

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

**COMMITTEE MEMBERS:**

All Trustees

**STAFF:**

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

**ASSOCIATION REPRESENTATIVES (NON VOTING):**

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternate: Rob James

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell  
Alternates:

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), TBC, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Elaine Hayles

**DISTRIBUTION:**

All Board Members, Senior Administration

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**ABOUT COMMITTEE OF THE WHOLE (PUBLIC):**

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

**ABOUT THIS AGENDA:**

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

**IN CAMERA MEETINGS:**

- Under provincial law, “A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,  
(a) the security of the property of the board;  
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;  
(c) the acquisition or disposal of a school site;  
(d) decisions in respect of negotiations with employees of the board; or  
(e) litigation affecting the board.”

**HOW TO APPEAR AS A DELEGATION:**

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
  - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
  - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Manager of Board Services at 596-8211, ext. 8643 or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

## COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, January 21, 2020, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

**Pages**

1. Call to Order - Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair of the Board
4. Briefing from the Director
5. Delegations
  - 5.1 Maxine Adwella, Mental Health Strategy 1
6. Matters for Action:
  - 6.1 Report 20-009, Facilities Renewal Program and School Condition Improvement 2019-2020 Project Plan (M. Carson, ext. 8881) 3
  - 6.2 Report 20-006, Updates to Policy P.137.SCO Concussion Management (N.Towaij, ext. 8573) 23
  - 6.3 Report 20-014, Minor Revision to Policy P.121.GOV Accessibility (M. Giroux, ext. 8310) 45
7. Matters for Discussion:
  - 7.1 Report 19-112, Mental Health Strategy 2019-2020 (P. Symmonds, ext. 8254) 61
  - 7.2 Report 20-011, Supporting Indigenous Learners at the OCDSB (D. Baker, ext. 8886) 81
8. Information Items:
  - 8.1 Report from OPSBA (if required)
  - 8.2 New Ministry Initiatives Update (if required)

8.3 OSTA Update (if required)

9. Long Range Agendas - January - March 2020
10. New Business - Information and Inquiries
11. Adjournment

**Maxine Adwella**

**Executive Director, National Collaboration for Youth Mental Health**

I plan to address existing gaps in mental health curriculum, learning environments for diverse youth, creating sharing opportunities for students through community organizations, additions to the healthy transitions curriculum and social inclusion as it relates to mental health.





**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 20-009**

**21 January 2020**

**Facilities Renewal Program and School Condition Improvement 2019-2020 Project Plan**

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

**PURPOSE:**

1. 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 2019-2020 budget year.

**CONTEXT:**

2. The OCDSB has a large portfolio of buildings and properties in excess of 12 million square feet. More than 80% of the spaces are in excess of 20 years old. Like all public sector organizations the OCDSB has estimated an estimated backlog of deferred renewal in excess of \$600 million dollars.

The annual plan is designed to address the facility needs of the District, with a focus on ensuring staff can provide safe and healthy learning and working spaces for students and staff.

The Board has approved, as part of the total OCDSB operating budget, the School Renewal Allocation (SRA) 2019-2020 budget in the amount of \$15,315,128 which is equal to the estimated SRA grant. The 2018-2019 SRA carry forward from the previous fiscal year is \$54,741. The Temporary Accommodations Allocation (portable moves) for 2019-2020 is \$3,000,000. The Facilities Renewal Program Budget for 2019-2020 is \$18,369,869.

The 2019-2020 allocation of capital renewal funding for School Condition Improvement (SCI) is \$51,032,412. The 2018-2019 SCI carry forward from the previous fiscal year is \$25,982,257. The total School Condition Improvement budget for 2019-2020 is \$77,014,669.

The total combined Facilities Renewal Program and School Condition Improvement budget for the 2019-2020 year is \$95,384,538.

The recommended 2019-2020 plan includes a variety of renewal projects including:

- Site – paving and sidewalks, septic and water systems, parking areas, play areas, playgrounds, fencing;
- Building envelope – roofs, doors and windows, foundation repairs, masonry repairs, structural repairs;
- Building interior – flooring, ceilings, interior doors and hardware, millwork;
- Mechanical – heating, ventilation, air-conditioning, chillers, plumbing, controls;
- Electrical – hydro service upgrades, power distribution, generator replacements, lighting, communication cabling, network and telephone upgrades, public address and fire alarm systems;
- Portables – relocations, upgrades and repairs;
- Various functional alterations, program upgrades, renovations, and regulatory requirements;
- Environmental – asbestos abatement, oil storage tank removal and soils contamination remediation;
- Energy conservation and efficiency upgrades, multi-year energy plan projects; and
- Accessibility – 20 year accessibility plan and various barrier-free projects, elevator replacements, *Accessibility for Ontarians with Disabilities Act* (AODA) compliance for major renovations; a continued rollout of universal washrooms and change rooms are being undertaken based on identified needs.

## KEY CONSIDERATIONS:

3. This year, the Facilities Renewal Program (FRP) and School Condition Improvement (SCI) involve many projects of varying complexity and size. The priorities for the planned projects are based upon a multitude of factors which are considered prior to the final determination of the FRP and SCI work plans. These factors include: long-range building envelope reports; mechanical and electrical forecasts based upon Facilities staff experience and knowledge of the buildings; consultant reports; VFA building audits; preventative maintenance reports; school condition reports; program requirements; and accessibility needs.

4. SCI Funding Methodology

SCI funding is provided to address school renewal needs and must be used for expenditures that meet the requirement to be capitalized.

School boards are now restricted to using 70% of their SCI funding to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). School boards are allowed to use the remaining 30% of their SCI funding to address any locally-identified renewal needs that are listed in the provincial building database. Please see Table 1 below for the categories of restricted (70%) and unrestricted (30%) uses of SCI funding



**Table 1: Summary of Restricted and Unrestricted Expenditures:**

<b>Categories</b>	<b>Restricted (70%)</b>	<b>Unrestricted (30%)</b>
A. Substructure (e.g. foundations, basement walls)	Yes	Yes
B. Shell/Superstructure (e.g. roofs, exterior walls and windows)	Yes	Yes
C. Interiors (e.g. stairs, floor finishes, ceilings)	No	Yes
D. Services (e.g. plumbing, HVAC, fire protection and electrical)	Yes	Yes
E. Equipment & Furnishings	No	Yes
F. Special Construction & Demolition	No	Yes
G. Building Site Work (parking lots, site lighting)	No	Yes

5. Backlog

The current backlog of renewal projects continues to be in excess of \$528 million for the District's permanent learning facilities. Administration sites are not included in this total. Accessibility and program backlog is currently estimated at an additional \$107 million (total backlog of \$635 million). The planned projects are designed to maximize the value at each school and improve the condition of the facility for the students. The list of planned projects is subject to change due to unforeseen building component failures and program change pressures that may arise late in the school year.

6. Deferred Projects from 2018-2019

Due to various reasons, including tender pricing, trades availability and site conflicts, some projects from the 2018-2019 planned projects were deferred to the 2019-2020 project year. These projects have been identified within the project list and their budgets are included in the carry forward amount within the overall budget.

7. Temporary Accommodation

The temporary accommodations (portables) are still an integral part of the accommodation plan and are funded by the Ministry to meet our accommodation pressures as a result of enrolment growth. With the need to do major renewal work and/or accommodation retrofits, portables may be used at some sites in order to create swing space for renovations.

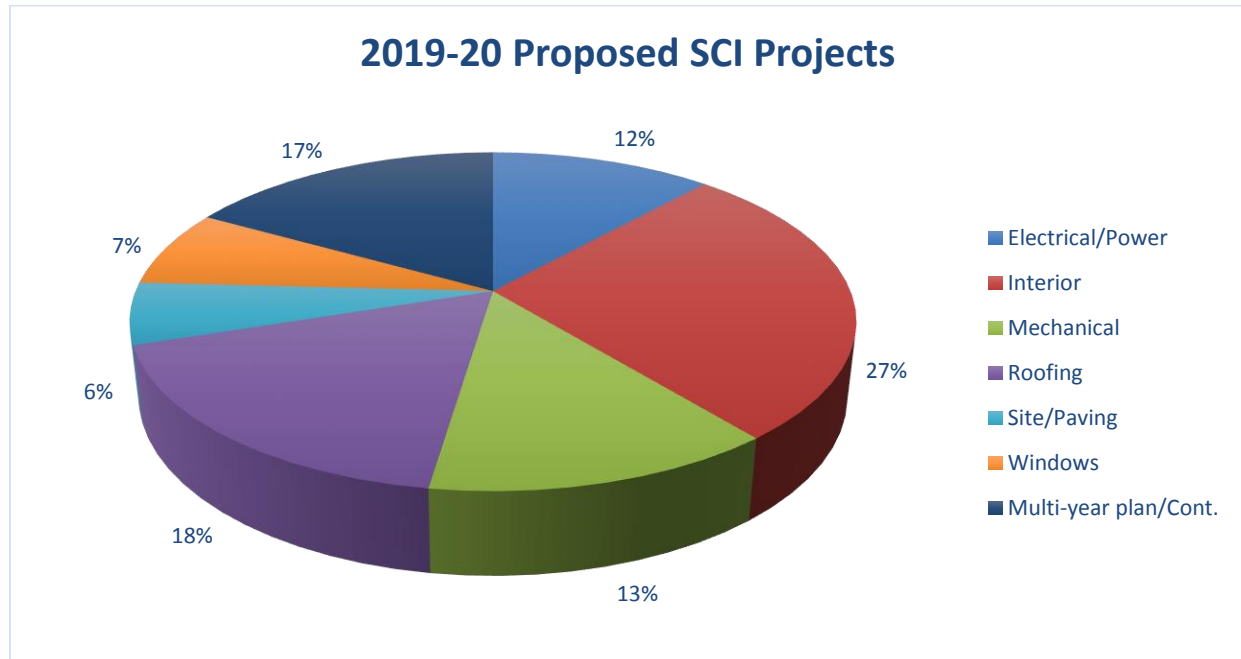
8. Unforeseen Annual Needs

Certain general project portfolios have budgets established under the various sites location designation. Unspecified projects have historically arisen, and provisions have been made to address these annual needs through the various sites budget lines. Project lists will be refined throughout the year based on supporting District programs and prioritized renewal needs as a result of building deterioration and failures, e.g., roof leaks, portable condition reviews and facility condition indexes.

9. Consolidation of Projects

In order to benefit from economies of scale, multi-discipline renewal projects may be combined at a school to improve the amount of work completed in a shorter period of time and draw on multiple trades and contractors to create a larger program upgrade. These projects will be developed through the design review and will be tendered as single contracts when feasible. This will improve project delivery and ensure effective communications with all stakeholders during construction.

10. **2019-2020 Facilities Work Plan:**



The 2019-2020 Facilities Work Plan continues to target building infrastructure renewal projects. Historical metrics indicate the realistic construction work that can be undertaken annually by the District is between \$40M-\$50M. The entire FRP/SCI budget allocation has been assigned to multiple site specific projects and with support of multi-year programs continued from the 2018-2019 budget year.

2019-20 Proposed SCI Projects		
Electrical/Power	\$9,010,000	12%
Interior	\$21,087,000	27%
Mechanical	\$10,235,000	13%
Roofing	\$13,530,000	18%
Site/Paving	\$4,540,000	6%
Windows	\$5,650,000	7%
Multi-year plan/Cont.	\$12,962,669	17%
<b>Total</b>	<b>\$77,014,669</b>	<b>100%</b>

## Special Initiatives:

11. Running Track Refurbishment  
This year's work plan identifies eight site-based projects to rejuvenate high school running tracks.
12. Solar Photovoltaic Systems  
In conjunction with the District's multi-year energy plan and 2019-2023 Strategic Plan goal of creating a culture of responsibility, the work plan identifies four sites which will receive solar photovoltaic net-metering systems. These systems will allow the building to use electricity generated from the building-mounted panels which reduces consumption from the electrical grid and also reduces our carbon footprint.
13. Learning Commons  
In the upcoming year, work is planned at the AY Jackson Secondary School (SS) library in conjunction with the science lab upgrade. An overall budget to support learning commons conversions was allocated in the 2018-2019 project plan with the unspent portion carried forward annually to support future projects. Secondary school libraries continue to be reviewed and prioritized for retrofit in the coming years through a consultation process.
14. Science Labs  
The 2019-2020 work plan includes upgrades at AY Jackson SS, Colonel By SS and Canterbury High School (HS). It should be noted that the science lab upgrade program at these sites will be a multi-year project due to the invasive nature of science lab work. It is not possible to complete science lab upgrades during the summer months, as a result, they are phased over multiple years as was done recently at Gloucester and Bell High Schools. Projects at these three sites will be designed over the winter months with construction beginning in July 2020.
15. Multi-Year/Multi-Site Investments (continued from 2018-2019)  
The 2018-2019 project plan identified multiple programs which require attention over a multi-year approach. A phased rollout of the program will continue over the next two years as technical analysis and investigation continues. An outline of the multi-year/site program is as follows:
  - a. Auditorium Investments  
Part of the multi-year plan includes upgrades to some of the core lighting and electrical infrastructure within secondary school auditoriums. In addition to this work, architectural upgrades (seating etc.) will also be reviewed;
  - b. Steam to Hot Water Boiler Upgrades  
There are currently six schools within the District that have operating steam plants. Steam system replacement projects tend to be extremely invasive projects. The investigation and planning portion to the program will continue through the 2019-2020 school year with implementation of the physical work starting in the summer of 2021.

c. Acoustic Treatments – Kindergarten and Music Rooms

Schools continue to be prioritized based on needs associated with health and safety concerns and recommendations through Program and Learning K-12 and Learning Support Services departments . The implementation of acoustic treatments will begin in the summer of 2020.

## RESOURCE IMPLICATIONS:

16. Funding

The combined approved FRP budgets (funded through the SRA) and SCI budgets in the Ministry's 2019-2020 estimates areas follows:

FRP

School Renewal Allocation	\$ 15,315,128
Temporary Accommodations (Portables) Allocation	\$ 3,000,000
FRP Reserves 2018-2019 - Carry forward	\$ 54,741
<b>TOTAL FRP Funding 2019-2020</b>	<b>\$ 18,369,869</b>

SCI

SCI 2019-2020 Funding	\$ 51,032,412
SCI Reserves 2018-2019 – Carry forward	\$ 25,982,257
<b>TOTAL SCI Funding 2019-2020</b>	<b>\$ 77,014,669</b>

**TOTAL FRP/SCI Funding 2019-2020** **\$ 95,384,538**

17. Expenditure

The FRP and SCI projects are planned for the 2019-2020 fiscal year. A summary of the FRP/SCI 2019-2020 budget by division of work is outlined in Appendix A. The detailed project list, by school or project initiative, is outlined in Appendix B. In order to meet the Broader Public Sector (BPS) procurement guidelines, projects need to be approved prior to raising commitments. A list of projects, as well as a contingency plan, has been compiled in order to effectively roll out next fiscal year's funding. The following is the estimate of project expenditures:

FRP Projects

FRP Project Plan	\$ 15,369,869
Temporary Accommodations (Portables) Projects	\$ 3,000,000
<b>TOTAL FRP Planned Projects 2019-2020</b>	<b>\$ 18,369,869</b>

SCI Projects

SCI Project Plan	\$ 51,032,412
SCI Reserves 2018-2019 - Carry forward	\$ 25,982,257
<b>TOTAL SCI Planned Projects 2019-2020</b>	<b>\$ 77,014,669</b>

**TOTAL FRP/SCI Planned Projects 2019-2020** **\$ 95,384,538**

18. As the 2019-2020 planned projects are tendered, based on bid results, projects will be added or removed in order to expend the full budget allocations. It is expected that SCI funding will be used for eligible facility renewal needs. Uncommitted FRP and SCI funds during the year will be used to augment the projects to ensure full use of the funding available.

Original project estimates are based on initial information available and are considered Class 'D' estimates (+/- 25%). As projects evolve during the design development, the project scope may increase or decrease depending on further investigation of existing site conditions and site specific needs. Project budgets will be increased or decreased as required to reflect the scope adjustments for the projects.

As part of the Ministry of Education's reporting requirements, project updates are entered into the VFA database to track the work completed, monitor renewal backlog and generate new funding in subsequent years.

### **COMMUNICATION/CONSULTATION ISSUES:**

19. Due to the number of FRP and SCI projects, Facilities staff continues to work with school communities, childcare operators, Program and Learning K-12, Learning Support Services, Continuing Education and Community Use of Schools departments to prepare work plans that will allow construction to proceed safely during the school year, while minimizing the disruption to students and staff.

### **STRATEGIC LINKS:**

20. In keeping with the goal of creating a culture of social responsibility, as outlined in the 2019-2023 Strategic Plan, The District continues to support the physical environments that facilitate learning, and offer comfort and safety. It is the District's desire to provide inspirational places to learn and work which attract, retain, nurture, value and engage students and staff. Investments into building renewal and upgrades of schools will help improve the quality of teaching spaces and help to promote the success of our students and staff.

### **RECOMMENDATION:**

- A. THAT the Facilities Renewal Program and School Condition Improvement Project budget in the amount of \$95,384,538 be approved as detailed in Appendix B of Report 19-110;
- 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 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.

