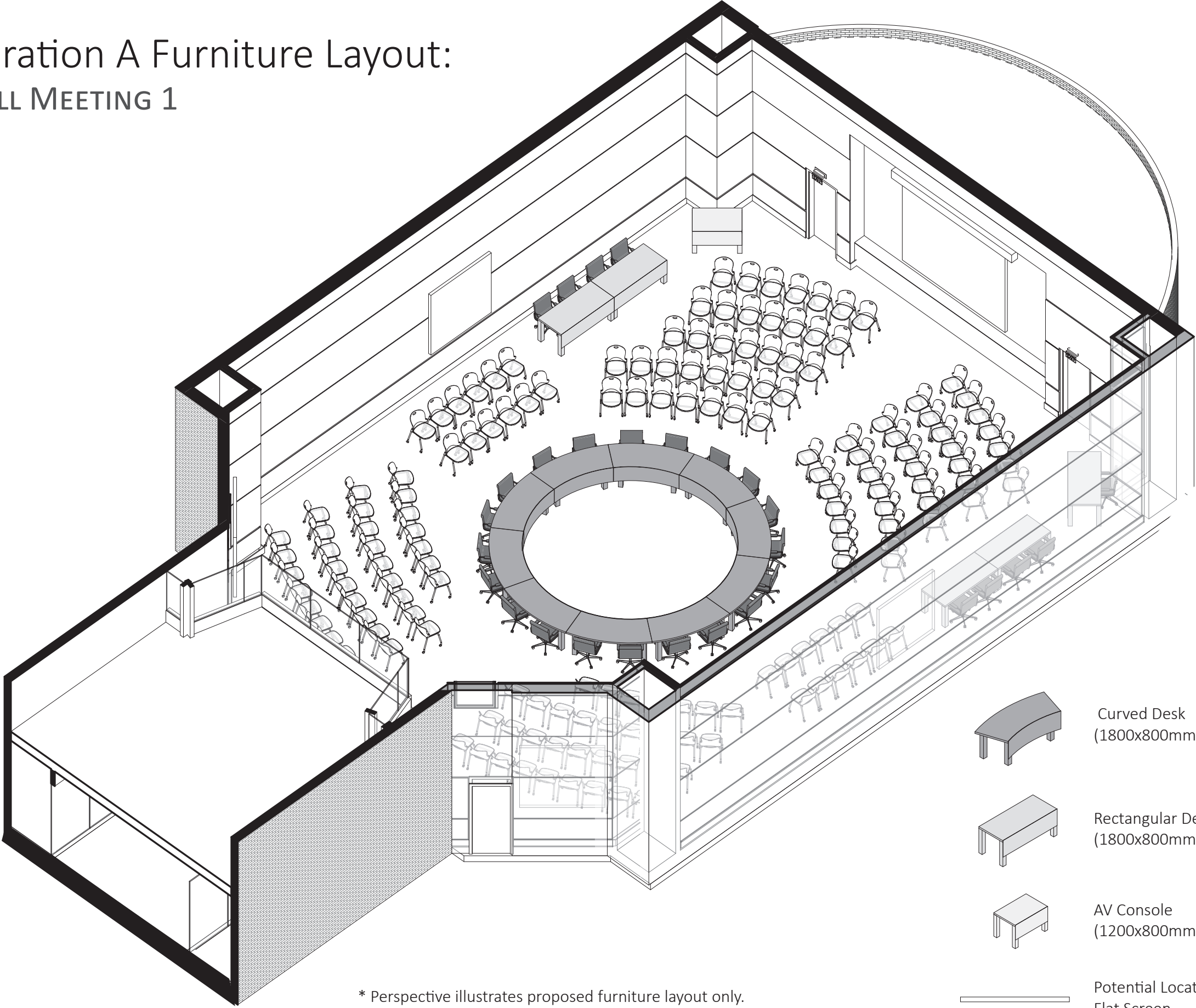
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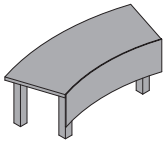
Configuration A Furniture Layout: TOWN HALL MEETING 1



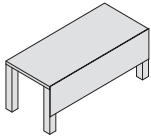
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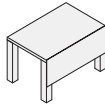
* Perspective illustrates proposed furniture layout only.



Curved Desk
(1800x800mm-30° curve)



Rectangular Desk
(1800x800mm)



AV Console
(1200x800mm)



Executive Chair



Stackable Chair

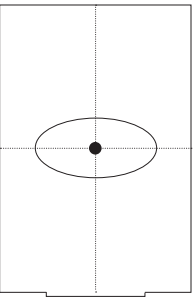


Potential Fixed
Furniture

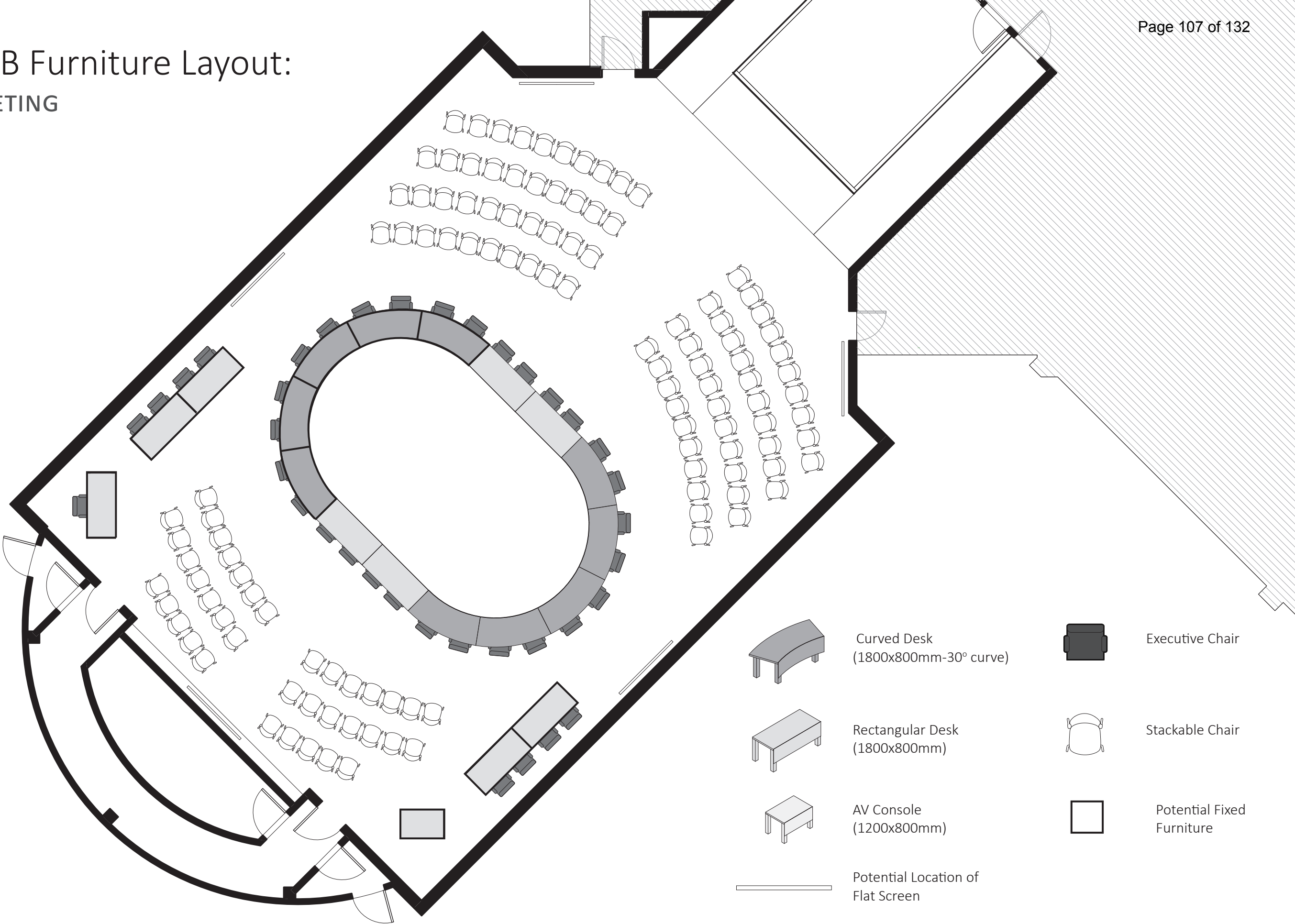


Potential Location of
Flat Screen

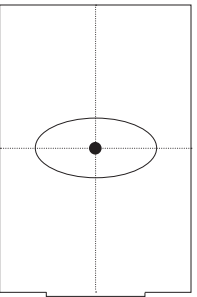
Configuration B Furniture Layout: LARGE PUBLIC MEETING



