



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Building Brighter Futures Together at the Ottawa-Carleton District School Board



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

Lynn Scott  
Trustee Zone 1  
Chair of the Board

Nicole Guthrie  
Manager of  
Board Services



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## BOARD MEETING AGENDA

**Tuesday, 28 January 2020**

**6:30 p.m. In Camera  
7:30 p.m. Public Meeting**

**Board Room  
Administration Building  
133 Greenbank Road  
Ottawa, Ontario**

Prasith Wijeweera  
Student Trustee

Ganaabouté Gagné  
Student Trustee

Lyra Evans  
Trustee Zone 9

Keith Penny  
Trustee Zone 8

Jennifer Jennekins  
Trustee Zone 7

<VACANT>  
Trustee Zone 10

Mark Fisher  
Trustee Zone 11

Sandra Schwartz  
Trustee Zone 12

Chris Ellis  
Trustee Zone 6

Rob Campbell  
Trustee Zone 5

Wendy Hough  
Trustee Zone 4

Donna Blackburn  
Trustee Zone 3

Christine Boothby  
Trustee, Zone 2

For further information on this agenda or how the Board meeting works, please contact  
Nicole Guthrie, Manager of Board Services at (613) 596-8211 ext. 8643 or

[nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)

### **ABOUT THE BOARD:**

- The Board of Trustees is the formal decision making body of the Ottawa-Carleton District School Board. For the 2019-2020 school year, the Board is scheduled to meet on the fourth Tuesday of the month, during the school year at 7:30 pm.

### **ABOUT THE BOARD AND COMMITTEE MEETING AGENDAS:**

- The Ottawa-Carleton District School Board posts complete Committee of the Whole, public agendas and reports on the website at least ten days prior to the respective meeting.
- Meeting agendas and reports for Board meetings is posted on the website on the Friday prior to the respective meeting.
- For more information on schedules and agendas please see [https://ocdsb.ca/board/board\\_meetings](https://ocdsb.ca/board/board_meetings).

### **HOW TO APPEAR AS A DELEGATION OR ASK A QUESTION AT A MEETING:**

- The following rules apply to members of the public who would like to address the Board 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. 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 (613) 596-8211, ext. 8643, or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)
- At the beginning of each Board meeting, a maximum of 20 minutes will be allotted for delegations.

### **PURPOSE OF 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.”*



## BOARD PUBLIC AGENDA

Tuesday, January 28, 2020, 7:30 pm

Board Room  
Administration Building  
133 Greenbank Road  
Ottawa, Ontario

### Pages

1.	Call to Order -- Chair of the Board	
2.	Approval of the Agenda	
3.	Report from the Board (In Camera)	
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*Approval of Recommendations*

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*Approval of Recommendations*

a.	Facilities Renewal Program and School Condition Improvement 2019-2020 Project Plan	
b.	Updates to Policy P.137.SCO Concussion Management	
c.	Minor Revisions to Policy P.121.GOV Accessibility	

9.5	Non-Consent Items	
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9.6	Report 20-017, Establishment of an Integrity Commissioner Selection Committee (M.Giroux, ext. 8310)	91
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9.7	OCDSB Submission Regarding the Provincial Budget	
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*To be distributed.*

10.	Matters for Discussion	
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10.1	Report from OPSBA Representatives (if required)	
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11.	Matters for Information	
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12.	New Business -- Information and Inquiries	
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13.	Adjournment	
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## Board Report No. 20-018

28 January 2020

### Evidence of Practice

**Key Contact:** Shawn Lehman, Superintendent of Instruction,  
613-596-8211 ext. 8391

### PURPOSE:

1. To present information to the board of trustees on a school's experience in demonstrating evidence of practice in the areas of the Culture of Innovation and the Culture of Social Responsibility.

### CONTEXT:

2. In February 2019, John McCrae Secondary School (JMSS) initiated a program that saw students enrol in both TOJ4C (Child Development and Gerontology) and IDC4O (Interdisciplinary Studies). The courses were run consecutively each afternoon.

The students engaged in project-based learning that focused on a particular area of interest connected to the learning expectations and big ideas in each course. Students were asked to answer the following questions:

- Which issue would you like to help solve?
  - Are you passionate about the issue?
  - Will you acquire new skills as you work on it?
  - How are you connecting the project to the learning expectations in the course?
3. This model of learning engages students' voice as they learn about topics and problems they are passionate about and empowered to make a difference in the lives of others.

Students in the program also participated in different community activities through pre-arranged co-operative learning and work experience placements. These placements were connected to the particular learning experiences associated with the course.

### KEY CONSIDERATIONS:

4. The students enrolled in the program worked with a teacher who used a project-based approach to learning that enabled students to select topics they were interested in learning more about that were connected to the learning expectations and big ideas within the above courses.

This opportunity provided students in the program with a great deal of flexibility in their learning, as they learned collaboratively in the same program for over 2 hours each day for one semester. Specifically, it supported guests who came to the program to talk about their experiences that assisted students in learning more about their passion connected to the courses and in problems the students were trying to solve. For instance, guest speakers shared information about:

- Students with Autism;
- Elder Abuse;
- Group Homes;
- Salvation Army;
- Play Therapy;
- Family and Children Services;
- Advocacy of Citizens; and
- Art Therapy.

The flexibility of the structure of the learning enabled students to visit locations outside of JMSS to support the goals in their learning. This included scheduled visits to the following co-operative learning environments:

- Woodroffe HS to work with students in the General Learning Program to develop a healthy lifestyle;
- A retirement home where students learned about history through the eyes of a variety of residents with rich experiences to share;
- Barrhaven PS where students learned the sport of curling; and
- Cedarview MS to assist girls with the concept of body image.

These opportunities provided students with the ability to engage in experiential learning related to their project that incorporated many of the following experiential learning components:

- knowledge and skills: to allow students to acquire knowledge and skills related to education and life outside school;
- community connected: an authentic and meaningful connection to community that may be local, national, and global;
- inquiry-based: learning prioritizes students' questions, ideas, and observations in the experience;
- differentiation: activities reflect the students' interests, strengths, needs, and aspirations;
- student directed co-constructed learning: students have a significant role in the design of the learning opportunities, in collaboration with teachers and community members; and
- assessed and evaluated in relation to learning goals and success criteria: experiential learning opportunities include structures to assess and

evaluate student achievement, based on learning goals and success criteria determined in collaboration with the students.

The program was structured to provide opportunities for students to receive a balanced approach to learning through direct and guided instruction, shared and individual learning opportunities. Students used a variety of tools to demonstrate their learning. They leveraged technology through social media, podcasts, reflections, weekly vlogs, one to one conversations with the teacher and community partners.

Student success varied from student to student. It ranged from the successful completion of a project like [Our Stories Are Ageless](#), initiating the A.N.D. (Abilities Not Disabilities) program connected to students with disabilities, lending a hand in their placements with the elderly and children. Regardless of what determined student success for students, the one thing that was consistent was the engagement of students.

5. As part of the learning process, students reflected on the OCDSB Exit Outcomes (Appendix A) and how they were used as a self and peer assessment tool to grow their learning. As a culminating activity to the program, students participated in a fair where they demonstrated their learning to peers, staff, parents, community partners, politicians and members of the school board using a variety of different mediums.
6. Some challenges that were faced:
  - student space in their timetable to take a double course;
  - transportation to and from the co-operative learning experiences;
  - student pathways can impact which courses they take; and
  - students being more active participants in their learning and relying less on the teacher to provide resources and answers.

## RESOURCE IMPLICATIONS:

7. Students arranged their own transportation to their placements. Otherwise, this cost would have been borne by the school.

## STRATEGIC LINKS:

8. This initiative linked with the strategies objectives in the areas of Innovation, Caring and Social Responsibility.

For the Culture of Innovation, students networked with members of the community to solve local and global issues by coming up with creative products and initiatives that they marketed using technology and the community connections they established.

For the Culture of Caring, students explored a number of equity issues in the local and global communities and problem solved solutions. Accessing the curriculum in new and innovative ways allowed for authentic engagement for all

learners and provided multiple entry points for students of all educational and cultural backgrounds.

For the Culture of Social Responsibility, students took a leadership role in advocating for ethical issues and responsible stewardship by using the UN sustainable goals as the foundation for social justice. Through inquiry and problem solving, students came up with solutions to problems and issues.

### **GUIDING QUESTIONS:**

- How might this practice be expanded to other schools in the District?
- What supports or professional learning would be required?

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

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Shawn Lehman,  
Superintendent of Instruction

### **Appendix A - OCDSB Exit Outcomes**





OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# EXIT OUTCOMES: *Characteristics and Skills We Want for Our Learners*



## CHARACTERISTICS



### GOAL-ORIENTED

Students who are goal-oriented have self-motivation, diligence, initiative and a sense of responsibility.

### RESILIENT

Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.



### GLOBALLY AWARE

Students who are globally aware are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.

### COLLABORATIVE

Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.



### INNOVATIVE/CREATIVE

Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.

## SKILLS



### CRITICAL THINKERS

Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

### ACADEMICALLY DIVERSE

Students who are academically diverse have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology, in keeping with student needs.



### DIGITALLY FLUENT

Students who are digitally fluent know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.

### EFFECTIVE COMMUNICATORS

Students who are effective communicators are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.



### ETHICAL DECISION-MAKERS

Students who are ethical decision makers model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.







## **BOARD PUBLIC MINUTES**

**Tuesday, December 17, 2019, 7:30 pm  
Board Room  
Administration Building  
133 Greenbank Road  
Ottawa, Ontario**

Trustees: Donna Blackburn, Erica Braunovan, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Olga Grigoriev (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Eric Hardie (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Karyn Carty Ostafichuk, (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Senior Board Coordinator), Darcy Knoll (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Samantha Flynn (Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:31 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

**Moved by Trustee Schwartz, seconded by Trustee Campbell,**

**THAT the agenda be approved.**

**Carried**

3. Presentation to Olga Grigoriev, Superintendent of Instruction

Director Williams-Taylor acknowledged Superintendent Grigoriev's retirement noting that her career at the District began in 2012. She thanked Superintendent

Grigoriev for her positive impact and mentorships with teaching staff, students, communities, principals and vice-principals.

Chair Scott noted that Superintendent Grigoriev was always willing and excited to visit schools within her superintendency and brought new, innovative practices to the District during her role as Superintendent of Learning Support Services. She congratulated Superintendent Grigoriev on a successful career and wished her a wonderful retirement on behalf of the Board.

Superintendent Grigoriev commented on the meaningful work she was able to be a part of with the District and thanked her colleagues for their continuous support and encouragement.

#### 4. Evidence of Practice - Mary Jane Farrish

##### 4.1 Report 19-130, Evidence of Practice (M.J. Farrish, ext. 8821)

Your Committee had before it Report 19-130 providing information to the Board on a school's experience in demonstrating evidence of practice in creating cultures of innovation and social responsibility. Superintendent Farrish congratulated students and staff in the Urban Farming Specialist High Skills Major (SHSM) and the Advanced Culinary Education SHSM programs noting their success in the "farm to cafeteria" initiative. She added that, due to the success of the initiative, staff and students have built community partnerships and capacity at other school sites.

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

- The initiative has seen success on a modest and sustainable budget. Staff and students are continually seeking to build partnerships with community organizations;
- Staff and students are currently able to provide a breakfast program at the school but would like to expand meal selections to include a salad bar lunch;
- The school has not built partnerships with post-secondary institutions in the area but will be looking to do so in the near future; and
- Students enrolled in the SHSM are interested in continuing to build on their knowledge gained through the program in careers such as urban farming, landscape design, culinary arts, and entrepreneurship.