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Michael Carson  
Chief Financial Officer

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

## **APPENDICES**

- Appendix A 2019-2020 Facilities Renewal Program and School Condition Improvement Summary
- Appendix B 2019-2020 Facilities Renewal Program and School Condition Improvement Project List

## 2019-2020 Facilities Renewal Program and School Condition Improvement Summary

DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period Total	
		2019-20 Project	2020-21 Project
<b><u>Facilities Renewal Program</u></b>			
<b><u>Building Systems</u></b>			
Mechanical - A/C	\$250,000	\$250,000	
Mechanical - Controls	\$100,000	\$100,000	
Mechanical - Heating	\$205,000	\$205,000	
Mechanical - Plumbing	\$65,000	\$65,000	
Power Services	\$125,000	\$125,000	
Elevators	\$50,000	\$50,000	
Electrical - Fire Alarm Safety	\$40,000	\$40,000	
Electrical - Communications/PA	\$10,000	\$10,000	
Electrical - Lighting	\$85,000	\$85,000	
Environmental - Asbestos	\$200,000	\$200,000	
Environmental - Oil/UT	\$0	\$0	
<b>Sub-Total</b>	<b>\$1,130,000</b>	<b>\$1,130,000</b>	<b>\$0</b>
<b><u>Building Exterior</u></b>			
Roof Mechanical	\$100,000	\$100,000	
Roof Leaks	\$750,000	\$750,000	
Roof Preventative Maintenance	\$750,000	\$750,000	
Roof Replacement	\$600,000	\$600,000	
Building Foundations	\$100,000	\$100,000	
Masonry Walls/Chimneys	\$500,000	\$500,000	
Building Structure	\$1,000,000	\$1,000,000	
Siporex	\$50,000	\$50,000	
Windows/Exterior Doors	\$300,000	\$300,000	
<b>Sub-Total</b>	<b>\$4,150,000</b>	<b>\$4,150,000</b>	<b>\$0</b>
<b><u>Building Interior</u></b>			
Interior Flooring	\$1,080,000	\$1,080,000	
Interior Flooring - Gym	\$80,000	\$80,000	
Interior Ceilings	\$260,000	\$260,000	
Interior Doors	\$100,000	\$100,000	
Interior Door Hardware	\$250,000	\$250,000	
Interior Walls	\$100,000	\$100,000	
Interior Lockers	\$50,000	\$50,000	
Interior Toilet Partitions	\$100,000	\$100,000	
<b>Sub-Total</b>	<b>\$2,020,000</b>	<b>\$2,020,000</b>	<b>\$0</b>
<b><u>Site &amp; Grounds</u></b>			
Site-Paving	\$100,000	\$100,000	
Site-Landscape/Fencing	\$150,000	\$150,000	
Site-Play Areas/Sports Fields	\$150,000	\$150,000	
Site-Signage	\$200,000	\$200,000	
Site-Civil Services	\$160,000	\$160,000	
Site Equipment	\$400,000	\$400,000	
Site-Other	\$660,000	\$660,000	
Environmental - Site	\$222,000	\$222,000	
Portable Upgrades	\$830,000	\$830,000	
Upgrade Program	\$2,720,000	\$2,720,000	
Upgrade-Accessibility	\$1,280,000	\$1,280,000	
<b>Sub-Total</b>	<b>\$6,872,000</b>	<b>\$6,872,000</b>	<b>\$0</b>
<b><u>Other</u></b>			
Contingency	\$47,869	\$47,869	
Solar Program	\$1,125,000	\$1,125,000	
Technical Analysis	\$25,000	\$25,000	
Portable Moves	\$3,000,000	\$3,000,000	
<b>Sub-Total</b>	<b>\$4,197,869</b>	<b>\$4,197,869</b>	<b>\$0</b>

DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period Total	
		2019-20 Project	2020-21 Project
<b>Total Facilities Renewal Program</b>	<b>\$18,369,869</b>	<b>\$18,369,869</b>	<b>\$0</b>
<b><u>School Condition Improvement</u></b>			
Accessibility Renovations	\$2,325,000	\$2,325,000	\$0
Ceiling Renewals	\$2,625,000	\$1,675,000	\$950,000
Electrical Renewals	\$8,415,000	\$3,890,000	\$4,525,000
Flooring Renewals	\$270,000	\$250,000	\$20,000
Interior Renovations	\$3,980,000	\$2,310,000	\$1,670,000
Learning Commons	\$3,250,000	\$500,000	\$2,750,000
Locker Renewals	\$620,000	\$470,000	\$150,000
Mechanical Renewals	\$15,235,000	\$7,090,000	\$8,145,000
Paving/Site Renewals	\$4,540,000	\$3,860,000	\$680,000
Power Renewals	\$2,795,000	\$2,065,000	\$730,000
Roofing Renewals	\$13,530,000	\$8,145,000	\$5,385,000
Science Lab Upgrades	\$13,000,000	\$8,250,000	\$4,750,000
Toilet Partitions	\$267,000	\$267,000	\$0
Window Renewals	\$5,650,000	\$3,400,000	\$2,250,000
Contingency	\$512,669	\$512,669	\$0
<b>Total School Condition Improvement</b>	<b>\$77,014,669</b>	<b>\$45,009,669</b>	<b>\$32,005,000</b>
<b>Total Facilities Renewal Program &amp; School Condition Improvement</b>	<b>\$95,384,538</b>	<b>\$63,379,538</b>	<b>\$32,005,000</b>



## 2019-2020 Facilities Renewal Program and School Condition Improvement Project List

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
2019-20 FACILITIES RENEWAL PROGRAM (FRP)				
MECHANICAL - A/C (Restricted)	333VMASR0000			
Various Sites	Mechanical - A/C	\$250,000	x	
MECHANICAL - A/C - TOTAL	333VMASR0000	\$ 250,000		
MECHANICAL - CONTROLS - (Restricted)	333VMCSR0000			
Various Sites	Mechanical - Controls	\$100,000	x	
MECHANICAL - CONTROLS - TOTAL	333VMCSR0000	\$ 100,000		
MECHANICAL - HEATING (Restricted)	333VMHSR0000			
Various Sites	Mechanical - Heating	\$130,000	x	
Admin Building	Roof Top Unit Replacement	\$75,000	x	
MECHANICAL - HEATING - TOTAL	333VMHSR0000	\$ 205,000		
MECHANICAL - PLUMBING (Restricted)	333VMPSR0000			
Various Sites	Mechanical - Plumbing	\$50,000	x	
Stittsville Depot	Water Main Backflow Prevention Upgrade	\$15,000	x	
MECHANICAL - PLUMBING - TOTAL	333VMPSR0000	\$ 65,000		
ELECTRICAL - POWER SERVICES (Restricted)	333VEPSR0000			
Various Sites	Electrical - Power Services	\$125,000	x	
ELECTRICAL - POWER SERVICES - TOTAL	333VEPSR0000	\$ 125,000		
ELEVATORS (Restricted)	333VIESR0000			
Various Sites	Elevator Upgrade	\$50,000	x	
ELEVATORS - TOTAL	333VIESR0000	\$ 50,000		
ELECTRICAL - FIRE ALARM SAFETY (Restricted)	333VEFSR0000			
Various Sites	FA Panel Replacement	\$40,000	x	
ELECTRICAL - FIRE ALARM SAFETY - TOTAL	333VEFSR0000	\$ 40,000		
ELECTRICAL - COMMUNICATIONS PA (Restricted)	333VECSR0000			
Various Sites	System Upgrade	\$10,000	x	
ELECTRICAL - COMMUNICATIONS PA - TOTAL	333VECSR0000	\$ 10,000		
ELECTRICAL - LIGHTING (Restricted)	333VELSR0000			
Various Sites	Electrical - Lighting	\$75,000	x	
Admin Building	Lighting Upgrade	\$10,000	x	
ELECTRICAL - LIGHTING - TOTAL	333VELSR0000	\$ 85,000		
ENVIRONMENT - ASBESTOS (Unrestricted)	333VLASR0000			
Various Sites	Asbestos/Radon Survey & Testing	\$200,000	x	

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
<b>ENVIRONMENT - ASBESTOS - TOTAL</b>	<b>333VLASR0000</b>	<b>\$ 200,000</b>		
ENVIRONMENT - OIL/UT (Unrestricted)	333VLUSR0000			
Various Sites	Oil - Storage Tanks	\$0	x	
<b>ENVIRONMENT - OIL/UT - TOTAL</b>	<b>333VLUSR0000</b>	<b>\$ -</b>		
ROOF MECHANICAL (Unrestricted)	333VRMSR0000			
Various Sites	Roof Related Mechanical	\$100,000	x	
<b>ROOF MECHANICAL - TOTAL</b>	<b>333VRMSR0000</b>	<b>\$ 100,000</b>		
ROOF LEAKS (Unrestricted)	333VRLSR0000			
Various Sites	Roof Leaks	\$750,000	x	
<b>ROOF LEAKS - TOTAL</b>	<b>333VRLSR0000</b>	<b>\$ 750,000</b>		
ROOF PM PROGRAM (Unrestricted)	333VRPSR0000			
Various Sites	Preventative Maintenance Program	\$750,000	x	
<b>ROOF PM PROGRAM - TOTAL</b>	<b>333VRPSR0000</b>	<b>\$ 750,000</b>		
ROOF REPLACEMENT (Restricted)	333VRRSR0000			
Various Sites	Roof Replacement	\$100,000	x	
Various Sites	Ladders, Railings & Anchors	\$500,000	x	
<b>ROOF REPLACEMENT - TOTAL</b>	<b>333VRRSR0000</b>	<b>\$ 600,000</b>		
BUILDING FOUNDATIONS (Restricted)	333VBFSR0000			
Various Sites	Foundation Leaks	\$100,000	x	
<b>BUILDING FOUNDATIONS - TOTAL</b>	<b>333VBFSR0000</b>	<b>\$ 100,000</b>		
MASONRY WALLS/CHIMNEYS (Restricted)	333VBMSR0000			
Various Sites	Standing Agreement	\$500,000	x	
<b>MASONRY WALLS/CHIMNEYS - TOTAL</b>	<b>333VBMSR0000</b>	<b>\$ 500,000</b>		
BUILDING STRUCTURE (Restricted)	333VBSSR0000			
Various Sites	Building Structural	\$100,000	x	
Various Sites	OWSJ Joist Inspections	\$100,000	x	
Various Sites	Seismic Repairs	\$100,000	x	
Various Sites	Interior Stairs	\$100,000	x	
Manor Park P.S.	Seismic Repairs	\$350,000	x	
Osgoode P.S.	Seismic Repairs	\$250,000	x	
<b>BUILDING STRUCTURE - TOTAL</b>	<b>333VBSSR0000</b>	<b>\$ 1,000,000</b>		
SIPOREX (Restricted)	333VRXSR0000			
Various Sites	Siporex Repairs	\$50,000	x	
<b>SIPOREX - TOTAL</b>	<b>333VRXSR0000</b>	<b>\$ 50,000</b>		
WINDOWS/EXTERIOR DOORS (Restricted)	333VBWSR0000			
Various Sites	Window Replacement	\$100,000	x	
Various Sites	Exterior Door Replacement	\$200,000	x	

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
<b>WINDOWS/EXTERIOR DOORS - TOTAL</b>	<b>333VBWSR0000</b>	<b>\$ 300,000</b>		
INTERIOR FLOORING (Unrestricted)	333VIFSR0000			
Various Sites	Standing Agreement	\$600,000	x	
Zone 1	Flooring Upgrades	\$80,000	x	
Zone 2	Flooring Upgrades	\$80,000	x	
Zone 3	Flooring Upgrades	\$80,000	x	
Zone 4	Flooring Upgrades	\$80,000	x	
Zone 5	Flooring Upgrades	\$80,000	x	
Zone 6	Flooring Upgrades	\$80,000	x	
<b>INTERIOR FLOORING - TOTAL</b>	<b>333VIFSR0000</b>	<b>\$ 1,080,000</b>		
INTERIOR FLOORING - GYM (Unrestricted)	333VIGSR0000			
Various Sites	Standing Agreement	\$80,000	x	
<b>INTERIOR FLOORING - GYM - TOTAL</b>	<b>333VIGSR0000</b>	<b>\$ 80,000</b>		
INTERIOR CEILINGS (Unrestricted)	333VICSR0000			
Various Sites	Ceiling Repairs	\$60,000	x	
Various Sites	Ceiling Tile Replacement	\$200,000	x	
<b>INTERIOR CEILINGS - TOTAL</b>	<b>333VICSR0000</b>	<b>\$ 260,000</b>		
INTERIOR DOORS (Unrestricted)	333VIDSR0000			
Various Sites	Interior Doors	\$100,000	x	
<b>INTERIOR DOORS - TOTAL</b>	<b>333VIDSR0000</b>	<b>\$ 100,000</b>		
INTERIOR DOOR HARDWARE (Unrestricted)	333VIHSR0000			
Various Sites	Interior Door Hardware	\$250,000	x	
<b>INTERIOR DOOR HARDWARE - TOTAL</b>	<b>333VIHSR0000</b>	<b>\$ 250,000</b>		
INTERIOR WALLS (Unrestricted)	333VIWSR0000			
Various Sites	Wall Repairs	\$100,000	x	
<b>INTERIOR WALLS - TOTAL</b>	<b>333VIWSR0000</b>	<b>\$ 100,000</b>		
INTERIOR LOCKERS (Unrestricted)	333VILSR0000			
Various Sites	Interior Lockers	\$50,000	x	
<b>INTERIOR LOCKERS - TOTAL</b>	<b>333VILSR0000</b>	<b>\$ 50,000</b>		
INTERIOR TOILET PARTITIONS (Unrestricted)	333VITSR0000			
Various Sites	Interior Toilet Partitions	\$100,000	x	
<b>INTERIOR TOILET PARTITIONS - TOTAL</b>	<b>333VITSR0000</b>	<b>\$ 100,000</b>		
SITE - PAVING (Unrestricted)	333VSPSR0000			
Various Sites	Site - Paving	\$100,000	x	
<b>SITE - PAVING - TOTAL</b>	<b>333VSPSR0000</b>	<b>\$ 100,000</b>		
SITE - LANDSCAPE/FENCING (Unrestricted)	333VSFSR0000			

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
Various Sites	Site - Landscaping/Fencing	\$150,000	x	
<b>SITE - LANDSCAPE/FENCING - TOTAL</b>	<b>333VSFSR0000</b>	<b>\$ 150,000</b>		

SITE - PLAY AREAS/SPORTS FIELDS (Unrestricted)	333VSASR0000			
Various Sites	Site - Play Areas/Sports Fields	\$30,000	x	
Various Sites	Running Track Refurbishment	\$120,000	x	
<b>SITE - PLAY AREAS/SPORTS FIELDS - TOTAL</b>	<b>333VSASR0000</b>	<b>\$ 150,000</b>		

SITE - SIGNAGE (Unrestricted)	333VSSSR0000			
Various Sites	Site - Signage	\$200,000	x	
<b>SITE - SIGNAGE - TOTAL</b>	<b>333VSSSR0000</b>	<b>\$ 200,000</b>		

SITE - CIVIL SERVICES (Unrestricted)	333VSCSR0000			
Various Sites	Site - Civil Services	\$50,000	x	
Earl of March S.S.	Storm Site Piping Replacement	\$60,000	x	
Lisgar C.I.	Sanitary Sewer Line Replacement	\$50,000	x	
<b>SITE - CIVIL SERVICES - TOTAL</b>	<b>333VSCSR0000</b>	<b>\$ 160,000</b>		

SITE - EQUIPMENT (Unrestricted)	333VSESR0000			
Various Sites	Site - Equipment (Form 700)	\$300,000	x	
Briargreen P.S.	Play Structure Replacement	\$25,000	x	
Bridlewood Community E.S.	Play Structure Replacement	\$25,000	x	
Carleton Heights P.S.	Play Structure Replacement	\$25,000	x	
Hopewell Avenue P.S.	Play Structure Replacement	\$25,000	x	
<b>SITE - EQUIPMENT - TOTAL</b>	<b>333VSESR0000</b>	<b>\$ 400,000</b>		

SITE - OTHER (Unrestricted)	333VSOSR0000			
Various Sites	Site - Other	\$50,000	x	
Admin Building	Front Entrance Replacement	\$150,000	x	
Bayshore P.S.	Shed	\$20,000	x	
Bayview P.S.	Amphitheatre	\$50,000	x	
Cambridge Street Community P.S.	Retaining Wall	\$50,000	x	
Fielding Drive P.S.	Shed	\$20,000	x	
Glen Ogilvie P.S.	Retaining Wall & Accessible Ramp at Amphitheatre	\$100,000	x	
Henry Larsen E.S.	Shed	\$20,000	x	
Richard Pfaff S.A.P.	Retaining Wall	\$200,000	x	
<b>SITE - OTHER - TOTAL</b>	<b>333VSOSR0000</b>	<b>\$ 660,000</b>		

ENVIRONMENTAL - SITE (Unrestricted)	333VLSSR0000			
Various Sites	Site Remediation	\$20,000	x	
Confederation Education Centre	Monitoring	\$13,000	x	
D.A. Moodie I.S.	Monitoring	\$20,000	x	
Devonshire Community P.S.	Monitoring	\$19,000	x	
Earl of March S.S.	Monitoring	\$26,000	x	
Elmdale P.S.	Monitoring	\$26,000	x	
Heritage P.S.	Monitoring	\$6,000	x	
Manotick P.S.	Monitoring	\$23,000	x	
Osgoode Township H.S.	Monitoring	\$17,000	x	
Richard Pfaff S.A.P.	Monitoring	\$22,000	x	
Rideau H.S.	Monitoring	\$20,000	x	
West Carleton S.S.	Monitoring	\$10,000	x	
<b>ENVIRONMENTAL - SITE - TOTAL</b>	<b>333VLSSR0000</b>	<b>\$ 222,000</b>		

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
PORTABLE UPGRADES (Unrestricted)	333VPUSR0000			
Various Sites	Portable Upgrades	\$830,000	x	
<b>PORTABLE UPGRADES - TOTAL</b>	<b>333VPUSR0000</b>	<b>\$ 830,000</b>		

UPGRADE PROGRAM (Unrestricted)	333VUPSR0000			
Various Sites	Program Upgrades	\$250,000	x	
Various Sites	Security & Systems Projects	\$100,000	x	
Various Sites	Network Communication Upgrade	\$120,000	x	
Various Sites	Arc Flash Coordination Studies	\$500,000	x	x
Elmdale P.S.	Interior Renovations	\$1,000,000		
Osgoode Township H.S.	Family Studies Renovations	\$750,000	x	
<b>UPGRADE PROGRAM - TOTAL</b>	<b>333VUPSR0000</b>	<b>\$ 2,720,000</b>		

UPGRADE - ACCESSIBILITY (Unrestricted)	333VUASR0000			
Various Sites	Various Accessibility Projects	\$1,200,000	x	
Bridlewood Community E.S.	Accessible Ramp Upgrade	\$15,000	x	
Confederation Education Centre	Automatic Door Operators	\$50,000	x	
Katimavik E.S.	Accessible Ramp Upgrade	\$15,000	x	
<b>UPGRADE - ACCESSIBILITY - TOTAL</b>	<b>333VUASR0000</b>	<b>\$ 1,280,000</b>		

SOLAR PROGRAM (Unrestricted)	333VUPSR0000			
Adult H.S.	Solar Photovoltaic Installation	\$250,000	x	
Featherston Drive P.S.	Solar Photovoltaic Installation	\$250,000	x	
Summerside P.S.	Solar Photovoltaic Installation	\$275,000	x	
Woodroffe H.S.	Solar Photovoltaic Installation	\$350,000	x	
<b>SOLAR PROGRAM - TOTAL</b>	<b>333VUPSR0000</b>	<b>\$ 1,125,000</b>		

CONTINGENCY (Unrestricted)	333VVRSR0000			
Various Sites	Contingency	\$47,869	x	
<b>CONTINGENCY - TOTAL</b>	<b>333VVRSR0000</b>	<b>\$ 47,869</b>		

TECHNICAL ANALYSIS (Unrestricted)	333VTASR0000			
Various Sites	Technical Analysis - Consultants	\$25,000	x	
<b>TECHNICAL ANALYSIS - TOTAL</b>	<b>333VTASR0000</b>	<b>\$ 25,000</b>		

PORTABLE MOVES (Unrestricted)	334VPM000000			
Various Sites	Portable Relocations	\$3,000,000	x	
<b>PORTABLE MOVES - TOTAL</b>	<b>334VPM000000</b>	<b>\$ 3,000,000</b>		

<b>2019-20 FACILITIES RENEWAL PROGRAM - TOTAL</b>		<b>\$ 18,369,869</b>		
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<b>2019-20 SCHOOL CONDITION IMPROVEMENT</b>				
A.Y. Jackson S.S.	Boiler Venting Replacement	\$60,000	x	
A.Y. Jackson S.S.	Ductless Split A/C Upgrade	\$50,000	x	
A.Y. Jackson S.S.	Learning Commons Upgrades	\$500,000	x	
A.Y. Jackson S.S.	Locker Replacement	\$300,000	x	
A.Y. Jackson S.S.	Rear Laneway & Parking Lot Paving	\$60,000	x	
A.Y. Jackson S.S.	Running Track Refurbishment	\$80,000	x	
A.Y. Jackson S.S.	Science Lab Upgrades	\$3,500,000	x	x
A.Y. Jackson S.S.	Skylight Replacement	\$200,000	x	
A.Y. Jackson S.S.	Toilet Partitions	\$10,000	x	

