

## COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, January 12, 2021, 6:30 pm  
Zoom Meeting

**Pages**

1.	Call to Order - Vice-Chair of the Board		
2.	Approval of Agenda		
3.	Briefing from the Chair of the Board		
4.	Briefing from the Director		
5.	Delegations		
5.1.	Jaden Croucher	4 mins	1
5.2.	Ariana Vaezi, The ME Project	2 mins	
5.3.	Kieran McMillan, The ME Project	2 mins	
5.4.	Meghan White, The ME Project	2 mins	
5.5.	Kiaraa Nambiar, The ME Project	2 mins	
5.6.	Emma Bainbridge, The ME Project	2 mins	
5.7.	Linda Berry, The ME Project	2 mins	
6.	COVID-19 Update		
7.	Matters for Action:		
7.1.	Notice of Motion, The ME Project (Trustee Lyra Evans on behalf of Student Trustees Chen and Liu)		3
7.2.	Report 21-002, Facilities Renewal Program and School Condition Improvement 2020-2021 Project Plan (M. Carson)		5
8.	Report from Statutory and Other Committees		
8.1.	ACE, 26 November 2020		47
8.2.	SEAC, 9 December 2020		55
8.3.	IEAC, 10 December 2020		69
8.4.	EDCCP, 3 December 2020		79

- 9. Matters for Discussion:
  - 9.1. Report 20-115, Specialized Program Class Referral Information 2020-2021 (P. Symmonds) 87
  - 9.2. Report 20-110, Updates on Supports for Students with Giftedness (Elementary) in the OCDSB (P. Symmonds, N. Towaij, A. Hannah, J. Offord) 97
  - 9.3. Report 20-108, Gloucester-Rideau Transition Monitoring: Final Report (MJ Farrish, M. Giroux) 103
- 10. Information Items:
  - 10.1. Report from OPSBA (if required)
  - 10.2. New Ministry Initiatives Update (if required)
  - 10.3. OSTA Update (if required)
- 11. New Business - Information and Inquiries
- 12. Adjournment

Hello, my name is Jaden Croucher and I'm here to talk about bleeding. I am a former SRB student who was without pads more than once, because there weren't even pad machines, to begin with (at least in the intermediate section of SRB). I would have to wrap my underwear in 1 ply toilet paper which makes for raging rashes later. And yet through my period days I would see students taking condoms from the gender-neutral bathroom and filling them up like water balloons. Quick question for all involved, did we chose to have periods?. No, we did not, if we could choose I'd assure you no one would have one. Now follow up question, do we chose to have sex?. Yes, we do. So why do we provide free condoms for the students and not free pads and tampons. Think about that. On top of the mad rashes, there is an insane about of shame. Thankfully now I am shameless about my period but when I went to SRB in middle school I was so so ashamed and going up to someone to ask for a pad or worse going up to a teacher to ask for a pad sounded like hell for me. If we simply had pads and tampons in bathrooms we could avoid so many issues. Another example, imagine sitting in a 75-minute class with toilet paper in your underwear, imagine how you'd worry every time you get up that there would be blood on your seat, distracting right. Thankfully I am blessed to live in a financially stable home but I know many people even in my community who don't have that privilege, having these pads and tampons available would make their school experience so much more comfortable. I personally got my period when I was 10 and in fifth grade, I had to hide my period from every one of my friends, and to make it worse we didn't even have a sanitary waste disposal bin so I had to wrap my pad up and walk in front of all my friends to the garbage can, that sucks right, now amplify that by 1000 for our trans and non-binary students. I can't even imagine the gender dysphoria caused by having to ask someone for a pad or tampon. We here want to make a comfortable or at least bearable school experience and, the way to alleviate some stress from our lives is to provide free pads and tampons. That's why I am here today to ask you to do this one small thing for all your students. Thank you.





To: Committee of the Whole

DATE: 12 January 2021

RE: The ME Project

Trustee Lyra Evans, on behalf of Student Trustees Chen and Liu, has given notice that she will move as follows at the Committee of the Whole meeting 12 January 2021, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS students must have access to menstrual hygiene products in order to maintain their physical health and hygiene;

WHEREAS menstrual hygiene products are a basic physical necessity that allow students to participate in school and daily life;

WHEREAS by providing access to menstrual hygiene products, the Ottawa-Carleton District School Board is helping to reduce the harmful social stigma surrounding menstruation;

WHEREAS by making menstrual hygiene products privately and safely accessible in male washroom stalls, the Ottawa-Carleton District School Board can help eliminate the unique barriers to access that gender diverse students who menstruate face;

WHEREAS providing menstrual hygiene products to students who cannot afford them is a basic equity strategy similar to the strategies that the OCDSB already implements, such as school breakfast programs and the provision of Chromebooks and hotspots during the COVID-19 pandemic;

WHEREAS creating a fair learning environment by providing free menstrual hygiene products aligns with the board's goals of fostering a Culture of Caring and a Culture of Social Responsibility in the 2019-2023 OCDSB Strategic Plan;

WHEREAS the government of British Columbia and school boards such as the Toronto District School Board, Thames Valley District School Board, Peel District School Board, Waterloo Region District School Board, and Greater Essex County District School Board have already committed to providing free menstrual hygiene products in school washrooms; and

WHEREAS the Student Senate voted to officially endorse this motion on December 3rd, 2020;

THEREFORE BE IT RESOLVED:

- A. THAT the Ottawa-Carleton District School Board install coin-free menstrual hygiene product dispensers and disposal units in all washrooms accessible to students (including in at least one stall within male washrooms), guidance departments, and physical education departments in all schools with students in grades 4 to 12 prior to September 2022.
- B. THAT the Ottawa-Carleton District School Board ensure the continual supply of free menstrual hygiene products in the aforementioned dispensers from September 2022 onwards.
- C. THAT the Ottawa-Carleton District School Board provide free menstrual hygiene products to students at other appropriate distribution channels where necessary from September 2022 onwards, at the discretion of school administration.
- D. THAT the Ottawa-Carleton District School Board provide education to students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement.
- E. THAT the Ottawa-Carleton District School Board carefully consider the needs of all student demographics in the implementation and maintenance of this initiative, e.g. private and unsupervised access, usage of gender neutral language and packaging.

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

Michèle Giroux  
Executive Officer  
Corporate Services

*Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with  
Section 12.9 of the Board's By-laws and Standing Rules.*



**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 21-002**

**12 January 2021**

**Facilities Renewal Program and School Condition Improvement 2020-2021 Project Plan**

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

**PURPOSE:**

1. To obtain Board approval of the Facilities Renewal Program (FRP) to be implemented under the School Renewal Allocation (SRA), Temporary Accommodations (portable moves), School Condition Improvement (SCI) funding and the COVID-19 Resilience Infrastructure Stream (CVRIS-EDU) funding for the 2020-2021 budget year.

**CONTEXT:**

2. The OCDSB has a large portfolio of buildings and properties encompassing over 12 million square feet. More than 80% of the spaces are over 20 years old. Like all public sector organizations, the OCDSB has a large estimated backlog of differed renewal projects which is estimated to be \$876 million.

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

The Board has approved, as part of the total OCDSB operating budget, the School Renewal Allocation (SRA) 2020-2021 budget in the amount of \$15,082,650 which is equal to the SRA grant. The 2019-2020 SRA carry forward from the previous fiscal year is \$119,696. The Temporary Accommodations Allocation (portable moves) for 2020-2021 is \$1,912,329. The Facilities Renewal Program Budget for 2020-2021 is \$17,114,675.

The 2020-2021 allocation of capital renewal funding for School Condition Improvement (SCI) is \$49,889,073. The 2019-2020 SCI carry forward from the previous fiscal year is \$44,166,890. The total School Condition Improvement budget for 2020-2021 is \$94,055,963.

The total combined FRP and SCI budget for the 2020-2021 year is \$111,170,638.

In collaboration with the Federal Government, the Ministry of Education announced a new funding source through the Investing in Canada Infrastructure Program (ICIP) to provide up to \$700 million in combined federal-provincial funding for education-related infrastructure projects. The program is application based and could potentially inject an additional \$45 million into our project plans.

The recommended 2020-2021 plan includes a variety of renewal projects including:

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

## KEY CONSIDERATIONS:

3. This year, The FRP and SCI involve many projects of varying complexity and size. The priorities for the planned projects are based upon a multitude of factors which are considered prior to the final determination of the FRP and SCI work plans. These factors include: long-range building envelope reports; mechanical and electrical forecasts based upon Facilities staff experience and knowledge of the buildings; consultant reports; VFA building audits; preventative maintenance reports; school condition reports; program requirements; and accessibility needs.
4. SCI Funding Methodology  
SCI funding is provided to address school renewal needs and must be used for expenditures that meet the requirement to be capitalized.

School boards are now restricted to using 70% of their SCI funding to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). School boards are allowed to use

the remaining 30% of their SCI funding to address any locally-identified renewal needs that are listed in the provincial building database. Please see Table 1 below for the categories of restricted (70%) and unrestricted (30%) uses of SCI funding

Table 1: Summary of Restricted and Unrestricted Expenditures:

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

5. Backlog

The current backlog of renewal projects continues to be in excess of \$792 million for the District's permanent learning facilities. Administration sites are not included in this total. Accessibility and program backlog is currently estimated at an additional \$84 million (total backlog of \$876 million). The planned projects are designed to maximize the value at each school and improve the condition of the facility for the students. The list of planned projects is subject to change due to unforeseen building component failures and program change pressures that may arise late in the school year.