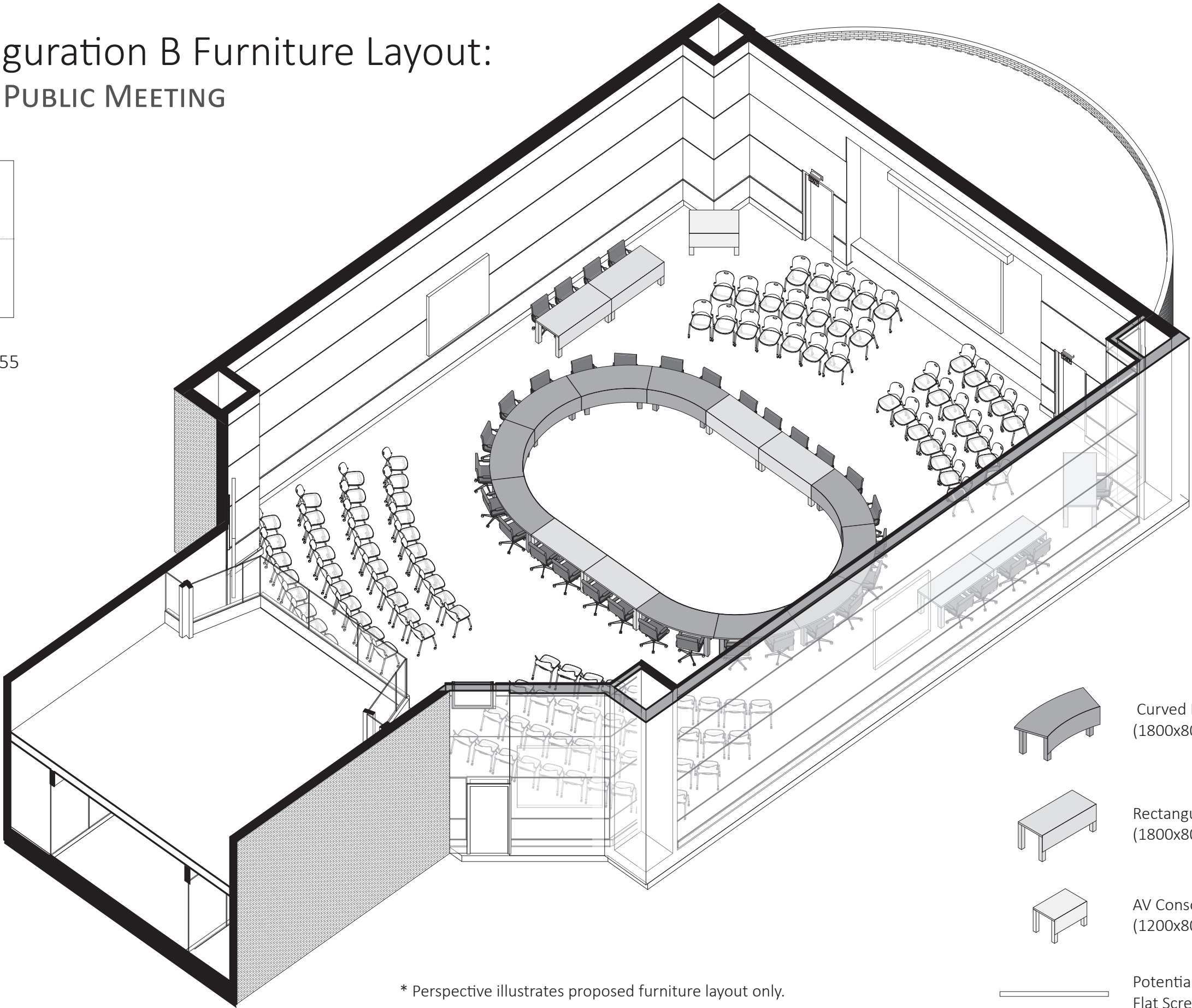
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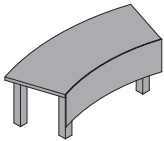
Configuration B Furniture Layout: LARGE PUBLIC MEETING



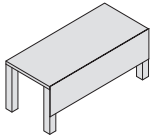
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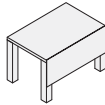
* Perspective illustrates proposed furniture layout only.



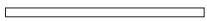
Curved Desk
(1800x800mm-30° curve)



Rectangular Desk
(1800x800mm)



AV Console
(1200x800mm)



Potential Location of
Flat Screen



Executive Chair

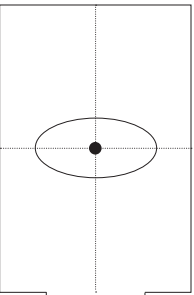


Stackable Chair



Potential Fixed
Furniture

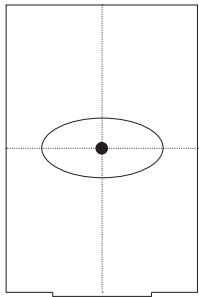
Configuration B Furniture Layout: LARGE PUBLIC MEETING



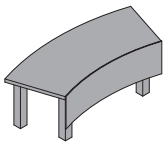
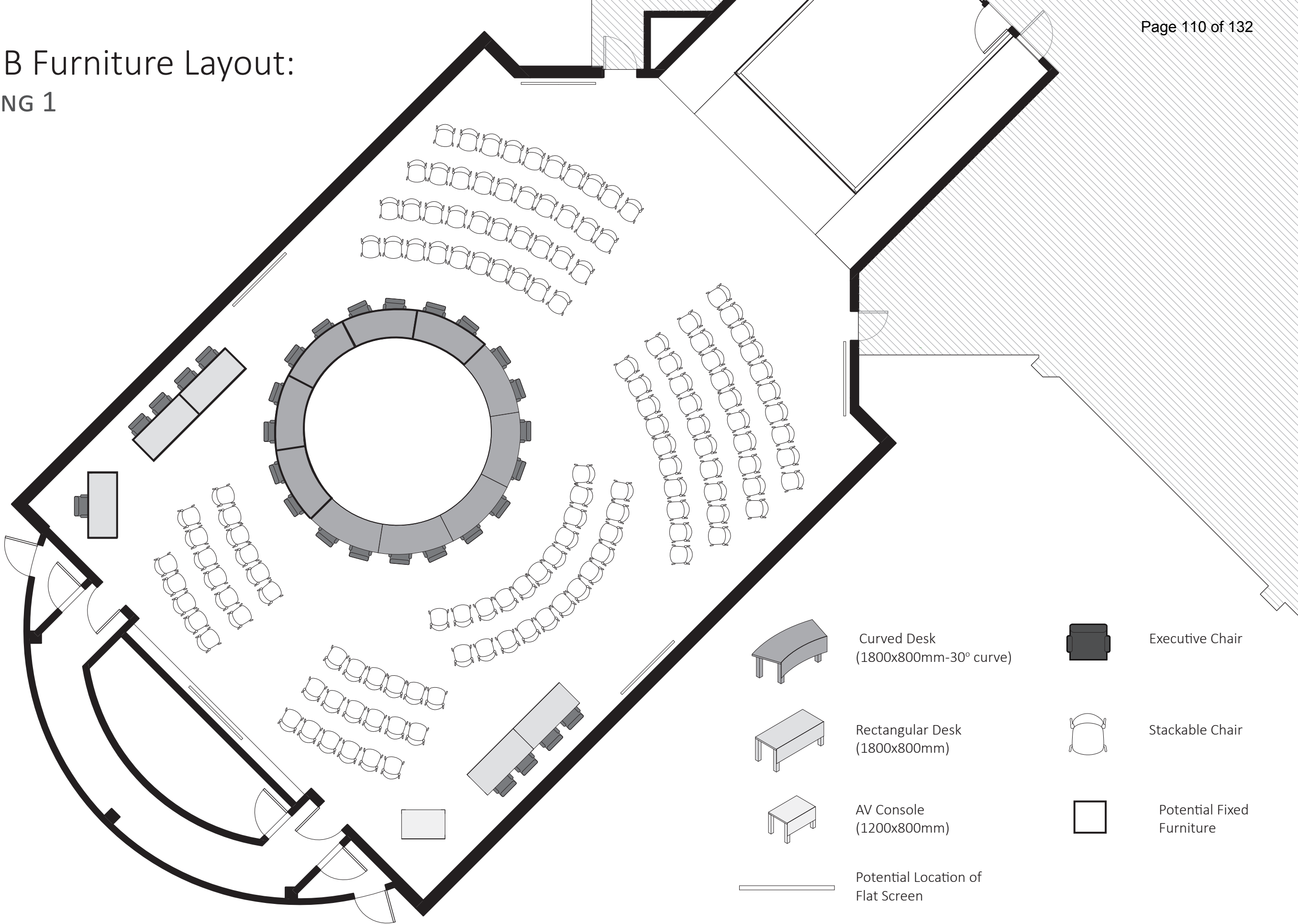
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Configuration B Furniture Layout: TOWN HALL MEETING 1



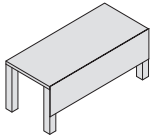
Capacity: 189



Curved Desk
(1800x800mm-30° curve)



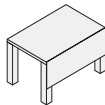
Executive Chair



Rectangular Desk
(1800x800mm)