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
A.Y. Jackson S.S.	Roof Replacement	\$200,000		x
Adrienne Clarkson E.S.	Interior Lighting Upgrade	\$120,000	x	
Adult H.S.	Interior Lighting Upgrade	\$300,000		x
Adult H.S.	Roof Replacement	\$400,000		x
Adult H.S.	Stair Replacement	\$40,000		x
Adult H.S.	Urinal System Upgrade	\$100,000		x
Agincourt Road P.S.	Ceiling Replacement	\$250,000		x
Albert Street Education Centre	Auditorium Walls & Basement Repairs	\$150,000	x	
Albert Street Education Centre	Elevator Upgrade	\$300,000	x	
Albert Street Education Centre	Fire Alarm System Upgrade	\$400,000	x	
Albert Street Education Centre	Main Service Upgrade	\$350,000	x	
Albert Street Education Centre	P.A System Upgrade	\$130,000	x	
Albert Street Education Centre	Window Replacement	\$600,000	x	
Barhaven P.S.	Roof Replacement	\$300,000		x
Bayshore P.S.	BAS Greenbox Conversion	\$50,000	x	
Bayshore P.S.	Roof Replacement	\$500,000	x	
Bell H.S.	Voltage Optimization	\$70,000	x	
Berrigan E.S.	Door Operators	\$20,000	x	
Berrigan E.S.	Sports Field Redevelopment	\$250,000	x	
Berrigan E.S.	Unit Washroom Alterations	\$250,000	x	
Blossom Park P.S.	Paving	\$80,000	x	
Blossom Park P.S.	Storm Water Management	\$250,000	x	
Blossom Park P.S.	Toilet Partitions	\$20,000	x	
Blossom Park P.S.	Boiler Venting Replacement	\$80,000		x
Briargreen P.S.	Toilet Partitions	\$14,000	x	
Briargreen P.S.	Window Replacement	\$100,000		x
Cairine Wilson S.S.	New Entrance Paving	\$250,000	x	
Cairine Wilson S.S.	Running Track Refurbishment	\$80,000	x	
Cambridge Street Community P.S.	Roof Replacement	\$300,000		x
Canterbury H.S.	Ceiling Replacement - Phase I	\$200,000	x	
Canterbury H.S.	Hot Water Tank Upgrade	\$50,000	x	
Canterbury H.S.	Science Lab Upgrades - Phase I	\$2,250,000	x	
Canterbury H.S.	Unit Washroom Alterations	\$150,000	x	
Canterbury H.S.	Ceiling Replacement - Phase II	\$200,000		x
Canterbury H.S.	Science Lab Upgrades - Phase II	\$2,250,000		x
Carleton Heights P.S.	Roof Replacement	\$275,000	x	
Carson Grove E.S.	Main Service Upgrade	\$280,000	x	
Castor Valley E.S.	Roof Top Unit Replacement	\$200,000		x
Cedarview M.S.	Roof Replacement	\$650,000	x	
Centennial P.S.	A/C Replacement	\$75,000	x	
Centennial P.S.	BAS Greenbox Conversion	\$60,000	x	
Centennial P.S.	Pool HVAC Upgrade	\$75,000	x	
Centennial P.S.	Roof Replacement	\$150,000		x
Century P.S.	Roof Replacement	\$120,000		x
Charles H. Hulse P.S.	Boiler Venting Replacement	\$75,000	x	
Charles H. Hulse P.S.	Gym Floor Refinishing	\$20,000		x
Charles H. Hulse P.S.	Paving	\$150,000		x
Charles H. Hulse P.S.	Roof Replacement	\$200,000		x
Churchill A.S.	Chiller Pump Replacement	\$70,000	x	
Churchill A.S.	Roof Replacement	\$500,000		x
Churchill A.S.	Stairwell Acoustic Upgrade	\$25,000	x	
Churchill A.S.	Roof Replacement	\$200,000		x
Clifford Bowey P.S.	Unit Washroom Alterations	\$300,000	x	
Colonel By S.S.	Bus Loop Paving	\$250,000	x	
Colonel By S.S.	Roof Replacement	\$500,000	x	
Colonel By S.S.	Running Track Refurbishment	\$80,000	x	
Colonel By S.S.	Science Lab Upgrades - Phase I	\$2,500,000	x	
Colonel By S.S.	Toilet Partitions	\$10,000	x	
Colonel By S.S.	Water Main Backflow Prevention Upgrade	\$15,000	x	
Colonel By S.S.	Electrical Grounding Upgrade	\$130,000		x
Colonel By S.S.	Roof Replacement	\$900,000		x
Colonel By S.S.	Science Lab Upgrades - Phase II	\$2,000,000		x
Colonel By S.S.	Window Replacement	\$350,000		x
Confederation Education Centre	BAS Greenbox Conversion	\$60,000	x	
Confederation Education Centre	Boiler Venting Replacement	\$80,000	x	
Confederation Education Centre	Cooling System Upgrade	\$45,000	x	

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
Confederation Education Centre	Heating Upgrade	\$25,000	x	
Confederation Education Centre	Split A/C Unit Replacement	\$75,000	x	
Connaught P.S.	Roof Replacement	\$150,000		x
Convent Glen E.S.	Gym Lighting Upgrade	\$30,000	x	
Crystal Bay Centre for Spec. Ed.	BAS Greenbox Conversion	\$50,000	x	
Crystal Bay Centre for Spec. Ed.	Roof Replacement	\$250,000		x
Crystal Bay Centre for Spec. Ed.	Window Replacement	\$200,000		x
D. Roy Kennedy P.S.	Fire Alarm System Upgrade	\$250,000	x	
D. Roy Kennedy P.S.	Interior Lighting Upgrade	\$120,000	x	
Devonshire Community P.S.	Fencing	\$85,000	x	
Devonshire Community P.S.	Window Replacement	\$350,000	x	
Dunlop P.S.	Toilet Partitions	\$13,000	x	
Dunlop P.S.	Roof Replacement	\$300,000		x
Earl of March S.S.	Auditorium Lighting Upgrade	\$75,000	x	
Earl of March S.S.	Change Room Alterations	\$50,000	x	
Earl of March S.S.	Interior Lighting Upgrade	\$300,000	x	
Earl of March S.S.	Stair Replacement	\$100,000	x	
Elizabeth Wyn Wood S.A.P.	Window Replacement	\$200,000	x	
Elizabeth Wyn Wood S.A.P.	Science Lab Upgrades	\$500,000		x
Elmdale P.S.	Interior Renovations-Restricted	\$600,000	x	
Emily Carr M.S.	Roof Replacement	\$350,000	x	
Fallingbrook Community E.S.	Condensing Unit Upgrade	\$25,000	x	
Fallingbrook Community E.S.	Exterior Lighting Upgrade	\$100,000	x	
Fallingbrook Community E.S.	Fencing	\$35,000	x	
Fallingbrook Community E.S.	Skylight Replacement	\$100,000	x	
Fallingbrook Community E.S.	Siding Replacement	\$200,000		x
Farley Mowat P.S.	Water Main Backflow Prevention Upgrade	\$15,000	x	
Featherston Drive P.S.	Parking Lot Paving	\$120,000	x	
Fielding Drive P.S.	BAS Greenbox Conversion	\$60,000	x	
Fielding Drive P.S.	Front Entrance Paving	\$60,000	x	
Fielding Drive P.S.	Roof Replacement	\$350,000	x	
First Avenue P.S.	Roof Replacement	\$75,000	x	
First Avenue P.S.	Roof Top Unit Replacement	\$45,000	x	
First Avenue P.S.	Stair Replacement	\$40,000		x
Fisher Park P.S.	Main Service Upgrade	\$375,000	x	
Fisher Park P.S.	Roof Ladder	\$45,000	x	
Fisher Park P.S.	Roof Replacement	\$320,000	x	
Fisher Park P.S.	Roof Replacement	\$175,000		x
Forest Valley E.S.	Roof Top Unit Replacement	\$240,000		x
Glashan P.S.	BAS Greenbox Conversion	\$60,000	x	
Glashan P.S.	Ceiling Replacement	\$250,000		x
Glashan P.S.	Stair Replacement	\$40,000		x
Glebe C.I.	Auditorium Lighting Upgrade	\$75,000	x	
Glebe C.I.	Ceiling Replacement	\$250,000	x	
Glebe C.I.	Change Room Alterations	\$35,000	x	
Glebe C.I.	Hallway Lighting Upgrade	\$100,000	x	
Glebe C.I.	Interior Lighting Upgrade	\$350,000	x	
Glebe C.I.	Locker Replacement	\$150,000	x	
Glebe C.I.	Music Room Conversion	\$800,000	x	
Glebe C.I.	Pool HVAC Upgrade	\$75,000	x	
Glebe C.I.	Roof Replacement	\$250,000		x
Glebe C.I.	Ceiling Replacement	\$250,000		x
Glebe C.I.	Hallway Lighting Upgrade	\$100,000		x
Glebe C.I.	Locker Replacement	\$150,000		x
Glebe C.I.	Window Replacement	\$500,000		x
Glen Cairn P.S.	BAS System Conversion	\$12,000	x	
Glen Cairn P.S.	Roof Replacement	\$50,000		x
Glen Ogilvie P.S.	BAS Greenbox Conversion	\$50,000	x	
Gloucester H.S.	Family Studies Upgrade	\$500,000	x	
Gloucester H.S.	Roof Replacement	\$50,000	x	
Gloucester H.S.	Running Track Refurbishment	\$80,000	x	
Gloucester H.S.	Window Replacement-Greenhouse	\$300,000	x	
Gloucester H.S.	Main Service Upgrade	\$600,000		x
Gloucester H.S.	Roof Replacement	\$320,000		x
Goulbourn M.S.	Generator Upgrade	\$280,000	x	
Goulbourn M.S.	Gym Ceiling Replacement	\$100,000	x	

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
Goulbourn M.S.	Toilet Partitions	\$13,000	x	
Greely P.S.	Generator Upgrade	\$280,000	x	
Greely P.S.	Roof Replacement	\$230,000	x	
Hawthorne P.S.	Floor Repair	\$100,000	x	
Hawthorne P.S.	Window Replacement	\$200,000	x	
Hawthorne P.S.	Parking Lot Lighting Upgrade	\$80,000		x
Hawthorne P.S.	Window Replacement	\$200,000		x
Henry Munro M.S.	Interior Lighting Upgrade	\$120,000	x	
Henry Munro M.S.	Siporex Repairs	\$75,000		x
Heritage P.S.	Interior Lighting Upgrade	\$100,000	x	
Hillcrest H.S.	Window Replacement	\$300,000	x	
Hilson Avenue P.S.	Interior Lighting Upgrade	\$120,000	x	
Hilson Avenue P.S.	Roof Replacement	\$300,000		x
Hopewell Avenue P.S.	Condensing Unit Upgrade	\$15,000	x	
Hopewell Avenue P.S.	Front Entrance Stairs & Ramp	\$100,000	x	
Hopewell Avenue P.S.	Garage Floor Waterproofing	\$150,000	x	
Hopewell Avenue P.S.	Interior Lighting Upgrade	\$100,000	x	
Hopewell Avenue P.S.	Stair Replacement	\$40,000	x	
Hopewell Avenue P.S.	Window Replacement	\$250,000	x	
Jack Donohue P.S.	Toilet Partitions	\$16,000	x	
Jockvale E.S.	Kindergarten Heating Upgrade	\$200,000	x	
Jockvale E.S.	Roof Replacement	\$500,000	x	
Jockvale E.S.	Toilet Partitions	\$14,000	x	
John McCrae S.S.	Inclusive Washroom & Change Room Alterations	\$250,000	x	
John McCrae S.S.	Pathway Paving	\$50,000	x	
John Young E.S.	Bus Drop Off Lane Expansion	\$120,000	x	
John Young E.S.	Roof Replacement	\$50,000	x	
John Young E.S.	Staff Washroom Upgrade	\$50,000	x	
Kars on the Rideau P.S.	BAS Greenbox Conversion	\$50,000	x	
Katimavik E.S.	Unit Ventilator Upgrade	\$165,000	x	
Knoxdale P.S.	Bus Loop Paving	\$25,000	x	
Knoxdale P.S.	Toilet Partitions	\$36,000	x	
Lady Evelyn A.S.	Interior Lighting Upgrade	\$250,000	x	
Lady Evelyn A.S.	Roof Replacement	\$380,000	x	
Lady Evelyn A.S.	Roof Replacement	\$250,000		x
Lakeview P.S.	BAS Greenbox Conversion	\$40,000	x	
Le Phare E.S.	Platform Lift Upgrade	\$25,000	x	
Lisgar C.I.	Stair Replacement South Building	\$40,000	x	
Lisgar C.I.	Window Replacement	\$500,000	x	
Lisgar C.I.	Boiler Replacement	\$100,000		x
Lisgar C.I.	Window Replacement	\$500,000		x
Longfields-Davidson Heights S.S.	BIP/ASD Washroom Alterations	\$350,000	x	
Longfields-Davidson Heights S.S.	Change Room Alterations	\$50,000	x	
Manordale P.S.	BAS Greenbox Conversion	\$31,000	x	
Manotick P.S.	Urinal & Plumbing Fixture Replacement	\$100,000	x	
Manotick P.S.	Window Replacement	\$150,000	x	
Maple Ridge E.S.	Chiller Replacement	\$275,000	x	
Maple Ridge E.S.	Gym Lighting Upgrade	\$30,000	x	
Mary Honeywell E.S.	Roof Replacement	\$150,000		x
Mary Honeywell E.S.	Roof Top Unit Replacement	\$45,000	x	
Meadowlands P.S.	Drainage Upgrade	\$100,000	x	
Meadowlands P.S.	Roof Replacement	\$150,000		x
Merivale H.S.	Interior Hallway Lighting Upgrades	\$100,000	x	
Merivale H.S.	Roof Ladder	\$30,000	x	
Mutchmor P.S.	BAS System Conversion	\$18,000	x	
Mutchmor P.S.	Hallway Lighting Upgrade	\$350,000		x
Mutchmor P.S.	Stair Replacement	\$50,000		x
Nepean H.S.	Front Entrance Stairs	\$100,000	x	
Nepean H.S.	Panel Board Upgrade	\$150,000	x	
Nepean H.S.	Sports Field Redevelopment	\$200,000	x	
Nepean H.S.	Toilet Partitions	\$10,000	x	
North Gower/Marlborough P.S.	Sanitary Pipe Upgrade	\$25,000	x	
Orleans Wood E.S.	Boiler Replacement	\$175,000		x
Osgoode P.S.	Interior Hallway Lighting Upgrades	\$100,000	x	
Osgoode P.S.	Window Replacement	\$250,000	x	
Osgoode P.S.	Roof Replacement	\$220,000		x



PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
Osgoode Township H.S.	Running Track Refurbishment	\$80,000	x	
Ottawa Technical S.S.	Washroom Alterations & Door Operators	\$50,000	x	
Ottawa Technical S.S.	Roof Replacement	\$195,000		x
Ottawa Technical S.S.	Siporex Repairs	\$75,000		x
Pinecrest P.S.	Gym Lighting Upgrade	\$30,000	x	
Pleasant Park P.S.	Window Replacement	\$200,000	x	
Queen Elizabeth P.S.	Stair Replacement	\$40,000	x	
Queen Elizabeth P.S.	Storm & Domestic Water Management	\$200,000	x	
Queen Mary Street P.S.	Parking Lot Paving	\$150,000	x	
Regina Street A.S.	Fire Alarm System Upgrade	\$250,000	x	
Regina Street A.S.	Front Entrance Paving	\$150,000	x	
Regina Street A.S.	Roof Replacement	\$220,000		x
Richard Pfaff S.A.P.	Toilet Partitions	\$14,000	x	
Richard Pfaff S.A.P.	Washroom Lighting Upgrade	\$10,000	x	
Richmond P.S.	Toilet Partitions	\$12,000	x	
Richmond P.S.	Window Replacement	\$100,000	x	
Ridgemont H.S.	Lift Upgrade	\$60,000	x	
Ridgemont H.S.	Running Track Refurbishment	\$80,000	x	
Ridgemont H.S.	Fire Alarm System Upgrade	\$400,000		x
Ridgemont H.S.	Parking Lot Paving	\$250,000		x
Ridgemont H.S.	Roof Top Unit Replacement	\$75,000		x
Riverview A.S.	BAS Greenbox Conversion	\$40,000	x	
Riverview A.S.	Roof Replacement	\$150,000	x	
Robert Bateman P.S.	Roof Replacement	\$275,000		x
Robert E. Wilson P.S.	Fencing	\$75,000	x	
Robert E. Wilson P.S.	Hot Water Tank Upgrade	\$25,000	x	
Robert Hopkins P.S.	Exterior Lighting Upgrade	\$50,000	x	
Roberta Bondar P.S.	Toilet Partitions	\$25,000	x	
Roberta Bondar P.S.	Chiller Replacement	\$350,000		x
Roberta Bondar P.S.	Roof Replacement	\$575,000		x
Rockcliffe Park P.S.	HVAC Upgrade & Boiler Venting Replacement	\$360,000	x	
Roland Michener P.S.	Front Entrance Paving	\$125,000	x	
Sawmill Creek E.S.	Roof Replacement	\$575,000	x	
Severn P.S.	Main Service Upgrade	\$250,000	x	
Sir Guy Carleton S.S.	Accessible Kitchen Renovations	\$110,000	x	
Sir Guy Carleton S.S.	Grease Trap Replacement	\$150,000	x	
Sir Guy Carleton S.S.	Boiler Replacement	\$100,000		x
Sir Robert Borden H.S.	Window Replacement	\$400,000		x
Sir Wilfred Laurier S.S.	Inclusive Washroom Alterations	\$200,000	x	
Sir Wilfred Laurier S.S.	Parking Lot Paving	\$200,000	x	
Sir Wilfred Laurier S.S.	Running Track Refurbishment	\$80,000	x	
Sir Wilfred Laurier S.S.	Toilet Partitions	\$10,000	x	
Sir Wilfred Laurier S.S.	VAV Box Rebalancing & Commissioning	\$90,000	x	
Sir Wilfred Laurier S.S.	Fire Route Paving	\$200,000		x
Sir Winston Churchill P.S.	Roof Replacement	\$250,000		x
Sir Winston Churchill P.S.	Boiler Replacement	\$300,000		x
Sir Winston Churchill P.S.	Exterior Lighting Upgrade	\$75,000		x
South Carleton H.S.	Grease Trap Replacement	\$100,000	x	
South Carleton H.S.	Gym & Library Lighting Upgrade	\$60,000	x	
South Carleton H.S.	Roof Replacement	\$50,000	x	
South Carleton H.S.	Sensory Room Alterations	\$40,000	x	
South March P.S.	Library Lighting Upgrade	\$20,000	x	
Stephen Leacock P.S.	Front Entrance Grading	\$150,000	x	
Steve MacLean P.S.	Boiler Replacement	\$175,000		x
Stittsville P.S.	Interior Lighting Upgrade	\$250,000		x
Stonecrest E.S.	Roof Replacement	\$250,000		x
Stonecrest E.S.	Interior Classroom Lighting Upgrades	\$350,000		x
Terry Fox E.S.	BAS Greenbox Conversion	\$39,000	x	
Trillium E.S.	BAS Terminal Unit Upgrade & Conversion	\$200,000	x	
Trillium E.S.	Stair Replacement	\$40,000	x	
Trillium E.S.	Interior Classroom Lighting Upgrades	\$500,000		x
Vincent Massey P.S.	HVAC Upgrade	\$1,000,000	x	x
Vincent Massey P.S.	Fire Alarm System Upgrade	\$250,000	x	
Vincent Massey P.S.	Locker Top Replacement	\$20,000	x	
Vincent Massey P.S.	Toilet Partitions	\$50,000	x	
Vincent Massey P.S.	HVAC Upgrade	\$1,000,000		x