#### 5. Student Trustee Report

Student Trustees Gagne and Wijeweera provided the Board with the following report:

- In compiling feedback included in the report, roundtables were held at various secondary schools and feeder schools;
- There is a strong interest among students in composting programs (City of Ottawa's green bin program) and implementing eco-friendly practices in cafeterias;
- Students strongly support a universal presto pass program to address inequities in student transportation. The use of vaporizers on public transit and yellow buses has left some students feeling uncomfortable;
- With regard to mental health resources, many students noted that they did not know where or how to access resources or services;
- Students in grades 7 and 8 expressed concern regarding the transition between middle school and high school;
- Student Trustee Wijeweera attended the National Child Day Conference and noted that many of the concerns expressed by youth were similar to those shared during roundtable discussions with students; and
- Positive feedback was provided in response to the 15th Annual Rainbow Youth Forum and 4th Annual Indigenous Youth Symposium.

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

- With regard to the recommendations identified in the report, Student Trustee Gagne noted that discussions with staff are ongoing. It is the student trustees' hope that the recommendations and student feedback provided are taken into consideration by the Board in their future decision making;
- With regard to the Ontario Student Trustees' Association's (OSTA-AECO's) report on E-learning, OSTA-AECO is hopeful that student trustees will work with their boards on outreach and a local media perspective; and
- Students did not express concern with regard to the content of E-learning courses. The concerns relate to the delivery of courses and access barriers.

#### 6. Report from the Board (In Camera)

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

**Moved by** Trustee Schwartz

**Seconded by** Trustee Penny

**THAT staff proceed, as directed in Board in camera, with respect to the Director Evaluation.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**Moved by** Trustee Schwartz

**Seconded by** Trustee Penny

**THAT the evaluation of the Regional Internal Audit Team Performance, be approved as directed in Board, in camera.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

7. Briefing from the Chair of the Board

Chair Scott noted that the Ontario Secondary School Teachers' Federation (OSSTF) announced it will hold another full-day withdrawal of service at select school boards; it will not include the District.

Chair Scott advised that the District is working with Canada Homestay Network to arrange and support homestay hosts for international students. She invited families who would be willing to host a student to visit the District website for more information.

Chair Scott noted that, starting in January, schools across the District will be hosting Kindergarten registration information sessions for the 2020-2021 school year. Dates and times will be posted in front of local schools and on their websites.

8. Briefing from the Director

Director Williams-Taylor advised that in 2019, secondary students organized 14 events in support of the Canadian Cancer Society Relay for Life and raised more than \$650,000 for cancer research. The funds will help support research on all cancers, advocate to make healthy living easier, and provide essential support

services for people living with cancer and their families. She congratulated students at participating schools.

Director Williams-Taylor noted that students will finish classes at the end of the day on Friday, 20 December and will return to school on Monday, 06 January 2020. She added that administration will be closed on 25 December and will re-open on 02 January 2020.

9. Delegations

There were no delegations.

10. Matters for Action

10.1 Confirmation of Board Minutes:

10.1.a 26 November 2019

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,

THAT the 26 November 2019 Board minutes be confirmed.

Trustee Scott requested that Appendix A to the report be replaced with the amended version of the consultation.

**Moved by Trustee Lyra Evans, seconded by Trustee Schwartz,**

**THAT the 26 November 2019 Board minutes be confirmed, as amended.**

**Carried**

10.1.a.a Notice of Motion to Amend a Previous Motion to Appoint a Member to the Special Education Advisory Committee (SEAC), Trustee Ellis

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

WHEREAS on 26 November 2019, the Board approved the appointment of Katherine Kacew, as the primary member representing Autism Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.

WHEREAS it was the intention of Autism Ontario that Katherine Kacew be appointed as the alternate member on SEAC.

WHEREAS Section 12.14 of the Ottawa-Carleton District School Board By-Laws and Standing Rules

allows for a “motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion”;

NOW THEREFORE BE IT RESOLVED

THAT Katherine Kacew, be appointed as the alternate member representing Autism Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.

**Moved by** Trustee Ellis

**Seconded by** Trustee Fisher

**THAT Katherine Kacew, be appointed as the alternate member representing Autism Ontario to the Special Education Advisory Committee (SEAC) for the term ending 14 November 2022.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.1.b 02 December 2019 Board Organizational Meeting

**Moved by Trustee Schwartz, seconded by Trustee Ellis,**

**THAT the 02 December 2019 Board Organizational meeting minutes be confirmed.**

**Carried**

10.2 Business Arising from Board Minutes

There was no business arising from the Board minutes of 26 November or 02 December.

10.3 Receipt of Committee of the Whole Budget Report, 26 November 2019

**Moved by Trustee Penny, seconded by Trustee Lyra Evans,**

**THAT the Committee of the Whole Budget report, dated 26 November 2019, be received.**



**Carried****10.4 Receipt of Committee of the Whole Report, 10 December 2019**

Moved by Trustee Penny, seconded by Trustee Blackburn,

THAT the Committee of the Whole report, dated 10 December 2019, be received.

Trustee Blackburn noted that the Chair of the meeting should be revised to read "Trustee Penny."

**Moved by Trustee Penny, seconded by Trustee Blackburn,**

**THAT the Committee of the Whole report, dated 10 December 2019, be received, as amended.**

**Carried****10.4.a Policy P.017.GOV Student Trustees**

**Moved by** Trustee Evans

**Seconded by** Trustee Penny

**THAT the proposed changes to Policy P.017.GOV, Student Trustees (attached as Appendix A to Report 19-118) be approved. (Attached as Appendix A)**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

**10.4.b Chapman Mills Public School Area - Intermediate & Secondary School Attendance Boundary Redirection**

**Moved by** Trustee Blackburn

**Seconded by** Trustee Penny

**A. THAT the Chapman Mills PS JK-grade 6 attendance boundary area be redirected to Longfields-Davidson Heights SS for grade 7-12 on a phased basis commencing with grades 7 and 9 in September 2020, followed by grades 7,8,9 and 10 in 2021 until full phase-**

in of grade 7-12 enrolment by 2023 subject to Recommendations B and C to Report 19-125;

**B. THAT the current (2019-2020) graduating Chapman Mills PS area grade 6 students be provided with a one-time option to attend Cedarview MS for September 2020, followed by grades 9 to 12 at Longfields-Davidson Heights SS, and further subject to the sibling provisions outlined in Recommendation C to Report 19-125;**

**C. THAT the current (2019-2020) Chapman Mills PS area grade 6 students, attending Chapman Mills PS and Chapman Mills PS area grade 7-8 students attending Cedarview MS may attend John McCrae SS for grade 9-12 if they have an older sibling currently (2019-2020) attending John McCrae SS in Grades 9-11; and**

**D. THAT the intermediate and secondary school attendance boundary for the Chapman Mills PS area be approved as outlined in Appendix C to Report 19-125. (Attached as Appendix B)**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

#### 10.4.c Rideau-Gloucester Transition Monitoring Report

**Moved by** Trustee Schwartz

**Seconded by** Trustee Penny

**A. THAT the date for the presentation of the final Rideau-Gloucester Transition Monitoring Report be delayed until the Fall of 2020 so that current year EQAO data can be included in the final analysis; and**

**B. THAT staff hold a meeting with the school council at Gloucester High School to discuss the feasibility, usefulness, and relevance of the original report elements to be included in the final report.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

#### 10.5 Non-Consent Items

There were no non-consent items.

#### 10.6 Report 19-131, Trustee Resignation and Appointment Process, Zone 10

Your Committee had before it Report 19-131, to accept the resignation of Trustee Erica Braunovan, effective 31 December 2019, and to seek approval for the candidate selection process to fill the vacancy of Trustee Zone 10 (Somerset/Kitchissippi).

Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,

A.THAT the Board accept, with regret and appreciation for her years of dedicated service, the resignation of Erica Braunovan, Trustee Zone 10, Somerset/Kitchissippi, effective 31 December 2019; and

B. THAT the Board proceed with the appointment process to fill the vacancy for the position of Trustee, Zone 10 as outlined in Report 19-131, Trustee Resignation and Appointment Process, Zone 10.

In introducing the motion, Trustee Schwartz noted that she has enjoyed many respectful, honest debates with Trustee Braunovan throughout the years adding she has been a strong voice for students. She requested separate votes for Parts A and B of the motion.

Moved by Trustee Lyra Evans,

THAT the Board adopt the rules of committee.

Defeated

In response to a trustee query, Executive Officer Giroux noted that staff will not comment on the candidacy of any individual who applies for the Trustee Zone 10 vacancy, but will ensure that the legal requirements are met.

An amendment moved by Trustee Lyra Evans,

THAT candidate interviews and the successful candidate's swearing-in ceremony be held on 11 February 2020.

In introducing the amendment, Trustee Lyra Evans highlighted the importance of ensuring that the successful candidate is able to begin representing their constituents as soon as possible after having been selected for the position.

*An amendment moved by Trustee Lyra Evans, seconded by Trustee Blackburn,*

*THAT candidate interviews be held on 11 February 2020.*

*Carried, friendly*

An amendment moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT the successful candidate's swearing-in ceremony be held on 11 February 2020.

Trustees speaking against the amendment noted that it would be prudent to ensure sufficient time between candidate interviews and the swearing-in ceremony as it generally takes a full meeting session to complete interviews; further, the successful candidate's family may wish to be in attendance at the swearing-in ceremony.

An amendment moved by Trustee Lyra Evans, seconded by Trustee Ellis,

THAT the successful candidate's swearing-in ceremony be held on 11 February 2020.

Defeated

*An amendment moved by Trustee Blackburn, seconded by Trustee Jennekens,*

*THAT the successful candidate's swearing-in ceremony be held at a Special Board meeting to precede the public Committee of the Whole meeting on 18 February 2020.*

*Carried, friendly*

In response to a trustee query, Executive Officer Giroux noted that there are no specific restrictions with regard to trustee questions to candidates during interviews. She highlighted that, due to the rotation process, trustees may not have an opportunity to ask a question to each candidate.

Vice-Chair Penny noted that Trustee Braunovan will be greatly missed by the Board.

**Moved by** Trustee Schwartz

**Seconded by** Trustee Evans

**A. THAT the Board accept, with regret and appreciation for her years of dedicated service, the resignation of Erica Braunovan, Trustee Zone 10, Somerset/Kitchissippi, effective 31 December 2019**

**Carried**

A recorded vote was held on Part A of the motion and was carried on the following division:

FOR: Trustees Blackburn, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (9)

AGAINST: Nil (0)

ABSTENTION: Trustee Braunovan (1)

**Moved by** Trustee Schwartz

**Seconded by** Trustee Evans

**B. THAT the Board proceed with the appointment process to fill the vacancy for the position of Trustee, Zone 10 as outlined in Report 19-131, Trustee Resignation and Appointment Process, Zone 10, as amended.**

**Carried**

A recorded vote was held on Part B of the motion and was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

In summary, the following motion was approved:

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,**

- A. THAT the Board accept, with regret and appreciation for her years of dedicated service, the resignation of Erica Braunovan, Trustee Zone 10, Somerset/Kitchissippi, effective 31 December 2019; and**
- B. THAT the Board proceed with the appointment process to fill the vacancy for the position of Trustee, Zone 10 as outlined in Report 19-131, Trustee Resignation and Appointment Process, Zone 10, as amended.**

**Carried**

10.7 Memo 19-151, Revisions to Draft Policy P.141.GOV Integrity Commissioner

Director Williams-Taylor advised that Policy P.141.GOV Integrity Commissioner was revised in response to suggestions expressed by some trustees during the 26 November 2019 Board meeting.