6. Deferred Projects from 2019-2020

The onset of the COVID-19 global pandemic in March 2020 greatly reduced the capacity for which construction projects could be designed and executed through the spring and summer of 2020. Of the \$42 million in planned projects within the 2019-2020 SCI plan, \$24 million was deferred to the 2020-2021 year mainly due to the pandemic. These projects have been identified within the project list and their budgets are included in the carry forward amount within the overall budget.

7. Temporary Accommodation

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

8. Unforeseen Annual Needs

Certain general project portfolios have budgets established under the various sites location designation. Unspecified projects have historically arisen, and provisions have been made to address these annual needs through the various sites budget lines. Project lists will be refined throughout the year based on supporting District

programs and prioritized renewal needs as a result of building deterioration and failures, e.g., roof leaks, portable condition reviews and facility condition indexes.

9. Consolidation of Projects

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

10. COVID-19 Resilience Infrastructure Stream-Education Related Projects (CVRIS-EDU)

On 28 October 2020, the Ministry of Education announced a new, time limited COVID-19 Resilience Infrastructure Stream (CVRIS) under the Investing in Canada Infrastructure Program (ICIP) to provide up to \$700 million in combined federal-provincial funding for education-related infrastructure projects. The program recognizes that the COVID-19 pandemic has created new demands for infrastructure investments. On 18 November 2020, the Facilities department, in collaboration with the Business and Learning Technologies and the Early Learning departments put forward a proposed project list totaling approximately \$45 million to the Ministry of Education for consideration. Careful consideration was taken to select projects that would fit within the established scheduling criteria defined by the program and will help to protect the health and wellbeing of students, staff and children in schools and co-located child care facilities.

Staff anticipates The Federal Government/Ministry of Education will announce project approvals late January 2021.

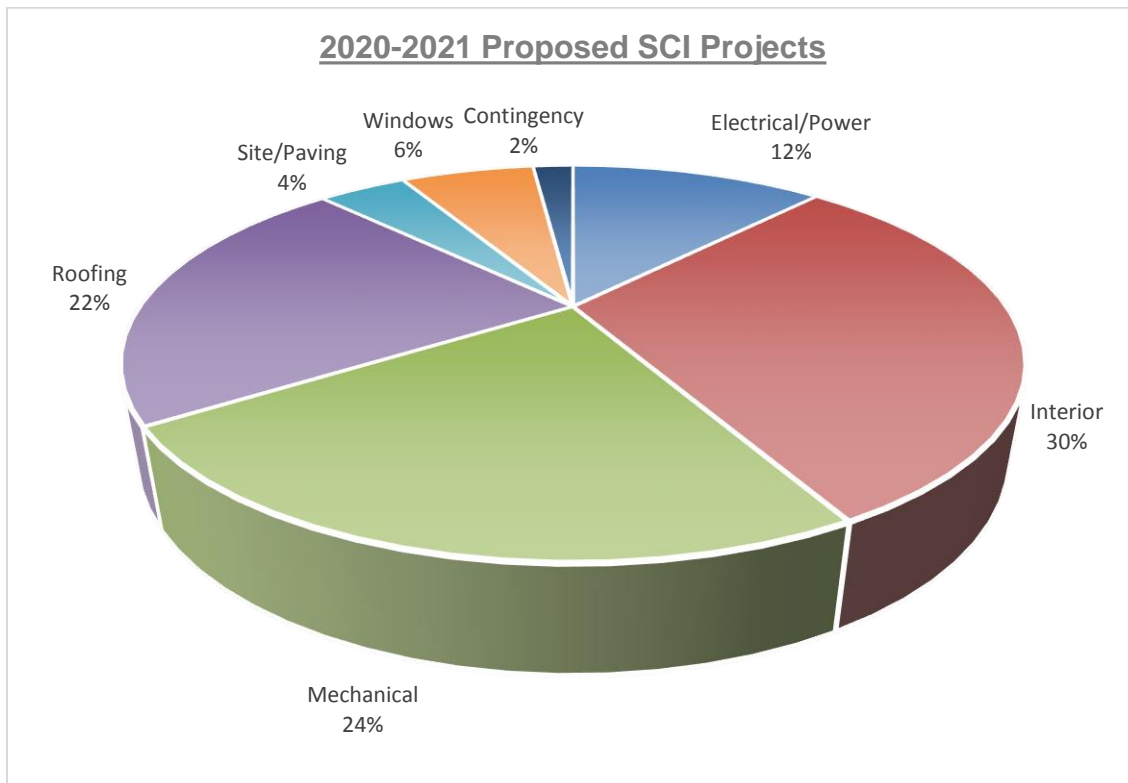
Some of the proposed projects are renewal focused and were planned as part of the SCI/FRP upgrade program (heating, ventilation and air conditioning (HVAC) upgrades and window replacement for example). If these projects are approved under the CVRIS-EDU funding, the budget amounts within the SCI/FRP portfolio will be re-allocated to new future projects.

Depending on the number and value of approved CVRIS-EDU projects and due to the time sensitive nature of the funding, some FRP/SCI projects planned for the 2020-2021 year may be postponed in order to ensure sufficient resources are available to execute the approved projects by the prescribed deadlines (all approved projects must be complete and expensed by 31 December 2021).

Network infrastructure upgrades (Wi-Fi, etc.) were an approved project under the funding parameters and these projects have been included as part of our \$45 million CVRIS-EDU project application.

A copy of the proposed project list is attached as Appendix C.

### 2020-2021 Facilities Work Plan:



The 2020-2021 Facilities Work Plan continues to target building infrastructure renewal projects. Historical metrics indicate the realistic construction work that can be undertaken annually by the District is between \$40-\$50 million. The entire FRP/SCI budget allocation has been assigned to multiple site specific projects and with support of multi-year programs continued from the 2019-2020 budget year.

<b>2020-2021 Proposed SCI Projects</b>		
Electrical/Power	\$11,200,000	12%
Interior	\$28,425,000	30%
Mechanical	\$22,100,000	23%
Roofing	\$20,765,000	22%
Site/Paving	\$3,880,000	4%
Windows	\$5,900,000	6%
Contingency	\$1,785,963	2%
<b>Total</b>	<b>\$94,055,963</b>	<b>100%</b>

#### 11. Special Initiatives:

##### Running Track Refurbishment

This year's work plan identifies six site-based projects to rejuvenate high school running tracks.

#### Solar Photovoltaic Systems

In conjunction with the District's multi-year energy plan and 2019-2023 Strategic Plan goal of creating a culture of responsibility, the work plan identifies four sites which will receive solar photovoltaic net-metering systems. These systems will allow the building to use electricity generated from the building-mounted panels which reduces consumption from the electrical grid and also reduces our carbon footprint.

#### Learning Commons

In the upcoming year, work is planned at the A.Y. Jackson Secondary School (SS) library in conjunction with the science lab upgrade. Secondary school libraries continue to be reviewed and prioritized for retrofit in the coming years through a consultation process.

#### Science Labs

Due to delays caused by the COVID-19 pandemic, all science lab renovation work planned for 2019-2020 year was postponed to the 2020-2021 school year and includes upgrades at A.Y. Jackson SS, Colonel By SS and Canterbury High School. Projects at these three sites will begin in July 2021.

## **RESOURCE IMPLICATIONS:**

### 12. Funding

The combined approved FRP budgets (funded through the SRA) and SCI budgets in the Ministry's 2020-2021 estimates are as follows:

#### FRP

School Renewal Allocation	\$ 15,082,650
Temporary Accommodations (Portables) Allocation	\$ 1,912,329
FRP Reserves 2019-2020 - Carry forward	<u>\$ 119,696</u>
<b>TOTAL FRP Funding 2020-2021</b>	<b>\$ 17,114,675</b>

#### SCI

SCI 2020-2021 Funding	\$ 49,889,073
SCI Reserves 2019-2020 – Carry forward	<u>\$ 44,166,890</u>
<b>TOTAL SCI Funding 2020-2021</b>	<b>\$ 94,055,963</b>

<b>TOTAL FRP/SCI Funding 2020-2021</b>	<b>\$111,170,638</b>
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<b>CVRIS-EDU Funding (Maximum, pending approval)</b>	<b>\$45,813,000</b>
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#### Expenditure

The FRP and SCI projects are planned for the 2020-2021 fiscal year. A summary of the FRP/SCI 2020-2021 budget by division of work is outlined in Appendix A. The detailed project list, by school or project initiative, is outlined in Appendix B. In order to meet the Broader Public Sector (BPS) procurement guidelines, projects

need to be approved prior to raising commitments. A list of projects has been compiled in order to effectively roll out next fiscal year's funding. The following is the estimate of project expenditures:

FRP Projects

FRP Project Plan	\$ 15,202,346
Temporary Accommodations (Portables) Projects	\$ 1,912,329
<b>TOTAL FRP Planned Projects 2020-2021</b>	<b>\$ 17,114,675</b>

SCI Projects

SCI Project Plan	\$ 49,889,073
SCI Reserves 2019-2020 - Carry forward	\$ 44,166,890
<b>TOTAL SCI Planned Projects 2020-2021</b>	<b>\$ 94,055,963</b>

**TOTAL FRP/SCI Planned Projects 2020-2021** **\$111,170,638**

As the 2020-2021 planned projects are tendered, based on bid results, projects will be added or removed in order to expend the full budget allocations. It is expected that SCI funding will be used for eligible facility renewal needs. Uncommitted FRP and SCI funds during the year will be used to augment the projects to ensure full use of the funding available.

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

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

## **COMMUNICATION/CONSULTATION ISSUES:**

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

## **STRATEGIC LINKS:**

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

and upgrades of schools will help improve the quality of teaching spaces and help to promote the success of our students and staff.