PROJECT	DESCRIPTION	TOTAL 2019-20 FRP/SCI BUDGET	Construction Period	
			2019-20 Project	2020-21 Project
W.E. Gowling P.S.	Acoustic Upgrades	\$100,000	x	
West Carleton S.S.	Evac Chair Upgrade	\$10,000	x	
West Carleton S.S.	Heat Pump Upgrades	\$250,000	x	
West Carleton S.S.	Well Pump Upgrades	\$250,000	x	
West Carleton S.S.	Heat Pump Upgrades	\$250,000		x
Westwind P.S.	Water Main Backflow Prevention Upgrade	\$15,000	x	
Woodroffe Avenue P.S.	HVAC Upgrade	\$2,000,000	x	x
Woodroffe Avenue P.S.	Boiler Venting Replacement	\$95,000	x	
Woodroffe Avenue P.S.	Electrical Distribution Upgrade	\$100,000	x	
Woodroffe Avenue P.S.	Roof Replacement	\$150,000		x
Woodroffe Avenue P.S.	Urinal & Plumbing Fixture Replacement	\$125,000	x	
Woodroffe H.S.	Bus Lane Paving	\$180,000	x	
Woodroffe H.S.	Running Track Refurbishment	\$80,000	x	
York Street P.S.	BAS Greenbox Conversion	\$60,000	x	
York Street P.S.	Fencing	\$10,000	x	
York Street P.S.	Interior Lighting Upgrade	\$250,000	x	
Various Sites	Acoustic Upgrades - Kindergarten	\$500,000	x	
Various Sites	Acoustic Upgrades - Music	\$500,000	x	
Various Sites	Auditorium Architectural Upgrades	\$1,500,000		x
Various Sites	Auditorium Lighting/Electrical Upgrades	\$2,100,000		x
Various Sites	Learning Commons Upgrades	\$2,750,000		x
Various Sites	Steam To Hydronic Conversions	\$5,000,000		x
Various Sites	D&C Salaries	\$500,000	x	
Various Sites	Contingency	\$32,669	x	
<b>2019-20 SCHOOL CONDITION IMPROVEMENT - TOTAL</b>		<b>\$ 77,014,669</b>	<b>\$ 42,394,669</b>	<b>\$ 34,620,000</b>
<b>2019-20 FACILITIES RENEWAL AND SCHOOL CONDITION IMPROVEMENT - TOTAL</b>		<b>\$ 95,384,538</b>	<b>\$ 63,379,538</b>	<b>\$ 32,005,000</b>



## COMMITTEE OF THE WHOLE Report 20-006

21 JANUARY 2020

### UPDATES TO POLICY P.137.SCO CONCUSSION MANAGEMENT

**Key Contact: Nadia Towaij, Superintendent of Program and Learning  
K-12, 613-596-8211 ext. 8573**

#### PURPOSE:

1. To seek approval of the proposed revisions to Policy P.137.SCO Concussion Management in alignment with the updated requirements of the Ministry of Education updated PPM 158 School Board Policies on Concussion (Appendix A).

#### CONTEXT:

2. On March 7, 2018, Ontario enacted *Rowan's Law*, 2018 and amended the *Education Act*, to protect amateur athletes, including students, by improving concussion safety on the field and at school.

The amendments to the *Education Act*, which came into force on July 1, 2019, provide the Minister of Education with the authority to establish and require school boards to comply with concussion policies that are consistent with *Rowan's Law*. As a result, PPM 158 has been updated with new mandatory requirements for school boards that are consistent with *Rowan's Law*. Requirements for concussion safety will now be consistent for the education and sport sectors in Ontario.

#### KEY CONSIDERATIONS:

3. New Requirements  
The updated PPM 158 will be a mandatory policy for school boards when it becomes effective on 31 January 2020. To strengthen concussion safety, the following are the new requirements of the PPM:
  - a. The confirmation of annual review of approved concussion awareness resources by individuals participating in board-sponsored interschool sports;
  - b. The establishment and confirmation of annual review of concussion code of conduct for individuals participating in board-sponsored interschool sports;
  - c. Annual concussion training for relevant school staff;
  - d. The establishment of an updated process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and return to physical activity; and

- e. The establishment of a process to document and track a student's progress from the removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

#### 4. Gap Analysis

Of the above mentioned new requirements as per the updated PPM 158, the confirmation of the annual review of the concussion resources and code of conduct are the gaps in the current policy. There will be some revisions to the procedure.

Samples of concussion codes of conduct from Ontario Physical Activity Safety Standards in Education (OPHEA) focus on the roles and responsibilities of students, parents/guardians and coaches and team trainers in preventing and managing concussions. Such roles and responsibilities are covered by the OCDSB concussion management policy and procedure and therefore together they constitute the OCDSB's concussion code of conduct.

The District will ensure mechanisms are in place to receive the confirmation of the revision of the policy, procedure and the concussion awareness resources from participants in inter-school Board sponsored activities. OPHEA defines inter-school activities as "school-sponsored, competitive programs which involve competitions against outside teams." Though not specifically required by the PPM, the District may wish to expand this definition and the revision requirements to include tryouts and practices associated with inter-school sports.

OPHEA has forms for identifying and managing concussions as well as sample Concussion Codes of Conduct that can be accessed as templates for District forms. The use of the OPHEA templates would ensure that the resources are continuously up to date. If the decision of the District is to use the OPHEA forms, then it would be important that the language of the policy and procedure be aligned with OPHEA language.

### **RESOURCE IMPLICATIONS:**

- 5. PPM 158 requires that the District identify strategies for providing annual training for relevant school staff about both the policy and the content of the approved Concussion Awareness Resources. OPHEA offers e-learning modules on concussion identification, management and prevention that can be accessed on their website and take approximately 90 minutes to complete. If completed on the OPHEA website, a certificate of completion can be generated. Alternatively, the e-learning modules could be transferred to a platform that would allow the District to electronically monitor completion. Suggested relevant staff could include coaches and trainers of interschool sports, physical education and outdoor education teachers, first aid attendants, administrators, office administrators and conveners.

### **COMMUNICATION/CONSULTATION ISSUES:**

6. Changes to the policy are proposed in order to meet the minimum requirements of the updated PPM 158; there is insufficient latitude for discretion to undertake a consultation on options.

A cross-departmental team has been working on an updated version of the procedure. Once the policy is approved, it, along with the procedure, will be communicated with staff with ongoing implementation support from the physical literacy instructional coach of the District.

A memo would be prepared annually in early September to recognize Rowan's Law Day and ensure that annual concussions awareness events for students and parents are held on or around Rowan's Law Day, which occurs on the last Wednesday in September.

### **STRATEGIC LINKS:**

7. The proposed policy revisions align with our Strategic Plan, including connections to championing and nurturing a safe, caring and respectful environment as reflected in our Culture of Caring.

### **RECOMMENDATION:**

THAT the proposed revisions to P.137.SCO Concussion Management, attached as Appendix B to Report 20-006, be approved.

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Nadia Towaij  
Superintendent of Instruction

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Camille Williams-Taylor  
Director of Education

### **APPENDICES**

Appendix A - PPM 158 School Board Policies on Concussion  
Appendix B - Updated Policy P.137.SCO Concussion Management





Ministry of Education

# Policy/Program Memorandum No. 158

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**Date of Issue:** September 25, 2019

**Effective:** January 31, 2020, until revoked or modified

**Subject:** **School Board Policies on Concussion**

**Application:** Directors of Education  
Supervisory Officers and Secretary-Treasurers of School Authorities  
Principals of Elementary Schools  
Principals of Secondary Schools  
Principals of Provincial and Demonstration Schools

**Reference:** This memorandum replaces Policy/Program Memorandum No. 158, March 19, 2014.

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## Introduction

The Ministry of Education is committed to helping all students<sup>1</sup> succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Ministry of Education supports concussion awareness, prevention, identification, management, tracking, and training in schools<sup>2</sup> through legislation, policy, and resources.

The purpose of this updated memorandum is to reflect legislative and policy changes that have occurred since the original memorandum on school board<sup>3</sup> policies on concussion was released in 2014. This memorandum addresses concussion safety across all school and school board activities and applies to all publicly funded elementary and secondary schools. It does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

On March 7, 2018, the Ontario government enacted Rowan's Law (Concussion Safety), 2018, and amended the Education Act, to protect amateur athletes, including students, by improving concussion safety on the field and at school. The amendments to the

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1. In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

2. In this memorandum, *school(s)* is used to refer to all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after-school programs for children aged 4 to 12 years.

3. In this memorandum, *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools.

Education Act came into force on July 1, 2019, and give the Minister of Education the authority to require school boards to comply with policy and guidelines on concussions, consistent with Rowan's Law.<sup>4</sup>

With the authority under the Education Act, the Minister requires all school boards in Ontario to have a policy on concussion safety for students that meets certain minimum requirements, as outlined in this memorandum. All school board policies must, at a minimum, require:

- receipt of confirmation of annual review of approved [Concussion Awareness Resources](#)<sup>5</sup> by individuals participating in board-sponsored interschool sports;
- the establishment of Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- annual concussion training for relevant school staff;
- the establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity;
- the establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

(See the section "Minimum Components of the School Board Policy on Concussion", for further details about each of these requirements.)

The implementation of this policy in all school boards is another important step in creating safe and healthy learning environments in Ontario. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through expectations in various subjects and disciplines in the Ontario curriculum.

## **Concussion: Definition and Diagnosis**

*Concussion* is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a

4. Education Act, Part XIII.1, subsection 321.

5. See footnote 11 in this document.



concussion and their parents<sup>6</sup> to seek a medical assessment by a physician or a nurse practitioner. The definition of *concussion* given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.<sup>7</sup>

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially.<sup>8</sup> Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer.<sup>9</sup> It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck

6. In this memorandum, *parent(s)* refers to parent(s) and guardian(s) as used in the Education Act. It may also be taken to include caregivers or close family members who are responsible for raising the child. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are to be treated as adults.

7. Ophea. (2019). Ontario Physical Activity Safety Standards in Education. Concussion Definition. Retrieved August 14, 2019, from <https://safety.ophea.net/print/pdf/815>.

8. Zemek, R. L., Grool, A. M., Duque, D. R., DeMatteo, C., Rothman, L., Benchimol, E. I., . . . & Macpherson, A. K. (2017). Annual and seasonal trends in ambulatory visits for pediatric concussion in Ontario between 2003 and 2013. *The Journal of pediatrics*, 181, 222–228. Retrieved August 14, 2019, from <https://www.sciencedirect.com/science/article/abs/pii/S002234761631201X?via%3Dihub>.

9. McCrory, P., et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51(11), 838–847. Retrieved August 14, 2019, from <https://bjsm.bmj.com/content/bjsports/51/11/838.full.pdf>.

pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.<sup>10</sup>

## Updating the School Board Policy on Concussion

When updating their policy on concussion, school boards are encouraged to consult with school staff; students; parents; teacher federations; principals’ associations; education support-staff unions; Indigenous communities, partners, and organizations; and other education partners, as appropriate. School boards are also encouraged to consult with physicians, nurse practitioners, and their local board of health.

The roles and responsibilities of relevant school staff and board staff, as well as students, parents, and school volunteers, must be clearly articulated throughout the school board’s policy.

Ophea maintains a [concussion protocol](#), as part of the Ontario Physical Activity Safety Standards in Education (OPASSE). It was developed in partnership with the Ministry of Education; the Ministry of Health; the Ministry of Tourism, Culture and Sport; medical professionals; sport and recreation organizations; health organizations; and educational organizations. The concussion protocol, which is based on current research and evidence, is consistent with Rowan’s Law and the Ontario government’s Concussion Awareness Resources. The concussion protocol includes detailed information and procedures on:

- concussion prevention;
- concussion identification, including the signs and symptoms of a concussion;
- the initial response related to a suspected concussion;
- the Return to School Plan, which includes information on planning for the return to learning and return to physical activity for students with a diagnosed concussion.

The Ministry of Education considers the Ophea concussion protocol to be the minimum standard for risk management practices related to concussion. When developing their policy on concussion, school boards should refer to the Ophea concussion protocol.

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10. Tator, C. H. (2013). Concussions and their consequences: Current diagnosis, management and prevention. *CMAJ*, 185(11), 975–979. Retrieved August 14, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3735746/>.

## Minimum Components of the School Board Policy on Concussion

Each school board's policy on concussion is expected to contain, at a minimum, the following components:

### 1. Concussion Awareness Strategies

To establish consistency of concussion awareness across the province, the government of Ontario has developed a set of [Concussion Awareness Resources](#). These resources were developed by leading experts in injury prevention and are available on the government's concussion website. School boards are expected to use these resources to ensure that the information students receive regarding concussions at school is consistent with the information they receive from sport organizations.

The school board policy on concussion must include strategies to receive confirmation, from each of the following individuals, that an approved Concussion Awareness Resource<sup>11</sup> was reviewed every school year prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches<sup>12</sup> participating in board-sponsored interschool sports
- team trainers<sup>13</sup> participating in board-sponsored interschool sports
- officials<sup>14</sup> participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the approved Concussion Awareness Resources available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners,

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11. In this memorandum, an *approved Concussion Awareness Resource* is one made available on the Ontario government's [concussion website](#). It may also refer to resources that have been approved by the school board, provided that the school board has ensured they are consistent with the government's Concussion Awareness Resources.

12. In this memorandum, a *coach* includes any type of coach, including a head coach or assistant coach.

13. In this memorandum, a *team trainer* is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.

14. In this memorandum, an *official* includes an umpire, a referee or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

The school board policy should also contain provisions for connecting student learning about concussions with the curriculum, where relevant. To further support awareness among students, the policy should include implementation plans for an annual concussion awareness event for students, to be held on or around [Rowan's Law Day](#), which occurs on the last Wednesday in September.

## **2. Concussion Awareness Training**

Each school board's policy on concussion must include strategies for providing annual concussion training for relevant school staff about the policy itself and the content of the approved Concussion Awareness Resources. School boards are encouraged to provide the concussion training by the last Wednesday in September, Rowan's Law Day, every school year. The policy on concussion should also include provisions for new school staff to access training throughout the school year.

It is expected that school boards, in consultation with teachers' federations, principals' associations, and education workers' unions, will determine the scope of training required to support implementation of their concussion policy, as well as the mode of delivery of the training and any privacy implications that may arise. The scope of training should be consistent with expected duties of school staff, as outlined in the school board policy.

## **3. Concussion Prevention Strategies**

The school board policy on concussion must include strategies for preventing and minimizing the risk of sustaining concussions at school.

### ***Concussion Codes of Conduct***

The school board policy must establish Concussion Codes of Conduct for several groups participating in board-sponsored interschool sports – students and parents of students under 18 years of age, as well as coaches and team trainers. School boards must review their Concussion Codes of Conduct whenever their concussion policy is reviewed or updated, at a minimum.

The Concussion Codes of Conduct must include the following requirements. Depending on their roles and responsibilities, individuals involved in board-sponsored interschool sports must commit to the relevant requirements below:

- maintaining a safe learning environment
- teaching and/or learning and applying the rules of a physical activity/sport
- implementing the skills and strategies for a physical activity in a proper progression
- fair play and respect for all
- acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions
- providing opportunities to discuss potential issues related to concussions
- recognizing and reporting concussions
- acknowledging the importance of communication between the student, parents, school staff, and any sport organization with which the student is registered
- supporting the implementation of a Return to School Plan for students who have a concussion diagnosis
- prioritizing a student's return to learning as part of the Return to School Plan

Ophea's [sample Concussion Codes of Conduct templates](#), which are geared to the roles and responsibilities of the individuals involved in board-sponsored interschool sports, provide further details.

The school board policy must include strategies to receive confirmation every school year, from each of the following individuals, that the relevant Concussion Code of Conduct was reviewed prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches participating in board-sponsored interschool sports
- team trainers participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the Concussion Codes of Conduct available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners, and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

#### 4. Identification of a Suspected Concussion

School boards should refer to the Ophea [concussion protocol](#) when developing the process for the identification of suspected concussions.

The school board policy must establish a process for:

- identifying suspected concussions;
- immediately and safely removing a student who is suspected of having sustained a concussion from an activity, regardless of whether the concussion was sustained or is suspected to have been sustained at school or elsewhere;
- calling Emergency Medical Services if there is an emergency or if a student has any “red flag” signs and/or symptoms;<sup>15</sup>
- informing the student and the student’s parents, if the student is under 18 years of age, that removal from the activity was necessary due to a suspected concussion;
- advising the student who is suspected of having sustained a concussion and the student’s parents, if the student is under 18 years of age, that the student should undergo a medical assessment by a physician or nurse practitioner;
- sharing information about the school board’s process for supporting a student with a suspected concussion, and the school board’s Return to School plan.

The school board policy should also clarify that:

- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, should be encouraged to provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner to support the student’s return to learning;
- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, must provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner and has not been diagnosed with a concussion, along with confirmation that the student has been medically cleared, before the student can return to full participation in physical activity.

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15. For a complete list of “red flag” signs and/or symptoms of a concussion, please refer to the Ophea [concussion protocol](#).

## 5. Return to School Plan

Each school board's policy on concussion must include a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan supports both the student's return to learning and their return to physical activity.

The school board's policy, through the Return to School Plan, must:

- establish a process outlining the graduated steps that a student is expected to follow in order to return to learning and to physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of sharing with the school any medical advice or recommendations received in relation to the student's concussion diagnosis and their return to learning and physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations);
- require that the student or the student's parents, if the student is under 18 years of age, provide confirmation of medical clearance by a physician or nurse practitioner as a prerequisite for the student's return to full participation in physical activity.

When these requirements are met, school boards can rely on the information received from a student or the student's parents, if the student is under 18 years of age, in carrying out the school board's responsibilities as part of the Return to School Plan.

When developing the Return to School Plan, school boards should refer to the [Ophea concussion protocol](#). Those developing the plan should note that the return-to-learning process is designed to meet the particular needs of the student, so there is no preset plan of strategies and/or approaches to assist with the return-to-learning activities. The return-to-physical activity process follows an internationally recognized graduated approach.

If a student who is recovering from a concussion is experiencing long-term difficulties that begin to affect their learning, the school board should follow established processes for identifying and documenting instructional approaches and resources that may be required for responding to the student's ongoing learning needs (e.g., individualized classroom accommodations).



## **6. Concussion Tracking**

In accordance with relevant privacy legislation,<sup>16</sup> the school board policy on concussion must include a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

In addition, school boards are encouraged to develop a process to track additional information on an ongoing basis in order to inform updates to their concussion policy, as part of the regular policy review cycle.

The Ministry of Education recognizes the sensitive nature of personal health information and reminds school boards to collect, use, and disclose only the relevant diagnostic information needed to fulfil the requirements of this policy and to disclose it only to the parties identified in this policy.

Similarly, when developing a process to document and track concussions, the school board must limit the collection, use, access, and disclosure of personal and health information to that which is reasonably necessary to carry out the school board's concussion identification procedures and Return to School Plan. Personal and health information collected by the school board must be retained, disclosed, and disposed of in accordance with the school board's personal information retention policy.