Staff noted that Section 3.5 would be revised to replace “Board members” with “trustees.”

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved.

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

- A posting for the position will likely be held over a three week period;
- The Integrity Commissioner will only provide general information, briefings, or training limited to the jurisdiction of office; and
- A concern was expressed regarding the use of the words "trustees" and "board members" as the student trustees do not hold the same level of responsibility. Staff noted that although the language of the policy was reviewed by legal counsel, terms included in the policy can be reviewed once again.

Trustee Penny assumed the Chair.

Trustee Scott expressed the view that the language used in Section 3.7 of the policy should be revised to distinguish between "trustee" and "board member."

An amendment moved by Trustee Scott, seconded by Trustee Blackburn, THAT the word “trustees” be replaced by “board members” in Section 3.7.

Some trustees noted that, due to the fact that student trustees may be involved in Code of Conduct breaches, and their opinions are highly valued with respect to decision making, it would be prudent to retain the current language used in the policy.

In wrap up, Trustee Scott noted that, during the selection process, the selection committee will be privy to personal information submitted by applicants that student trustees would normally not be privy to in accordance with the *Education Act*.

*An amendment moved by Trustee Scott, seconded by Trustee Blackburn,*

*THAT the word “trustees” be replaced by “board members” in Section 3.7.*

*Carried*

Trustee Scott resumed the Chair.

*An amendment moved by Trustee Scott, seconded by Trustee Schwartz,*

*THAT Section 3.12 be amended to delete the words “of trustees.”*

*Carried*

**Moved by** Trustee Blackburn

**Seconded by** Trustee Schwartz

**THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved, as amended. (Attached as Appendix C)**

**Carried**

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

FOR: Trustees Blackburn, Braunovan, Campbell, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (9)

AGAINST: Trustee Chris Ellis (1)

ABSTENTION: Nil (0)

**10.8 Report 19-132, Appointment of Association Representatives to the Special Education Advisory Committee**

Your Committee had before it Report 19-132, to appoint the primary and alternate representatives of Ottawa-Carleton Assembly of School Councils (OCASC) to the Special Education Advisory Committee (SEAC) for the term 17 December 2019 to 14 November 2022.

**Moved by** Trustee Evans

**Seconded by** Trustee Ellis

**THAT Safina Dewshi, be appointed as the primary member, and Michelle Berry be appointed as the alternate member representing Ottawa-Carleton Assembly of School Councils to the Special Education Advisory Committee for the term ending 14 November 2022.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Blackburn, Braunovan, Campbell, Ellis, Lyra Evans, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

11. Matters for Discussion

11.1 Report from OPSBA Representatives (if required)

There was no report from OBSPA representatives.

12. New Business -- Information and Inquiries

Trustee Fisher noted that the federal Minister of Infrastructure and Communities was recently tasked to work with the provinces and territories to assist school districts and municipalities in adding zero-emission buses to their fleets over the next five years. He commented that the District should ensure that the Ottawa Student Transportation Authority (OSTA) is aware of the mandate and consider similar goals in updating the District's vehicles.

Chair Scott wished everyone a safe and happy holiday season.

13. Adjournment

The meeting adjourned at 9:48 p.m.

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Lynn Scott, Chair of the Board



**POLICY P.017.GOV****TITLE: STUDENT TRUSTEES**

**Date Issued: 16 April 2004**  
**Last Revised: 17 December 2019**  
**Authorization: Board: 13 April 2004**

**1.0 OBJECTIVE**

- 1.1 To provide for matters relating to Student Trustees in accordance with the *Education Act* and its regulations.
- 1.2 To establish opportunities for students to become informed and involved in Board governance.
- 1.3 To provide for the payment of honoraria for Student Trustees and resources for Student Trustees to fulfill their responsibilities.

**2.0 DEFINITIONS**

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **District** means the Ottawa-Carleton District School Board.
- 2.3 **Student Trustee** means an elected student representative to the Board.
- 2.4 **Student Presidents' Council** means the organization composed of student presidents and co-presidents from each secondary school.
- 2.5 **Student Senate** means a committee comprised of one student voting representative per secondary school (grades 10, 11 or 12) that advises Student Trustees and represents students on Board Standing and Advisory Committees.
- 2.6 **Student Trustee Candidate** means a student elected by students at their secondary school to seek election for the office of Student Trustee.

**3.0 POLICY**

- 3.1 Student Trustees are elected student representatives responsible for promoting and advancing the interests of pupils.
- 3.2 The Board shall have two Student Trustees.
- 3.3 The Board recognizes the value and mentorship that comes when a Student Trustee serves two consecutive terms. Whenever possible, a Student Trustee serving their first-year is encouraged

to consider seeking election for a second term of office in accordance with election directives and qualifications below.

- 3.4 A Student Trustee's term of office begins on August 1 of the year in which the student is elected and ends on July 31 of the following year.
- 3.5 Appropriate Board documents and reasonable access to the District's electronic mailing system shall be provided to Student Trustees.

## **4.0 SPECIFIC DIRECTIVES**

### **Elections**

- 4.1 Every Secondary school shall hold an election for the position of Student Trustee Candidate before February 14 in each year.
- 4.2 Where students express interest in running for Student Trustee Candidate elections, each secondary school shall directly elect one Student Trustee Candidate.
- 4.3 The District shall hold an election for the office of Student Trustee no later than the last day of February in each year.
- 4.4 Student Trustees shall be elected from the list of Student Trustee Candidates. The elections shall be done indirectly by a plurality of votes of the combined-incumbent Student Senate and the incumbent Student Presidents' Council. Each member of the Student Senate shall be entitled to one vote. Each secondary school's delegation of presidents shall be entitled to one vote.
- 4.5 As per the Board's by-laws, in the event of a tie vote, a second ballot shall be held between or amongst the members involved in the tie, to break the tie. If a vote results again in a tie, the members involved shall draw cards to determine the results, using Bridge Convention to determine ranking of cards.
- 4.6 Should a Student Trustee be unable to complete the term, the Board will determine whether the vacancy should be filled and the Student Senate and Student Presidents' Council shall jointly elect a replacement through a by-election from the list of elected Student Trustee Candidates.

### **Qualifications**

- 4.7 A Student Trustee must be elected from the list of Student Trustee Candidates.
- 4.8 A Student Trustee must be a full-time pupil of the District in the senior division.
- 4.9 A Student Trustee may not be serving a sentence of imprisonment in a penal or correctional institution.
- 4.10 A Student Trustee will be disqualified if the student is absent without approval of the Board from three consecutive regular Board meetings which s/he has been designated to attend.
- 4.11 A Student Trustee who ceases to be qualified to act as a Student Trustee shall resign from the position. If a Student Trustee fails to resign for disqualification purposes, the Student Trustee shall be removed from office by the Director of Education or Designate.

- 4.12 If a Student Trustee wishes to resign, the student must notify the Board Chair and the chair of the Student Senate in writing, preferably 30 days in advance. Such a letter will be deemed to be a resignation.

### **Meetings of the Board**

- 4.13 A Student Trustee shall have the same opportunities as a member of the Board for participation at meetings of the Board, including Committee of the Whole and Committee of the Whole – in camera, with the exception of a meeting that is closed to the public where the subject matter under consideration involves 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 District, or a pupil or his or her parent or guardian (clause 207 (2) (b) of the *Education Act*).\*
- 4.14 A Student Trustee may speak to any matter before the Board, in accordance with the Board Governance Bylaws. Such participation shall provide for a student perspective to be heard at the table, and for feedback to students regarding Board discussions and Board decisions.
- 4.15 When representing the views of the majority of the members of the Student Senate, the Student Trustee shall so indicate.
- 4.16 A Student Trustee is able to attend a standing or advisory committee meeting of the Board. However, a Student Trustee shall not replace the role of the Student Senate members appointed in accordance with P.010.GOV: Community Involvement on Board Standing Committees.
- 4.17 A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.
- 4.18 A Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board, and if no member of the Board moves the suggested motion, the record shall show the suggested motion.
- 4.19 Student Trustees may indicate during Board debate or at the conclusion of debate prior to wrap-up their views on a motion under consideration and may request that their views be recorded in the minutes of the Board meeting.
- 4.20 A Student Trustee is entitled to require that a matter before the Board be put to a recorded vote, and in that case there shall be:
- a) a recorded non-binding vote that includes the Student Trustee's vote; and
  - b) a recorded binding vote that does not include the Student Trustee's vote.

### **Resources and Training, Honorarium, and Reimbursement of Expenses**

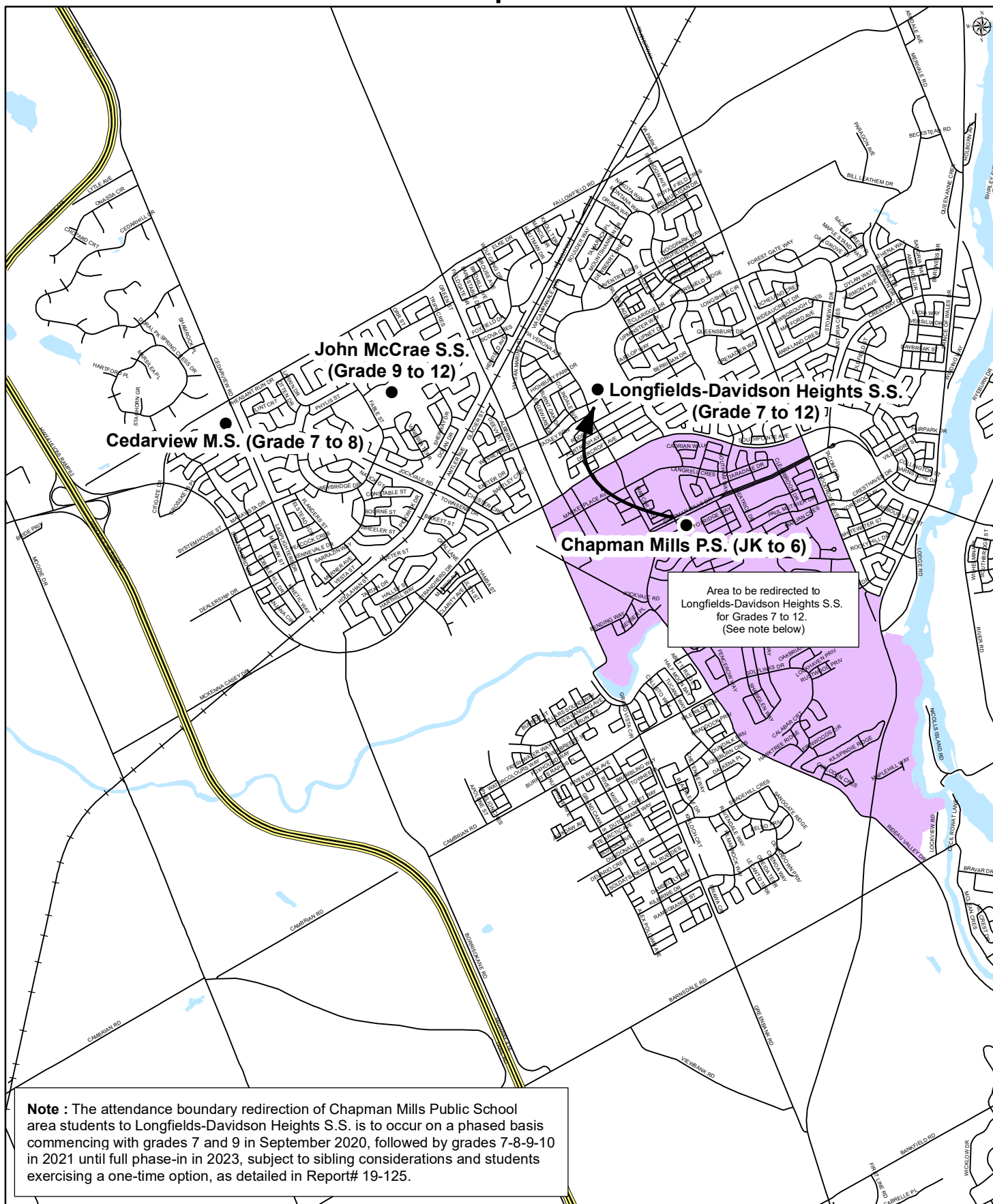
- 4.21 A Student Trustee shall have the same status as a Board member with respect to access to Board resources and opportunities for training.
- 4.22 A Student Trustee shall receive the maximum honoraria prescribed in the *Education Act* and/or regulations issued thereunder. The honorarium may be paid as a scholarship upon conclusion of the term.
- 4.23 The honoraria shall be prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.