Stackable Chair



AV Console
(1200x800mm)

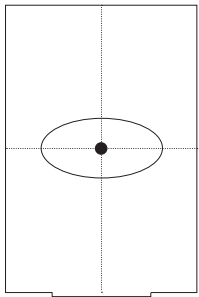


Potential Fixed
Furniture

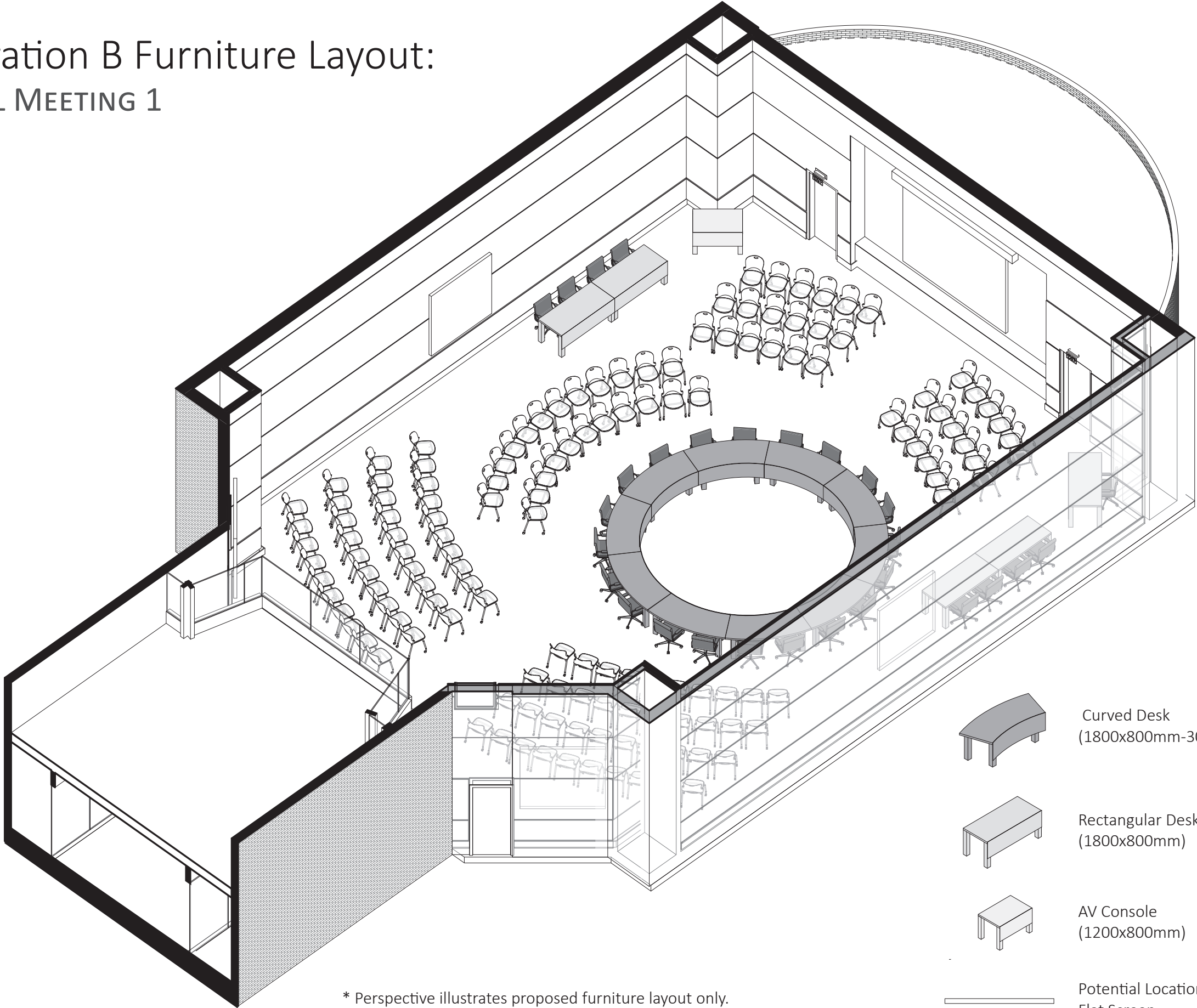


Potential Location of
Flat Screen

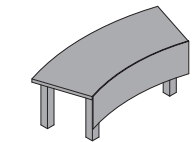
Configuration B Furniture Layout: TOWN HALL MEETING 1

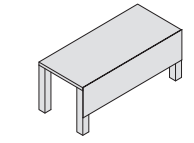


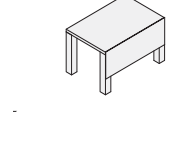
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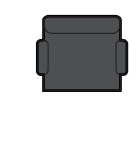


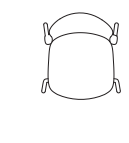
* Perspective illustrates proposed furniture layout only.

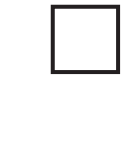
- 


Curved Desk
(1800x800mm-30° curve)
- 

Rectangular Desk
(1800x800mm)
- 

AV Console
(1200x800mm)
- 

Executive Chair
- 

Stackable Chair
- 

Potential Fixed Furniture
- 

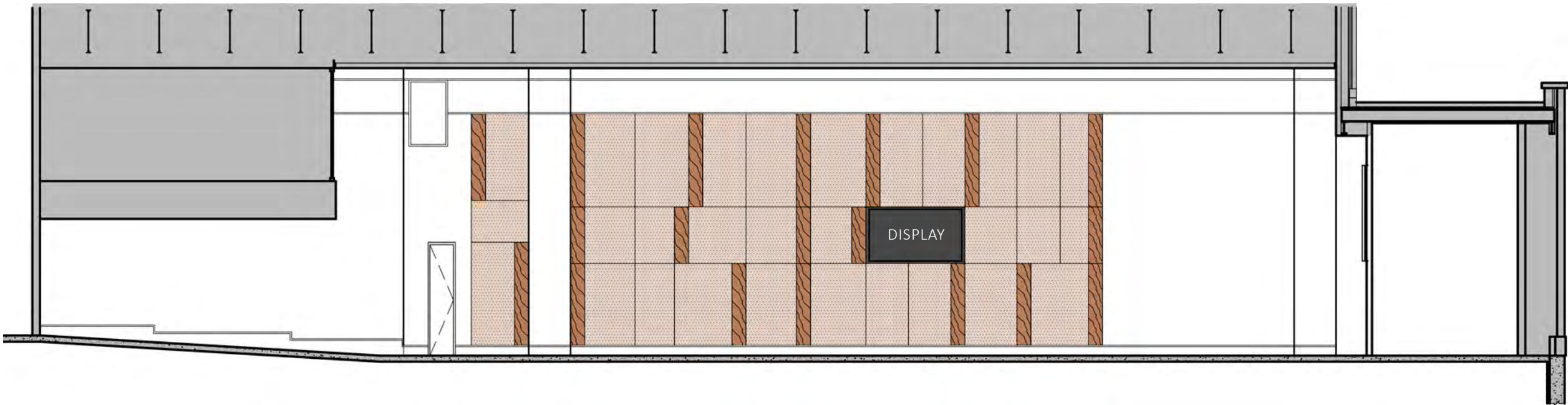
Potential Location of Flat Screen

Trustee Boardroom Wall Elevations

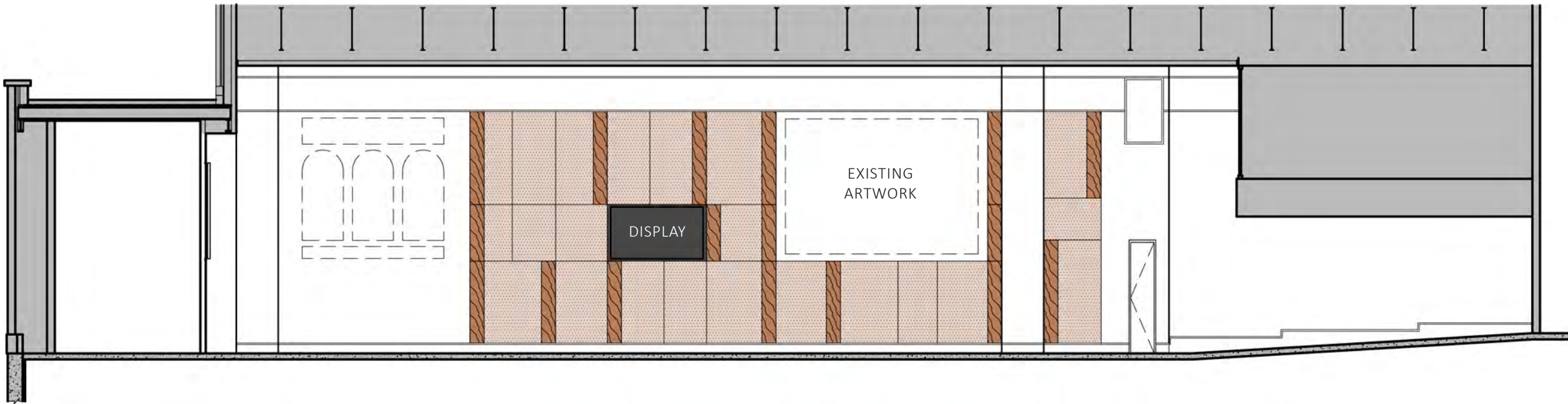
LEGEND

Wood acoustic panels
(constructed from former
boardroom tables)