## **Implementation**

School boards must implement their updated concussion policy no later than January 31, 2020. School boards must ensure that a process is in place to support ongoing implementation of and compliance with their school board policy at the school level.

## **School Board Reporting**

In accordance with paragraph 27.1 of subsection 8(1) of the Education Act, school boards will be required to report to the Minister of Education, upon implementation and upon request thereafter, on their activities to achieve the requirements outlined in this memorandum.

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16. School boards should note that diagnostic and/or clinical information meets the definition of personal health information under the Personal Health Information Protection Act, 2004.





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## Support for School Boards

The Ontario government has established a [concussion website](#) with key partners. It has been developed to provide reliable, evidence-based information on concussion awareness, prevention, identification, and management for parents, children and youth, educators, coaches, athletes, and health care providers. The website includes the government's Concussion Awareness Resources.

The Ministry of Education's [concussion web page](#) also provides information and resources for school boards on concussion awareness, prevention, identification, and management. The page includes a link to the Ophea [concussion protocol](#).

The [Ontario Public Health Standards: Requirements for Programs, Services, and Accountability](#) (the Standards) identify the minimum expectations for public health programs and services to be delivered by Ontario's boards of health. The Standards include the requirement that public health units reduce the burden of preventable injuries and substance use through consideration of a number of topics, including concussions.





## POLICY P.137.SCO

**TITLE: CONCUSSION MANAGEMENT**

**Date issued: 27 January 2015**

**Last revised: 22 June 2015**

**Authorization: Board: 27 January 2015**

### 1.0 OBJECTIVE

To ensure awareness about head injury prevention and establish practices to manage concussions.

### 2.0 DEFINITIONS

In this policy,

2.1 **Board** refers to the Board of Trustees.

2.2 **Concussion** refers to a brain injury that causes changes in how the brain functions, leading to **signs and** symptoms that can be physical, cognitive, emotional and/or related to sleep. A concussion can occur from a direct blow to the head, face or neck but may also occur from a major physical trauma to other parts of the body **blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull.** and a A concussion can occur with or without a loss of consciousness **and cannot normally be seen by means of medical imaging tests or magnetic resonance imaging (MRI) scans.**

~~2.3 **Concussion Assessment** refers to the process of gathering information, from the student, parents, witnesses, medical professionals, staff and others to assess the physical, cognitive or emotional state of a student, to determine the likelihood of the student having a concussion.~~

2.4 **District** refers to the Ottawa-Carleton District School Board.

2.5 **Return to School Plan** is a personalized strategy to support a student's Return to Learning and Return to Physical Activity after suffering **having sustained** a concussion.

2.6 **Return to Learn** refers to the student's return to doing school work, including activities that involve reading and writing. It does not include physical activities.

2.7 **Return to Physical Activity** refers to the student's return to participation in any physical activity that increases the student's heart rate. It includes a student's return to activities such as sports or physical education class.

### 3.0 POLICY

#### Policy Statements

#### Guiding Principles

- 3.1 The Board is committed to ensuring the safety and well-being of students.
- 3.2 **The Board** and recognizes that:
- a) head injuries and/or concussions can adversely impact the cognitive, physical, emotional and social development of students; and
  - b) head injuries and/or concussions can occur in any activity and are not restricted to only sports or other high risk activities.
- 3.3 **The Board believes that:**
- a) activities that pose a higher risk for head injuries and/or concussions, ~~may~~ require additional consideration based on the type of activity and its associated risk;
  - b) awareness of the signs and symptoms of concussion and effective concussion management practices are key preventative strategies; and
  - c) ***administrators, educators (including occasional teachers), school staff, students, parents and school volunteers play an important role not only in the prevention of concussion, but also in the identification of a suspected concussion, as well as the ongoing monitoring of students with a diagnosed concussion throughout their Return to School Plan.***
- ~~3.4 The Board is committed to developing awareness about head injury prevention and concussion management amongst staff, students, parents and community partners. (repetitive with the first clause under awareness and training)~~
- ~~3.5 The District shall have established practices for the identification and management of head injuries and/or concussions. (repetitive with what's under identification and management)~~
- ~~a) whether a concussion happens at school or outside of school, it can affect a student's learning needs.~~
- 3.6 The Board recognizes the international ~~concussion~~ consensus **statement on** guidelines (Zurich) on the management of concussion in sports, ~~as amended~~ .
- 3.7 **The Board recognizes Ontario Physical and Health Education Association (OPHEA)'s concussion protocol, as part of the Ontario Physical Activity Safety Standards in Education (OPASSE).**

## 4.0 SPECIFIC DIRECTIVES

### Awareness and Training

- 4.1** *The Board recognizes Rowan's Law Day and shall ensure annual concussion awareness events for students and parents are held on or around Rowan's Law Day, which occurs on the last Wednesday in September.*
- 4.2** The District shall make available information and resources regarding concussion prevention, identification and management to:
- a) all staff;
  - b) students;
  - c) parents;
  - d) volunteers;
  - e) community partners; and
  - f) childcare providers.
- 4.3** *Annual* training shall be made available to all **relevant school** staff and extra-curricular leaders to promote awareness and understanding of concussion management practices.
- 4.4** *The District shall engage students in concussion-related discussions, including the following:*
- a) *the importance of fair play and respect for all;*
  - b) *understanding prohibited play that is considered high-risk for causing concussions;*
  - c) *understanding the risks of concussion in everyday activities; and*
  - d) *the importance of the recognition and reporting of concussion symptoms.*
- 4.5** *Other Prevention Strategies shall include:*
- a) *minimizing slips and falls in compliance with the Occupiers Liability Act;*
  - b) *incorporating the rules of a physical activity/sport in the District's learning materials; and*
  - c) *the proper progressive implementation of the skills required for any physical activity.*

### Identification and Management

- 4.6** The District shall have practices and procedures in place to govern the identification and management of concussions based on the safety guidelines as established by the Ontario Physical and Health Education Association (OPHEA).

- 4.7 ***The management of a student's concussion is a shared responsibility, requiring regular communication between home, school, sport organizations with which a student is involved and registered, and the student's medical doctor or nurse practitioner or other licensed healthcare providers, such as nurses, physiotherapists, chiropractors, and athletic therapists, who may play a role in the management of a diagnosed concussion.***
- 4.8 The District shall use a multi-step Return to Learn ***School strategy plan*** which includes: Rest, Return to Learn (symptoms improving), Return to Learn (symptom free), Return to Physical Activity (light), Return to Physical Activity (specific sports) and Return to Physical Activity (full participation).
- 4.9 Where there is a reason for concern about the possibility of a head injury and/or concussion, the safe practice shall be to discontinue student participation in the activity; ~~"when in doubt, sit it out".~~
- 4.10 The District shall make it a priority to communicate with parents immediately when a concussion is suspected.
- 4.11 ***A student with a suspected concussion shall not return to full participation in physical activity unless they are medically cleared by a physician or a nurse practitioner.***

#### **Implementation**

- 4.12 ***Every year prior to participation in Board-sponsored interschool sports, the District shall receive confirmation of the review of concussion awareness resources, this policy, and the associated procedure from each of the following individuals:***
- a) ***participant students;***
  - b) ***parents/guardians;***
  - c) ***participant coaches;***
  - d) ***team trainers; and***
  - e) ***other participating staff.***
- 4.13 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

## 5.0 REFERENCE DOCUMENTS

*Education Act, 1990, Section 321*

*Rowan's Law, 2018*

*[Consensus Statement on concussion in sport](#) by the Concussion in Sport Group.*

OPHEA-[Concussion Protocol](#)

*Ministry of Education* [PPM 158, School Board Policies on Concussion](#)

~~South Carleton HS Athletics Health Information Form~~

~~District School Board of Niagara, Administrative Procedure on Concussions~~

*[The Berlin Consensus Statement on Concussion in Sport, October 2016.](#)*







## COMMITTEE OF THE WHOLE REPORT No. 20-014

21 JANUARY 2020

### MINOR REVISION TO POLICY P.121.GOV ACCESSIBILITY

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services, ext. 8310**

#### PURPOSE:

1. To seek approval for a minor revision to Policy P.121.GOV Accessibility, in compliance with the newly issued Ministry of Education *Policy/Program Memorandum (PPM) No.163 School Board Policies on Service Animals*.

#### CONTEXT:

2. In Ontario, *the Accessibility for Ontarians with Disabilities Act, 2005*, sets out a framework related to the use of service animals by individuals with a disability. The *Ontario Human Rights Code (the Code)* protects people with disabilities who use service animals to assist them with disability-related needs under the ground of “disability”, and requires school boards to accommodate individuals with disabilities in their community, including students, up to the point of undue hardship.

The OCDSB policy and procedures that address accommodations to individuals with a disability include the following:

- Policy P.121.GOV Accessibility, which ensures accessibility to all members of the OCDSB community. This policy has the following three procedures associated with it:
  - Procedure PR.666.GOV Accessibility, which ensures accessible customer services;
  - Procedure PR.686.SCO Use of Service Dogs for Students, which provides for a process to admit service dogs accompanying students to school; and
  - Procedure PR.572.HR Disability Support Program – Individual Accommodation Plans, which provides for appropriate work-related accommodations.

#### KEY CONSIDERATIONS:

3. New Requirements  
On September 2019, the Ministry of Education issued *PPM 163 School Board*

*Policies on Service Animals* (Appendix A). The new PPM requires school boards to develop, implement, and maintain a policy or procedure on student use of service animals in schools. Among a number of other requirements, the OCDSB is required to provide processes to request species other than dogs as service animals to accompany students with disabilities to schools.

4. Status-quo

Currently, the only species of service animals allowed in OCDSB facilities are highly trained dogs (i.e. guide dogs and service dogs). Dogs will continue to be the most common species of service animals in schools due to their specialized training that permit students to gain meaningful access to education. The existing procedure prohibits the use of comfort or therapy animals.

5. Addressing the Gaps

To comply with PPM 163, service animals other than service or guide dogs would now be permitted in schools. However, this would be allowed only in extraordinary circumstances where no other reasonable methods of accommodation in the school setting have been successful in meeting the demonstrated disability-related learning needs of the student.

Policy P.121.GOV Accessibility requires an update to expand the definition of a “service animal” to include service animals from species other than dogs (Appendix B). As the PPM affects students only, PR.686.SCO Use of Service Dogs for Students is revised to accommodate the new requirements. PR.572.HR Disability Support Program – Individual Accommodation Plans and PR.666.GOV Accessibility do not require revision at this time.

## **RESOURCE IMPLICATIONS:**

6. There are no resource implications relating to the proposed minor change to Policy P.121.GOV Accessibility.

## **COMMUNICATION/CONSULTATION ISSUES:**

7. Consultation with the broader community is not required as the revision is proposed in order to comply with the new requirements of PPM 163.

## **STRATEGIC LINKS:**

8. Allowing students with disability-related learning needs to bring service animals to schools helps them gain meaningful access to curriculum in alignment with the Culture of Caring and the equity goal of the Culture of Social Responsibility.

**RECOMMENDATION:**

THAT the proposed change to Policy P.121.GOV Accessibility, attached as Appendix B to report 20-014, be approved.

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Michele Giroux  
Executive Officer, Corporate Services  
(ext. 8310)

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

**APPENDICES:**

Appendix A: PPM 163 School Board Policies on Service Animals  
Appendix B: Policy P.121.GOV Accessibility





Ministry of Education

# Policy/Program Memorandum No. 163

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**Date of Issue:** September 9, 2019

**Effective:** Until revoked or modified

**Subject:** **School Board Policies on Service Animals**

**Application:** Directors of Education  
Supervisory Officers and Secretary-Treasurers of School Authorities  
Executive Director, Provincial and Demonstration Schools  
Principals of Elementary Schools  
Principals of Secondary Schools

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## Purpose

All school boards<sup>1</sup> in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools.<sup>2</sup> The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

School boards are expected to:

- allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

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1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities. This memorandum also applies to Provincial and Demonstration Schools.

2. This policy is established under the authority of paragraph 29.5 of subsection 8(1) of the Education Act and school boards are required to develop their policies on service animals in schools in accordance with this policy.



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This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

## Context

The Ministry of Education is committed to supporting school boards in providing appropriate accommodations to all students with demonstrable learning needs, including special education programs and services in Ontario's schools.

The term "service animal" refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the "AODA") sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons' Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of "disability" in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018) states that: "Depending on a student's individual needs and the nature of the education service being provided, accommodations may include . . . modifying 'no pets' policies to allow guide dogs and other service animals."<sup>3</sup>

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the Ontario Human Rights Code.

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3. *Policy on Accessible Education for Students with Disabilities* (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.



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## Definition of “Service Animal”

In the context of this memorandum, “service animal” means an animal that provides support relating to a student’s disability to assist that student in meaningfully accessing education. Due consideration should be given to any documentation on how the service animal assists with the student’s learning needs, and disability-related needs (e.g., documentation from the student’s medical professionals).

School boards must make a determination, on a case-by-case basis, as to whether a service animal may accompany a student taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

## Components of School Board Policies on Service Animals

When developing their policy on student use of service animals, school boards must respect their obligations under the Ontario Human Rights Code, the AODA, the Blind Persons’ Rights Act, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

**Communication Plan.** The school board policy should say how the school board will inform the school community about the process by which parents<sup>4</sup> can apply to have their child’s service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

**Process.** The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable, and readily available, and decisions must be based on a student’s individual strengths and needs.

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4. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
  - a primary point of contact;
  - supporting materials for initiating requests (e.g., templates);
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
  - a meeting or meetings for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal;
  - a list of documentation that a parent must provide;
  - a list identifying who must be consulted in making the determination;
- information about the factors the board will consider when making a case-by-case determination, including:
  - any documentation on how the service animal supports the student's learning needs and/or disability-related needs, including documentation from the student's medical professionals;
  - the disability-related needs and learning needs of the student;
  - other accommodations available;
  - the rights of other students and the needs of the school community;
  - any training or certification of the service animal;
  - any special considerations that may arise if the animal is a species other than a dog;
- consideration of privacy rights of the student seeking to bring a service animal to school;
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student's Individual Education Plan (IEP), if one exists;
- *if the school board approves a request for a service animal*: a process for developing a plan that addresses:
  - the ongoing documentation required for the animal (e.g., annual vaccination records);
  - the type of support the service animal will provide to the student;
  - who will be the handler of the service animal while at the school;



- a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal);
- how the animal will be readily identifiable;
- transportation of the animal to and from school;
- timeline for implementation;
- *if the school board approves a request for a service animal:* strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, educators, school staff, volunteers, Special Education Advisory Committees) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered;
- *if the school board denies a request for a service animal:* a statement that the school board will provide a written response to the family that made the request in a timely manner.

**Health, Safety, and Other Concerns.** The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and from parents of other students, including health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and/or other supports which may include training for staff and students.

**Roles and Responsibilities.** The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

**Training.** The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

**Review of School Board Service Animal Policies and Data Collection.** The school board policy should be reviewed by the board on a regular basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;



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- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

### **Implementation**

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

### **School Board Reporting**

School boards are required to report to the Ministry of Education, upon request, regarding their activities to achieve the expectations outlined in this memorandum. This could include specific data collected.

**POLICY P.121.GOV****TITLE: ACCESSIBILITY****Date Issued: 01 December 2009****Last Revised: ~~28 May 2013~~ 21 January 2020****Authorization: Board: 24 November 2009****1.0 OBJECTIVE**

- 1.1 To ensure that all reasonable efforts shall be made to identify, remove and prevent barriers to accessibility for all members of the Ottawa-Carleton District School Board (OCDSB) community.

**2.0 DEFINITIONS**

In this Policy

- 2.1 **Accessibility** means creating an environment in which systemic barriers to the full participation of people with disabilities are reduced or eliminated through reasonable efforts so that there is equitable access for all (e.g., services, systems, and policies).
- 2.2 **Assistive device** means any device used by people with disabilities to help with daily living, including, but not limited to, wheelchairs, walkers, white canes, oxygen tanks, hearing aids and electronic communication devices.
- 2.3 **Accommodation** means using all reasonable efforts to prevent and remove barriers that impede individuals with disabilities from participating fully in the District. Accommodation involves three principles:
- a) Respect for Dignity
  - b) Individual Accommodation
  - c) Inclusion and Full Participation
- 2.4 **Barrier to Accessibility** (outlined in Attachment 1) means anything that prevents a person with a disability from fully participating in all aspects of the District. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier, a policy, procedure or a practice.

- 2.5 **Community** means students, parents/guardians, trustees, staff, and volunteers of a school and feeder schools/family of schools as well as the community of people in businesses and organizations that are served by the District in any way.
- 2.6 **Customer** means all members of the public, including those who have disabilities and may require particular considerations in order to avail themselves of the services provided by a school board.
- 2.7 **Disability** means:
- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
  - b) a condition of mental impairment or a developmental disability,
  - c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
  - d) a mental disorder, or
  - e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

The definition includes disabilities of different severity, visible as well as non-visible disabilities, and disabilities the effects of which may come and go.

- 2.8 **Reasonable Efforts** vary depending on each situation. The OCDSB is expected to use reasonable efforts to ensure that its policies, procedures and practices are consistent with the following principles:
- a) dignity;
  - b) independence;
  - c) integration (except when alternative measures are necessary to meet the needs of an individual with a disability or disabilities); and
  - d) equal opportunity.

The principles may need to be balanced in order to meet the individual needs of the person with a disability.

- 2.9 ~~**Service Animal** means a trained animal used by a person with a disability and may include dogs used by people who are blind, hearing alert animals for people who are~~

~~deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety.~~

- 2.10 ***Service Animal means a domesticated animal that may legally reside in an urban, residential home, which provides support to an individual with a disability. Service animals fall along a continuum that includes highly trained, certified guide and service dogs as well as untrained, uncertified therapy or companion animals that provide emotional support for their handlers.***
- 2.11 **Support Person** means another person who accompanies an individual with a disability in order to help with communication, mobility, personal care or medical needs or with access to goods or services. A support person may be a paid professional, a volunteer, a family member or friend.

### 3.0 POLICY

- 3.1 The District shall use reasonable efforts to ensure that its policies, procedures and practices support and are consistent with its obligations under the *Accessibility for Ontarians with Disabilities Act (2005)* and associated regulations.
- 3.2 The District shall welcome all members of the school and broader community to its facilities by committing staff and volunteers to providing services in a manner that respects the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
- 3.3 All Board policies, procedures and practices must be consistent with and shall be governed by the following principles and commitments:
- a) respect for the integration of services to allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers, or alternatively, the provision of alternate measures necessary to meet their needs;
  - b) respect for the independence and dignity of people with disabilities allowing them freedom from control or influence of others, freedom to make their own choices, and freedom to do things in their own way;
  - c) respect for the equal opportunity and dignity of people with disabilities to have the same opportunities, benefits and intended outcomes as others;
  - d) a commitment to ensuring, in a timely manner, that people with disabilities have the same access to employment opportunities and services as do all employees and prospective employees;
  - e) a commitment to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services related to information and communications so that they have the same access to our services as other

members of our community;

- f) a commitment to meeting, in a timely manner, the accessibility needs of students with disabilities, and ensuring their safety, in the provision of services related to student transportation;
- g) a commitment to ensuring that accessibility design, criteria and features are considered in the procurement or acquisition of goods, services or facilities, except where it is not practical to do so; and
- h) a commitment to meeting the needs of people with disabilities in the design of public spaces, including newly constructed or redeveloped outdoor play spaces, parking spaces, and pathways.