- 4.24 The District shall reimburse Student Trustees for reasonable out-of-pocket expenses in accordance with Board member policy and procedures.
- 4.25 Student Trustees shall conform to the Code of Conduct required of Board members.
- 4.26 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.
- 4.27 The Student Senate shall advise the Board as soon as possible following an election or by-election of the names of the Student Trustees elected and the District shall provide the Ministry with such names, not later than 30 days after the date of the election or by-election.

## 5.0 REFERENCE DOCUMENTS

The *Education Act*, § 55; 191.2 and *Education Act* Regulations 7/07 and 354/18  
 Board By-Laws and Standing Rules  
 Board Policy P.004.GOV: Board Member Honoraria  
 Board Policy P.010.GOV: Community Involvement on Board Standing Committees  
 Board Policy P.039.FIN: Travel, Meal and Mileage Claims  
 Board Policy P.113.GOV: Student Senate  
 Board Procedure PR.503.GOV: Trustee Expenses for Professional Development, Constituency  
 Communications and Support Services

# Recommended Chapman Mills P.S. Area Intermediate and Secondary Attendance Boundary Redirection Effective September 2020








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**POLICY P.141.GOV**
**TITLE: INTEGRITY COMMISSIONER**
**Date issued: 17 December 2019**
**Last revised:**
**Authorization: Board: 17 December 2019**


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## 1.0 OBJECTIVE

To establish the office of the Integrity Commissioner to provide advisory support to the Board and its members in matters of ethics and in the investigation of code of conduct complaints.

## 2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Board Member** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*.
- 2.3 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached Board Policy P.073.GOV Board Member Code of Conduct.
- 2.4 **Staff Members** means employees of the Ottawa-Carleton District School Board.
- 2.5 **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees.

## 3.0 POLICY

### Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner shall receive, review and mediate and/or investigate complaints under Board Policy P.073.GOV Board Member Code of Conduct.
- 3.2 The Integrity Commissioner, upon request by the Chair of the Board, shall provide guidance and recommendations to the Board on issues of ethics and integrity related to the application of Board Policy P.073.GOV Board Member Code of Conduct.
- 3.3 The Integrity Commissioner may, upon request, provide confidential written and oral guidance or advice to individual trustees in respect to situations they face in the

exercise of their official duties. Should the matter apply to other members, the advice shall be provided to the whole Board with no reference to the requesting trustee.

- 3.4 The Integrity Commissioner may, upon request, provide advice or recommendations to the Board on matters relating to policies and procedures, professional development and/or legislative changes affecting the Board governance and standards of ethical behaviour of trustees.
- 3.5 The Integrity Commissioner may provide general information, briefings or training to trustees about their duties and obligations under provincial and/or federal legislation, regulations or guidelines, including but not limited to the following:
  - a) *Education Act*;
  - b) *Municipal Elections Act*;
  - c) *Municipal Conflict of Interest Act*;
  - d) *Ontario Human Right Code*;
  - e) *Criminal Code of Canada*;
  - f) *Municipal Freedom of Information and Protection of Privacy Act*;
  - g) *Occupational Health and Safety Act*;
  - h) *Ombudsman Act*; and
  - i) Student Trustees Attendance and Conflict of Interest Guidelines, Education Act, 2007.
- 3.6 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.

#### Selection and Appointment of the Integrity Commissioner

- 3.7 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the District and overseen by a selection committee of Board members appointed by the Board and chaired by the Chair of the Board or designate.
- 3.8 The selection committee shall recommend a candidate for the Integrity Commissioner position for approval by the Board.
- 3.9 The Board shall appoint an Integrity Commissioner for a two-year term renewable for up to six years in total.
- 3.10 The appointment of the Integrity Commissioner shall be made by approval of the majority of Board members present and voting, at a regular or special meeting of the Board.



- 3.11 The removal of the Integrity Commissioner, for any reason, shall be made only by approval of two-thirds of all members of the Board at a regular or special meeting of the Board.

#### Accountability

- 3.12 The Integrity Commissioner is accountable to and reports to the Board.
- 3.13 The Integrity Commissioner shall annually report to the Board on:
- a) the number and nature of complaints handled by their office;
  - b) the number and nature of complaints received that were outside the jurisdiction of their office; and
  - c) other activities undertaken in the preceding year.
- 3.14 All annual reports from the Integrity Commissioner to the Board will be made available to the public.
- 3.15 The Integrity Commissioner shall redact any confidential information from their public reports in accordance with *the Municipal Freedom of Information and Protection of Privacy Act*.
- 3.16 The Integrity Commissioner may make interim reports to the Board where necessary and as required.

## **4.0 REFERENCE DOCUMENTS**

*Education Act, 1990*

*Municipal Election Act, 2017*

*Municipal Conflict of Interest Act, 2017*

*Criminal Code, 1985*

*Municipal Freedom of Information and Protection of Privacy Act, 1990*

*Occupational Health and Safety Act, 1990*

*Ombudsman Act, 1990*

Board Policy P.025.GOV Board Member Conflict of Interest

Board Policy P.073.GOV Board Members Code of Conduct

Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships





# Building Brighter Futures Together at the Ottawa-Carleton District School Board



## SPECIAL BOARD PUBLIC MINUTES

**Tuesday, January 7, 2020**

**7:15 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

**Trustees Present:** Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz (electronic communication), Lynn Scott, Prasith Wijeweera (Student Trustee)

**Staff Present:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Shawn Lehman, Mary Jane Farrish, Dorothy Baker, Prince Duah and Shannon Smith (Superintendents of Instruction), Michele Giroux (Executive Officer, Corporate Services), Brent Smith (Systems Principal, Curriculum Services), Stacey Kay (Manager of Learning Support Services), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Diane Pernari-Hergert (Manager of Communications & Information Services), Marc Labelle (Planner), Joe Koraith (Communications Coordinator), Nicole Guthrie (Senior Board Coordinator), John MacKinnon (Audio-Visual Technician), Samantha Flynn (Committee Coordinator)

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

Chair Scott called the public meeting to order at 7:17 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

### 2. Approval of the Agenda

**Moved by Trustee Lyra Evans, seconded by Trustee Boothby,**

**THAT the agenda be approved.**

**Carried**

3. Report from Committee of the Whole, In Camera

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

**Moved by** Trustee Fisher

**Seconded by** Trustee Penny

**THAT the staff proceed, as directed in Committee of the Whole In Camera, with respect to a labour relations matter.**

**Carried**

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Boothby, Campbell, Ellis, Lyra Evans, Hough, Fisher, Jennekens, Penny, Schwartz and Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

4. Adjournment

The meeting adjourned at 7:19 p.m.

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Lynn Scott, Chair of the Board

# Building Brighter Futures Together at the Ottawa-Carleton District School Board



## COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, January 7, 2020, 7:30 p.m.**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

- Trustees Present: Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz (electronic communication), Lynn Scott, Prasith Wijeweera (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Prince Duah (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Brent Smith (Systems Principal, Curriculum Services), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Rian Bayne (Principal, Severn Avenue Public School), Marc Labelle (Planner), Joe Koraith (Communications Coordinator), Nicole Guthrie (Senior Board Coordinator), John MacKinnon, Audio-Visual Technician, Samantha Flynn (Board/Committee Coordinator)
- Non-Voting  
Representatives  
Present: Christine Moulaison, Ottawa-Carleton Assembly of School Councils (OCASC); Rob James, Ottawa-Carleton Elementary Operations Committee (OCEOC); Cathy Bailey, Ontario Secondary School Teachers' Federation (OSSTF) (Teachers); Harvey Brown, Advisory Committee on Equity (ACE); Steven Spidell, Ottawa-Carleton Secondary School Administrators Network (OCSSAN) and Yasmin Mouaki Benani, Student Senator.

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

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

2. Approval of Agenda

**Moved by Trustee Hough,**

**THAT the agenda be approved.**

**Carried**

3. Briefing from the Chair of the Board

Chair Scott noted that, on 03 January, the Ontario Secondary School Teachers' Federation (OSSTF) announced it will hold another full-day withdrawal of service at select school boards; the District will not be impacted and all schools will remain open.

Chair Scott invited all eligible candidates to apply for the position of Public School Trustee, to represent Zone 10, Somerset/Kitchissippi, in the City of Ottawa. She directed all interested candidates to visit the District website for more information on how to apply. She added that signed applications must be received no later than 12 noon on Friday, 31 January 2020.

Chair Scott advised that trustees Wendy Hough and Rob Campbell along with District finance staff will be hosting a community meeting to discuss budget priorities for the 2020-2021 academic year. The meeting will provide an opportunity to learn more about how spending decisions are made and allow participants a chance to share their ideas about directions the Board might consider moving in the next academic year and beyond. She noted that the meeting will be held on Wednesday, 15 January at Woodroffe High School from 7:00 p.m. to 9:00 p.m.

4. Briefing from the Director

Director Williams-Taylor advised that the District's official Kindergarten Registration Week is January 20-27, 2020. She added that, dates and times for information sessions will be posted in front of local schools and on the District and school websites.

Director Williams-Taylor noted that the District is inviting parents and students to complete a short survey about the next school year calendar. Participants will be asked to provide feedback on when the winter break should take place and whether two Board holidays should be added. She added that the survey will remain open until 26 January 2020 via a link on the District website.

Director Williams-Taylor advised that the deadline to complete the 2019 Student Survey has been extended until 19 January 2020.

Director Williams-Taylor introduced new superintendents Prince Duah and Shannon Smith, noting that they bring a wealth of skills and experience to the District.

In response to a trustee query regarding the 2020-2021 school year calendar, Director Williams-Taylor noted that although it is not optimal to begin the school year prior to Labour Day, staff faced a number of challenges in the development of the draft calendar including the required number of school days required by the *Education Act*. Vice-Chair Penny advised that the Board will have an opportunity at an upcoming meeting to discuss the 2020-2021 school year calendar.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 20-005, Consultation Plan for Draft Policy P.142.SCO Child Sexual Abuse Prevention

Your Committee had before it Report 20-005 seeking approval from the Board for a consultation process and timeline for the staff-recommended draft policy P.142.SCO, Child Sexual Abuse Prevention.

Associate Director Reynolds introduced the report and highlighted that, to date, the District has begun training with principals, vice-principals, managers, senior staff and bargaining unit presidents to reduce the risks of student sexual abuse and exploitation. He added that key stakeholders included in the consultation plan are those with subject matter expertise.