## **RECOMMENDATIONS:**

- A. THAT the Facilities Renewal Program and School Condition Improvement project budget in the amount of \$111,170,638 be approved as detailed in Appendix B of Report 21-002;
- B. THAT all or part of the \$45,813,000 budget applied for as part of the COVID-19 Resilience Infrastructure Stream (CVRIS) under the Investing in Canada Infrastructure Program (ICIP) be approved as detailed in Appendix C of Report 21-002, pending the outcome of project approvals by the Ministry of Education;
- C. THAT staff be authorized to proceed with individual project tenders within the Facilities Renewal Program, School Condition Improvement project plans and the COVID-19 Resilience Infrastructure Stream (CVRIS) projects;
- D. THAT as Facilities Renewal Program / School Condition Index 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
- E. THAT the Chair of the Board and Director of Education are authorized to award contracts above \$500,000 that are within this overall available uncommitted approved budget.

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Michael Carson  
Chief Financial Officer

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

## **APPENDICES**

- Appendix A 2020-2021 Facilities Renewal Program and School Condition Improvement Summary
- Appendix B 2020-2021 Facilities Renewal Program and School Condition Improvement Project List
- Appendix C CVRIS-EDU Proposed Project List

## 2020-2021 Facilities Renewal Program and School Condition Improvement Summary

DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period Total	
		2020-21 Project	2021-22 Project
<b>Facilities Renewal Program</b>			
<b>Building Systems</b>			
Mechanical - A/C	\$250,000	\$250,000	\$0
Mechanical - Controls	\$20,000	\$20,000	\$0
Mechanical - Heating	\$130,000	\$130,000	\$0
Mechanical - Plumbing	\$65,000	\$65,000	\$0
Power Services	\$125,000	\$125,000	\$0
Elevators	\$50,000	\$50,000	\$0
Electrical - Fire Alarm Safety	\$40,000	\$40,000	\$0
Electrical - Communications/PA	\$10,000	\$10,000	\$0
Electrical - Lighting	\$85,000	\$85,000	\$0
Environmental - Asbestos	\$200,000	\$200,000	\$0
Environmental - Oil/UT	\$0	\$0	\$0
<b>Sub-Total</b>	<b>\$975,000</b>	<b>\$975,000</b>	<b>\$0</b>
<b>Building Exterior</b>			
Roof Mechanical	\$200,000	\$200,000	\$0
Roof Leaks	\$750,000	\$750,000	\$0
Roof Preventative Maintenance	\$1,000,000	\$1,000,000	\$0
Roof Replacement	\$200,000	\$200,000	\$0
Building Foundations	\$100,000	\$100,000	\$0
Masonry Walls/Chimneys	\$500,000	\$500,000	\$0
Building Structure	\$750,000	\$750,000	\$350,000
Siporex	\$50,000	\$50,000	\$0
Windows/Exterior Doors	\$100,000	\$100,000	\$0
<b>Sub-Total</b>	<b>\$3,650,000</b>	<b>\$3,650,000</b>	<b>\$350,000</b>
<b>Building Interior</b>			
Interior Flooring	\$960,000	\$960,000	\$0
Interior Flooring - Gym	\$150,000	\$150,000	\$0
Interior Ceilings	\$260,000	\$260,000	\$0
Interior Doors	\$100,000	\$100,000	\$0
Interior Door Hardware	\$250,000	\$250,000	\$0
Interior Walls	\$100,000	\$100,000	\$0
Interior Lockers	\$50,000	\$50,000	\$0
Interior Toilet Partitions	\$100,000	\$100,000	\$0
<b>Sub-Total</b>	<b>\$1,970,000</b>	<b>\$1,970,000</b>	<b>\$0</b>
<b>Site &amp; Grounds</b>			
Site-Paving	\$100,000	\$100,000	\$0
Site-Landscape/Fencing	\$150,000	\$150,000	\$0
Site-Play Areas/Sports Fields	\$235,000	\$235,000	\$0
Site-Signage	\$200,000	\$200,000	\$0
Site-Civil Services	\$150,000	\$150,000	\$0
Site Equipment	\$350,000	\$350,000	\$0
Site-Other	\$340,000	\$340,000	\$0
Environmental - Site	\$160,000	\$160,000	\$0
Portable Upgrades	\$830,000	\$830,000	\$0
Upgrade Program	\$1,350,000	\$1,350,000	\$0
Upgrade-Accessibility	\$3,570,000	\$3,570,000	\$100,000
<b>Sub-Total</b>	<b>\$7,435,000</b>	<b>\$7,435,000</b>	<b>\$100,000</b>
<b>Other</b>			
Contingency	\$22,346	\$22,346	\$0
Solar Program	\$1,125,000	\$1,125,000	\$0
Technical Analysis	\$25,000	\$25,000	\$0
Portable Moves	\$1,912,329	\$1,912,329	\$0
<b>Sub-Total</b>	<b>\$3,084,675</b>	<b>\$3,084,675</b>	<b>\$0</b>
<b>Total Facilities Renewal Program</b>	<b>\$17,114,675</b>	<b>\$17,114,675</b>	<b>\$450,000</b>

DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period Total	
		2020-21 Project	2021-22 Project
<b><u>School Condition Improvement</u></b>			
Accessibility Renovations	\$950,000	\$950,000	\$0
Building Renewals	\$530,000	\$280,000	\$250,000
Ceiling Renewals	\$2,075,000	\$725,000	\$1,350,000
Electrical Renewals	\$7,670,000	\$3,445,000	\$4,225,000
Flooring Renewals	\$370,000	\$370,000	\$0
Interior Renovations	\$3,000,000	\$2,650,000	\$350,000
Locker Renewals	\$1,000,000	\$250,000	\$750,000
Mechanical Renewals	\$22,100,000	\$17,145,000	\$4,955,000
Paving/Site Renewals	\$3,880,000	\$2,225,000	\$1,655,000
Power Renewals	\$3,530,000	\$2,630,000	\$900,000
Roofing Renewals	\$20,765,000	\$11,760,000	\$9,005,000
Science Lab Upgrades	\$20,500,000	\$20,500,000	\$0
Window Renewals	\$5,900,000	\$3,650,000	\$2,250,000
Contingency	\$1,785,963	\$1,785,963	\$0
<b>Total School Condition Improvement</b>	<b>\$94,055,963</b>	<b>\$68,365,963</b>	<b>\$25,690,000</b>
<b>Total Facilities Renewal Program &amp; School Condition Improvement</b>	<b>\$111,170,638</b>	<b>\$85,480,638</b>	<b>\$26,140,000</b>

## 2020-2021 Facilities Renewal Program and School Condition Improvement Project List

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
2020-21 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	\$20,000	x	
MECHANICAL - CONTROLS - TOTAL	333VMCSR0000	\$ 20,000		
MECHANICAL - HEATING (Restricted)	333VMHSR0000			
Various Sites	Mechanical - Heating	\$130,000	x	
MECHANICAL - HEATING - TOTAL	333VMHSR0000	\$ 130,000		
MECHANICAL - PLUMBING (Restricted)	333VMPSR0000			
Various Sites	Mechanical - Plumbing	\$50,000	x	
Admin Building	Backflow Preventer 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	
ENVIRONMENT - ASBESTOS - TOTAL	333VLASR0000	\$ 200,000		
ENVIRONMENT - OIL/UT (Unrestricted)	333VLUSR0000			
Various Sites	Oil - Storage Tanks	\$0	x	
ENVIRONMENT - OIL/UT - TOTAL	333VLUSR0000	\$ -		