## 4.0 SPECIFIC DIRECTIVES

- 4.1
  - a) These directives apply to all members of the OCDSB community in the area of accessibility
  - b) Specific procedures for customer service are provided in PR.666.GOV Accessibility (Customer Service)
- 4.2 The District shall use reasonable efforts to ensure that both visible and invisible barriers to accessibility are identified and removed to ensure the full participation of people with disabilities. This shall include:
  - a) promoting inclusive design in facilities, programs, policies, practices and services to provide equal access for people with disabilities;
  - b) providing a relevant accommodation process that ensures shared responsibility to support the unique needs of people with disabilities;
  - c) addressing attitudes and stereotypes which pose a substantial barrier to people with disabilities; and
  - d) taking into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.
- 4.3 To enhance awareness and responsiveness to the needs of people with disabilities, the District shall ensure that training is provided, appropriate to their specific roles and responsibilities, on its obligations under the AODA and accompanying regulations, the Human Rights Code as it pertains to persons with disabilities, and this policy (including any changes made to it) to:
  - a) all employees and volunteers;
  - b) all persons who participate in developing District policies; and

- c) all other persons who provide goods, services or facilities on behalf of the District.
- 4.4 The Director of Education shall be responsible for the establishment of procedures to support the implementation of this policy ensuring ongoing compliance with the Accessibility for Ontarians with Disabilities Act, and regulations, as required, in the following areas:
- (i) customer service;
  - (ii) information and communications;
  - (iii) built environment;
  - (iv) employment; and
  - (v) transportation.
- 4.5 The effectiveness of this policy shall be reviewed periodically, according to an established process involving consultation with frontline staff, community members and volunteers.
- 4.6 The Director of Education shall report annually to the Board with respect to the OCDSB's ongoing compliance with this policy.

## 5.0 APPENDICES

Attachment 1 – Barriers to Accessibility

## 6.0 REFERENCE DOCUMENTS

*Accessibility for Ontarians with Disabilities Act, 2005*

Ontario Regulation 429/07 Accessibility Standards for Customer Service

*Ontario Regulation 191/11 Integrated Accessibility Standards*

Accessibility Standards for Customer Services, Ontario Regulation 429/07 Guide

January 2008 – Ministry of Community and Social Services

Accessibility Standards for Customer Service: Summary of Requirements, March 2008

*A Guide to the Integrated Accessibility Standards, July 2012*

Board Policy P.125.SCO School Board Code of Conduct

***Board Procedure PR.572.HR Disability Support Program – Individual Accommodation Plans***

Board Procedure PR.666.GOV Accessibility (Customer Service Standards)

***Board Procedure PR.686.SCO Use of Service Animals for Students***

## BARRIERS TO ACCESSIBILITY

- a) **Architectural or structural** barriers may result from the design of a building such as stairs, doorways, the width of hallways and even room layout.
- b) **Information and communications** barriers can make it difficult for people to receive or convey information. Things like small print size, low colour contrast between text and background, confusing design of printed materials and the use of language that is not clear or plain can all cause difficulty.
- c) **Technology**, or lack of it, can prevent people from accessing information. Everyday tools like computers, telephones and other aids can all present barriers.
- d) **Systemic** barriers can occur through policies and procedures. These are any practices or rules that restrict people with disabilities – for example, denying access to a person with a service animal.
- e) **Attitude** is perhaps the most difficult barrier to overcome. Some people don't know how to communicate with those who have visible or non-visible disabilities or they simply discriminate against them because of stereotypes. Some may feel that they could offend an individual with a disability by offering help or in some cases they will ignore or avoid people with disabilities altogether.





## **COMMITTEE OF THE WHOLE (PUBLIC)**

**~~5 November 2019~~  
21 January 2020**

**Report No. 19-112**

## **Mental Health Strategy 2019-2022**

**Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8211 ext. 8254**

### **PURPOSE:**

1. The OCDSB Mental Health Strategy 2019-2022 is presented for discussion.

### **CONTEXT:**

2. A draft Mental Health Strategy was provided to trustees for discussion in May 2019. Based on the feedback and further consultations with OCDSB advisory committees, revisions were made.

### **KEY CONSIDERATIONS:**

3. In 2011 the Province of Ontario released "Open Minds, Healthy Minds" Ontario's Comprehensive Mental Health and Addictions Strategy. This multi-ministerial strategy was designed to create a more integrated and responsive system of care. Through the Ministry of Education's commitment, there has been increased focus on student mental health in schools districts. The foundation of this work is the development, implementation, tracking and monitoring of a Mental Health and Addiction Strategy to support student mental health. The first OCDSB Mental Health and Addiction Strategy was developed in 2014.

In the spring of 2018, a District steering committee was struck. The committee is comprised of central staff, administrators from both elementary and secondary schools, federation representatives and a parent representative. The work of the steering committee involved reviewing the previous strategy, provide input into data collection and reviewing provincial and local data in order to guide the development of the Strategy. In addition, data was collected from a range of OCDSB stakeholders. This included focus groups with professional staff, parents and students as well as a mental health survey that was developed and distributed to staff across a range of employee groups. Based on the information gathered, a draft Strategy was produced.

Further consultations with board advisory committees were held to gather feedback and input on the draft Strategy. Specifically, the draft Strategy was

presented to the Advisory Committee for Equity (ACE) on 23 May 2019 and the Special Education Advisory Committee (SEAC) on 12 June 2019.

Over the summer, additional work was done incorporating the input received. The Strategy with initial revisions was presented to the Indigenous Education Advisory Council (IEAC) on 19 September 2019. Based on all the feedback provided, additional revisions have been made to the Strategy (see Appendix A).

The additions and revisions to the Strategy include:

- The strategic priority areas identified by School Mental Health Ontario (SMHO) have been embedded into the OCDSB cultures of innovation, caring and social responsibility to reflect the direct alignment of the work in mental health with the OCDSB Strategic Plan. As part of the restructuring of the Strategy, the following sections have been added: desired outcomes for students, staff and the system and key performance indicators;
- References have been added;
- More details regarding the factors that influence mental health have been added;
- Recognition that mental health and well-being are influenced by social identity factors (e.g., race, indigenous identity, socio-economic reality, gender, etc.)
- Language has been added to reinforce that supporting mental health from mental health promotion through to intervention for mental health challenges is done through an equity lens in a culturally responsive manner;
- The wording describing the graphic illustrating what students need to build and sustain mental health has been clarified; and
- The Strategy has been formatted by the Communications and Information Service division.

## **RESOURCE IMPLICATIONS:**

4. The Ministry of Education provides Grants for Student Needs (GSN) funding for the Mental Health Lead in each school district as well as funding for Well-being, Safe, Accepting and Healthy schools and Mental Health. Additional Priorities and Partnerships Fund(ing) (PPF) supports mental health workers (regulated health professionals) in secondary schools. Mental health is also funded through OCDSB budget.

The development and implementation of the Mental Health Strategy are funded within the envelopes identified above.

## **COMMUNICATION/CONSULTATION ISSUES:**

5. In addition to the consultation with focus groups and advisory committees, the Mental Health Strategy will be shared with SMHO. Following that, a communication and implementation plan will be developed to share the Strategy more broadly across the District.

## **STRATEGIC LINKS:**

6. The Strategy aligns with the OCDSB Strategic Plan's Cultures of Innovation, Caring and Social Responsibility. It also aligns with the Framework for Student Well-being.

## **GUIDING QUESTIONS:**

- Will the Mental Health Strategy help to further the District's commitment to supporting student mental health through promotion, prevention and intervention?
- Do the revisions/additions to the Mental Health Strategy reflect the District's commitment to safe, caring and inclusive practices?

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Peter Symmonds, Superintendent of  
Learning Support Services

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

## **APPENDICES**

Appendix A Mental Health Strategy 2019-2022





OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# OCDSB Mental Health Strategy

2019 – 2022



# INTRODUCTION

At the Ottawa-Carleton District School Board (OCDSB), we understand that mental health and well-being are fundamental to student success and affect academic achievement as well as social and emotional development.

The OCDSB Mental Health Strategy (2019–2022) builds on the previous strategy. It is informed by provincial and local data and OCDSB staff, student and parent voices. The Mental Health Strategy continues to focus on building and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners following an evidence-based, tiered approach to intervention to support students. The Strategy aligns with the OCDSB 2019–2023 Strategic Plan in its commitment to building and sustaining safe, caring, inclusive classrooms where diversity is recognized, respected and celebrated, and where every student knows they matter and feels they belong.

## UNDERSTANDING MENTAL HEALTH

The concept of mental health is perceived and understood differently across cultures. In some cultures, mental health is considered living a good life. In others, it is linked with physical health, while in others there is no equivalent language for mental health. For the purpose of this Strategy, we will use the World Health Organization's definition, where mental health is described as: "A state of well-being in which every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community". The Public Health Agency of Canada (PHAC) adds that: "Mental health is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity social justice, interconnections, and personal dignity" (PHAC 2006). In other words, mental health is about being able to enjoy life in a meaningful way, to flourish and thrive, and to cope with challenges when they arise. Mental health is a **positive** concept.

It is also important to understand the relationship between mental health and mental illness, because these terms are sometimes mistakenly used interchangeably. Although they are separate concepts, mental health and mental illness are interconnected. For example, people diagnosed with a mental illness (e.g., depression, schizophrenia, anxiety) can enjoy good mental health by managing their symptoms, leading a meaningful and productive life including forming positive relationships with others. Similarly, people without a diagnosed mental illness may be dealing with poor mental health if they are struggling to manage their emotions, feeling isolated or disengaged and have limited coping strategies.

Mental health is therefore influenced by a combination of biological factors and life experiences. Biological factors could include genetic predisposition. Life experiences can influence mental health in positive and negative ways. For example social inclusion, trauma, (including intergenerational and current trauma), poverty, disability, unemployment, historic and systemic marginalization or discrimination can have a negative impact on mental health and may lead to higher rates of mental health problems. However, connection to

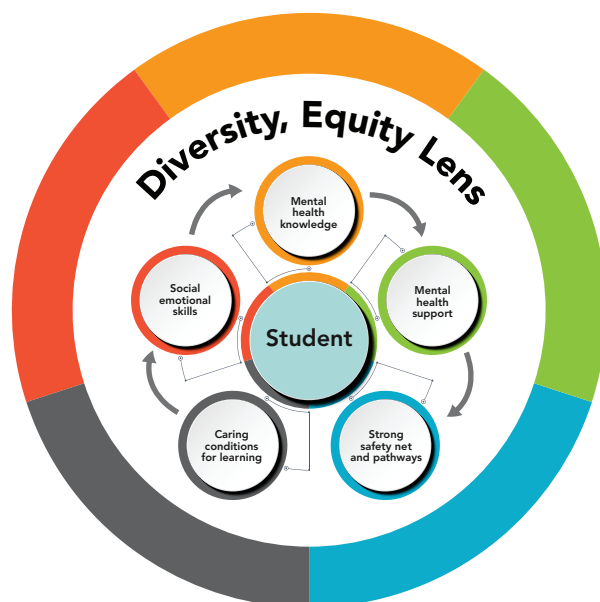
culture, sense of belonging, academic success/achievement, opportunities for meaningful engagement, supportive relationships and healthy coping skills contribute to support and foster student mental health and well-being.

## APPROACH TO MENTAL HEALTH & WELL-BEING AT SCHOOL

Schools are ideal settings to promote mental health & well-being. Not only can educators provide an engaging, caring and inclusive classroom environment to foster a sense of belonging, support the development of social emotional skills, but educators can also notice when students are experiencing difficulty and facilitate access to care.

What students need to build and sustain mental health is reflected in the model developed for the School Mental Health Ontario (formerly School Mental Health ASSIST) 2019: Action Plan. The model below illustrates the importance of setting caring conditions for learning. This is achieved by creating welcoming classrooms where diversity is recognized and respected. Students see themselves reflected in their environment and in the curriculum. Through this, students know they matter and have a sense of belonging. Educators support students to develop social emotional learning skills (e.g. self-awareness, self-regulation, positive relationships (social skills), problem solving, resilience) and to learn about mental health. The model also illustrates that students need educators who have the knowledge and skills to notice signs of emotional difficulty and to access appropriate MH Supports and Services. Clear, strong culturally appropriate pathways to, from and through care in the community need to be understood and information needs to be available to parents/caregivers. This work is done with a focus on equity, as we continue to deepen our understanding of identity in supporting mental health.

### Student-centred approach to mental health through an Equity Lens



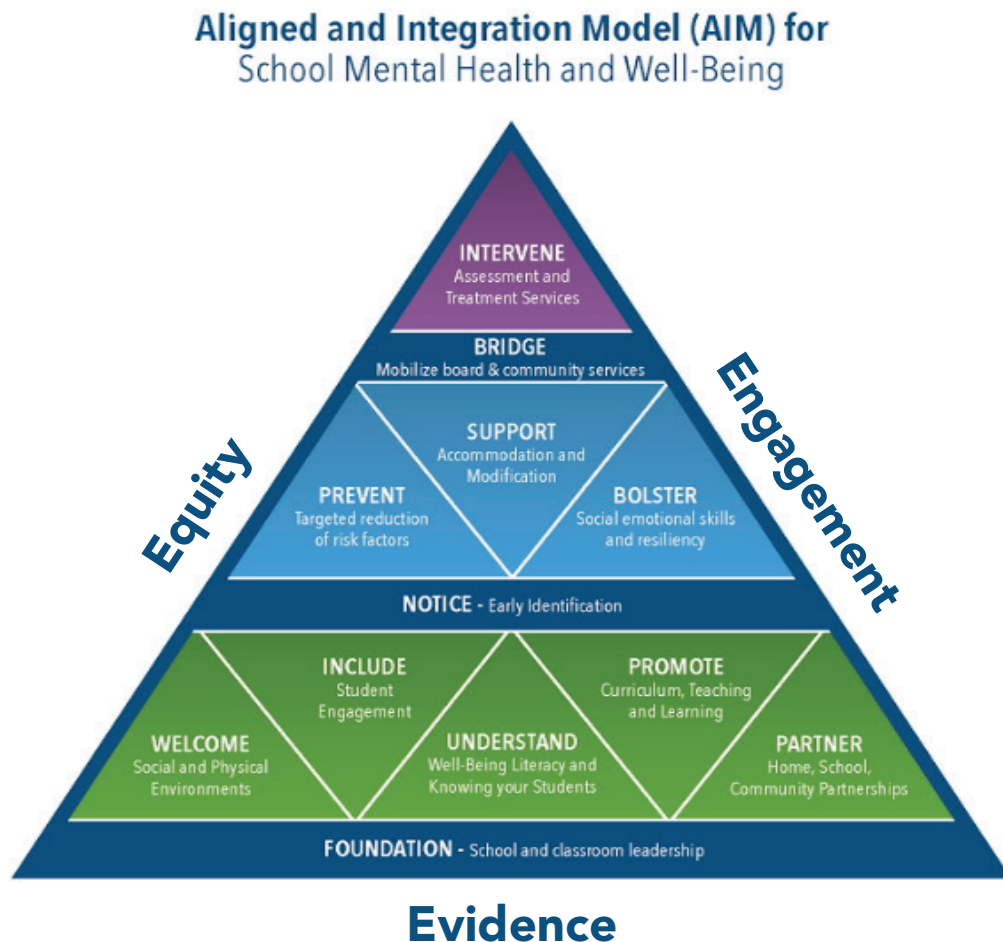
*\* Adapted from School Mental Health Ontario Model (2019)*



At the OCDSB, we provide a continuum of supports and services, following a tiered approach to intervention. This aligned and integrated model (AIM), developed by School Mental Health Ontario, ensures that students have access to the right level of support at the right time from the right service provider. The foundation focuses on universal mental health promotion that is good for all students. When educators **create** a welcoming environment, **include** student voice and leadership in the classroom, **promote** mental health and wellbeing, **understand** the factors that impact mental health, **know** their students and their students' needs, and **partner** with families and communities, students will feel safe, cared for, and included.

Some students will need additional, more targeted support to be successful in their learning and their social relationships. Educators can play an important role in early identification by recognizing signs of emotional difficulty. Skill building in areas such as resiliency, self-regulation, social relationships, and self-esteem, as well as accommodations (as needed) help to prevent further challenges.

A few students will require intensive mental health or crisis intervention and supports. In addition to school-based supports, such as psychologists and social workers, access to community resources may be important for these students.



Source: \*School Mental Health Ontario



## VISION

Engaging, educating and empowering our students, staff and communities, and providing a safe, caring and inclusive learning environment promotes student mental health, well-being and achievement.

## VALUES:

*At the OCDSB we value:*

- Equitable and inclusive education to foster a sense of belonging
- Student voice to inform and guide our work
- Collaboration with our families in support of their children's mental health
- Our community partnerships
- Evidence-based and evidence-informed approaches
- The vital role our staff play in promoting and supporting student mental health, and we are committed to deepening their knowledge, understanding and capacity to support all students while also recognizing and supporting staff well-being

# STRATEGIC PRIORITIES 2019–2022:

## CULTURE OF INNOVATION



*Organizational conditions set the foundation to foster innovative approaches for evidence-based/informed, culturally relevant, and sustainable mental health practices in our classrooms and our schools.*

### STRATEGIES

- **Communication:**
  - » Develop a shared understanding of cultural, social, economic factors, that influence mental health and the relationship between mental health, well-being and achievement
  - » Reinforce the use of inclusive language that reflects respect
  - » Communicate information related to mental health promotion in culturally responsive ways to engage our diverse communities
- **Standard Processes:**
  - » Ensure clear descriptions of mental health workers roles and the range of services available in schools
  - » Create and/or revise protocols related to identifying and supporting student mental health needs that include culturally responsive approaches
  - » Ensure that all staff know and follow the Board's suicide prevention, intervention and post-intervention procedure
- **Continuous Quality Improvement:**
  - » Identify success indicators to monitor progress and measure impact
  - » Use data to inform school improvement plans (well-being) and mental health action plans

### DESIRED OUTCOMES

#### Students:

- Increased understanding of the difference between mental health and mental illness, and reduced stigma;
- Increased use of language that reflects inclusivity; and
- Clear understanding of the process to access support.

**Staff:**

- Enhanced sense of belonging, mental health and well-being through the use and reinforcement of inclusive language;
- Embraced responsibility in supporting student mental health and well-being; and
- Understand and access the process to provide differentiated levels of support.

**System:**

- Increased understanding of all staff roles and responsibilities, processes and procedures in supporting student mental health & well-being in a culturally responsive manner;
- Clear understanding of protocols and pathways to care across all schools; and
- Evidence-informed quality improvements in mental health and well-being.

## CULTURE OF CARING



*To support a culture of caring, systematic and focused training is needed to help ensure that our staff, families and students have the knowledge they need to understand the factors that impact mental health and the resources to access a range of services to support the needs of students. This is achieved using evidence-based/informed, culturally responsive approaches that acknowledge the diversity and lived experience of our students and their families.*

## STRATEGIES

### Staff:

- Build capacity across all OCDSB staff in equity and inclusive practice;
- Expand learning with administrators on creating and sustaining mentally healthy, inclusive schools;
- Provide mental health literacy through professional development for all educator groups using Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-Being, and other School Mental Health Ontario (SMHO) resources;
- Know students in the classroom to ensure their self identified identities are reflected in the classroom environment and in the curriculum;
- Provide opportunities for professional staff training (Psychology & Social Work staff) on:
  - » Topics related to supporting the mental health of students with specific lived experience
  - » Culturally responsive, evidence-based intervention approaches
- Continue to implement evidence-based programs including: Mindmasters2, Zones of Regulation, Collaborative Problem Solving, Kids Have Stress Too;
- Continue suicide and violence prevention training (aligned with crisis prevention, intervention, postvention procedure) using safeTALK and Applied Suicide Intervention Skills Training (ASIST), Violence/ThreatRisk Assessment (VTRA) models; and
- Seek opportunities to pilot and evaluate promising new practices and programs in collaboration with our community partners.