Moved by Trustee Boothby,

THAT the consultation plan for draft policy P.142.SCO, Child Sexual Abuse Prevention, attached as Appendix B to Report 20-005, be approved.

An amendment moved by Trustee Boothby,

THAT the word “inappropriate” replace “victimization” in Section 2.4 of Appendix A to Report 20-005.

In response to a request for staff comment on the proposed amendment, Associate Director Reynolds advised that all definitions included in the policy were developed in consultation with the Canadian Centre for Child Protection (the Centre) and a legal advisor. He recommended that it may be prudent to consult with both stakeholders prior to making the change.

Speaking in support of the amendment, Trustee Lyra Evans expressed the view that the word "victim" may deter individuals from disclosing concerning behaviour. She added that the amendment represents a meaningful and substantive change.

In wrap up, Trustee Boothby noted that although she is uncomfortable with the use of the word "victimization," she welcomes further comment from staff at the upcoming Board meeting regarding the change.

*An amendment moved by Trustee Boothby,*

*THAT the word "inappropriate" replace "victimization" in Section 2.4 of Appendix A to Report 20-005.*

*Carried*

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

- The policy reflects a proactive approach to assist in preventing sexual abuse;
- The District began working with the Centre in 2018. The Centre has provided the District with resources and guide books. The risk assessment activity was guided and structured by the Centre's resources. In response to a trustee request, staff agreed to provide a summary of the risk assessment process undertaken in the development of the consultation plan and draft policy P.142.SCO, Child Sexual Abuse Prevention, and an explanation of "risk assessment" that was referred to in the report;
- The word "disclosure" is specific to the individual who has experienced abuse. The policy intentionally distinguishes between the words "disclosure" and "reporting";
- After the policy has been finalized, staff can seek to expand on the supports provided to students who have experienced abuse in the accompanying procedure;
- There are opportunities for parents and students to share their feedback through the consultation process despite the fact that they are not identified as key stakeholders in the consultation plan;
- It was requested that the Audit Committee receive an opportunity to provide feedback with regard to the consultation plan and draft policy P.142.SCO, Child Sexual Abuse Prevention;
- The "Commit to Kids: An Introduction to Safeguarding Children from Sexual Abuse" video developed by the Centre will be used to build awareness among parents, students, and staff as an important part of the consultation process. The video will describe grooming and boundary transgressions and how protective adults can help to safeguard children from sexual abuse; and



- It was requested that the Ottawa-Carleton Assembly of School Councils (OCASC) be included as a stakeholder in the consultation plan.

An amendment moved by Trustee Lyra Evans,

THAT Section 4.1a of Appendix A to Report 20-005 be revised to read: "creating a culture of awareness about grooming, child sexual abuse, and procedures to report incidents."

Student Trustee Wijeweera commented that there is a lack of understanding among students with regard to how sexual abuse should be reported.

Chair Scott expressed the view that the proposed change is not necessary as reporting procedures are included in parts b and c of Section 4.1a.

An amendment moved by Trustee Lyra Evans,

THAT Section 4.1a of Appendix A to Report 20-005 be revised to read: "creating a culture of awareness about grooming, child sexual abuse, and procedures to report incidents."

Defeated

It was suggested that the District consider drafting a policy that addresses how an organizational apology will be issued to a student who may experience sexual abuse. Director Williams-Taylor noted that an organizational apology could be addressed in the policy's subsequent procedure.

An amendment moved by Trustee Campbell,

THAT the Student Senate be included as a key stakeholder in the consultation plan on the draft of proposed new policy P.142.SCO Child Sexual Abuse Prevention.

Student Senator Mouaki Benani commented that the proposed amendment would be welcomed by the Student Senate as an opportunity to provide meaningful input.

Student Trustee Wijeweera noted that the Student Council Presidents may also be interested in providing feedback with regard to the policy.

*An amendment moved by Trustee Campbell,*

*THAT the Student Senate be included as a key stakeholder in the consultation plan on the draft of proposed new policy P.142.SCO Child Sexual Abuse Prevention.*

*Carried, friendly*

**Moved by Trustee Boothby,**

**THAT the consultation plan for draft policy P.142.SCO, Child Sexual Abuse Prevention, attached as Appendix B to Report 20-005, be approved, as amended. (Attached as Appendix A)**

**Carried**

7. Report from Statutory and Other Committees

7.1 Advisory Committee on Equity, 28 November 2019

**Moved by Trustee Campbell,**

**THAT the Advisory Committee on Equity Report dated 28 November 2019 be received.**

**Carried**

7.2 Special Education Advisory Committee, 04 December 2019

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee Report dated 04 December 2019 be received.

Trustee Boothby noted that her name should be reflected in the Committee's attendance list and requested the following additional changes to the report:

- Daniel Bersyniow, Student Senator should be reflected in the Committee's attendance list under "Association Representatives (Non-Voting)";
- On folio 32, under the fourth bullet point, reference to the "reach ahead" program should be removed;
- On folio 32, under the fourth bullet point, "equity issue" should be revised to read "equity platform"; and
- On folio 32, under the fifth bullet point, the word "association" should be removed.

**Moved by Trustee Boothby,**

**THAT the Special Education Advisory Committee Report dated 04 December 2019 be received, as amended.**

**Carried**

8. Matters for Discussion:

8.1 Report 19-109, Status of English with Core French Program

Your Committee had before it Report 19-109 providing the Board with information regarding the current status of the English with Core French program.

Director Williams-Taylor introduced the report highlighting that it is being presented in response to a motion that was passed at the Board meeting of 28 May 2019. She advised that the report endeavours to describe the patterns of enrollment in the District's elementary programs and explores the intersection of enrollment patterns with socio-economic realities, special education programming factors, English Language Learner (ELL) uptake trends and geographic patterns. Additional consideration is given to how enrolment trends at the elementary level translate into academic or applied pathways in high school.

Director Williams-Taylor noted that the complexity of impact, patterns and outcomes of program selection are evident in the exploration of the data. She urged trustees to contemplate emerging questions that pertain to student learning and experiences and consider carefully the relevant information required to answer these questions.

Director Williams-Taylor stated that staff has made every effort to respond to inquiries within the original motion by providing various iterations and combinations of data. She added that it has become increasingly clear that for each data set, more inquiries could be surfaced that required additional data sets. She highlighted that while the data sets may reveal patterns, the data does not reveal conclusions or cause.

Director Williams-Taylor suggested that the report begins to outline patterns that have been observed through the lived experiences of students, staff, families and communities. She suggested that trustees begin to explore the questions emerging from the data and subsequently consider appropriate forward action with the District's strategic commitments in mind.

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

- A comment was made that maintaining classes with fewer students in the English program with core French (ENG) may be more beneficial than multi-grade classes as it may assist in addressing student needs in the ENG program;
- A concern was expressed regarding the shortage of French language educators. The availability of French language educators is a challenge for many school boards across the province. The District is continually looking for new ways to attract French language instructors;
- A comment was made that the report does not reflect whether students are choosing to exit an FI program after grade 8 to enter an ENG program or leaving the District entirely;
- The majority of elementary students placed through Identification, Placement and Review Committee (IPRC) in Learning Disability Specialized Intervention Program (LD SIP) are partially integrated. The

majority of those students receive English and Mathematics instruction in the LD SIP are integrated into a regular program for the remaining subject areas;

- The challenges associated with the ENG program are generally unique to the Ottawa area due to the City's large bilingual demographic;
- A comment was made that the ENG program needs improvement to better support its learners. The District has not undertaken an evaluation of its FI programming;
- The District's Empower Reading Program is delivered in English but is available to students in an FI program. Professional support staff are able to support educators with strategies to promote generalization between English and French;
- Support to facilitate the development of phonological awareness is available to students in both English and French Immersion programs;
- A comment was made that the District may want to consider becoming bilingual as it will be difficult to address the current gaps in the ENG program;
- It was suggested that more supports need to be offered to families of students in the ENG program;
- Some trustees expressed concern regarding the number of students with Individual Education Plans (IEPs) enrolled in ENG and alternative programs;

It was suggested that the District consider a consultation with parents regarding why they selected to enrol their child in an ENG or FI program;

- Although the District has not undertaken a fulsome review of the ENG program, there have been a number of reports and discussions regarding the program that have taken place over the past ten years (listed on folio 69);
- At this time, there are no boundary changes required as a result of enrolment in the District's ENG programs. The District's Planning Department uses a number of indicators and tracking tools to ensure the program is operating at sufficient enrolment levels;
- There has been no indication from the province that the moratorium on Pupil Accommodation Reviews (PARs) will be lifted in the near future;
- Students may choose to leave a French program in secondary school due to other competing pressures including conflicts in scheduling and postsecondary pathways. Completion of the Diplôme d'études en langue française (DELFP) allows students an opportunity to work toward other goals in their final years of secondary school;

- In response to a trustee request, staff agreed to provide further information regarding the number of students enrolled in the ENG program who choose to take the DELF;
- DELF assessments are held annually in both the fall and spring semesters;
- A comment was made that all French school boards offer services and resources in French and the District may want to consider also offering its services in French;
- A comment was made that the Board should carefully consider future policies regarding English and French language programming as historically, some language-related policies have not achieved desired results;
- A concern was expressed regarding single-track programming noting that it reflects discrepancies with regard to equity of access;
- At this time, there is no statistical variation regarding uptake since the implementation of the 50/50 bilingual kindergarten program. An initial report about the program will be presented between the spring and fall of 2020;
- A concern was expressed that if the District's ENG program continues to suffer reputationally, more students may choose to enrol with the District's coterminous board; and
- A suggestion was made that the District may want to explore ways to prevent "streaming" of students into the ENG or FI programs.

Director Williams-Taylor thanked trustees for sharing their perspectives and noted that the feedback received will help to inform future discussions and reports. She highlighted that all senior staff are engaged in the future of the ENG program.

## 9. Information Items:

### 9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

### 9.2 New Ministry Initiatives Update

#### a. Memo 20-001, Update to Needs Based Ontario Autism Program

Memo 20-001, Update to Needs Based Ontario Autism Program was provided for information.

### 9.3 OSTA Update

#### a. OSTA Minutes, 27 May 2019

The minutes of the Ottawa Student Transportation Authority Board of Directors meeting of 27 May 2019 were received for information.

b. OSTA Minutes, 26 August 2019

The minutes of the Ottawa Student Transportation Authority Board of Directors meeting of 26 August 2019 were received for information.

c. OSTA Minutes, 23 September 2019

The minutes of the Ottawa Student Transportation Authority Board of Directors meeting of 23 September 2019 were received for information.

d. OSTA Minutes, 04 November 2019

The minutes of the Ottawa Student Transportation Authority Board of Directors meeting of 04 November 2019 were received for information.

10. New Business - Information and Inquiries

In response to a trustee comment regarding the Ottawa Student Transportation Authority's (OSTA) policy on ride times not exceeding 90 minutes, staff agreed to follow-up to ensure the matter is raised during the next OSTA Board of Director's meeting.

11. Adjournment

The meeting adjourned at 10:30 p.m.