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
ROOF MECHANICAL (Unrestricted)	333VRMSR0000			
Various Sites	Roof Related Mechanical	\$200,000	x	
<b>ROOF MECHANICAL - TOTAL</b>	<b>333VRMSR0000</b>	<b>\$ 200,000</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	\$1,000,000	x	
<b>ROOF PM PROGRAM - TOTAL</b>	<b>333VRPSR0000</b>	<b>\$ 1,000,000</b>		
ROOF REPLACEMENT (Restricted)	333VRRSR0000			
Various Sites	Roof Replacement	\$200,000	x	
<b>ROOF REPLACEMENT - TOTAL</b>	<b>333VRRSR0000</b>	<b>\$ 200,000</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	\$500,000	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>\$ 750,000</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	
<b>WINDOWS/EXTERIOR DOORS - TOTAL</b>	<b>333VBWSR0000</b>	<b>\$ 100,000</b>		
INTERIOR FLOORING (Unrestricted)	333VIFSR0000			
Various Sites	Standing Agreement	\$600,000	x	
Zone 1	Flooring Upgrades	\$60,000	x	
Zone 2	Flooring Upgrades	\$60,000	x	
Zone 3	Flooring Upgrades	\$60,000	x	
Zone 4	Flooring Upgrades	\$60,000	x	
Zone 5	Flooring Upgrades	\$60,000	x	
Zone 6	Flooring Upgrades	\$60,000	x	
<b>INTERIOR FLOORING - TOTAL</b>	<b>333VIFSR0000</b>	<b>\$ 960,000</b>		
INTERIOR FLOORING - GYM (Unrestricted)	333VIGSR0000			
Various Sites	Standing Agreement	\$80,000	x	
Charles H. Hulse P.S.	Gym Floor Refinishing	\$20,000	x	
South March P.S.	Gym Rubber Floor	\$50,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
<b>INTERIOR FLOORING - GYM - TOTAL</b>	<b>333VIGSR0000</b>	<b>\$ 150,000</b>		
INTERIOR CEILINGS (Unrestricted)	333VICSR0000			
Various Sites	Ceiling Repairs & Tile Replacement	\$260,000	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			
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	
Bridlewood Community E.S.	Front Playground Area Upgrade	\$85,000	x	
<b>SITE - PLAY AREAS/SPORTS FIELDS - TOTAL</b>	<b>333VSASR0000</b>	<b>\$ 235,000</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	\$150,000	x	
<b>SITE - CIVIL SERVICES - TOTAL</b>	<b>333VSCSR0000</b>	<b>\$ 150,000</b>		
SITE - EQUIPMENT (Unrestricted)	333VSESR0000			
Various Sites	Site - Equipment	\$300,000	x	
Briargreen P.S.	Play Structure Replacement	\$25,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Hopewell Avenue P.S.	Play Structure Replacement	\$25,000	x	
<b>SITE - EQUIPMENT - TOTAL</b>	<b>333VSES0000</b>	<b>\$ 350,000</b>		
SITE - OTHER (Unrestricted)	333VSOS0000			
Various Sites	Site - Other	\$50,000	x	
Bayshore P.S.	Shed	\$20,000	x	
Cambridge Street Community P.S.	Retaining Wall	\$50,000	x	
Earl of March S.S.	Front Entrance Retaining Wall	\$50,000	x	
Glen Ogilvie P.S.	Retaining Wall & Accessible Ramp at Amphitheatre	\$100,000	x	
Henry Larsen E.S.	Shed	\$20,000	x	
Sir Winston Churchill P.S.	Retaining Wall	\$50,000	x	
<b>SITE - OTHER - TOTAL</b>	<b>333VSOS0000</b>	<b>\$ 340,000</b>		
ENVIRONMENTAL - SITE (Unrestricted)	333VLSS0000			
Various Sites	Site Remediation	\$10,000	x	
Confederation Education Centre	Monitoring	\$20,000	x	
Devonshire Community P.S.	Monitoring	\$15,000	x	
Earl of March S.S.	Monitoring	\$20,000	x	
Elmdale P.S.	Monitoring	\$15,000	x	
Heritage P.S.	Monitoring	\$5,000	x	
Manotick P.S.	Monitoring	\$20,000	x	
Osgoode Township H.S.	Monitoring	\$15,000	x	
Richard Pfaff S.A.P.	Monitoring	\$15,000	x	
Sir Robert Borden H.S.	Monitoring	\$15,000	x	
West Carleton S.S.	Monitoring	\$10,000	x	
<b>ENVIRONMENTAL - SITE - TOTAL</b>	<b>333VLSS0000</b>	<b>\$ 160,000</b>		
PORTABLE UPGRADES (Unrestricted)	333VPUS0000			
Various Sites	Portable Upgrades	\$830,000	x	
<b>PORTABLE UPGRADES - TOTAL</b>	<b>333VPUS0000</b>	<b>\$ 830,000</b>		
UPGRADE PROGRAM (Unrestricted)	333VUPS0000			
Various Sites	Program Upgrades	\$1,250,000	x	
Various Sites	Security & Systems Projects	\$100,000	x	
<b>UPGRADE PROGRAM - TOTAL</b>	<b>333VUPS0000</b>	<b>\$ 1,350,000</b>		
UPGRADE - ACCESSIBILITY (Unrestricted)	333VUAS0000			
Various Sites	Various Accessibility Projects	\$250,000	x	
A. Lome Cassidy E.S.	Door Operators & Accessibility Alterations	\$50,000	x	
Admin Building	Washroom Rejuvenation Program	\$100,000	x	
Adult H.S.	Site Accessibility Ramp	\$125,000	x	
Agincourt Road P.S.	ASD Alterations	\$40,000	x	
Alta Vista P.S.	Accessibility Alterations	\$50,000	x	
Berrigan E.S.	Door Operators & Accessibility Alterations	\$35,000	x	
Berrigan E.S.	Unit Washroom Alterations	\$250,000	x	
Briargreen P.S.	Door Operators & Accessibility Alterations	\$50,000	x	
Bridlewood Community E.S.	Accessible Ramp Upgrade	\$15,000	x	
Clifford Bowey P.S.	Overhead Ceiling Lift	\$50,000	x	
Clifford Bowey P.S.	Unit Washroom Alterations	\$300,000	x	
Crystal Bay Centre for Spec. Ed.	Accessibility Alterations	\$200,000	x	
Devonshire Community P.S.	Accessibility Alterations	\$50,000	x	
Earl of March S.S.	Change Room Alterations	\$50,000	x	
Emily Carr M.S.	Lift Replacement	\$15,000	x	
General Vanier P.S.	PSN Alterations	\$40,000	x	
Glebe C.I.	Change Room Alterations	\$35,000	x	
Hawthorne P.S.	Accessibility Alterations	\$50,000	x	
Heritage P.S.	Gym Lift Replacement	\$15,000	x	
Huntley Centennial P.S.	Accessibility Alterations	\$20,000	x	
Jockvale P.S.	BIP Alterations	\$40,000	x	
Katimavik E.S.	Accessible Ramp Upgrade	\$15,000	x	
Lisgar C.I.	Accessible Ramp Upgrade	\$100,000		x
Longfields-Davidson Heights S.S.	BIP/ASD Washroom Alterations	\$350,000	x	
Longfields-Davidson Heights S.S.	Change Room Alterations	\$50,000	x	
Osgoode Township H.S.	DSP Unit	\$300,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Ottawa Technical S.S.	Platform Stair Lift Upgrade	\$70,000	x	
Ottawa Technical S.S.	Plinth Replacement & Washroom Alterations	\$100,000	x	
Queen Elizabeth P.S.	Second Floor Universal Washroom	\$250,000	x	
Robert Hopkins P.S.	Accessibility Alterations	\$50,000	x	
Sir Winston Churchill P.S.	Second Floor Universal Washroom	\$300,000	x	
Sir Winston Churchill P.S.	Platform Stair Lift Upgrade	\$70,000	x	
Steve MacLean P.S.	BIP Alterations	\$50,000	x	
Trillium E.S.	Lift Replacement	\$50,000	x	
Vimy Ridge P.S.	Accessibility Alterations	\$20,000	x	
Vincent Massey P.S.	Accessibility & Washroom Alterations	\$50,000	x	
W. Erskine Johnston P.S.	Accessibility Alterations	\$15,000	x	
<b>UPGRADE - ACCESSIBILITY - TOTAL</b>	<b>333VUASR0000</b>	<b>\$ 3,570,000</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	\$22,346	x	
<b>CONTINGENCY - TOTAL</b>	<b>333VVRSR0000</b>	<b>\$ 22,346</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	\$1,912,329	x	
<b>PORTABLE MOVES - TOTAL</b>	<b>334VPM000000</b>	<b>\$ 1,912,329</b>		