### Parents:

- Provide presentations on mental health awareness (promoting mental health & well-being) and specific topics (e.g., stress, attachment and anxiety) for parents; and
- Explore authentic and meaningful engagement with our parent community to better understand our communities and reduce barriers to accessing mental health services with particular consideration for specific populations.

**Students:**

- Together with the Program & Learning Department, support student learning in mental health through the Health & Physical Education curriculum including the impact of substance use on mental health;
- Establish a youth advisory on mental health to help identify areas of focus, and co-create mental health awareness activities and programs for youth;
- Together with Ottawa Public Health, implement Youth Connections Ottawa, a peer to peer wellness program in secondary schools; and
- Explore ways to engage elementary students in mental health awareness and promotion initiatives.

**DESIRED OUTCOMES****Students**

- Increased sense of belonging, positive relationships, and overall well-being;
- Improved social emotional skills and increased use of positive coping strategies; and
- Increased capacity to act with compassion, empathy and kindness towards others.

**Staff**

- Increased awareness and understanding of the factors that impact mental health of our diverse populations;
- Increased capacity to promote mental health and well-being through caring and inclusive practices and evidence based programming; and
- Improved staff well-being.

**System**

- Increased knowledge and skill in supporting mental health, identifying and facilitating access to care across all schools; and
- Increased parental voice, knowledge and family engagement.

## CULTURE OF SOCIAL RESPONSIBILITY



*Student mental health & well-being is a shared responsibility between home, school and community. Working with families and community partners to enhance supports to all students and facilitate pathways to culturally responsive community resources will help reduce barriers to accessing services, and ensure students are provided with the right service at the right time.*

### STRATEGIES

- Expand opportunities to collaborate with community partners to support mental health needs of students from specific populations. For example:
  - » Indigenous students
  - » LGBTQ2S+ students
  - » Newcomers, immigrant students
  - » Racialized students
  - » Students experiencing income insecurity;
- Explore and expand best practices in supporting the mental health needs concurrent with student special education needs;
- Together with the Children's Aid Society (CAS), support students in care through the Joint Protocol for Student Achievement (JPSA);
- Explore best practices, together with community partners, in engaging chronically non-attending students;
- Collaborate with Rideauwood Addiction and Family Services and Ottawa Public Health to ensure quality prevention and intervention related to substance use/abuse;
- Continue collaboration with Ottawa's Lead Mental Health Agency (Youth Services Bureau) to identify and address service gaps in the community;
- Expand school-based community partnerships through central partnership process; and
- Explore opportunities to engage in authentic and meaningful family engagement.

### DESIRED OUTCOMES

#### Students

- Increased student engagement;
- Improved access to culturally responsive mental health services; and
- Improved mental health and well-being for vulnerable students.

**Staff**

- Increased understanding of the range of services available to support the needs of our diverse student population; and
- Increased understanding of service gaps in the community.

**System**

- Increased community partnerships;
- Increased effective collaboration with community partners to ensure a seamless circle of care; and
- Improved capacity to meet the mental health needs of students.

## **KEY PERFORMANCE INDICATORS (KPIS) TO MONITOR PROGRESS AND IMPACT**

Performance indicators for the OCDSB Mental Health Strategy will be monitored regularly through:

- The annual reporting process for the District's Strategic Plan 2019-2023 (System);
- Annual action plans developed from the Mental Health Strategy (System);
- Work with other Departments (i.e. Program and Learning Department and/or Human Resources) to gather data related to student and staff mental health (Student/Staff), for example:
  - » School learning plans (well-being) (Student/Staff);
  - » Staff professional development (Staff);
  - » Student survey (Student);
- Learning Support Services will also continue to engage in ongoing evaluation of various mental health programs and services offered to staff and students across the District.

## **KEY PERFORMANCE INDICATORS — ALIGNED WITH THE BOARD STRATEGIC PLAN — INCLUDE:**

- School climate;
- Student engagement;
- Staff engagement;
- Parent engagement;
- Social emotional skills (e.g., self-awareness, self-regulation, social awareness, positive social relationships, and responsible decision-making); and
- Academic achievement.

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**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 20-011**

**21 January 2019**

**Supporting Indigenous Learners at the OCDSB**

**Key Contact:**        **Dorothy Baker, Superintendent of Curriculum, ext. 8573**  
                               **Jody Alexander, Indigenous Education Vice-Principal,**  
                               **ext. 8179**

**PURPOSE:**

1. To provide an update with respect to Indigenous Education within the OCDSB for the 2018-2019 school year.

**CONTEXT:**

2. The OCDSB's vision and work in supporting Indigenous Education is grounded in the Ministry's vision and the calls to action from the Truth and Reconciliation Commission. The District's commitment to engaging with and supporting Indigenous students' achievement and well-being is focused on prioritizing their emotional, physical, social, and intellectual development by taking actions in these three key areas:
  - building relationships of trust within the Indigenous community to work together to improve student achievement and well-being;
  - establishing a process so that more students and their families feel comfortable in the self-identification process, providing the capacity to measure progress in closing the achievement gaps; and
  - providing learning opportunities for all students and staff to build knowledge, appreciation and a deeper understanding of Indigenous traditions, cultures, perspectives, and roles in Canadian history.

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

In 2007 the Ministry released the Ontario First Nation, Métis and Inuit Policy Framework. In 2014, the Ministry of Education released the implementation plan for that document, confirming the Ministry's three primary goals:

- Improve student well-being and achievement for Indigenous students;
- Close achievement gaps between Indigenous and non-Indigenous students; and
- Increase public confidence.

Annually, the OCDSB develops a Board Action Plan (attached as Appendix A) and submits it to the Ministry. The following strategies are woven throughout the work of the OCDSB's Indigenous Educational Learning Team to support the Ministry's three primary goals:

- Using data to support student achievement;
- Supporting students;
- Supporting educators; and,
- Engagement and awareness building.

## KEY CONSIDERATIONS:

### 3. Improving Well-Being and Achievement for Indigenous Students

The Indigenous Education Learning Team continues to work with students and educators towards a goal of supporting movement along a learning continuum that begins by building awareness, leads to engaged learning, and ultimately to embedding Indigenous pedagogy as part of practice.

In the 2018-2019 school year, the Indigenous Education Learning Team expanded to include an Indigenous Student Success Coordinator (ISSC) serving students and educators K-12. The addition of the ISSC increased the capacity of the team significantly. The Indigenous Student Success Coordinator, together with the Indigenous Student Success and Re-Engagement Coordinator (ISSRC) supported 33 schools (K-12), worked directly with 638 students, facilitated 112 student circles, held 111 parent/guardian meetings, and met with 457 school staff. Additionally, the ISSC and ISSRC provided intensive and ongoing support to students and staff at six OCDSB schools with the high representation of self-identified Indigenous students in our District. During the 2018-2019 school year, the ISSC and ISSRC made referrals to several community agencies and established a waiting list as they continue to attempt to meet the increasing demand for support. This reality reinforced the need to explore options to increase staffing in order to provide greater support for students and educators. Below is a table that shows the comparative data with respect to Indigenous Student Success.

Comparative Data - Indigenous Student Success Impact		
	2018-2019	2017-2018
One-on-one sessions	638	353
Student circles	112	60
Parent/Guardian Meetings	111	77
Met with School Staff	457	191

Self-identified and non-self-identified Indigenous students can be found at every school in the District. Efforts to support Indigenous students and to create a network of peers have resulted in the creation of a youth group, Original Voices, in the 2018-2019 school year. The Indigenous Student Success Coordinator and the Indigenous Student Success and Re-Engagement Coordinator work together with community partners that allow students to meet once a month. Students participate in sharing circles, receive support, build advocacy skills and provide input to the Indigenous Education Learning Team. Students have identified a desire to have opportunities to celebrate who they are; to share their stories; to know someone is listening to them; and to know that there will be action in response to their concerns.

Professional development continues to be a focus for teachers with respect to cultural competency and understanding. In the 2018-2019 school year, the Indigenous Education Learning Team worked together with the Student Success lead to increase teacher knowledge. Members of the Indigenous Education team facilitated learning to Student Teacher (SST) pod meetings three times during the year. The outcomes observed included an increased awareness and understanding of the importance of relationships and building trust with Indigenous students; teachers were far more willing to ask questions and take risks; and teachers were more open to creating safe spaces within their classrooms. The Indigenous Education Learning Team was also involved in increasing knowledge of Indigenous perspectives, history and contemporary issues among central coaches in Program and Learning K-12, educational assistants, and elementary principals. The result of these learning sessions was a variety of outreach from OCDSB staff to facilitate further conversations and professional development within schools.

Supporting the well-being of Indigenous students means allowing them to build their own understanding of First Nations, Métis and Inuit culture, provide them with self-advocacy skills, and leadership opportunities. In the 2018-2019 school year, 28 Indigenous students from various secondary schools in the District attended

Leadership Camp; 150 OCDSB students attended the third annual Indigenous Youth Symposium, along with 35 educators, 20 community partners offering information at kiosks. The day allowed Indigenous students to connect with other Indigenous students from across the city, learn more about various Indigenous culture, traditions, art, and language (13 workshops), and to come together in celebration. Indigenous students worked in collaboration with the Indigenous Education Learning Team to create and present various workshops within the District. The impact of these opportunities resulted in Indigenous students at various schools engaging in leadership roles within their schools to create education days for their peers.

#### 4. Closing the Gap

The work facilitated by the Indigenous Education Learning Team in supporting Indigenous students' achievement and well-being is foundational to seeing changes in data; specifically in the narrowing of learning gaps. Provincial and District data continues to show a gap in achievement for students who self-identify as Indigenous. In 2018-2019, achievement gaps for students who self-identified as Indigenous narrowed in five of the ten Education, Quality and Accountability Office (EQAO) assessments. Over a period of four years, general trends showed decreases in primary reading, writing and math and grade nine academic math. The largest gaps appear in junior mathematics and first year eligible Ontario Secondary School Literacy Test (OSSLT). This data is detailed in Appendix B. When interpreting these trends, it is important to keep the cohort size in mind, noting that with smaller groups of students, fluctuations in performance tends to be more prominent.

In 2018-2019 phase II of the implementation of the English Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U/C/E) course as a compulsory course began. The OCDSB continued to partner with Indigenous elders, knowledge keepers and community partners to create rich, relevant learning opportunities. Thirteen secondary schools requested to be part of this planning to offer the NBE course as the compulsory grade 11 English course for the 2019-2020 school year. Participating schools benefited from the knowledge shared with the OCDSB by Indigenous partners both at the planning stages and at the implementation phase through continued Indigenous cultural competency learning, looking closer into the revised Indigenous Studies curriculum, developing a compilation of resources, and the introduction of a virtual learning environment. Teachers have expressed their gratitude for being able to explore and offer this course to students. One of the successes in developing the course was the ability to provide students with a new perspective that had either been limited or non-existent. In some schools teachers have shared how teaching the course has opened the eyes of teachers to a new world of literature from Indigenous authors. There is a recognition of the voices and perspectives which is important. Students have told teachers throughout the school about the books, the enjoyment, and have motivated those teachers to reach out and borrow copies to read.



In 2018-2019 our Indigenous Instructional Coach continued to work with students and educators at the junior and intermediate level to focus on mathematical learning through beading. While building mathematical skills, this experience provided an opportunity to bring greater awareness to students and educators about Indigenous ways of knowing, while also building cultural competency through discussions on how to welcome and work with knowledge keepers in our school communities. The instructional coach facilitated connections between community partners and educators to develop and facilitate beading experiences. The community partners led the beading instruction while the instructional coach and teachers focused on, highlighted and reinforced mathematical concepts such as multiplicative thinking, algebraic reasoning, and patterning. This work made a difference for Indigenous students who expressed greater confidence in their mathematical ability. They felt pride by seeing elements of their culture as a central part of their learning and in taking on leadership roles, working directly with and supporting their peers' learning. All students expressed a greater awareness of the application of mathematical thinking in different and authentic settings.

5. Increasing Public Confidence: Engaging with Indigenous Students, Parents, and Community Partners

Prior to 2018-2019 and through the relationships developed by the members of the Indigenous Education Learning Team, Indigenous parents/guardians and community partners had shared a desire to increase Indigenous voices, content, and perspectives while further embedding an accurate portrayal of history in their children's learning experiences. Additionally, students reinforced that they would like to celebrate who they are, know that someone is listening to them, and see themselves reflected through better Indigenous content and more Indigenous perspectives. These voices informed several priorities for the work: the development of the Indigenous Education Advisory Council (IEAC); embedding Indigenous perspectives in specific curricular areas; and further engaging with student voice to promote student leadership.

The Indigenous Education Advisory Council (IEAC) began meeting in 2018-2019 to establish representation and to begin providing the District with ongoing advice and consultation in Indigenous Education. Initial priorities for this group included engaging with partners, students, families and educators to be part of this advisory group, and establishing relationships that support capacity building in listening and engaging in meaningful communication and shared learning.

In 2018-2019, the OCDSB was informed of the Ontario Ministry of Education's work with the Uqausilirijiit Circle (Inuit Elder's Language Circle). The creation of this circle will allow fluent Inuktitut speakers to be recommended to the Ontario College of Teachers for teaching certification. The mandate will provide opportunities for hiring Inuktitut language teachers in the OCDSB.

6. How do we know we are making a difference

The OCDSB has fostered many positive relationships with Indigenous students, their families and the Indigenous community in Ottawa. It is through these

relationships that we have been able to achieve success. The addition of the Indigenous Student Success Coordinator to the Indigenous Education Learning Team has allowed for significant impact on the number of Indigenous students we are able to offer support. In the 2018-2019 school year, 638 students received support as compared to 353 students in the 2017-2018 school year. In 2018-2019, 112 students circles were facilitated; an increase from 60 held in 2017-2018. Additionally, 457 meetings with school staff were held in 2018-2019; only 191 such meetings were held in the previous school year.

At the Indigenous Youth Symposium last year, students described how the day impacted them, the following comments were noted:

- “It is empowering,”
- “I know that 100 per cent of the people who are here today to hear me and are working towards making a difference,”
- “Here I feel accepted, not alone, and appreciated,”
- “We are building a community and community is important in Ottawa,”
- “I feel safe to be me”

Educators commented:

- “The day reminds me how important Indigenous youth voice is,”
- “The IYS allows for honouring young people, providing the space to celebrate who they are and their rich history,”
- “It’s a chance for Indigenous and non-Indigenous people to come together to build relationships,”
- “I wanted to share with you that I listened to many meaningful personal stories, truths and history about Canada today - from being in the glass hallway in front of the map, and connecting with students through some of their creations.

I learned more about some parts of this country today than in my whole life before.”

Outreach from teachers and staff has continued to grow. Staff are asking how they can make changes in the way they teach. They have acknowledged the importance of including Indigenous knowledge, perspectives and history in the classroom.

- “Thank you so much for sending out resources and ideas like this, it makes a huge difference in how, as settler educators, we bring Indigenous knowledge to our students. As I continue to learn and grow, I feel so fortunate to have you by my side to bounce thoughts and ideas off of and to ensure I respectfully and accurately represent Indigenous realities in my classroom,”
- “As an administrator, I will hold my staff accountable, encourage and support them to incorporate aboriginal studies into their curriculum.”

## 7. Learning and Next Steps

Each experience and initiative resulted in enhanced awareness, capacity building, and movement into greater engagement of Indigenous pedagogy and Indigenous ways of knowing. Progress is being made, and those achievements support the refinement of our goals moving forward. Each experience serves to build

understandings and guide next steps in further supporting professional learning for staff while valuing and empowering Indigenous Students. In order to continue movement along the learning continuum - from awareness to engagement to embedded Indigenous pedagogy, the Indigenous Education Learning Team has continued to engage in and support learning during the 2018-2019 school year. This work supports the Ministry's three primary goals.

Initiatives to ensure that difference is being made in each of these areas have been built into the 2019-2020 Board Action Plan and include:

- Improved Well-being and Achievement for Indigenous Students
- Maintain Indigenous Youth group - accessible in many parts of the District;
- Be intentional in creating equitable opportunities to embed professional learning to build awareness and move into greater engagement in learning;
- Continue and expand Indigenous student leadership opportunities; and Closing Learning Gaps for Indigenous Students
- Further extend Indigenous Mathematics learning opportunities;
- Continue and deepen collaboration with Wabano and Inuuqatigiit-Centre for Inuit Children, Youth and Families to provide cultural support, and transitions; and
- Implement a Ministry funded Indigenous Grad Coach position; Build Public Confidence
- Continue the development of community partnerships with educators;
- Continue to build relationships between educators and Knowledge Keepers;
- Continue to listen to students, parents/guardians and families;
- Continue to phase the NBE3U/C/E course and offer support and resources necessary in all secondary sites within the District;
- Bring forward a four year strategic plan for Indigenous Education.

## **RESOURCE IMPLICATIONS:**

8. Funding for Indigenous education at the OCDSB and across Ontario stems from the First Nations, Métis and Inuit Supplement Grant, which has three allocations:
  - Native Language;
  - Native Studies;
  - and Per-Pupil Amount.

The OCDSB qualifies for both the Native Studies and Per-Pupil allocations, but does not currently offer Native Language programming and as such does not receive funds through allocation. Funding is used to offer Native Studies courses in secondary schools, provide resources for schools, support community partnerships (e.g., Urban Aboriginal High School, Inuuqatigiit-Centre for Inuit Children, Youth and Families, Wabano Centre for Aboriginal Health, etc.), provide for one system vice principal position and two instructional coach positions, and

any other opportunities for students and staff development. For 2018-2019, the grant totals \$2,785,036. Since 2010, there have been many changes to the funding formula for First Nations, Métis and Inuit Education. The Ministry of Education has made it a priority for Indigenous students and their families to self-identify as First Nations, Métis or Inuit in order to allocate funds to support students. Appendix C provides pertinent financial reporting data for Indigenous Education at OCDSB in the 2018-2019 school year.

## **COMMUNICATION/CONSULTATION ISSUES:**

9. Building trusting relationships and developing awareness of Indigenous learnings and ways of knowing serve as the catalyst to increasing the achievement and well-being of the Indigenous students in the OCDSB. This belief serves as the driving force of the Indigenous Education Learning Team. The Indigenous Education Advisory Council (IEAC) and the Original Voices Youth Circle will allow the OCDSB to hear the voices of Indigenous students, families and community partners. These voices will continue to guide the development of strategies and initiatives designed to support improved well-being and achievement, and equitable outcomes for Indigenous students. Additionally in 2018-2019, the OCDSB has had the opportunity to consult with Indigenous parents and community partners as it embarked on the collection of identity-based data. As part of the commitment to the Indigenous community, the OCDSB held separate sessions to ensure Indigenous voices were heard in the process through both Indigenous student and parent focus groups, and provided information in Inuktitut.