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Keith Penny, Chair



## Consultation Plan

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

<b>DATE:</b>	
<b>PROJECT:</b> (Project name, Letter of Transmittal, etc.)	<b>Consultation on draft of proposed new policy P.142.SCO CHILD SEXUAL ABUSE PREVENTION</b>
<b>CONTACT / PROJECT LEAD</b> (Name, telephone, email):	<b>Brett Reynolds, Associate Director, 613-596-8211 ext 8252</b>
<b>WHAT?</b>	
<b>1. WHAT IS THE PURPOSE OF THE CONSULTATION?</b> (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p>To gather input on the draft of the proposed new policy P.142.SCO Child Sexual Abuse prevention.</p> <p>The content of the policy is quite technical in nature as it needs to conform with a number of statutes and regulations pertaining to child protection and employment. Additionally, how concerning behaviour is identified and addressed is very sensitive in nature and needs to be handled carefully and respectfully. To that end much of the consultation will be focused with those who have this specialized knowledge including agencies and individuals with expertise in child protection and sexual abuse prevention and those with labour relations and legal expertise. Additionally, there will be opportunity for others to provide input including school leaders, front line staff, students, parents/guardians, and unions.</p>	
<b>WHY?</b>	

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

**The purpose of the consultation is to invite comment on the draft policy prior to the Board approval.**

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

The District has made a commitment to further improve the safety and well-being of our students. Part of this commitment has been ongoing training and other efforts to reduce instances of child sexual abuse and exploitation. This policy and accompanying procedure is a significant part of this work and helps to further create a *Culture of Caring* as well as a Culture of Social Responsibility as directed by the Strategic Plan.





## Consultation Plan

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

### WHO?

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

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

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

The groups noted above (parents, school councils, OCASC, and the general public) will be sent information about the draft policy and invited to provide feedback. The website information will invite interested stakeholders to respond to some specific questions and/or provide general feedback. There will be some targeted outreach to community agencies and the federations to allow for those with specific interest/expertise in this area to provide input.

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

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

The Canadian Centre for Child Protection has been a key partner in the District's work in this area and supported the development of this policy. Additionally, all principals and vice-principals have been consulted in the development of this plan and policy as well as key central staff including LSS, HR and Labour Relations. Federation partners were made aware of the work in the area of child protection, were provided some training by Centre staff and will be consulted further.

### HOW?

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

☐ Media advertisement (print and/or radio)

☐ Letter distribution

☐ School council(s)

☐ Ottawa Carleton Assembly of School Councils

☐ School newsletter

☒ Website (schools and/or OCDSB sites)

☒ Other

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

**Information about the consultation will be posted on the District website policy consultation page. Awareness about the consultation will be done via the School Council Newsletter, Keeping You Connected and through social media.**

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

☐ Focus groups

☐ Interviews

☐ Mail-out or email circulation

☐ Open houses / workshops / cafes

☐ School council(s)

☐ Ottawa Carleton Assembly of School Councils

☐ Public meetings

☐ Survey / questionnaire

☒ Web-based notice / Web-based comments

☒ Other

Please describe:

**The consultation will be primarily web based. The webtext will include some specific questions as well as an opportunity for general feedback. This will be collected and summarized. There are no public town hall style**

**meetings planned. If there are individuals who prefer to share their feedback more directly than by email, that will be arranged as needed.**



# CONSULTATION PLAN

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

WHEN?		
<b>8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)<sup>1</sup>:</b>  <b>i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis;</b> <b>Date for Committee/Board deliberation; Evaluation of consultation</b>		
<b>Targeted DATE FOR FINAL DECISION:</b>		<b>May 2020</b>
<b>PROJECTED DATE(S)</b>	<b>ACTIVITY/MILESTONE</b>	<b>NOTES**</b>
January 7th, 2020	Presentation to Committee of the Whole	
January 28, 2020	Board Approval	
January 28 - March 15, 2020	Consultation Details posted to website Notification of Consultation through School Council Newsletter (6x) Keeping You Connected (2x), Social Media (weekly+) Meetings with Canadian Centre for Child Protection Federations and community agencies	<b>OCASC February 20</b> <b>Student Senate March 5</b> <b>Audit March 25</b>
March 16 - April 10	Consolidation of Community Input and corresponding policy revisions	
May 5, 2020	Consultation Summary and revised policy presentation to COW	

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


\*\*In filling out this chart, please note:

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

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

☐ Email circulation
                         
 ☐ School / principal communications / newsletter  
☐ Letter distribution
                         
 ☒ Website (schools and/or OCDSB sites)

☐ Letter of Transmittal to committee/Board
 ☐ Media reports  
☐ Other  
 Please describe:

### OTHER

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

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

#### 11. EVALUATION:

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









## MEMORANDUM

**Memo No. 20-011**

**TO:** Trustees  
Student Trustees

**FROM:** Camille Williams-Taylor, Director of Education and Secretary of the Board  
Brett Reynolds, Associate Director of Education (ext. 8252)

**DATE:** 24 January 2020

**RE:** **Child Sexual Abuse Policy**

The purpose of this memo is to address questions that arose during the discussion of Report No. 20-005 on the draft policy P.142.SCO Child Sexual Abuse Prevention during the Committee of the Whole meeting of January 7th, 2020.

The report indicated that a “risk assessment” had been undertaken as part of the District’s work with the Canadian Centre for Child Protection. Questions arose regarding the nature and findings of that assessment. Commit to Kids is a program developed and supported by the Centre aimed at helping organizations create a culture dedicated to reducing the risk of child sexual abuse and exploitation. The Centre provides an implementation guide to help organizations adopt and implement this program. One of the recommended activities in that guide is a “risk assessment”. The risk assessment is essentially a series of questions aimed at identifying gaps or concerns in existing organizational culture, policies, the physical environment, practices and programs which may increase the risks of child sexual abuse occurring or going unaddressed. A multi-disciplinary team including senior staff, principals, Risk Management, Human Resources, Board Services, Labour Relations, Facilities, Learning Support Services and others completed this assessment.

The assessment did reveal a number of areas which may require attention going forward, including, but not limited to;

- that employees do not have a fulsome understanding of child sexual abuse, how it has changed over time and the conditions under which it can occur;
- that issues such as professional boundaries, inappropriate adult/child interaction, grooming behaviours need to be better understood; and
- that there are a number of barriers/challenges which may be hindering the ability and willingness of staff to report concerning behaviours to supervisors such as limited understanding of what to report as well as what may happen as a result of reporting.

In order to address these risks, a number of recommendations were made including:

- mandatory training of all school-based employees on the Commit to Kids program, which would provide an understanding of child sexual abuse, healthy boundaries

between employees and students, grooming, disclosure, and the duty to report, create a culture of openness, transparency and accountability;

- create an annual declaration for all staff and ongoing yearly review as well as cyclical training; and
- ensure that there are clear policies and procedures in place to support the above and which help set the conditions to ensure a culture that actively supports the prevention of child sexual abuse.

Also raised in the discussion at Committee was the availability of resources to support survivors of child sexual abuse. The Canadian Centre for Child Protection has a [comprehensive set of resources for survivors](#) which the District will make available in our communications materials. These materials also address some of the issues raised during the Committee discussion around the use of the words “victim” and “survivor” and how to address the sensitivity of these questions.

cc     Director's Executive Council  
       Board Services  
       Corporate Records

# Building Brighter Futures Together at the Ottawa-Carleton District School Board



## COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, January 21, 2020, 7:00 p.m.**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

- Trustees Present: Rob Campbell, Lyra Evans, Wendy Hough (electronic communication), Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff Present: Brett Reynolds (Associate Director), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Petra Duschner (Manager of Mental Health and Critical Services), Karyn Carty Ostafichuk (Manager of Planning), Jane Alexander, Jennifer Offord, and Brent Smith (System Principals, Program and Learning), Dan Bradley (Manager of Facilities), Jody Alexander (System Vice-Principal, Indigenous Education), Rebecca Mason, (Communications Coordinator), John MacKinnon (Audio-Visual Technician), Nicole Guthrie (Manager, Board Services), Sue Baker (Acting Senior Board Coordinator),
- Non-Voting  
Representatives  
Present: Cathy Bailey (OSSTF Teachers/Occasional Teachers), Rup Bergamin (OCSSAN Alternate), Harvey Brown (ACE), Christine Lanos (OCEOC), Christine Moulaison (OCASC), Wajid Zaman (Student Senate);

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

Vice-Chair Penny called the meeting to order at 7:12 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Lyra Evans,  
THAT the agenda be approved.

Trustee Lyra Evans requested that agenda item 7.2, Report 20-011, Supporting Indigenous Learners at the OCDSB be moved to follow item 5, Delegations,

**Moved by Trustee Lyra Evans,**

**THAT the agenda be approved, as amended.**

**Carried**

3. Briefing from the Chair of the Board

Chair Scott advised that it is Kindergarten Registration Week. She encouraged parents to participate in information sessions being held at schools across the city. Parents can register their child anytime. More details are available on the District's website.

Chair Scott advised that the Board is seeking candidates to apply for the position of Public School Trustee, to represent Zone 10, Somerset / Kitchissippi. Interested candidates may visit the OCDSB website for more information and how to apply. Signed applications must be received no later than noon on Friday, 31 January 2020.

Chair Scott reported that the provincial government, in preparation for the 2020 Ontario Budget, is seeking public participation in consultations until 11 February 2020.

There are three ways to share views and ideas with the Government of Ontario.

1. Submit feedback through the online survey
2. Attend an in-person session to be held throughout the province
3. Send written submissions (by email or letter mail)

More information is available on the District website.

Chair Scott advised that the Committee of the Whole Budget meeting scheduled for Monday, 3 February has been rescheduled and will now follow the Committee of the Whole Public session on Tuesday, 4 February 2020.

Chair Scott reported that both the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary School Teachers' Federation (OSSTF) have held one-day walkouts which have closed schools across the District. Based on information provided by OSSTF, the Board does not expect any additional walkouts affecting secondary schools during the exam period. Both federations have escalated "work to rule" service withdrawals, which will have an impact on elementary and secondary schools. More information can be found on the District's website. Due to these service withdrawals, the OCDSB will not be participating in the January EQAO Grade 9 math assessments and will await further direction from the Ministry of Education regarding the test for Semester 1 students.

Chair Scott asked the Board to take a moment to reflect on the tragedy of Flight 752, which occurred earlier this month. This event brought Canadians together in grief as we learned about those lost, including members of the OCDSB community. On behalf of the Board, Chair Scott extended the Board's sincere condolences to the family and friends of those who died.

4. Briefing from the Director

Associate Director Reynolds advised that on 30 January 2020, the District will host an Early Learning Career Fair at Rockcliffe Park Public School. Early childhood educators and Early Learning assistants are encouraged to attend and learn about programs and the District's work environment. Participants may bring their resume and take part in on-site interviews. Further details are available on the District's website.

Associate Director Reynolds advised that registration for the winter 2020 night school session has started. Classes run from 20 February to 26 May 2020. Interested students can visit the District's website for more information about registration and a listing of courses available.

5. Delegations

5.1 Maxine Adwella, Mental Health Strategy

Maxine Adwella cancelled her delegation for this meeting.

5.2 Chow Rees, Parent

Chow Rees advised that her daughter is a grade five student at Huntley Centennial Public School who previously attended a congregated gifted class in the Simcoe County District School Board. The family has recently moved to Ottawa and was advised by the school that testing would need to be repeated. Ms. Rees requested that the District recognize Simcoe County's testing results and place her daughter in a congregated gifted class.

In response to queries, Ms. Rees advised that the curriculum in her daughter's gifted class at Simcoe County was different than that provided at Huntley Centennial Public School. Superintendent Symmonds advised that the District generally accepts the results of testing that is compatible with Canadian norms.

6. Matters for Action:

6.1 Report 20-009, Facilities Renewal Program and School Condition Improvement 2019-2020 Project Plan

Your Committee had before it Report 20-009 seeking 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.

Managers Ostafichuk and Bradley highlighted the following points:

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

Manager Bradley, advised that the proposed work includes the science lab and learning commons refurbishments which are part of a multi year program to enhance learning spaces. Other work includes the installation of three to five barrier free washrooms, door, window and roof replacements, paving, and mechanical and lighting upgrades.