Fabric acoustic panels



1. ELEVATION - LEFT SIDE WALL



2. ELEVATION - RIGHT SIDE WALL

Trustee Boardroom Wall Elevations

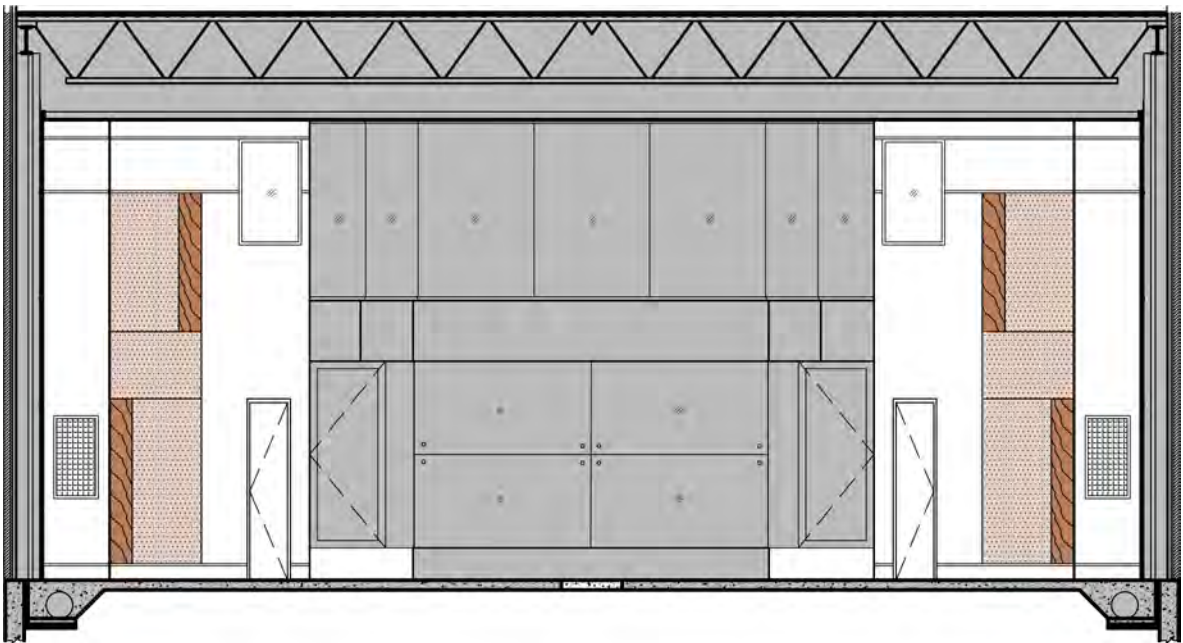
LEGEND

Wood acoustic panels
(constructed from former
boardroom tables)

Fabric acoustic panels



3. ELEVATION - LEFT SIDE WALL



4. ELEVATION - RIGHT SIDE WALL

AV Design Work in Progress V1

Issued for Review and Comment.

Ottawa Carleton District School Board
133 Greenbank Road, Ottawa

intro

meeting

general

appendix

This document is intended to describe the audio-visual system functional requirements and design approach for each room/space for client stakeholders and project team to review, comment, and/or approve.

Comments/requests for changes that require further approval will result in an issuance of a revised version of this document for further review and approval.

Following the receipt of approval, full system detailed design and 33% tender documents will be developed.

This document is not intended to be a complete system narrative for construction or procurement.

- intro
- meeting
- general
- appendix

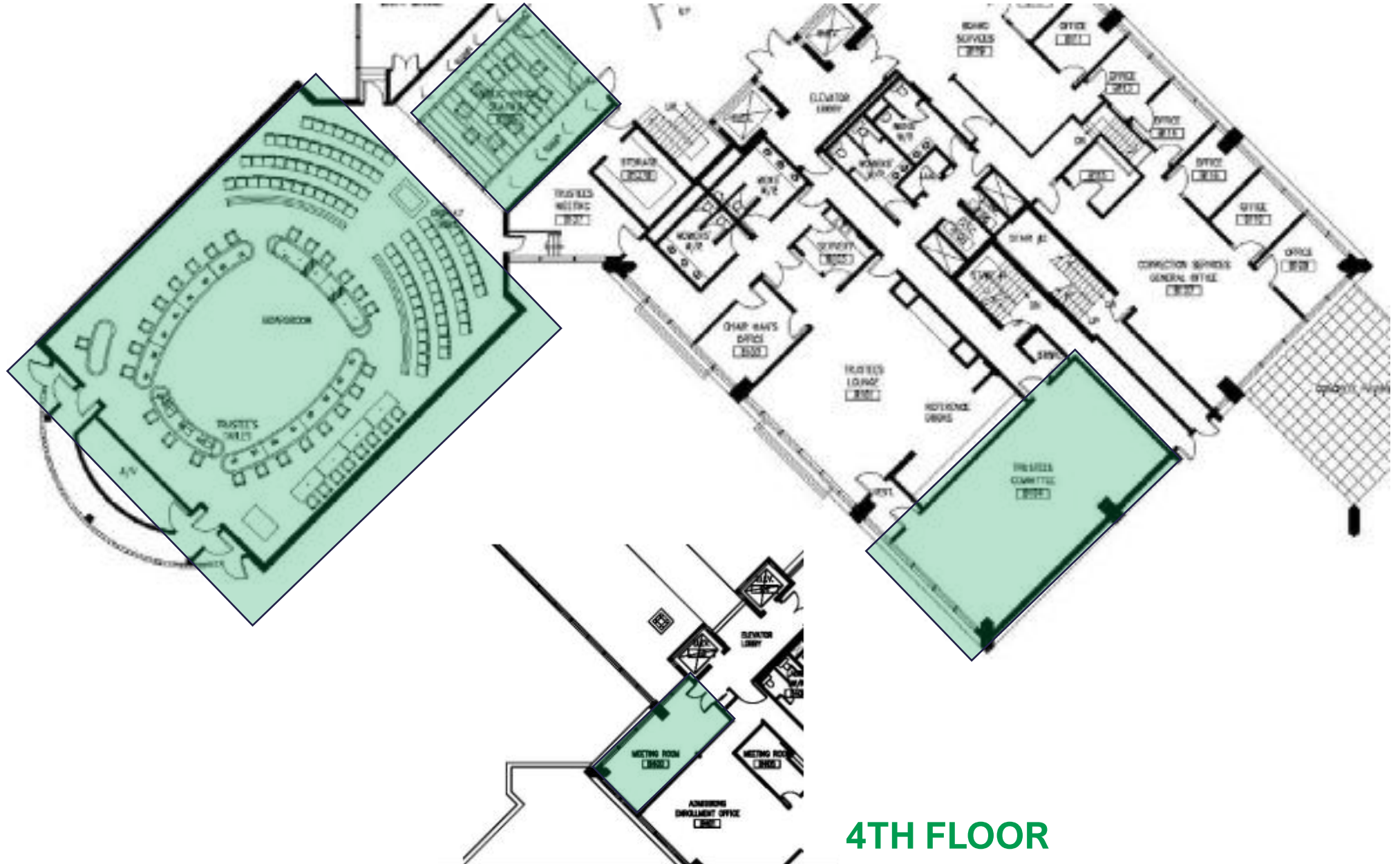
| ROOM TYPE | QTY |
|---------------------------|-----|
| Boardroom | 1 |
| Trustee Meeting Room | 1 |
| Small meeting room (B400) | 1 |

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4TH FLOOR

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MEETING

Meeting or collaborative spaces

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Collaborative Room Functions

| | | | |
|-------------------------------------|--|--------------------------|---|
| <input checked="" type="checkbox"/> | Presentation from Laptops | <input type="checkbox"/> | Operator Controlled |
| <input type="checkbox"/> | Multi-display Presentation from Laptops | <input type="checkbox"/> | Audio Recording |
| <input checked="" type="checkbox"/> | Wireless Presentation from Laptops | <input type="checkbox"/> | Video & Audio Recording |
| <input type="checkbox"/> | Software calling from Laptops | <input type="checkbox"/> | Voice Lift (local mics >>> speakers) |
| <input checked="" type="checkbox"/> | Teams / Zoom Room Calling (w/ Laptop - BYOD) | <input type="checkbox"/> | Streaming |
| <input type="checkbox"/> | Video Teleconferencing | <input type="checkbox"/> | iMag (Local Camera to Display) |
| <input type="checkbox"/> | Audio Teleconferencing | <input type="checkbox"/> | Live TV Viewing |
| <input checked="" type="checkbox"/> | Wifi Network Connectivity (by others) | <input type="checkbox"/> | Assistive Listening |
| | | <input type="checkbox"/> | [x] Hearing Assist [x] Live Captioning |
| | | <input type="checkbox"/> | Simultaneous Interpretation [x] Languages |

User Experience

Operation experience

User shall bring their own laptop to the room.