## **STRATEGIC LINKS:**

10. The work presented reports the measurement of progress being made in support of the OCDSB Indigenous population, and can be used to monitor advancement in our strategic objectives. Much of the progress detailed in this report was driven by the priorities set in the 2015-2019 strategic plan and the specific goal to reduce barriers to learning to improve equity of access and opportunity for all students. One of the strategies identified for achieving this goal was to review and ensure effective use of First Nations, Métis, and Inuit funding. The financial investments made in support of Indigenous student achievement and well-being can be found in Appendix C, which indicates that funds were largely spent as intended in the predetermined budget.

Looking ahead, the work in support of Indigenous Education addresses all three pillars of the 2019-2023 strategic plan: building a culture of innovation, a culture of caring, and a culture of social responsibility. A specific goal of the current strategic plan is to remove barriers to equity of access, opportunity and outcomes. This will be achieved by building system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups.

## **GUIDING QUESTIONS:**

11. The following questions are provided to support the discussion of this item by the Committee:
- How can we leverage the work that has been done so that more educators are empowered and engaged in Indigenous education?
  - How can we best support the recommendations of the Truth and Reconciliation Commission with regard to Indigenous education in our schools?
  - How can we sustain meaningful relationships with community partners and Indigenous families so that we continue to build capacity for OCDSB staff, thus impacting all students?
  - How can we continue to support our movement as a District, along our learning continuum from awareness to engagement, to implementation?

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Dorothy Baker  
Superintendent of Instruction

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Camille Williams-Taylor  
Director of Education  
Secretary of the Board

## **APPENDICES**

**Appendix A Board Action Plan/Initiatives and Programming**  
**Appendix B Performance Measures**  
**Appendix C Financial Information**



## Appendix A, Supporting Indigenous Learners at the OCDSB Board Action Plan, Initiatives and Programs

The Board Action Plan on Indigenous Education outlines how the District provides support for identified strategies and actions developed in four priority areas defined by the Ministry using data to:

- Support Student Achievement;
- Supporting Students;
- Supporting Educators; and
- Engagement and Awareness Building.

The 2018-2019 plan provided opportunities for participation in a variety of activities, such as professional development for teachers, student experiences and activities with Indigenous role models, artists, and knowledge keepers, and to engage parents and community members in Indigenous Education. In the 2018-2019 school year, funds in the amount of \$126,240 plus an additional Education Program Other (EPO) grant of \$172,215 were used to support the Board Action Plan on Indigenous Education. Below is a chart that outlines the OCDSB Board Action Plan for 2018-2019.

Board Action Plan on Indigenous Education 2018-2019	
Guiding principles - a) listen to community partners b) support students c) build trust d) respond to the TRC, specifically Calls to Action 10, 12, 62, and 63.	
Using Data to Support Student Achievement - 16% of funds	
<ul style="list-style-type: none"> <li>• <b>InSTEM program</b> - Gloucester students participated in incorporating Indigenous knowledge and content in Science, Technology, Engineering, and Mathematics - 15 students enrolled; 10 credits attained</li> <li>• <b>Mathematics &amp; Beading Inquiry</b> - Queen Mary, and Queen Elizabeth, students participated in an inquiry to uncover connections between loom beading and mathematics (multiplicative, algebraic thinking and reasoning) - 2 teachers, 1 community members, 68 students</li> <li>• <b>Indigenous Youth Symposium</b> - held one day event to invite Indigenous youth and a friend to participate in learning, celebration of culture and to gather student voice - 150 students, 23 high schools</li> <li>• <b>Indigenous Education Advisory Council</b> - established representation for the Council and met to begin consultation</li> <li>• <b>Wabano Cultural Liaison Worker</b> - provided cultural support and workshops for students</li> <li>• <b>APSIP</b> - 25 students attended the Aboriginal Post-Secondary Information Program</li> </ul>	

### Supporting Students - 27% of funds

- **Student Leadership Program** - *Spring - leadership with Indigenous content and perspectives for Indigenous students - 40 students attended the camp. 12 students were given the opportunity to act as Camp Leaders. Opportunities included: Inuit Games, Stories, Anishinaabemowin, Anishinaabe Teachings, Art Activity, Hoop Dancing, Inuktitut, Dreamcatchers, Teachings of the seasons, smudging, drumming and singing.*
- **Mamawii Together** - *One day learning opportunity for OCDSB students to learn more about their role in Truth and Reconciliation -20 students from 9 schools, 12 teachers*
- **Student led workshops** - *OCDSB secondary students made presentations at 3 elementary schools.*
- **Indigenous Voices** - *paired schools with traditional knowledge keepers and community presenters to create deeper relationships and understanding - 10 schools*
- **Arts Workshops** - *workshops in schools with Indigenous artists - 5 schools*
- **Native Studies support** - *funds for resources to supplement Native Studies courses*

### Supporting Educators - 35% of funds

- **Itinerant Teacher Professional Development session** - *teachers were given the opportunity to share lesson plans, reflect on learning and speak to their commitments moving forward - 14 schools, and intensely with 10 teachers*
- **Seeing the Light Inuit Conference** - *teachers attended one day conference presented by the Ottawa Inuit Children's Center - 10 teachers*
- **Wabano cultural workshops** - *teachers attended one day conference presented by the Wabano Health and Wellness Center - 5 teachers*
- **Provincial Indigenous Education Gathering** - *provincial learning session in the fall of 2018*

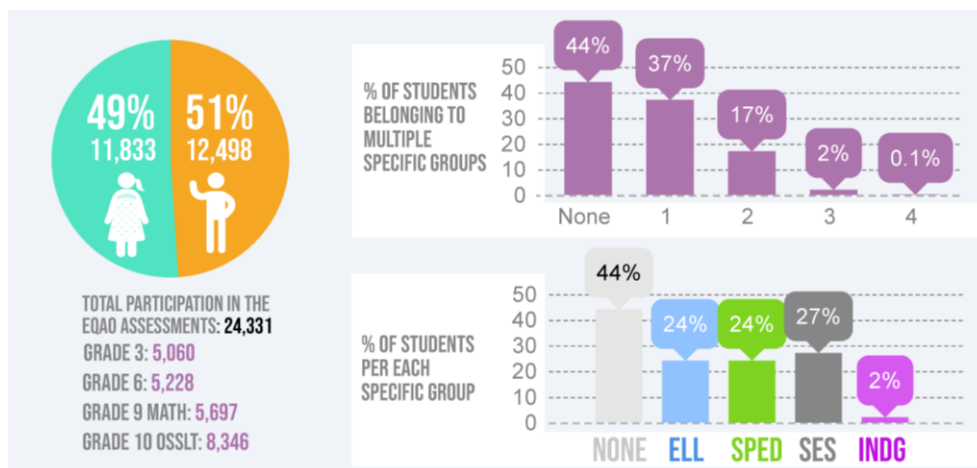
### Engagement with Community - 22% of funds

- **Partnerships** - *various meetings with community partners and events within the City of Ottawa to strengthen relationships within the Indigenous Community*
- **Summer Solstice transportation** - *transportation provided to various schools to attend Education Day - 16 schools*
- **Professional Learning for central staff** - *Approximately 40-50 central staff at the OCDSB listened to survivor, Thomas Loutit on Orange Shirt Day.*
- **Inuit School Liaison Worker** - *workshops delivered by the Ottawa Inuit Children's Center's Bridging the Gap program; included school presentations to students and educators, family support as requested*
- **Ongoing** - *teacher support and coaching*



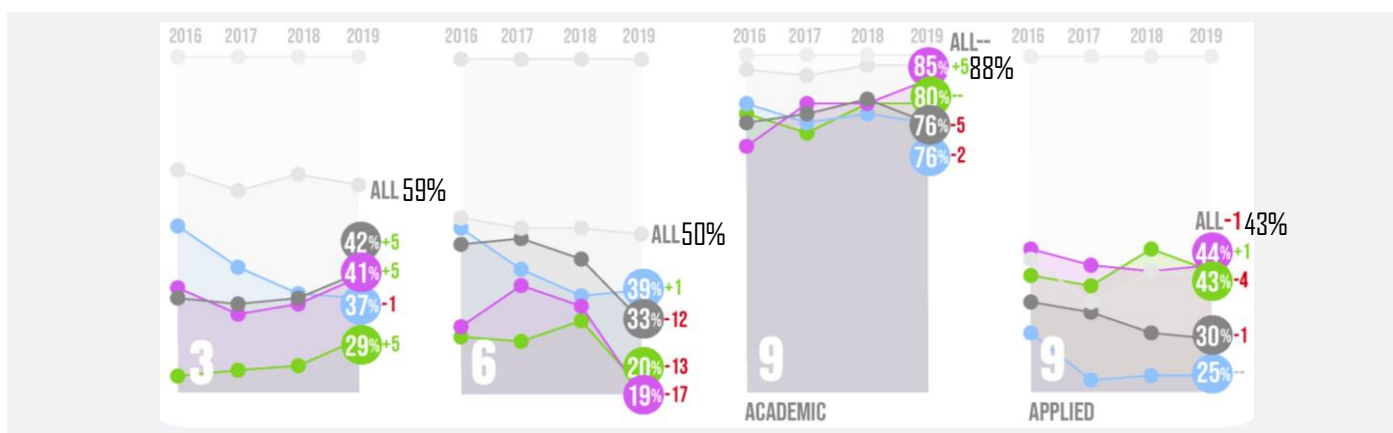
## 2018-2019 ACHIEVEMENT HIGHLIGHTS FOR STUDENTS WHO SELF-IDENTIFIED AS INDIGENOUS.

Overall, a total of 74,719 students were enrolled in the OCDSB schools on October 31, 2018. Of these, 24,331 participated in the EQAO assessments during 2018-2019. Of the 24331 students, 2% (452 students) self-identified as indigenous.



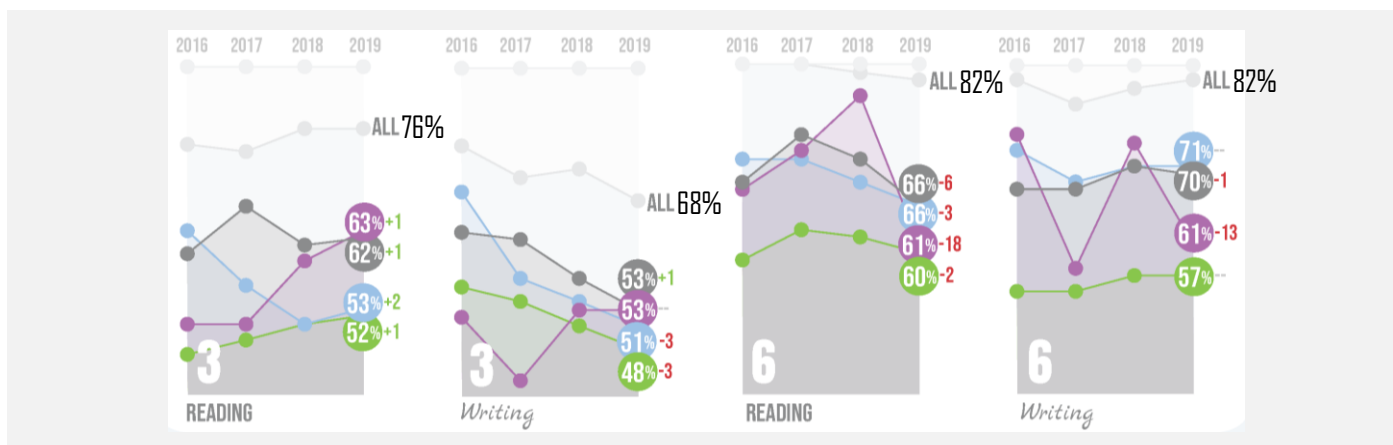
### EQAO Mathematics Assessment in Grades 3, 6 and 9 **INDG.**

In Grades 3 and 6 mathematics, the proportion of students who self-identified as indigenous and who have met the provincial standard is considerably lower than District results. Achievement gaps were greatest for students in Grade 6; however, students in Grade 9 who self-identified as indigenous performed as well as all students. Trends over time indicate a downward trend in Grade 6 and an upward trend in grades 3 and 9.



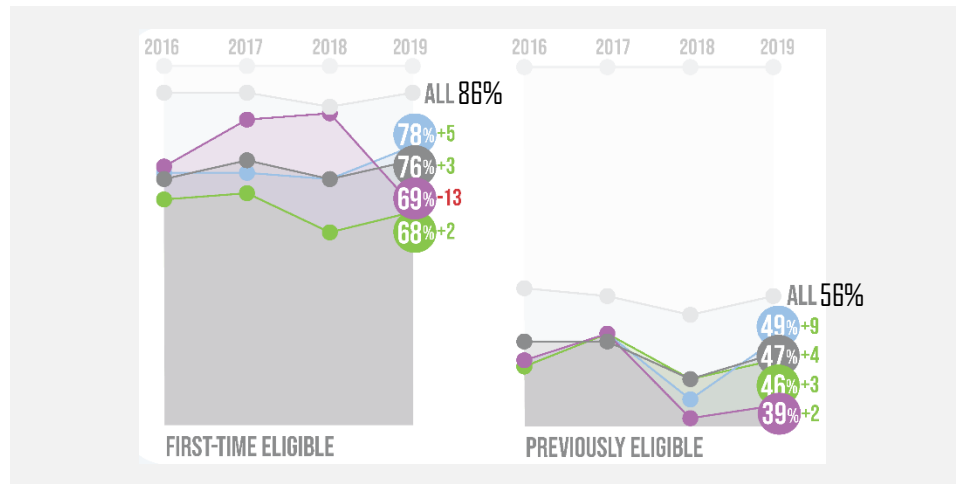
### EQAO Reading and Writing assessment in Grades 3 and 6 **INDG.**

Similarly to mathematics, performance of students who self-identified as indigenous was lower than all students in grades 3 and 6 Reading and Writing. Achievement gaps were greatest in Grade 6. Trends over time indicate improvement in Grade 3 and a general decline in Grade 6 Reading; results are mixed for Grade 6 Writing.



**EQAO OSSLT INDG.**

The performance in the OSSLT is also below the board result, both among the first-time eligible (69%) and previously eligible (39%) students who self-identified as indigenous. Trends over time indicate an abrupt decline from 2018 among first-time eligible students and a slight upward trend among previously eligible students over the same time period.

**CREDIT ACCUMULATION AND COHORT GRADUATION**

Credit accumulation among Grade 9 (68%) and Grade 10 (53%) students who self-identified as indigenous is considerably lower than District-level results at 88% and 80%, respectively. In Grade 11, outcomes are identical at 67%. Similarly, the 5-year cohort graduation rate for students who self-identified as indigenous was 57%, well below the 88% observed for the District overall.

**Appendix C,  
Supporting Indigenous Learners at the  
OCDSB Financial Expenditures**

In Ontario school boards are funded separately for Indigenous Education. The majority of this funding is in the form of the Indigenous Supplemental Grant, which has three allocations:

- I. Native Language
- II. Native Studies
- III. Per-pupil Amount

Indigenous Supplement Grant	
Native Studies	\$1,963,886
Per-Pupil Amount	Elementary \$476,008 Secondary \$218,902
Native Languages	0
Board Action Plan	\$126,240
Total	\$2,785,036

	Operating Budget		
	2018-2019		
Compensation	FTE	Budget	Actual
Indigenous - Vice Principal	1.00	\$129,199	\$124,177
Indigenous - Native Studies Sections - Teacher	3.67	\$393,375	\$397,395
Urban Aboriginal High School Teacher	2.00	\$214,373	\$214,995
Indigenous - Instructional Coach (K-12)	1.00	\$107,187	\$108,282
Indigenous - Itinerant Instructional Coach (K-8)	1.00	\$104,697	\$107,498
Native Studies - Inuit Center Teacher	1.00	\$104,697	\$104,697

Native Studies - Inuit Center - Early Childhood Educator	1.00	\$ 57,879	\$ 53,241
Indigenous Office Support	1.00	\$ 77,913	\$ 49,179
Supplies, Services and Release Time		\$166,909	\$157,609
Total Operating Expenses	1.00	\$1,356,149	\$1,317,073

*\* The budget shown for supplies, services and release time has been adjusted to equal actual funding provided by the Indigenous Education Supplemental Grant.*

School districts also receive funding through Education Programs Other (EPO). These funds are enveloped for specific initiatives and there is a Ministry reporting requirement attached to their use. The chart below outlines the allocations and expenditures for the 2018-2019 school year.

Education Programs Other (EPO)		
	Budget	Expenditures
Support for Implementation of Revised Curriculum	\$56,845	\$12,399
Student Support Re-Engagement Coordinator	\$100,000	\$84,520
<b>Total EPO</b>	<b>\$172,215</b>	<b>\$96,919</b>
<b>Total Operating + EPO</b>	<b>\$1,528,364</b>	<b>\$1,413,992</b>

*\* In the 2018-2019 school year, the shortage of occasional teaching staff had a direct impact on the delivery of professional development. This resulted in an inability to spend funds.*

## LONG RANGE AGENDA

January 2020

Committee of the Whole/Special Board	Trustee PD	Committee of the Whole	Board	Statutory Committees
7 Jan. 2020	14 Jan. 2020	21 Jan. 2020	28 Jan.	
Action		Action	Action	SEAC - 8 Jan
	Topic: Data literacy, measuring and monitoring			OSTA Presentation
Consultation Plan for Draft Child Sexual Abuse Prevention Policy		Concussion Policy P.137.SCO	Presentation to Erica Braunovan	2020-2021 Budget
		FRP/SCI Planned Projects for 2019-2020	Presentation on Evidence of Practice- S. Lehman	Standards: IEPs, Early Identification Procedures Specialized Health Support Services in School, Board's Consultation Process
		Minor Changes to Policy P.121. GOV Accessibility		Lockdown Procedure Information
				Update to Needs Based Ontario Autism Program
Discussion		Discussion	Discussion	PIC - 15 Jan - CANCELLED
English Program			Updates to the PIC By-law and Standing Rules	
		Mental Health Strategy 2019-2020		Workplan Finalization
		Annual Report on Supporting Indigenous Learners at the OCDSB		Pro Grant Funding Allocation
		Reports from Statutory Committees		Discussion on Barriers to Parental Engagement
Reports from Statutory Committees				Audit - 22 Jan
				2019-2020 Revised Estimates
				Purchasing Policies Exemptions
SEAC 4 Dec				
ACE 28 November				
Information Memos				
ENG students taking the DELF	Maximum Ride Times (OSTA)			
Updated 15 January 2020				
Future Items				









LONG RANGE AGENDA				
March 2020				
Committee of the Whole 3 Mar. 2020	Committee of the Whole 24 Mar. 2020	Board 31 Mar.	Statutory Committees	
<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>SEAC - 11 Mar</b>	
Budget for Child Care Spaces (TBC)	2020-2021 Academic Staffing	Evidence of Practice - P.Symmonds	2020-2021 Budget	
New Stittsville Secondary School - Project Expenditure Budget (PEB) Approval				
<b>Discussion</b>	<b>Discussion</b>	<b>Discussion</b>	<b>PIC - no meeting</b>	
Process for Advisory Committee Review				
2020-2021 Academic Staffing				
<b>Reports from Statutory Committees</b>	<b>Reports from Statutory Committees</b>		<b>Audit - 25 Mar</b>	
SEAC 12 Feb	PIC 19 February IEAC 20 February		Risk Management Policy	
			Consultation on Draft Sexual Abuse Prevention Policy	
<b>Information Memos</b>				
<b>Updated 15 January 2020</b>				