Moved by Trustee Schwartz,

- 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 20-009;
- 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.

During discussion, the following points were noted:

- Approximately \$30 to \$50 million worth of facilities improvements can reasonably be expected to be completed each summer, given the current staffing model;
- The backlog of work amounts to approximately \$635 million. It is unlikely to decrease at this time given current resources;
- Facilities staff accesses rebate funding for LED lighting through the City of Ottawa and Hydro Ottawa. Rebates are not provided by the province;
- In response to a query from Trustee Schwartz, Manager Bradley advised that surplus energy not used by the school is sold to Ontario Hydro. He agreed to provide further information on payback periods;
- The refurbished science labs include natural gas lines for bunsen burners;
- The natural gas condensing boiler replacements are considerably more energy efficient. Trustee Lyra Evans requested that staff provide information on alternative options for boilers that do not rely on fossil fuels to operate. Managers Bradley and Carty-Ostafichuk advised that electric boilers may not be designed for large facilities such as high schools. They agreed to look into the cost of alternatives that use prototype fuels or electricity to operate; however, it may not be possible to complete the research and have this information available for the Board meeting of 28 January 2020, as requested.
- It was noted that approval of the budget is time sensitive to allow staff to prepare for summer work;
- Trustee Schwartz noted that she supports efforts to reduce the District's environmental footprint; however, the approval of the budget should not be delayed.

**Moved by Trustee Schwartz**

- 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 20-009 (Attached as Appendix A);**
- B. **THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program and School Condition Improvement Project plans;**
- C. **THAT as projects are tendered, based on bid results, or as priorities change, additional projects may be added or removed to suit the availability of the overall budget and these additional**

**projects will be able to proceed without further approval as long as the total overall FRP/SCI budgets are not exceeded; and**

- D. THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.**

**Carried**

## 6.2 Report 20-006, Updates to Policy P.137.SCO Concussion Management

Your Committee had before it Report 20-006 seeking approval of the proposed revisions to Policy P.137.SCO Concussion Management in alignment with the updated requirements of the Ministry of Education PPM 158 School Board Policies on Concussion.

Superintendent Towaij and System Principals Alexander, Offord and Smith presented the report and highlighted the following points:

- The District is required to meet the updated requirements by February 2020;
- A video created by the Ontario government with the involvement of the Stringer family to stress the importance of concussion management was shown to the Committee ;
- Many of the Ministry requirements were already embedded in the policy and related procedure prior to revision; and
- The policy and procedure will be readily available to students, parents and staff through student and staff portals on the District's website.

Moved by Trustee Schwartz,

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

During discussion, the following points were noted:

- Trustee Schwartz noted that she was pleased to see the evolution and continued improvement of the policy and procedure;
- Trustee Campbell queried whether the Ontario Physical Activity Safety Standards in Education (OPHEA) guidelines met the standards for risk management. Superintendent Towaij advised the OPHEA guidelines were created as a result of provincial consultation with input from medical experts. The minimum number of people trained includes coaches and trainers. The policy also references training for teachers



to ensure that head injuries on the school yard are recognized and dealt with appropriately;

- Staff consulted with staff in Risk Management and the District's insurance provider, the Ontario School Boards Insurance Exchange (OSBIE), to determine that there is no increase in the risk of liability or litigation for school boards and school staff;
- Trustee Schwartz advised that the Audit Committee regularly tracks reports of slips and falls, the category of risk for concussion, not only for liability risks but also for safety reasons.

**Moved by Trustee Schwartz**

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

**Carried**

### 6.3 Report 20-014, Minor Revision to Policy P.121.GOV Accessibility

Your Committee had before it Report 20-014 seeking 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.

Executive Officer Giroux advised that there are a number of procedures under Policy P.121.GOV Accessibility, including a procedure for service animals. The amendment to the policy is to revise the definition of service animal as directed in PPM 163.

Trustee Campbell expressed concern about non-dog animals being allowed only in extraordinary circumstances and that any distinctions between service animals should be included in the policy. He noted that he may bring an amendment to the recommendation to include objective measures.

Moved by Trustee Campbell,

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

During discussion, the following points were noted:

- Trustee Jennekens suggested that the word "urban" be removed from section 2.10 as the District has some schools in rural areas; and

- Executive Officer Giroux noted that, while unintentional, the language in the policy is preferential to dogs as there is more infrastructure in place for dogs to be trained as service animals.

**Moved by Trustee Campbell**

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

**Carried**

7. Matters for Discussion:

7.1 Report 19-112, Mental Health Strategy 2019-2020

Your Committee had before it Report 19-112 presenting the OCDSB Mental Health Strategy 2019-2022 for discussion.

Superintendent Symmonds and Manager Duschner presented the report and highlighted the following points:

- The Mental Health Strategy will guide work to support student mental health for the next three years. It represents the culmination of a literature review, provincial and local mental health data, and input from the Board's advisory committees;
- The Ministry of Education identifies the areas of focus and the Mental Health Strategy is aligned with the Board's 2019-2023 Strategic Plan;
- Each of the cultures of innovation, caring and social responsibility includes goals and strategies for mental health; and
- Key performance indicators (KPIs) are used to monitor progress through annual reporting for the District's strategic plan, annual action plans developed from the Mental Health Strategy, data from school learning plans, staff professional development, and student surveys.

Trustee Scott assumed the Chair when Trustee Penny wished to speak.

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

- Trustee Lyra Evans noted an increasing trend of anxiety in children and queried how it is being addressed. Dr. Duschner advised that, at the foundation level, children are learning how to identify their emotions and self-regulation. The District works with community partners to assess and treat mental health issues. She drew attention to the mental health strategies under the culture of social responsibility with respect to working with community partners;

- In determining which strategies to employ, staff considers gold standards in Canadian research, and the mental health supports available from community partners, as well as input from professional staff with training and experience in research and clinical psychology. Annual action plans will be more specific about strategies to be used;
- Staff continues to be approached by several universities wishing to work with the District on psychotherapeutic approaches;
- Trustee Campbell noted that he would appreciate receiving data on the number of reported violent incidents related to mental health;
- Superintendent Symmonds advised that key performance indicators are a work in progress. They are derived from qualitative data in school surveys and focus groups to assess the success of existing plans and inform the development of a new plan.
- Mental health and mental well-being are synonymous terms. There are other forms of mental well-being, including dysregulated behaviour in younger students. Trustee Campbell suggested establishing a baseline in grade 3;
- A youth advisory group with a diverse range of students would be established to help identify signs, "look-fors" and steps to be taken to support students with mental health issues. The District currently provides suicide prevention, crisis prevention and crisis intervention training for staff that includes "look fors";
- Trustee Scott suggested that the pyramid on page 4 of the Mental Health Strategy be inverted so that the biggest area of focus is the foundation level which would provide mental health knowledge and support, strong safety net and pathways, caring conditions for learning, and social and emotional skills. Dr. Duschner advised that the pyramid was developed by Mental Health Ontario;
- Reaching out to parents includes Speaker Series, workshops and presentations to school councils provided by Learning Support Services staff. Staff advised they would look into providing written material in other languages and livestreaming presentations to reach more parents;
- Trustee Penny noted that Dr. Stan Kutcher of Dalhousie University provides mental health literacy training and queried whether staff are familiar with his presentations. Dr. Duschner advised that the District focuses on mental health while Dr. Kutcher is a psychiatrist who focuses on mental health literacy;
- In response to a concern expressed by Trustee Lyra Evans regarding the stigmatization of substance abuse, Dr. Duschner advised that the

focus is on prevention and abstinence to discourage young children from abusing drugs. Older students are referred to Rideauwood Addiction and Family Services and Ottawa Public Health for intervention, if required;

- Trustee Campbell suggested that the KPIs be further developed to demonstrate the desired outcome and identify whether change has occurred as a result of mental health strategies. Dr. Duschner advised that surveys are conducted following staff training to determine what they learned with respect to academic achievement. She added that it is difficult to determine whether a particular strategy was solely responsible for an increase in academic achievement. Annual action plans include success indicators and strategies;
- Trustee Schwartz noted the importance of educators acquiring skills and knowledge to recognize mental health issues at earlier stages;
- The term "income insecurity" refers to living in poverty and includes homelessness;
- The impact of excessive screen time on students' mental health is a factor. Staff is looking at how to build knowledge about the impact of excessive screen time;
- With respect to wait lists for evaluations, Dr. Duschner advised that wait lists for mental health evaluations do not include psychoeducational evaluations for program reasons. Wait lists for mental health assessments are relatively short in the Ottawa area. Assessments are undertaken immediately for any student contemplating suicide. It is difficult to know how long a student would wait for long term counselling services and it would depend on the family circumstances. Students between the ages of 12 and 19 are eligible for counselling at the Youth Services Bureau where they are either helped immediately or referred. The District provides psychological services for all schools and allow community partners to visit schools to provide services. Most psychotherapeutic approaches are short term.

Trustee Penny thanked staff for their work.

## 7.2 Report 20-011, Supporting Indigenous Learners at the OCDSB

This item was dealt with earlier in the meeting following item 5, Delegations.

Your Committee had before it Report 20-011 providing an annual report for the 2018-2019 school year with respect to Indigenous education within the Ottawa-Carleton District School Board (OCDSB).

Superintendent Baker and Vice-Principal, Indigenous Education, Jody Alexander presented the report and highlighted the following points:

- Staff across the District are on a continuum of learning with respect to Indigenous education;
- The District's Indigenous Education Team supports teachers through awareness training to implementation of Indigenous pedagogy in their everyday teaching; and
- An Indigenous Student Success Coordinator was added to the team in 2018-2019. Along with the Re-Engagement Coordinator, the team with community partners to provide opportunities for Indigenous students to meet monthly, receive support, build advocacy skills, and provide input to the Indigenous Education Learning Team.

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

- With respect to the Education Quality and Accountability Office (EQAO) mathematics assessment, achievement gaps were greatest for students in grade 6 for this year. This represents a small cohort issue rather than a systemic issue;
- The Inuit Elder's Language Circle is a Ministry of Education initiative to allow fluent Inuktitut speakers to be recommended to the Ontario College of Teachers (OTC) for teaching certification. This will provide opportunities for the OCDSB to hire Inuktitut language teachers;
- The OCDSB Continuing Education Saturday morning classes would not require OTC certification if Indigenous languages were to be offered;
- The District will work with the Ottawa Catholic School Board to establish a similar Algonquin Elder's Circle to vet Algonquin language speakers to teach in the OCDSB;
- The data used in the Trustee Professional Development session on 14 January 2020 represented a small number of Indigenous students. Segmenting the data further to determine program trends could create serious fluctuations in data;
- The Indigenous Education Advisory Council and Original Voices Youth Circles allow the District to hear the voices of Indigenous students from across the District, families and community partners. For example, two students learned about and applied to the Indigenous Support Program at Carleton University;
- The numbers of Indigenous students are not yet reported by the First Nation, Metis or Inuit group to which they belong. The Indigenous

Education Team recognizes the differences and unique characteristics for each group and the Indigenous Youth Symposium and professional development for teachers honour the identities of various students;

- Ministry funding is used to offer native language and native studies courses. A per-pupil amount is also provided. A list of the grants can be found in Appendix C of Report 20-011;
- Native studies courses are available in 16 of 24 secondary sites. The goal for full implementation in all sites is September 2021; and
- The District partners with coterminus Boards for many events and supports, including the Inuit Elder Circle.