User shall connect their laptop using one of the following methods:

- Wireless presentation USB dongle (requires execution of non-installed application)
- Wireless presentation through application installed on users laptop, tablet or phone. (requires execution of installed application on device)

User can connect to Unified Communication (UC) platform of choice (Google Meet or Zoom) using the USB dongle to facilitate hybrid meetings.

The display shall power up automatically upon laptop connection.

The display shall power off automatically upon laptop disconnection after a short delay.

Audio and Visual experience

The display shall be UHD 3840x2160 resolution.

The audio from the laptop shall playback via the soundbar.

Technology

Display

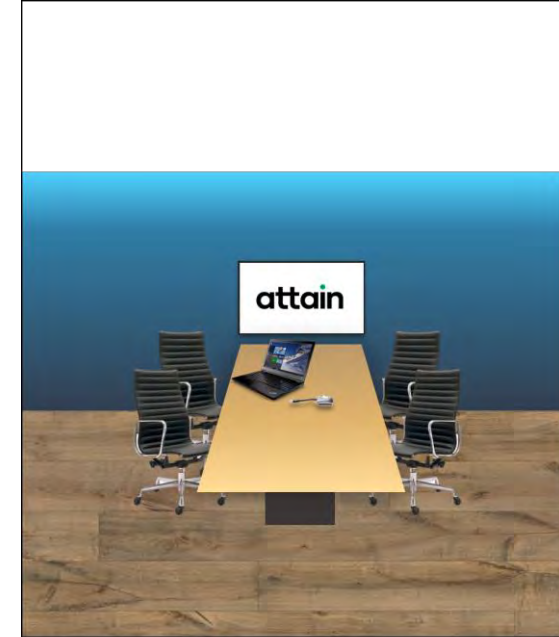
A single UHD display, wall mounted.

Presentation

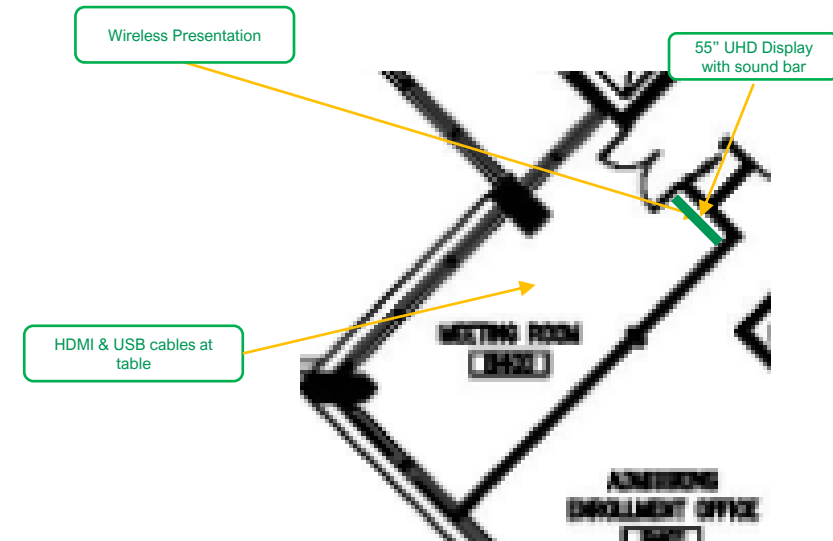
A USB dongle based encrypted wireless presentation system with 2 USB dongles for presentation connectivity. Bidirection audio and video allow for connection to UC soft codec (Google Meet or Zoom) via the USB dongle.

Audio

Audio is delivered through the all-in-one sound bar with speakers, microphones and camera.



Representative of meeting room technology only. Not a representation of furniture style, colour, or architectural room design finishes.



| Collaborative Room Functions | | | |
|-------------------------------------|--|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Presentation from Laptops | <input checked="" type="checkbox"/> | Operator Controlled |
| <input checked="" type="checkbox"/> | Multi-display Presentation from Laptops | | Audio Recording |
| <input checked="" type="checkbox"/> | Interactive Display / Whiteboarding | | Video & Audio Recording |
| <input checked="" type="checkbox"/> | Wireless Presentation from Laptops | <input checked="" type="checkbox"/> | Voice Lift (local mics >>> speakers) |
| <input checked="" type="checkbox"/> | Software calling from Laptops | | Streaming |
| | Google Meet / Zoom Calling (from Laptop) | | iMag (Local Camera to Display) |
| | Video Teleconferencing | | Live TV Viewing |
| <input checked="" type="checkbox"/> | Audio Teleconferencing | | Assistive Listening |
| <input checked="" type="checkbox"/> | Wifi Network Connectivity (by others) | | [x] Hearing Assist [x] Live Captioning |
| | | | Simultaneous Interpretation [x] Languages |

| User Experience | |
|---|--|
| Operation experience | |
| User shall bring their own laptop to the room or use the Room PC at the operators desk (to facilitate hybrid meetings). | |
| User shall connect their laptop using one of the following methods: | |
| <ul style="list-style-type: none">Wireless presentation USB dongle (requires execution of non-installed application)Wireless presentation through application installed on users laptop, tablet or phone. (requires execution of installed application on device)HDMI cable from table cubby (2 locations on table) HDMI connection plate) | |
| Users shall control AV system from a touch panel located on the table and at the operators desk. | |
| The system shall power off automatically upon after the room is unoccupied after a short delay. | |
| Audio and Visual experience | |
| The displays shall be UHD 3840x2160 resolution. | |
| The audio from all sources shall playback via the ceiling loudspeakers for even room coverage. | |

| Technology | |
|---|--|
| Display | |
| Two UHD displays, wall mounted on the front wall. | |
| Two UHD displays, wall mounted on the side walls, one side will be an interactive display. | |
| Presentation | |
| A USB dongle based encrypted wireless presentation system with 4 USB dongles for presentation connectivity capable of supporting dual displays for two simultaneous laptop connections. | |
| HDMI connections at table (2) , and one at operators' desk will provide cabled video/audio presentation sources. | |
| A video matrix switching system will allow for any video source to present to any display in any combination. | |

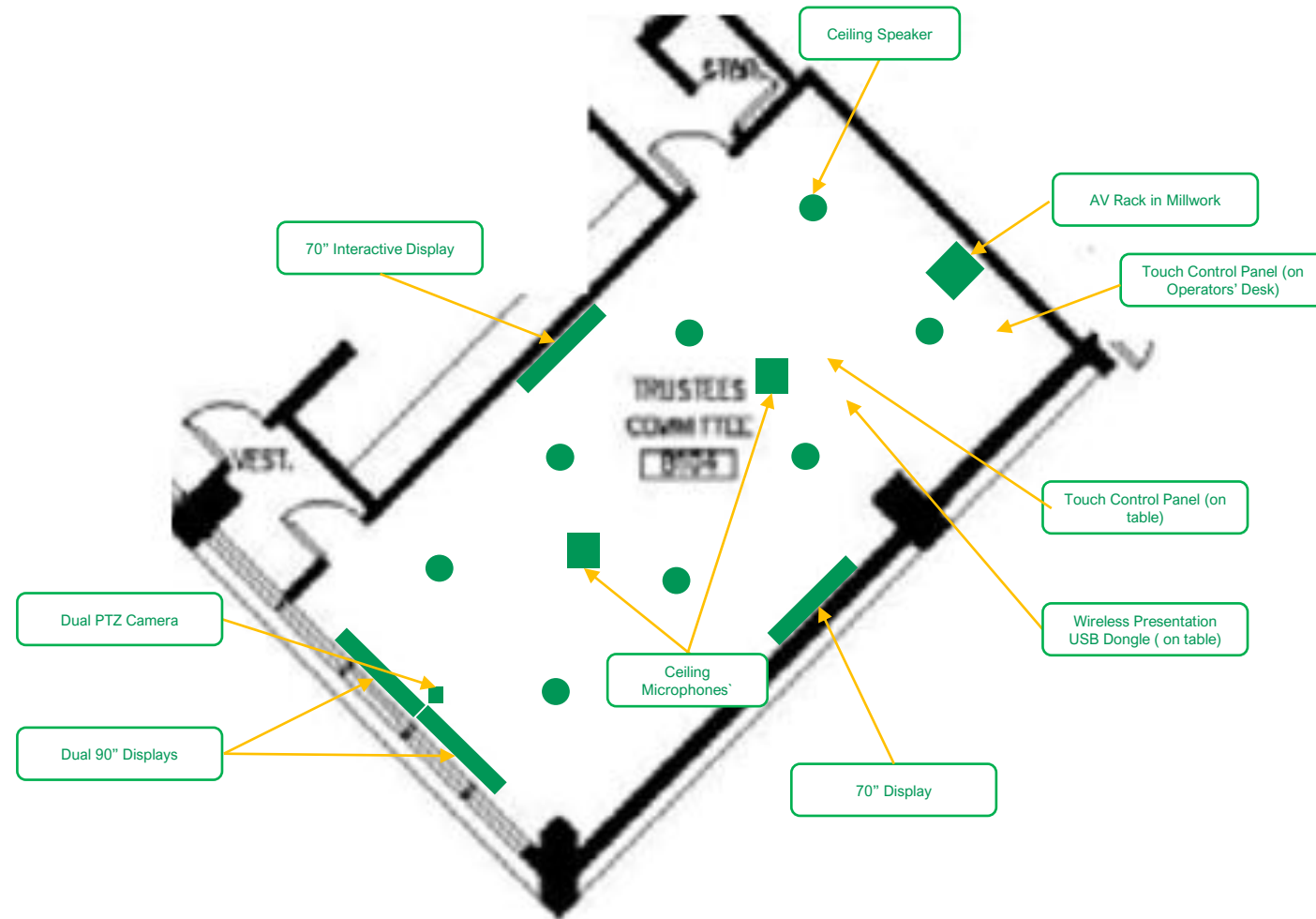
| Technology continued... | |
|--|--|
| Video/UC Calling | |
| Dual cameras will be used for in-room video capture positioned on the front wall. These cameras will provide video to: | |
| <ul style="list-style-type: none">the Room PC via USB | |
| A ceiling full room microphone system provide audio to: | |
| <ul style="list-style-type: none">the Room PC via USB | |
| Ceiling loudspeakers will reproduce audio from: | |
| <ul style="list-style-type: none">any connected and selected PC/Laptopthe ceiling microphone system for subtle in-room zoned voice-lift | |
| Audio | |
| The ceiling loudspeakers will provide in-room audio output. | |
| The ceiling microphones will provide full in-room audio pickup and subtle in-room voice-lift. | |
| Control | |
| Table mounted touch control panels, on table and operators' desk will be used to control power, inputs, and audio. | |
| A ceiling mounted occupancy sensor will trigger automatic power up and down based on room occupancy. | |
| Equipment Storage | |
| A credenza style equipment rack will be used to store the AV equipment within the existing millwork. The colour/finish to be coordinated with interior designer. | |