<b>2020-21 FACILITIES RENEWAL PROGRAM - TOTAL</b>		<b>\$ 17,114,675</b>		
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<b>2020-21 SCHOOL CONDITION IMPROVEMENT</b>				
A. Lorne Cassidy E.S.	Backflow Preventer Upgrade	\$12,000	x	
A.Y. Jackson S.S.	Backflow Preventer Upgrade	\$15,000	x	
A.Y. Jackson S.S.	Ductless Split A/C Upgrade	\$50,000	x	
A.Y. Jackson S.S.	Running Track Refurbishment	\$80,000	x	
A.Y. Jackson S.S.	Science Lab Upgrades	\$7,000,000	x	
A.Y. Jackson S.S.	Skylight Replacement	\$420,000	x	
A.Y. Jackson S.S.	Locker Replacement	\$300,000		x
Adrienne Clarkson E.S.	Backflow Preventer Upgrade	\$12,000	x	
Adrienne Clarkson E.S.	Roof Replacement	\$435,000		x
Adult H.S.	Backflow Preventer Upgrade	\$15,000	x	
Adult H.S.	HVAC Upgrade Main Office	\$1,000,000		x
Adult H.S.	Railing Replacement	\$200,000		x
Adult H.S.	Roof Replacement	\$600,000		x
Adult H.S.	Urinal System Upgrade	\$100,000		x
Agincourt Road P.S.	Backflow Preventer Upgrade	\$12,000	x	
Agincourt Road P.S.	Playground Paving	\$150,000	x	
Agincourt Road P.S.	Ceiling Replacement	\$250,000		x
Agincourt Road P.S.	Roof Replacement	\$275,000		x
Albert Street Education Centre	Fire Alarm System Upgrade	\$400,000	x	
Albert Street Education Centre	Main Service Upgrade	\$780,000	x	
Albert Street Education Centre	P.A. System Upgrade	\$130,000	x	
Albert Street Education Centre	Window Replacement	\$650,000	x	
Alta Vista P.S.	Backflow Preventer Upgrade	\$12,000	x	
Alta Vista P.S.	Heating Upgrade Phase 1 - 3	\$7,000,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Alta Vista P.S.	Roof Replacement	\$400,000	x	
Arch Street P.S.	Backflow Preventer Upgrade	\$12,000	x	
Arch Street P.S.	Battery Unit Replacement	\$85,000	x	
Avalon P.S.	Backflow Preventer Upgrade	\$12,000	x	
Barrhaven P.S.	Backflow Preventer Upgrade	\$12,000	x	
Barrhaven P.S.	Roof Replacement	\$300,000	x	
Barrhaven P.S.	Roof Replacement	\$200,000		x
Bayshore P.S.	Backflow Preventer Upgrade	\$12,000	x	
Bayshore P.S.	BAS Greenbox Conversion	\$50,000	x	
Bayshore P.S.	Gym Floor Replacement	\$70,000	x	
Bayshore P.S.	New Elevator	\$950,000	x	
Bayview P.S.	Backflow Preventer Upgrade	\$12,000	x	
Bayview P.S.	Battery Unit Replacement	\$85,000	x	
Bayview P.S.	Electrical Distribution Upgrade	\$550,000	x	
Bell H.S.	Backflow Preventer Upgrade	\$15,000	x	
Bells Corners P.S.	Backflow Preventer Upgrade	\$12,000	x	
Bells Corners P.S.	Battery Unit Replacement	\$85,000	x	
Bells Corners P.S.	Window Replacement	\$200,000	x	
Bells Corners P.S.	Roof Replacement	\$190,000		x
Bells Corners P.S.	Window Replacement	\$200,000		x
Berrigan E.S.	Backflow Preventer Upgrade	\$12,000	x	
Berrigan E.S.	P.A. System Upgrade	\$45,000	x	
Blossom Park P.S.	Backflow Preventer Upgrade	\$12,000	x	
Blossom Park P.S.	Storm Water Management	\$250,000	x	
Blossom Park P.S.	Boiler Venting Replacement	\$80,000		x
Blossom Park P.S.	Paving	\$80,000		x
Blossom Park P.S.	Roof Replacement	\$130,000		x
Briargreen P.S.	Backflow Preventer Upgrade	\$12,000	x	
Briargreen P.S.	Roof Access Upgrade	\$250,000		x
Briargreen P.S.	Window Replacement	\$100,000		x
Bridlewood Community E.S.	Backflow Preventer Upgrade	\$12,000	x	
Broadview P.S.	Backflow Preventer Upgrade	\$12,000	x	
Brookfield H.S.	Backflow Preventer Upgrade	\$15,000	x	
Brookfield H.S.	Parking Lot Paving	\$250,000		x
Brookfield H.S.	Roof Replacement	\$320,000		x
Cairine Wilson S.S.	Electrical Distribution Upgrade	\$350,000	x	
Cairine Wilson S.S.	Running Track Refurbishment	\$80,000	x	
Cairine Wilson S.S.	New Entrance Paving	\$250,000		x
Cairine Wilson S.S.	Roof Replacement	\$375,000		x
Cambridge Street Community P.S.	Backflow Preventer Upgrade	\$12,000	x	
Cambridge Street Community P.S.	Roof Replacement	\$310,000	x	
Canterbury H.S.	Backflow Preventer Upgrade	\$12,000	x	
Canterbury H.S.	Science Lab Upgrades/Ceiling Replacement/Unit Washroom	\$7,000,000	x	
Carleton Heights P.S.	Backflow Preventer Upgrade	\$12,000	x	
Carson Grove E.S.	Backflow Preventer Upgrade	\$12,000	x	
Carson Grove E.S.	Gym Floor Replacement	\$75,000	x	
Carson Grove E.S.	Parking Lot Paving	\$100,000		x
Castlefrank P.S.	Backflow Preventer Upgrade	\$12,000	x	
Castlefrank P.S.	P.A. System Upgrade	\$30,000	x	
Castor Valley E.S.	Roof Top Unit Replacement	\$300,000	x	
Castor Valley E.S.	Paving	\$65,000		x
Cedarview M.S.	Backflow Preventer Upgrade	\$12,000	x	
Cedarview M.S.	Gym Curtain Replacement	\$60,000		x
Centennial P.S.	Backflow Preventer Upgrade	\$12,000	x	
Centennial P.S.	BAS Greenbox Conversion	\$60,000	x	
Centennial P.S.	Pool HVAC Upgrade	\$200,000	x	
Centennial P.S.	Roof Replacement	\$400,000	x	
Century P.S.	Backflow Preventer Upgrade	\$12,000	x	
Century P.S.	Roof Replacement	\$120,000	x	
Chapman Mills P.S.	Backflow Preventer Upgrade	\$12,000	x	
Charles H. Hulse P.S.	Backflow Preventer Upgrade	\$12,000	x	
Charles H. Hulse P.S.	Roof Replacement	\$175,000	x	
Churchill A.S.	Backflow Preventer Upgrade	\$12,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Churchill A.S.	Roof Replacement	\$620,000	x	
Churchill A.S.	Roof Replacement	\$200,000		x
Clifford Bowey P.S.	Backflow Preventer Upgrade	\$12,000	x	
Clifford Bowey P.S.	Battery Unit Replacement	\$85,000	x	
Clifford Bowey P.S.	Plenum Bypass	\$400,000		x
Colonel By S.S.	Running Track Refurbishment	\$80,000	x	
Colonel By S.S.	Science Lab Upgrades	\$6,000,000	x	
Colonel By S.S.	Bus Loop Paving	\$250,000		x
Colonel By S.S.	Locker Replacement	\$300,000		x
Confederation Education Centre	Backflow Preventer Upgrade	\$15,000	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	
Confederation Education Centre	Door Operators & Accessibility Alterations	\$50,000	x	
Confederation Education Centre	Heating Upgrade	\$25,000	x	
Confederation Education Centre	Split A/C Unit Replacement	\$75,000	x	
Connaught P.S.	Backflow Preventer Upgrade	\$12,000	x	
Connaught P.S.	Roof Replacement	\$150,000	x	
Convent Glen E.S.	Backflow Preventer Upgrade	\$12,000	x	
Convent Glen E.S.	Gym Floor Replacement	\$70,000	x	
Convent Glen E.S.	Gym Lighting Upgrade	\$30,000	x	
Crystal Bay Centre for Spec. Ed.	Backflow Preventer Upgrade	\$12,000	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.	Backflow Preventer Upgrade	\$12,000	x	
D. Roy Kennedy P.S.	Locker Replacement	\$100,000	x	
D. Roy Kennedy P.S.	Fire Alarm System Upgrade	\$250,000		x
D. Roy Kennedy P.S.	Interior Lighting Upgrade	\$350,000		x
D. Roy Kennedy P.S.	Roof Replacement	\$435,000		x
Devonshire Community P.S.	Backflow Preventer Upgrade	\$12,000	x	
Devonshire Community P.S.	Window Replacement	\$350,000	x	
Devonshire Community P.S.	Fencing	\$85,000		x
Dunlop P.S.	Backflow Preventer Upgrade	\$12,000	x	
Dunlop P.S.	Roof Replacement	\$300,000	x	
Dunning-Foubert E.S.	Backflow Preventer Upgrade	\$12,000	x	
Dunning-Foubert E.S.	Playground Paving	\$125,000	x	
Earl of March S.S.	Backflow Preventer Upgrade	\$15,000	x	
Earl of March S.S.	Stair Replacement	\$30,000	x	
Earl of March S.S.	Auditorium Lighting Upgrade	\$75,000		x
Earl of March S.S.	Electrical Distribution Upgrade	\$900,000		x
Earl of March S.S.	Interior Lighting Upgrade	\$1,200,000		x
Earl of March S.S.	Roof Replacement	\$500,000		x
Earl of March S.S.	Stair Replacement	\$30,000		x
Elgin Street P.S.	Backflow Preventer Upgrade	\$12,000	x	
Elgin Street P.S.	Battery Unit Replacement	\$85,000	x	
Elgin Street P.S.	Foundation Upgrades	\$100,000	x	
Elizabeth Wyn Wood S.A.P.	Backflow Preventer Upgrade	\$15,000	x	
Elizabeth Wyn Wood S.A.P.	HVAC Upgrade	\$3,000,000	x	
Elizabeth Wyn Wood S.A.P.	Power Upgrades	\$300,000	x	
Elizabeth Wyn Wood S.A.P.	Science Lab Upgrades	\$500,000	x	
Elizabeth Wyn Wood S.A.P.	Window Replacement	\$350,000	x	
Elizabeth Wyn Wood S.A.P.	Parking Lot Paving	\$150,000		x
Elizabeth Wyn Wood S.A.P.	Window Replacement	\$200,000		x
Elmdale P.S.	Backflow Preventer Upgrade	\$12,000	x	
Elmdale P.S.	Interior Renovations-Restricted	\$1,000,000	x	
Elmdale P.S.	Interior Renovations-Unrestricted	\$1,000,000	x	
Emily Carr M.S.	Backflow Preventer Upgrade	\$12,000	x	
Emily Carr M.S.	Roof Replacement	\$350,000	x	
Fallingbrook Community E.S.	Backflow Preventer Upgrade	\$12,000	x	
Fallingbrook Community E.S.	Condensing Unit Upgrade	\$35,000	x	
Fallingbrook Community E.S.	Fencing	\$35,000	x	
Fallingbrook Community E.S.	Siding Replacement	\$200,000	x	
Fallingbrook Community E.S.	Skylight Replacement	\$175,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Farley Mowat P.S.	Backflow Preventer Upgrade	\$12,000	x	
Featherston Drive P.S.	Backflow Preventer Upgrade	\$12,000	x	
Featherston Drive P.S.	Parking Lot Paving	\$120,000	x	
Fielding Drive P.S.	Backflow Preventer Upgrade	\$12,000	x	
Fielding Drive P.S.	BAS Greenbox Conversion	\$60,000	x	
Fielding Drive P.S.	Front Entrance Paving	\$60,000	x	
First Avenue P.S.	Backflow Preventer Upgrade	\$12,000	x	
First Avenue P.S.	Roof Top Unit Replacement	\$45,000	x	
First Avenue P.S.	Stair Replacement	\$40,000	x	
First Avenue P.S.	Roof Replacement	\$300,000		x
Fisher Park P.S.	Backflow Preventer Upgrade	\$12,000	x	
Fisher Park P.S.	Blind Replacement	\$50,000	x	
Fisher Park P.S.	P.A. System Upgrade	\$60,000	x	
Fisher Park P.S.	Roof Replacement	\$200,000		x
Forest Valley E.S.	Backflow Preventer Upgrade	\$12,000	x	
Forest Valley E.S.	Roof Top Unit Replacement	\$240,000	x	
Forest Valley E.S.	Roof Replacement	\$150,000		x
Frederick Banting S.A.P.	Backflow Preventer Upgrade	\$15,000	x	
General Vanier P.S.	Backflow Preventer Upgrade	\$12,000	x	
Glashan P.S.	Backflow Preventer Upgrade	\$12,000	x	
Glashan P.S.	BAS Greenbox Conversion	\$60,000	x	
Glashan P.S.	Ceiling Replacement	\$250,000		x
Glashan P.S.	Stair Replacement	\$50,000		x
Glebe C.I.	Backflow Preventer Upgrade	\$15,000	x	
Glebe C.I.	Ceiling Replacement	\$250,000	x	
Glebe C.I.	Hallway Lighting Upgrade	\$200,000	x	
Glebe C.I.	Locker Replacement Phase I	\$150,000	x	
Glebe C.I.	Roof Replacement	\$300,000	x	
Glebe C.I.	Auditorium Lighting Upgrade	\$500,000		x
Glebe C.I.	Locker Replacement Phase II	\$150,000		x
Glebe C.I.	Pool HVAC Upgrade	\$200,000		x
Glebe C.I.	Window Replacement	\$500,000		x
Glen Caim P.S.	Backflow Preventer Upgrade	\$12,000	x	
Glen Caim P.S.	Roof Replacement	\$50,000	x	
Glen Caim P.S.	Roof Replacement	\$50,000		x
Glen Ogilvie P.S.	Backflow Preventer Upgrade	\$12,000	x	
Glen Ogilvie P.S.	BAS Greenbox Conversion	\$50,000	x	
Gloucester H.S.	Backflow Preventer Upgrade	\$15,000	x	
Gloucester H.S.	Roof Replacement	\$550,000	x	
Gloucester H.S.	Running Track Refurbishment	\$80,000	x	
Goulbourn M.S.	Ceiling Replacement	\$100,000		x
Half Moon Bay P.S.	Backflow Preventer Upgrade	\$12,000	x	
Hawthorne P.S.	Backflow Preventer Upgrade	\$12,000	x	
Hawthorne P.S.	Parking Lot Lighting Upgrade	\$80,000	x	
Hawthorne P.S.	Window Replacement	\$200,000	x	
Henry Larsen E.S.	Backflow Preventer Upgrade	\$12,000	x	
Henry Larsen E.S.	Roof Replacement	\$175,000		x
Henry Munro M.S.	Backflow Preventer Upgrade	\$12,000	x	
Henry Munro M.S.	Roof Replacement	\$650,000	x	
Henry Munro M.S.	Siporex Upgrade	\$75,000	x	
Henry Munro M.S.	Roof Replacement	\$430,000		x
Heritage P.S.	P.A. System Upgrade	\$30,000	x	
Heritage P.S.	Interior Lighting Upgrade	\$800,000		x
Hillcrest H.S.	Backflow Preventer Upgrade	\$15,000	x	
Hillcrest H.S.	Roof Replacement	\$600,000	x	
Hillcrest H.S.	Window Replacement	\$300,000	x	
Hillcrest H.S.	Loading Bay Upgrade	\$150,000		x
Hillcrest H.S.	Roof Replacement	\$280,000		x
Hilson Avenue P.S.	Backflow Preventer Upgrade	\$12,000	x	
Hilson Avenue P.S.	Roof Replacement	\$350,000	x	
Hilson Avenue P.S.	Interior Lighting Upgrade	\$350,000		x
Hilson Avenue P.S.	Roof Replacement	\$575,000		x
Hopewell Avenue P.S.	Backflow Preventer Upgrade	\$12,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Hopewell Avenue P.S.	Boiler Room Block Upgrade	\$25,000	x	
Hopewell Avenue P.S.	Boiler Room Ceiling & Parking Slab Upgrade	\$50,000	x	
Hopewell Avenue P.S.	Condensing Unit Upgrade	\$15,000	x	
Hopewell Avenue P.S.	Garage Floor Waterproofing	\$100,000	x	
Hopewell Avenue P.S.	Window Replacement	\$250,000	x	
Hopewell Avenue P.S.	Stair Replacement	\$40,000		x
Huntley Centennial P.S.	Backflow Preventer Upgrade	\$12,000	x	
Jack Donohue P.S.	Backflow Preventer Upgrade	\$12,000	x	
Jockvale E.S.	Backflow Preventer Upgrade	\$12,000	x	
Jockvale E.S.	Kindergarten Heating Upgrade	\$200,000	x	
Jockvale E.S.	P.A. System Upgrade	\$30,000	x	
John McCrae S.S.	Backflow Preventer Upgrade	\$15,000	x	
John McCrae S.S.	Gym Divider Curtain Replacement	\$60,000	x	
John McCrae S.S.	Parking Lot Paving & Walkway Upgrade	\$80,000	x	
John Young E.S.	Backflow Preventer Upgrade	\$12,000	x	
John Young E.S.	Bus Drop Off Lane Expansion	\$120,000	x	
Kanata Highlands P.S.	Backflow Preventer Upgrade	\$12,000	x	
Kars on the Rideau P.S.	Foundation Upgrades	\$100,000		x
Kars on the Rideau P.S.	Roof Replacement	\$175,000		x
Katimavik E.S.	Backflow Preventer Upgrade	\$12,000	x	
Katimavik E.S.	Unit Ventilator Upgrade	\$100,000	x	
Knoxdale P.S.	Backflow Preventer Upgrade	\$12,000	x	
Knoxdale P.S.	Front Walkway Upgrade	\$25,000	x	
Knoxdale P.S.	Window Replacement	\$250,000		x
Lady Evelyn A.S.	Backflow Preventer Upgrade	\$12,000	x	
Lady Evelyn A.S.	Roof Replacement	\$450,000	x	
Lakeview P.S.	Backflow Preventer Upgrade	\$12,000	x	
Lakeview P.S.	Fencing	\$80,000	x	
Lakeview P.S.	Gym Floor Replacement	\$75,000	x	
Le Phare E.S.	Backflow Preventer Upgrade	\$12,000	x	
Lisgar C.I.	Backflow Preventer Upgrade	\$15,000	x	
Lisgar C.I.	Roof Replacement	\$100,000	x	
Lisgar C.I.	Stair Replacement North 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	\$50,000		x
Longfields-Davidson Heights S.S.	Backflow Preventer Upgrade	\$15,000	x	
Manor Park P.S.	Backflow Preventer Upgrade	\$12,000	x	
Manor Park P.S.	Plenum Bypass	\$400,000		x
Manordale P.S.	Backflow Preventer Upgrade	\$12,000	x	
Manordale P.S.	Roof Replacement	\$150,000	x	
Manordale P.S.	Entry Ceilings	\$250,000		x
Manotick P.S.	Urinal & Plumbing Fixture Replacement	\$100,000		x
Maple Ridge E.S.	Backflow Preventer Upgrade	\$12,000	x	
Maple Ridge E.S.	Gym Lighting Upgrade	\$30,000	x	
Maple Ridge E.S.	Roof Replacement	\$275,000		x
Mary Honeywell E.S.	Backflow Preventer Upgrade	\$12,000	x	
Mary Honeywell E.S.	Roof Replacement	\$150,000	x	
Mary Honeywell E.S.	Roof Top Unit Replacement	\$45,000	x	
Meadowlands P.S.	Backflow Preventer Upgrade	\$12,000	x	
Meadowlands P.S.	Plenum Bypass	\$200,000	x	
Meadowlands P.S.	Roof Replacement	\$150,000	x	
Merivale H.S.	Backflow Preventer Upgrade	\$15,000	x	
Merivale H.S.	Roof Replacement	\$475,000	x	
Merivale H.S.	Entry Ceilings	\$250,000		x
Merivale H.S.	Roof Replacement	\$475,000		x
Metcalfé P.S.	Gym Floor Replacement	\$80,000	x	
Mutchmor P.S.	Backflow Preventer Upgrade	\$12,000	x	
Mutchmor P.S.	Ceiling Upgrade	\$25,000	x	
Mutchmor P.S.	Hallway Lighting Upgrade	\$200,000		x
Mutchmor P.S.	Stair Replacement	\$30,000		x
Nepean H.S.	Backflow Preventer Upgrade	\$15,000	x	
Nepean H.S.	Service Lane Paving & Retaining Wall	\$200,000		x