Committee members expressed appreciation to the Indigenous Education Team for their report and for the work they are doing for Indigenous students.

8. Information Items:

8.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

8.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

8.3 OSTA Update (if required)

There was no OSTA update.

9. Long Range Agendas - January - March 2020

The long range agendas for January to March 2020 were provided for information.

10. New Business - Information and Inquiries

Trustee Scott advised that there are opportunities to provide input to the Ontario budget, either by making a submission to the Ministry or to the Ontario Public School Boards' Association (OPSBA). Trustee Scott requested all trustees to identify their top three priorities for education funding as soon as possible so that the Board may approve a submission at the 28 January 2020 Board meeting. She advised that Board Services will circulate a chart of priorities that were suggested by the Advocacy Strategy Committee at its last meeting for trustees' consideration.

11. Adjournment

The meeting adjourned at 10:26 p.m.

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Keith Penny, Chair





**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	
Barrhaven 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>



## 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.](#)*







## 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.



## BOARD

28 January 2020

### Report 20-017, Establishment of an Integrity Commissioner Selection Committee

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

#### PURPOSE:

1. To establish a selection committee to participate in the Request for Proposal (RFP) Process for an Integrity Commissioner.

#### CONTEXT:

2. At its meeting of 17 December 2019, the Board approved P.141.GOV Integrity Commissioner (attached as Appendix A). The policy indicates that the appointment process will be overseen by a selection committee of trustees appointed by the Board and chaired by the Chair of the Board or designate and that the recruitment would be completed through a RFP process in accordance with the procurement policies of the District.

#### KEY CONSIDERATIONS:

3. Proposed Mandate of the Integrity Commissioner Selection Committee  
The Integrity Commissioner Selection Committee shall be comprised of the Chair of the Board, Vice-Chair of the Board, two members of the Board appointed by the Board of Trustees, the Director or Director's designate, the Executive Officer and the Manager of Risk and Supply Chain Management and is established for the purpose of supporting the management of the search and selection process for an Integrity Commissioner.

The Committee plays a key liaison role with the Board and staff to make recommendations as required on the following steps in the process:

- i. **Request for Proposal Development** – review and provide input on the draft RFP prepared by Risk Management staff. Provide guidance on search strategy details, including posting/advertising, communication and/or targeted recruiting.
- ii. **Candidate Identification, Assessment and Selection** – receive and review potential candidates, determine a shortlist of

candidates, interview candidates (if required) and recommend a preferred candidate to the Board.

The committee shall meet as required for the purpose of completing its mandate. The committee shall be stood down on the completion of its mandate which is the recommendation of a candidate for appointment to the role of Integrity Commissioner.

4. Timelines and Meetings

The Integrity Commissioner Selection Committee will meet one (1) to two (2) times between now and mid-February 2020 to review the RFP. The RFP will be posted for three (3) weeks and the committee will meet one (1) to two (2) times after the close of the RFP. It is anticipated that the Integrity Commissioner Selection Committee will make a recommendation to the Board in late April.

## **RESOURCE IMPLICATIONS:**

5. There is no cost associated with posting the RFP to the Bids and Tenders digital platform under the District's annual subscription. The Integrity Commissioner Selection Committee may advise the use of advertisements in the County of Carleton Law Association newsletter as well as Ontario Reports, a weekly publication sent to every lawyer in the province. The cost for advertising in these two publications is approximately \$2,400.00.

## **COMMUNICATION/CONSULTATION ISSUES:**

6. The focus of the communication will be to notify potential bidders of the opportunity to bid on the project. This will be accomplished through a fifteen-day posting on Bids and Tenders, as well as on the District website and social media channels. The Committee may also wish to consider utilizing the publications listed above to attract experienced candidates.

## **STRATEGIC LINKS:**

7. Conducting an open and transparent process for engaging an Integrity Commissioner is consistent with the Culture of Social Responsibility objective of the 2019-2023 Strategic Plan and will help the Board in achieving its goal of ethical leadership and accountability.

## **RECOMMENDATION:**

- A. THAT the Board form an Integrity Commissioner Selection Committee to review the Request for Proposal and selection criteria for the Integrity Commissioner and recommend a candidate for the position; and



- B. THAT the following two (2) Board Members be appointed to the Integrity Commissioner Selection Committee:

\_\_\_\_\_

\_\_\_\_\_  
Michèle Giroux  
Executive Officer, Corporate Services

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

## **APPENDICES**

Appendix A Policy P.141.GOV Integrity Commissioner

Appendix B Role Description of the Integrity Commissioner






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**POLICY P.141.GOV**
**TITLE: INTEGRITY COMMISSIONER**
**Date issued: 17 December 2019**
**Last revised:**
**Authorization: Board: 17 December 2019**


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## 1.0 OBJECTIVE

To establish the office of the Integrity Commissioner to provide advisory support to the Board and its members in matters of ethics and in the investigation of code of conduct complaints.

## 2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Board Member** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*.
- 2.3 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached Board Policy P.073.GOV Board Member Code of Conduct.
- 2.4 **Staff Members** means employees of the Ottawa-Carleton District School Board.
- 2.5 **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees.

## 3.0 POLICY

### Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner shall receive, review and mediate and/or investigate complaints under Board Policy P.073.GOV Board Member Code of Conduct.
- 3.2 The Integrity Commissioner, upon request by the Chair of the Board, shall provide guidance and recommendations to the Board on issues of ethics and integrity related to the application of Board Policy P.073.GOV Board Member Code of Conduct.
- 3.3 The Integrity Commissioner may, upon request, provide confidential written and oral guidance or advice to individual trustees in respect to situations they face in the

exercise of their official duties. Should the matter apply to other members, the advice shall be provided to the whole Board with no reference to the requesting trustee.

- 3.4 The Integrity Commissioner may, upon request, provide advice or recommendations to the Board on matters relating to policies and procedures, professional development and/or legislative changes affecting the Board governance and standards of ethical behaviour of trustees.
- 3.5 The Integrity Commissioner may provide general information, briefings or training to trustees about their duties and obligations under provincial and/or federal legislation, regulations or guidelines, including but not limited to the following:
  - a) *Education Act*;
  - b) *Municipal Elections Act*;
  - c) *Municipal Conflict of Interest Act*;
  - d) *Ontario Human Right Code*;
  - e) *Criminal Code of Canada*;
  - f) *Municipal Freedom of Information and Protection of Privacy Act*;
  - g) *Occupational Health and Safety Act*;
  - h) *Ombudsman Act*; and
  - i) Student Trustees Attendance and Conflict of Interest Guidelines, Education Act, 2007.
- 3.6 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.

#### Selection and Appointment of the Integrity Commissioner

- 3.7 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the District and overseen by a selection committee of Board members appointed by the Board and chaired by the Chair of the Board or designate.
- 3.8 The selection committee shall recommend a candidate for the Integrity Commissioner position for approval by the Board.
- 3.9 The Board shall appoint an Integrity Commissioner for a two-year term renewable for up to six years in total.
- 3.10 The appointment of the Integrity Commissioner shall be made by approval of the majority of Board members present and voting, at a regular or special meeting of the Board.

- 3.11 The removal of the Integrity Commissioner, for any reason, shall be made only by approval of two-thirds of all members of the Board at a regular or special meeting of the Board.

#### Accountability

- 3.12 The Integrity Commissioner is accountable to and reports to the Board.
- 3.13 The Integrity Commissioner shall annually report to the Board on:
- a) the number and nature of complaints handled by their office;
  - b) the number and nature of complaints received that were outside the jurisdiction of their office; and
  - c) other activities undertaken in the preceding year.
- 3.14 All annual reports from the Integrity Commissioner to the Board will be made available to the public.
- 3.15 The Integrity Commissioner shall redact any confidential information from their public reports in accordance with *the Municipal Freedom of Information and Protection of Privacy Act*.
- 3.16 The Integrity Commissioner may make interim reports to the Board where necessary and as required.

## **4.0 REFERENCE DOCUMENTS**

*Education Act, 1990*

*Municipal Election Act, 2017*

*Municipal Conflict of Interest Act, 2017*

*Criminal Code, 1985*

*Municipal Freedom of Information and Protection of Privacy Act, 1990*

*Occupational Health and Safety Act, 1990*

*Ombudsman Act, 1990*

Board Policy P.025.GOV Board Member Conflict of Interest

Board Policy P.073.GOV Board Members Code of Conduct

Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships



### **Role Description of the Integrity Commissioner of the Ottawa-Carleton District School Board**

As an Integrity Commissioner, you will independently carry out the assignments below having regard for the ethical responsibilities of the elected members of the Board. You will report directly to the Board of Trustees.

#### **Eligibility:**

Employees of the Ottawa-Carleton District School Boards are not eligible to apply for this position.

#### **Qualifications:**

- Undergraduate degree
- A minimum of ten (10) years of senior level management, legal and/or quasi-judicial experience
- Experience in mediation and dispute resolution techniques

#### **Roles and Responsibilities**

As the Integrity Commissioner of the Ottawa-Carleton District School Board you will:

1. Review and make inquiries related to complaints made in accordance with P.073.GOV Board Member Code of Conduct.
2. Review and request access to information you believe is necessary for an investigation of a complaint made in accordance with P.073.GOV Board Members Code of Conduct.
3. Conduct interviews with anyone who may have information relevant to the investigation pertaining to an alleged breach of the member Conduct.
4. Upon request, provide advice to Board members about the application of P.073.GOV Board Members Code of Conduct, P.025.GOV Board Member Conflict of Interest and the interpretation of related legislation.
5. Upon request, provide general information to Board members about their duties and obligations under the following:
  - *Education Act*
  - *Municipal Elections Act*
  - *Municipal Conflict of Interest Act*
  - *Ontario Human Rights Code*

- *Criminal Code of Canada.*
  - *Municipal Freedom of Information and Protection of Privacy Act*
  - *Occupational Health and Safety Act*
  - *Ombudsman Act*
6. Provide professional development to Board members on issues of ethics and integrity.
  7. Maintain custody and control of complaint and inquiry files, and on completion of your term, transfer all files, including correspondence, to the incoming Integrity Commissioner.
  8. Provide such other duties respecting ethical and conduct matters as assigned by the Board.

**As a successful Integrity Commissioner, you have:**

1. High ethical standards;
2. Demonstrated impartiality, wisdom, and sound judgement, combined with the ability to inspire trust and confidence;
3. The ability to provide services on a part-time, flexible and as needed basis;
4. No other involvement in political campaigning/endorsements related to the Board, or other related conflict of interest;
5. No other involvement or financial interest in the work undertaken by the Board;
6. The ability to provide alternative dispute resolution strategies;
7. Experience with managing sensitive inquiries, conducting investigations, and making timely and appropriate recommendations;
8. Excellent oral and written communication skills;
9. Familiarity with investigatory procedures, duty of fairness, and the application of administrative legal principles;
10. The ability to interpret and apply the provisions of various statutes, regulations, policies, and any other enabling framework; and
11. Practical knowledge of the education and school board systems as well as the *Education Act* and applicable regulations.

**Selection Process:**

The selection process for the Integrity Commissioner will be conducted in accordance with the procurement policies of the District and overseen by a selection committee of trustees appointed by the Board and chaired by the Chair of the Board or designate. The selection committee will interview candidates and recommend an Integrity



Commissioner to the Board. The Board will approve the appointment by a vote of the majority of members present and voting.

**Remuneration:**

The successful Integrity Commissioner will receive an annual retainer estimated to be in the range of \$25,000 payable in twelve monthly increments for up to 20 hours of work per month. Hours exceeding the 20 hours per month will be remunerated at an hourly rate.