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Collaborative Room Functions

| | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Presentation from Laptops | <input checked="" type="checkbox"/> | Operator Controlled |
| <input checked="" type="checkbox"/> | Multi-display Presentation from Laptops | | Audio Recording |
| <input checked="" type="checkbox"/> | Wireless Presentation from Laptops | | Video & Audio Recording |
| <input checked="" type="checkbox"/> | Software calling from Laptops | <input checked="" type="checkbox"/> | Voice Lift (local mics >>> speakers) |
| <input checked="" type="checkbox"/> | Google Meet/ Zoom Room Calling (w/o Laptop) | <input checked="" type="checkbox"/> | Streaming |
| | Video Teleconferencing | <input checked="" type="checkbox"/> | iMag (Local Camera to Display) |
| <input checked="" type="checkbox"/> | Audio Teleconferencing | | Live TV Viewing |
| <input checked="" type="checkbox"/> | Wifi Network Connectivity (by others) | <input checked="" type="checkbox"/> | Assistive Listening |
| | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Hearing Assist <input checked="" type="checkbox"/> Live Captioning |
| | | <input checked="" type="checkbox"/> | Simultaneous Interpretation [2] Languages |

User Experience

Operation experience
Multi-use room with connection points at strategic locations throughout the room to align with different configuration use cases.
User can bring their own laptop to the room.
User can connect their laptop using one of the following methods (to facilitate hybrid meetings):

- Wireless presentation USB dongle (requires execution of non-installed application)
- Wireless presentation through application installed on users laptop, tablet or phone. (requires execution of installed application on device)
- HDMI cable from HDMI connection plate at operators' desk and convenient locations around the room

Dedicated operators' desk to allow for input and full control of the room.
The displays input selection, and audio system shall be controlled via a touch control panel. Multiple locations for touch panel control.

Audio and Visual experience
Large format DLED video wall shall be UHD 3840x2160 resolution; primary viewing location.
Multiple Large wall mounted displays located around the room; support viewing locations.
The audio from all sources shall playback via the loudspeakers for even room coverage.

Technology

Display
Large format Direct LED (DLED) video wall on the front wall.
Two to four UHD displays, wall mounted on the side walls (quantity determined when final room layout option is chosen).
Four UHD medium size displays for use in main table inner circle.

Presentation
A USB dongle based encrypted wireless presentation system with 4 USB dongles for presentation connectivity capable of supporting dual displays for two simultaneous laptop connections.

Multiple HDMI connections will provide cabled video/audio presentation sources (Location TBD based on final layout option chosen).

A video matrix switching system will allow for any video source to present to any display in any combination.

A separate audio connection(s) for press / media use. Allows clean line out audio for recording purposes.

Technology continued...

Video/UC Calling
Four PTZ cameras will be used for in-room video capture positioned on the columns. These cameras will provide video to:

- a user laptop via USB at the wall connection
- any display for in-room image magnification

The wired / wireless microphone system will provide audio to:

- a user laptop via USB at the wall connection
- loudspeakers for in-room voice-lift

Loudspeakers will reproduce audio from:

- any connected and selected PC/Laptop
- Bluetooth audio connection
- any microphone for in-room voice-lift

Audio
The loudspeakers will provide in-room audio output.
The wired addressable microphones will provide in-room audio pickup and in-room voice-lift at predefined input locations.
The wireless microphones will provide in-room audio pickup and in-room voice-lift.

Control
Touch control panels will be used to control power, inputs, and audio. One touch panel shall be located at the operators' desk and one will be available for use on the table.
Users shall have control over lighting in room. Lighting system shall have presets that can be called from the touch panel.

Connections
Multiple HDMI connections available at tables (final quantity to be determined based on layout chosen)
Four AV network connections at the operator connection point for connecting additional equipment.
One Bluetooth audio and aux audio input connection.
Four wall XLR microphone connections.
One auxiliary audio output and three audio inputs for connection to rental interpretation system(Option to be reviewed).
8 XLR press audio outputs via a mobile press box for press / media audio system connection.

Accessibility
A digital IR based wireless audio system with mobile receivers and earphone will be used to offer personal amplification of the in-room audio system. This system will also provide the multichannel audio from a rental interpretation system.

Equipment Storage
An equipment rack will be used to store the AV equipment and will be located in the adjacent storage room.

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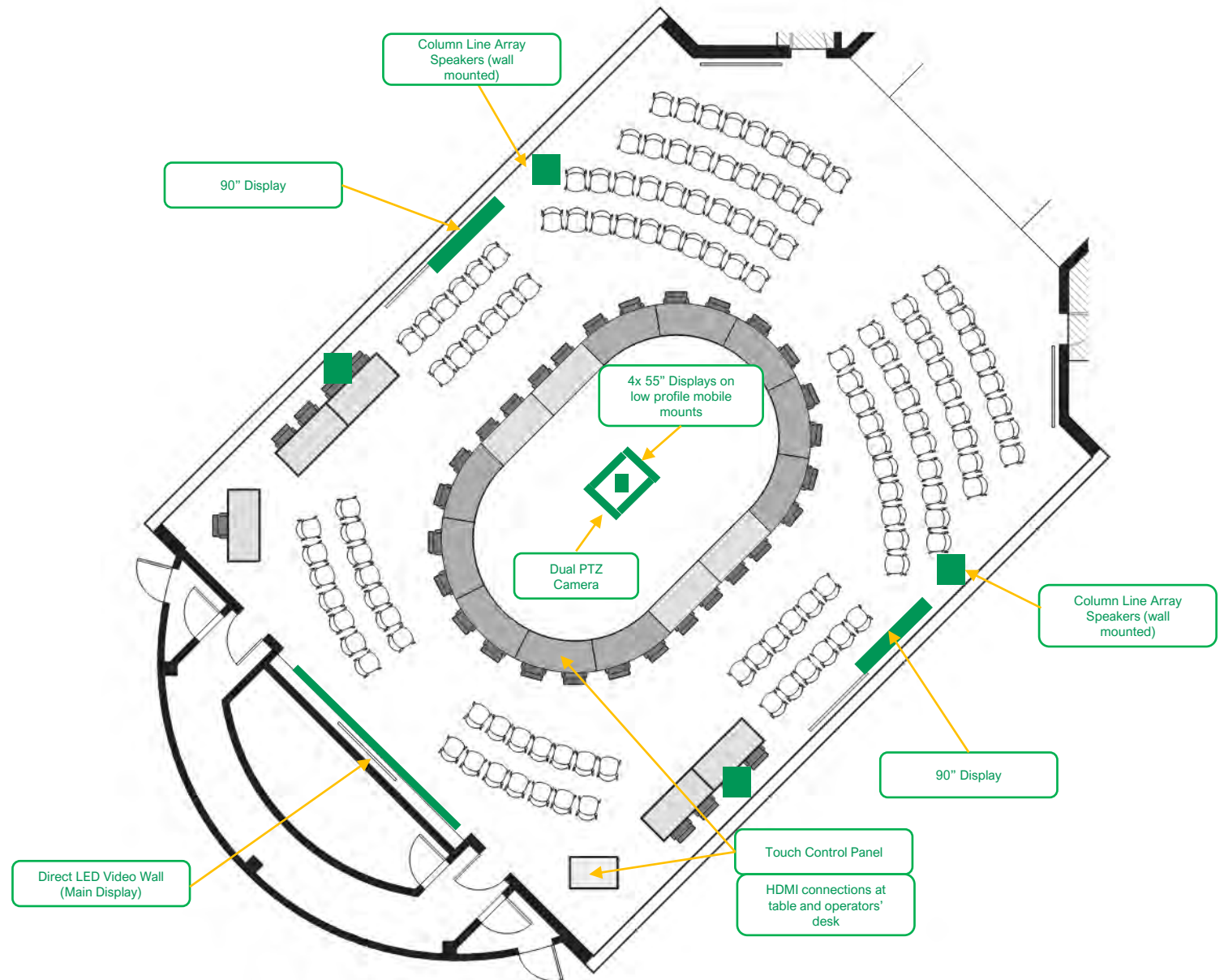
appendix