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Norman Johnston S.A.P.	Backflow Preventer Upgrade	\$15,000	x	
Orleans Wood E.S.	Backflow Preventer Upgrade	\$12,000	x	
Orleans Wood E.S.	Fire Route Lane Paving	\$50,000	x	
Orleans Wood E.S.	Front Entrance Foundation	\$80,000	x	
Orleans Wood E.S.	Boiler Replacement	\$175,000		x
Osgoode P.S.	Roof Replacement	\$300,000	x	
Osgoode P.S.	Window Replacement	\$250,000	x	
Osgoode Township H.S.	Running Track Refurbishment	\$80,000	x	
Ottawa Technical S.S.	Backflow Preventer Upgrade	\$15,000	x	
Ottawa Technical S.S.	Roof Replacement	\$195,000	x	
Ottawa Technical S.S.	Siporex Upgrade	\$75,000	x	
Pinecrest P.S.	Backflow Preventer Upgrade	\$12,000	x	
Pinecrest P.S.	Gym Lighting Upgrade	\$100,000		x
Pleasant Park P.S.	Backflow Preventer Upgrade	\$12,000	x	
Queen Elizabeth P.S.	Roof Replacement	\$250,000		x
Queen Elizabeth P.S.	Stair Replacement	\$40,000		x
Queen Mary Street P.S.	Backflow Preventer Upgrade	\$12,000	x	
Queen Mary Street P.S.	Parking Lot Paving	\$150,000	x	
Regina Street A.S.	Backflow Preventer Upgrade	\$12,000	x	
Regina Street A.S.	Fire Alarm System Upgrade	\$250,000	x	
Regina Street A.S.	Front Entrance & Playground Paving	\$150,000	x	
Regina Street A.S.	Roof Replacement	\$220,000	x	
Regina Street A.S.	Window Replacement	\$250,000	x	
Richard Pfaff S.A.P.	Backflow Preventer Upgrade	\$15,000	x	
Richard Pfaff S.A.P.	Washroom Lighting Upgrade	\$10,000	x	
Richard Pfaff S.A.P.	Window Replacement	\$350,000		x
Richmond P.S.	Window Replacement	\$100,000	x	
Richmond P.S.	Roof Replacement	\$130,000		x
Ridgemont H.S.	Backflow Preventer Upgrade	\$15,000	x	
Ridgemont H.S.	Fire Alarm System Upgrade	\$400,000	x	
Ridgemont H.S.	Roof Replacement	\$650,000	x	
Ridgemont H.S.	Roof Top Unit Replacement	\$75,000	x	
Ridgemont H.S.	Roof Replacement	\$400,000		x
Riverview A.S.	Backflow Preventer Upgrade	\$12,000	x	
Riverview A.S.	BAS Greenbox Conversion	\$40,000	x	
Robert Bateman P.S.	Backflow Preventer Upgrade	\$12,000	x	
Robert Bateman P.S.	Fire Alarm System Upgrade	\$350,000	x	
Robert Bateman P.S.	Roof Replacement	\$650,000	x	
Robert Bateman P.S.	Roof Replacement	\$335,000		x
Robert E. Wilson P.S.	Backflow Preventer Upgrade	\$12,000	x	
Robert E. Wilson P.S.	Fencing	\$75,000	x	
Robert Hopkins P.S.	Backflow Preventer Upgrade	\$12,000	x	
Robert Hopkins P.S.	Electrical Distribution Upgrade	\$300,000	x	
Robert Hopkins P.S.	Service Upgrade	\$250,000	x	
Robert Hopkins P.S.	Exterior Lighting Upgrade	\$50,000		x
Roberta Bondar P.S.	Backflow Preventer Upgrade	\$12,000	x	
Roberta Bondar P.S.	Chiller Replacement	\$350,000	x	
Roberta Bondar P.S.	Roof Replacement	\$675,000	x	
Roch Carrier E.S.	Backflow Preventer Upgrade	\$12,000	x	
Rockcliffe Park P.S.	Backflow Preventer Upgrade	\$12,000	x	
Rockcliffe Park P.S.	Maker Space Upgrade	\$250,000	x	
Roland Michener P.S.	Backflow Preventer Upgrade	\$12,000	x	
Roland Michener P.S.	Front Entrance Paving	\$125,000	x	
Sawmill Creek E.S.	Gym Curtain Replacement	\$60,000		x
Severn Avenue P.S.	Backflow Preventer Upgrade	\$12,000	x	
Sir Guy Carleton S.S.	Backflow Preventer Upgrade	\$15,000	x	
Sir Guy Carleton S.S.	Kitchen Ceiling Replacement	\$50,000	x	
Sir Robert Borden H.S.	Backflow Preventer Upgrade	\$15,000	x	
Sir Robert Borden H.S.	Window Replacement	\$400,000		x
Sir Wilfred Laurier S.S.	Backflow Preventer Upgrade	\$15,000	x	
Sir Wilfred Laurier S.S.	VAV Box Rebalancing & Commissioning	\$90,000	x	
Sir Winston Churchill P.S.	Backflow Preventer Upgrade	\$12,000	x	
Sir Winston Churchill P.S.	Gym Curtain Replacement	\$60,000	x	

PROJECT	DESCRIPTION	TOTAL 2020-21 FRP/SCI BUDGET	Construction Period	
			2020-21 Project	2021-22 Project
Sir Winston Churchill P.S.	Roof Replacement	\$350,000	x	
Sir Winston Churchill P.S.	Parking Lot Paving	\$75,000		x
South Carleton H.S.	Roof Replacement	\$175,000	x	
South Carleton H.S.	Plenum Bypass	\$400,000		x
South March P.S.	Backflow Preventer Upgrade	\$12,000	x	
South March P.S.	Library Lighting Upgrade	\$20,000	x	
Stephen Leacock P.S.	Backflow Preventer Upgrade	\$12,000	x	
Steve MacLean P.S.	Backflow Preventer Upgrade	\$12,000	x	
Stittsville P.S.	Backflow Preventer Upgrade	\$12,000	x	
Stittsville P.S.	Interior Lighting Upgrade	\$600,000	x	
Stonecrest E.S.	Front Concrete Walkway Upgrade	\$150,000	x	
Stonecrest E.S.	Gym Divider Curtain Replacement	\$60,000	x	
Stonecrest E.S.	Roof Replacement	\$300,000	x	
Stonecrest E.S.	Interior Classroom Lighting Upgrades	\$350,000		x
Stonecrest E.S.	Roof Replacement	\$370,000		x
Summerside P.S.	Backflow Preventer Upgrade	\$12,000	x	
Terry Fox E.S.	Backflow Preventer Upgrade	\$12,000	x	
Trillium E.S.	Backflow Preventer Upgrade	\$12,000	x	
Trillium E.S.	Gym Divider Curtain Replacement	\$60,000	x	
Trillium E.S.	Interior Classroom Lighting Upgrades	\$500,000	x	
Trillium E.S.	Stair Replacement	\$40,000		x
Vimy Ridge P.S.	Backflow Preventer Upgrade	\$12,000	x	
Vincent Massey P.S.	Backflow Preventer Upgrade	\$12,000	x	
Vincent Massey P.S.	Fire Alarm System Upgrade	\$250,000	x	
Vincent Massey P.S.	HVAC Upgrade Phase 1	\$2,000,000		x
Viscount Alexander P.S.	Backflow Preventer Upgrade	\$12,000	x	
W. Erskine Johnston P.S.	Entry Ceilings	\$250,000		x
W. Erskine Johnston P.S.	Roof Replacement	\$325,000		x
W.E. Gowling P.S.	Backflow Preventer Upgrade	\$12,000	x	
W.O. Mitchell E.S.	Backflow Preventer Upgrade	\$12,000	x	
West Carleton S.S.	Heat Pump Upgrades	\$750,000	x	
West Carleton S.S.	Parking Lot Paving	\$150,000		x
Westwind P.S.	Backflow Preventer Upgrade	\$12,000	x	
Woodroffe Avenue P.S.	Backflow Preventer Upgrade	\$12,000	x	
Woodroffe Avenue P.S.	Electrical Distribution Upgrade	\$100,000	x	
Woodroffe Avenue P.S.	HVAC Upgrade	\$2,000,000	x	
Woodroffe Avenue P.S.	Roof Replacement	\$150,000	x	
Woodroffe Avenue P.S.	Urinal & Plumbing Fixture Replacement	\$125,000	x	
Woodroffe H.S.	Backflow Preventer Upgrade	\$15,000	x	
Woodroffe H.S.	Running Track Refurbishment	\$80,000	x	
York Street P.S.	Backflow Preventer Upgrade	\$12,000	x	
York Street P.S.	BAS Greenbox Conversion	\$60,000	x	
Various Sites	Contingency	\$1,785,963	x	
<b>2020-21 SCHOOL CONDITION IMPROVEMENT - TOTAL</b>		<b>\$ 94,055,963</b>	<b>\$ 68,365,963</b>	<b>\$ 25,690,000</b>
<b>2020-21 FACILITIES RENEWAL AND SCHOOL CONDITION IMPROVEMENT - TOTAL</b>		<b>\$ 111,170,638</b>	<b>\$ 85,480,638</b>	<b>\$ 25,690,000</b>