Mobile Equipment

4x55" Displays & mobile mounts
4x Wireless Beltpack & Lapel Mics
4x Wireless Handheld Mics
2x Handheld Mic Stands
1x Press Audio Connection Box
2x HDMI Input Encoders
2x Wireless Presentation USB Transmitters

Not Shown

HDMI connections on wall for adhoc presentation (location TBD)
HDMI connections at table (quantity and locations TBD).



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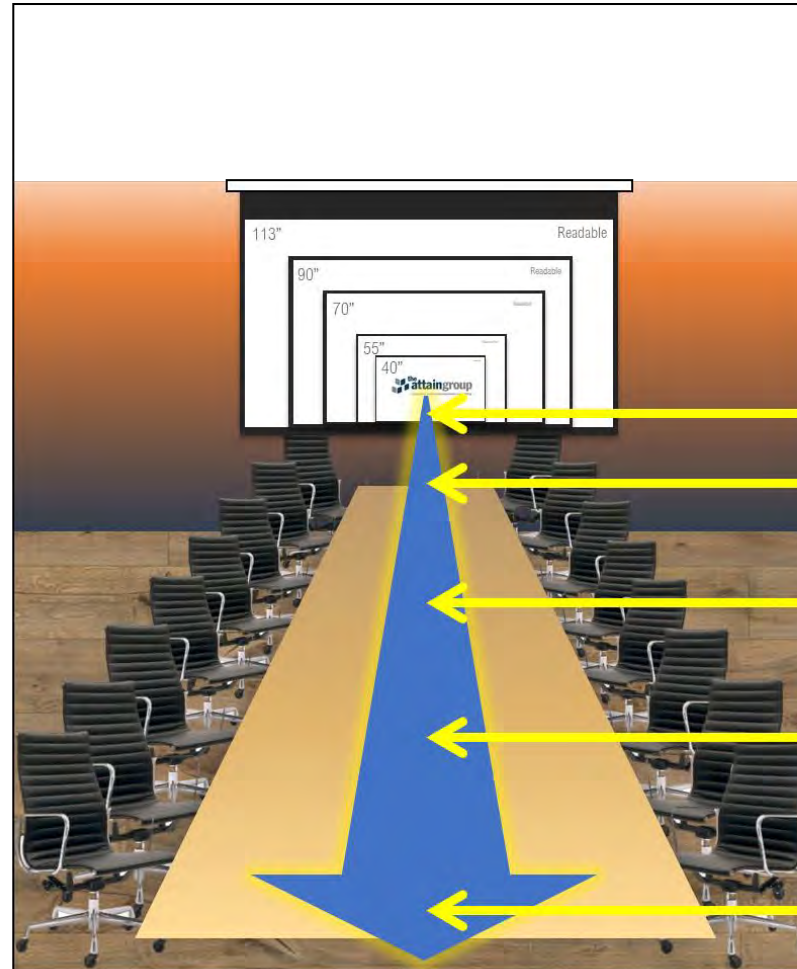
appendix

APPENDIX

Supplementary General Information
Provided for Reference Purposes

Important Considerations

- Qty of Displays / Content
- Split Screen
- Content type
- PowerPoint | Word | Excel | Video | Photos | VC
- Ceiling Height



32" > 40" Display Size
1 > 2 People (Booth)

48" > 55" Display Size
2 > 4 People (Huddle)

60" > 65" Display Size
6 > 10 People (Medium)

85" > 100" Display Size
12 > 16 People (Large)

110"+ Display Size
18 > 24 People (Extra Large / Training)

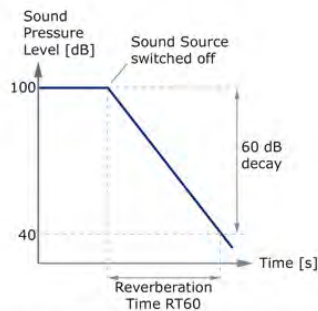
RT60 RATING

Reverberation time (RT60) for typical conference rooms should be $RT60 < 0.6$ seconds in the 125 - 4000 Hz octave bands. RT60 is a measurement of acoustic reverberation time within the space. Excessive reverberation leads to poor audio quality, poor speech intelligibility, and the perception of a "loud" room. Careful consideration of the room surfaces should be taken to reduce acoustic reflectivity in the space to ensure an acceptable RT60 measurement.

How is Reverberation Time defined?

The Reverberation Time (RT) is the time the sound pressure level takes to decrease by 60 dB, after a sound source is abruptly switched off. **RT60 is thus a commonly-used abbreviation** for Reverberation Time.

RT60 values vary in different positions within a room. Therefore, an average reading is most often taken across the space being measured.



Visualization of the basic principle of an RT60 measurement.

Rooms with an RT60 of < 0.3 seconds are called acoustically "dead".

Rooms with an RT60 of > 2 seconds are considered to be "echoic".

What is Reverberation Time?

Sound produced in a room will repeatedly bounce off reflective surfaces such as the floor, walls, ceiling, windows or tables while gradually losing energy. When these reflections mix with each other, the phenomena known as reverberation is created. **Reverberation is thus a collection of many reflections of sound.**

Reverberation time is a measure of the time required for reflecting sound to "fade away" in an enclosed area after the source of the sound has stopped.

Reverberation time is important in defining how a room will respond to acoustic sound.

Reverberation time reduces when the reflections hit absorbent surfaces such as curtains, padded chairs and even people, or exit the room through the walls, drop ceilings, doors, window glass, etc.

[Here](#) we show you how to get a feeling for reverberation times in various rooms, just by clapping your hands.

Why is reverberation important?

Too much reverberation has a negative impact on the **intelligibility of speech**. This can, for example, make it hard to hear what a class teacher is saying.

Reverberation is also particularly noticeable in a place of worship where the sound may be heard for several seconds while it fades away. The main reason religious leaders pronounce their words clearly and talk slowly, leaving small gaps between sentences, is to overcome this reverberation and make their speech clear (such a manner of speaking also has a beneficial side-effect of sounding reverent).

Conference rooms are an especially challenging acoustic environment. Collaborative white boards, stylish glass walls and the obligatory large table are all highly-reflective surfaces for sound. This tends to increase the reverberation time of the room which impacts speech intelligibility.

NC RATING

Noise Criteria (NC) is a measurement of how quiet a space is while the HVAC system is operating with no people in the room. Ideally, a Meeting Room should have an NC rating of 35 dBA or less. This measurement must include any typical ambient noise originating outside the room as well as noise from the air handling system and all equipment located within the room. Ambient noise levels above this specification may degrade speech intelligibility for local and remote conference participants.

Overview

Noise curves are used to measure and specify background noise in unoccupied buildings and spaces.

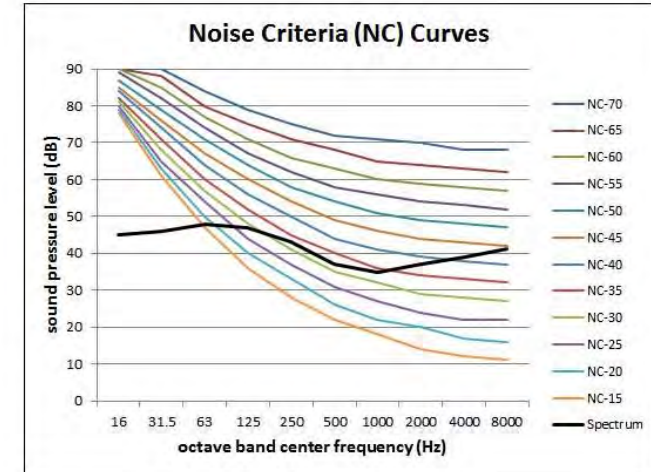
In most cases, the goal is that background noise should not interfere with the purpose of the room, e.g. the noise of an office air-conditioning system and consistent noise of traffic outside the building should not interfere with telephone calls or conversations.

Background noise that is annoying creates fatigue and can negatively affect productivity and safety. Too much noise also affects the ability to communicate. Therefore standard methodologies for quantifying such noise have been developed.

Different rooms, locations, regulations and applications may allow different acceptable noise ratings.

Methods and Standards

For all ambient noise measurement methods, a measured noise spectrum is superimposed on a family of contours (or curves).

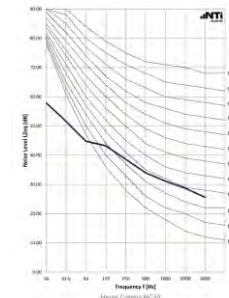


Result: NC45

Noise Criteria NC

(in accordance with ANSI S12.2-2008 and -1995)

The American National Standards Institute (ANSI) defines the NC rating to describe the noise in a space by examining a range of frequencies. The NC rating of a spectrum is designated as the value of the lowest NC curve above the measured octave-band spectrum. The measured noise criteria, e.g. NC30, informs that the room performs better than that. The designating number for any NC curve is, approximately, its Speech Interference Level (SIL): the average of the levels in the 500, 1000, 2000 and 4000 Hz octave bands. SIL is a simple metric, which measures the effects of noise on speech intelligibility. The XL2 Analyzer includes the tangency method adaptation in accordance with the standard.



LIGHTING LEVELS

For videoconferencing / video collaboration applications, appropriate lighting levels are important. Lighting levels on the faces of the participants should be between 40 to 50 foot candles. Lighting levels should be even throughout the camera's field of view, including the background.

SUNLIGHT CONTROL

Some spaces may require control of the natural sunlight entering the room via windows or skylights. Sunlight tends to be much brighter than artificial light within a room and thus causes areas of extreme brightness alongside areas of low/medium brightness. This high range of brightness within the room can degrade video camera image quality for video conference / collaboration and reduce the image quality of displays or projected images.



Good

Good example of uniform lighting levels throughout the room..



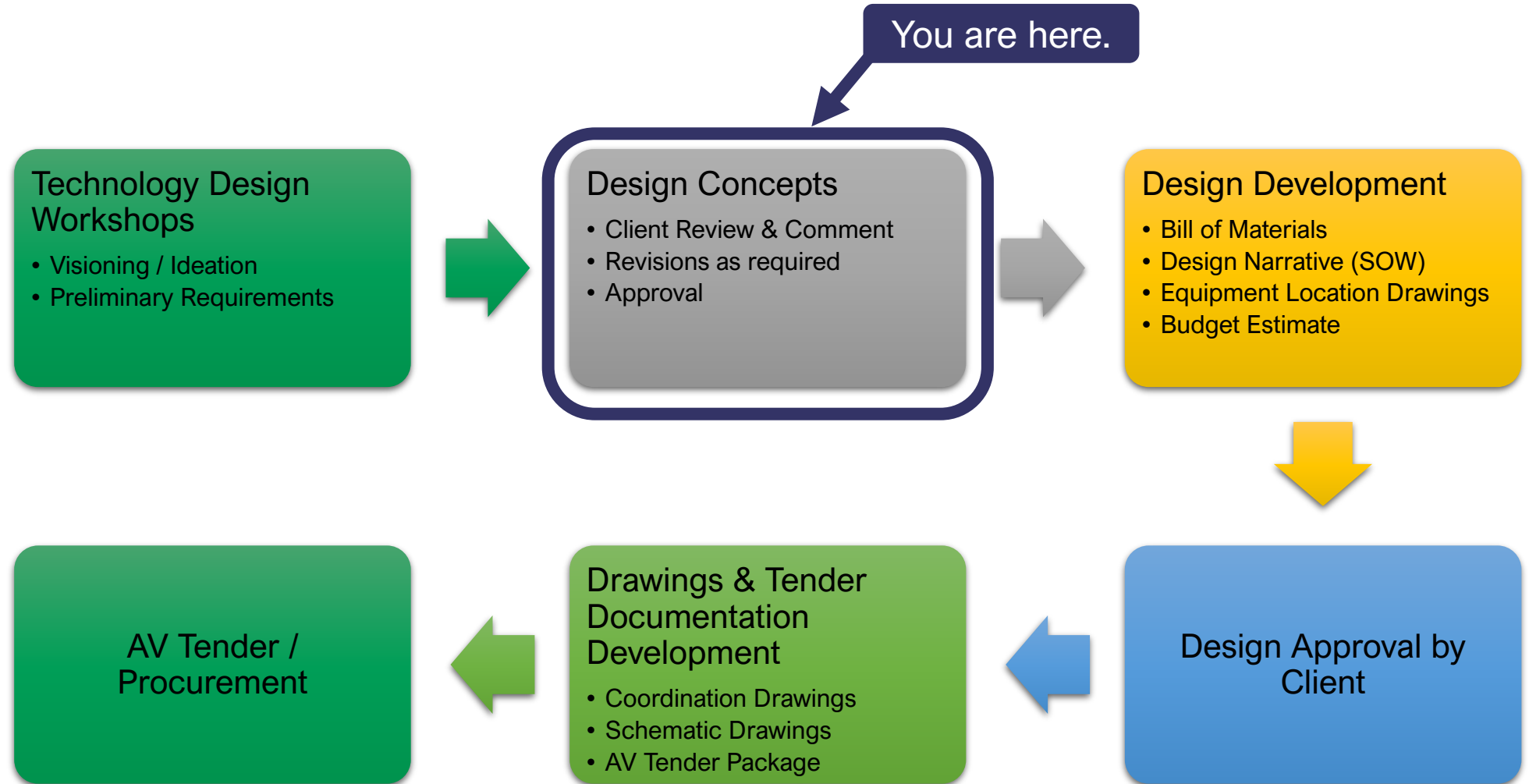
Not Ideal

No sunlight control leads to a dark camera image.



Good

Window shades are used to control sunlight when appropriate.



END



attain

Last revised: January 2022

Ottawa-Carleton District School Board

Board Work Plan 2021 – 2022

| Key Areas of Focus | |
|---|--|
| Culture of Innovation | Build a learning community where innovation and inquiry drive learning. |
| Culture of Caring | Advance equity and sense of belonging to promote a safe and caring community. |
| Culture of Social Responsibility | Strengthen our community through ethical leadership, equitable practice, and responsible stewardship |

| Professional Learning to Support Strategic Priorities | |
|---|-----------------------------|
| Topic | Timing and Updates |
| Indigenous Learning Foundations (Monique Manatch/Jody Alexander) | 16 November 2021 - complete |
| Indigenous Learning Understanding Truth and Reconciliation (Kevin Lamoureux) | 15 February 2022 |
| Growing Governance Practice (Integrity Advisor, OPSBA Modules, Education Act) | TBD |
| Using Data to Drive Equity (Understanding the Application of Data through an Equity Lens) | TBD |
| Board Retreat 2022 (Topic to be determined) | TBD |

| Key Policy Initiatives | |
|--|---------------------------------|
| Actions | Timing and Updates |
| Approve the Human Rights Policy | January 2022 |
| Reestablish the Annual Policy Review Process | November 2021 (update provided) |

| | |
|--|--------------------------------|
| | January 2022 (Update to Board) |
| Approve the Child Sexual Abuse Prevention | Spring 2022 |
| Conduct an Electoral Zone Boundary Review and Approve the Trustee Determination and Distribution | December 2021 (complete) |
| Review and Discuss Reports Generated from the Identity Based Data Collection <ul style="list-style-type: none"> Achievement and Streaming Sense of Belonging | December 2021 February 2022 |
| Approve the Appropriate Use of Technology Policy | February 2022 |
| Approve the Safe Schools Policies | February 2022 |
| Approve the Naming of Schools Policy | Spring 2022 |
| Monitor the Indigenous, Human Rights and Equity Roadmap | Ongoing |

Fiduciary Responsibilities

We will be accountable to our community and legislative responsibilities and demonstrate leadership by ensuring effective stewardship of the board's resources

| Actions | Timing and Updates |
|--|---|
| Approve the 2020-2021 Audited Financial Statements | November 2021 |
| Monitor the 2019-2023 Strategic Plan | Ongoing |
| Draft and approve the Board's Annual Work Plan | October 2021 - complete |
| Director's Performance 2020-2021 Comprehensive Performance Evaluation for 2021-2022 | November 2021 - complete Spring 2022 |
| Monitor the 2021-2022 Budget with consideration of COVID-19 impacts | Ongoing |
| Approve Academic Staffing (2022-2023) | March 2022 |
| Approve the 2022-2023 Budget | June 2022 |
| Assess the Integrity Advisor Model | April 2022 |
| Conduct the Board Evaluation | August 2022 |
| Approve the Strategic Plan Framework 2023-2027 | June 2022 |
| OPSBA, Policy Resolutions and Appointment of Representatives for 2022-2023 | May 2022 |