# CVRIS-EDU Proposed Project List

Project Name	School Name	Project Scope	Budget
HVAC Unit Ventilator Upgrade	Blossom Park PS	Replace 3 HVAC units	\$ 100,000
HVAC Unit Ventilator Upgrade	Dunlop E S	Replace 14 HVAC units	\$ 640,000
HVAC Unit Ventilator Upgrade	Dunning-Foubert ES	Replace 14 HVAC units	\$ 300,000
HVAC Unit Ventilator Upgrade	Glen Ogilvie PS	Replace 22 HVAC units	\$ 480,000
HVAC Unit Ventilator Upgrade	Fisher Park PS	Replace 8 HVAC units	\$ 240,000
HVAC Unit Ventilator Upgrade	Henry Larsen ES	Replace 20 HVAC units	\$ 450,000
HVAC Unit Ventilator Upgrade	Katimavik PS	Replace 11 HVAC units	\$ 300,000
HVAC Unit Ventilator Upgrade	Richard Pfaff Secondary Alternate	Replace 1 HVAC unit	\$ 30,000
HVAC Roof Top Unit Upgrade-Phase 1	Castor Valley ES	Replace 11 roof top heat pump units	\$ 500,000
HVAC Roof Top Unit Upgrade-Phase 2	Castor Valley ES	Replace 11 roof top heat pump units	\$ 500,000
HVAC Roof Top Unit Upgrade-Phase 1	Forest Valley ES	Replace 9 roof top HVAC units	\$ 300,000
HVAC Roof Top Unit Upgrade-Phase 2	Forest Valley ES	Replace 8 roof top HVAC units	\$ 250,000
HVAC Roof Top Unit Upgrade	Woodroffe ES	Replace 1 roof top HVAC unit-gym	\$ 150,000
HVAC Gym Roof Top Unit System Upgrade	Dunlop E S	Provide new HVAC unit & controls	\$ 175,000
HVAC Gym Roof Top Unit System Upgrade	Frederick Banting Secondary Alternate	Provide new HVAC unit & controls	\$ 175,000
HVAC Gym Roof Top Unit System Upgrade	Norman Johnston Sec Alt	Provide new HVAC unit & controls	\$ 175,000
HVAC Gym Roof Top Unit System Upgrade	Riverview AS	Provide new HVAC unit & controls	\$ 175,000
HVAC Gym Roof Top Unit System Upgrade	Severn Avenue PS	Provide new HVAC unit & controls	\$ 175,000
HVAC Gym Roof Top Unit System Upgrade	York Street PS	Provide new HVAC unit & controls	\$ 175,000
HVAC System Upgrade-Child Care	Alta Vista PS	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Child Care	Devonshire PS	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Child Care	Dunlop E S	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Child Care	Mutchmor ES	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Child Care	Riverview AS	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Child Care	Severn Avenue PS	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Child Care	Farley Mowat PS	Provide new HVAC unit & controls	\$ 250,000
HVAC System Upgrade-Admin Area	Alta Vista PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Arch Street PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Barrhaven PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Bayview PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Bell's Corners P.S	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Blossom Park PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Brookfield HS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Carson Grove PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Castor Valley ES	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Centennial PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Clifford Bowey Public School	Provide new A/C unit & controls	\$ 40,000

Project Name	School Name	Project Scope	Budget
HVAC System Upgrade-Admin Area	D. Roy Kennedy	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Devonshire PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Dunlop E S	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Dunning-Foubert ES	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Elgin Street PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Elizabeth Wynwood Sec Alt	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Emily Carr MS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Featherston Drive PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Fisher Park PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Frederick Banting Secondary Alternate	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	General Vanier PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Glen Cairn PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Glen Ogilvie PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Knoxdale PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Henry Munro MS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	John Young ES	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Manor Park PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Metcalfe PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Norman Johnston Sec Alt	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	North Gower - Marlborough PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Orleans Wood ES	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Regina Street AS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Ridgemont HS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Robert Hopkins PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Severn Avenue PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Sir Winston Churchill PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Terry Fox PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Vincent Massey PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Viscount Alexander PS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	W. E. Gowling PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	W. Erskine Johnston PS	Provide new HVAC unit & controls	\$ 75,000
HVAC System Upgrade-Admin Area	Woodroffe ES	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	Woodroffe HS	Provide new A/C unit & controls	\$ 40,000
HVAC System Upgrade-Admin Area	York Street PS	Provide new HVAC unit & controls	\$ 75,000
HVAC Unit Upgrade-Pool Area	Centennial PS	Replace 1 HVAC unit	\$ 200,000
HVAC Unit Upgrade-Pool Area	Glebe CI	Replace 1 HVAC unit	\$ 200,000
HVAC Unit Upgrade-Portables	A Y Jackson SS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Barrhaven PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Bayshore PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Bell HS	Replace HVAC unit-7 portables	\$ 315,000
HVAC Unit Upgrade-Portables	Berrigan ES	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Blossom Park PS	Replace HVAC unit-1 portable	\$ 45,000

Project Name	School Name	Project Scope	Budget
HVAC Unit Upgrade-Portables	Broadview Avenue PS	Replace HVAC unit-3 portables	\$ 135,000
HVAC Unit Upgrade-Portables	Canterbury HS	Replace HVAC unit-3 portables	\$ 135,000
HVAC Unit Upgrade-Portables	Carleton Heights PS	Replace HVAC unit-3 portables	\$ 135,000
HVAC Unit Upgrade-Portables	Castor Valley ES	Replace HVAC unit-4 portables	\$ 180,000
HVAC Unit Upgrade-Portables	Cedarview MS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Colonel By SS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Dunning-Foubert ES	Replace HVAC unit-4 portables	\$ 180,000
HVAC Unit Upgrade-Portables	Earl of March SS	Replace HVAC unit-8 portables	\$ 360,000
HVAC Unit Upgrade-Portables	Farley Mowat PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Half Moon Bay Public School	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Huntley Centennial PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Jack Donohue Public School	Replace HVAC unit-4 portables	\$ 180,000
HVAC Unit Upgrade-Portables	John McCrae SS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	John Young ES	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Lakeview PS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Le Phare, ES	Replace HVAC unit-3 portables	\$ 135,000
HVAC Unit Upgrade-Portables	Manordale PS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Mary Honeywell ES	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Merivale HS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Nepean HS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Osgoode PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Pinecrest PS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Pleasant Park PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Richmond PS	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Roberta Bondar ES	Replace HVAC unit-1 portable	\$ 45,000
HVAC Unit Upgrade-Portables	Roch Carrier PS	Replace HVAC unit-4 portables	\$ 180,000
HVAC Unit Upgrade-Portables	Sawmill Creek ES	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	Steve Maclean PS	Replace HVAC unit-6 portables	\$ 270,000
HVAC Unit Upgrade-Portables	W. O. Mitchell PS	Replace HVAC unit-2 portables	\$ 90,000
HVAC Unit Upgrade-Portables	West Carleton SS	Replace HVAC unit-5 portables	\$ 225,000
HVAC Unit Upgrade-Portables	Woodroffe ES	Replace HVAC unit-5 portables	\$ 225,000
HVAC Unit Upgrade-Portables	Woodroffe HS	Replace HVAC unit-2 portables	\$ 90,000
Touchless Water Bottle Filling Station	A Lorne Cassidy E S	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	A Y Jackson SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	OCDSB Administrative Building	Install 4 water bottle filling stations	\$ 16,000
Touchless Water Bottle Filling Station	Adrienne Clarkson E.S.	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Agincourt Road PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Albert St Admin. Centre (Transf. from Elem.)	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Alta Vista PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Arch Street PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Avalon PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Barrhaven PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Bayshore PS	Install 2 water bottle filling stations	\$ 8,000

Project Name	School Name	Project Scope	Budget
Touchless Water Bottle Filling Station	Bayview PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Bell HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Bell's Corners P.S	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Berrigan ES	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Blossom Park PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Briargreen PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Bridlewood Community ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Broadview Avenue PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Brookfield HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Cairine Wilson SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Cambridge Street PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Canterbury HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Carleton Heights PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Carson Grove PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Castlefrank ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Castor Valley ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Cedarview MS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Centennial PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Chapman Mills PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Charles H. Hulse PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Churchill AS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Clifford Bowey Public School	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Colonel By SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Confederation Education Centre	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Connaught PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Convent Glen E S	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Crystal Bay Centre for Special Education	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	D. Roy Kennedy	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Devonshire PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Dunlop E S	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Dunning-Foubert ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Earl of March SS	Install 4 water bottle filling stations	\$ 16,000
Touchless Water Bottle Filling Station	Elgin Street PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Elizabeth Wynwood Sec Alt	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Emily Carr MS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Fallingbrook Community ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Farley Mowat PS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Featherston Drive PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Fielding Drive PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Vimy Ridge Public School (formerly New Findlay Creek ES)	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	First Avenue PS	Install 1 water bottle filling station	\$ 4,000
Touchless Water Bottle Filling Station	Fisher Park PS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Forest Valley ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Frederick Banting Secondary Alternate	Install 2 water bottle filling stations	\$ 8,000

Project Name	School Name	Project Scope	Budget
Touchless Water Bottle Filling Station	General Vanier PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Glashan PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Glebe CI	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Glen Cairn PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Glen Ogilvie PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Gloucester HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Goulbourn MS	Install 1 water bottle filling station	\$ 4,000
Touchless Water Bottle Filling Station	Greely PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Half Moon Bay Public School	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Hawthorne PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Henry Larsen ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Henry Munro MS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Heritage PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Hillcrest HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Hilson Avenue PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Hopewell Avenue PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Huntley Centennial PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	J. H. Putman PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Jack Donohue Public School	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Jockvale ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	John McCrae SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	John Young ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Kanata Highlands Public School	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Kars on the Rideau PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Katimavik PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Knoxdale PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Longfields-Davidson Heights Secondary School (9-12)	Install 4 water bottle filling stations	\$ 16,000
Touchless Water Bottle Filling Station	Lady Evelyn AS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Lakeview PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Le Phare, ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Lisgar CI	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Manor Park PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Manordale PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Manotick PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Maple Ridge ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Mary Honeywell ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Meadowlands PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Merivale HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Metcalfe PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Mutchmor ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Nepean HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Norman Johnston Sec Alt	Install 1 water bottle filling station	\$ 4,000
Touchless Water Bottle Filling Station	North Gower - Marlborough PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Orleans Wood ES	Install 2 water bottle filling stations	\$ 8,000

Project Name	School Name	Project Scope	Budget
Touchless Water Bottle Filling Station	Osgoode PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Osgoode Township HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Ottawa Technical Learning Centre	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Pinecrest PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Pleasant Park PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Queen Elizabeth PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Queen Mary PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Regina Street AS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Richard Pfaff Secondary Alternate	Install 1 water bottle filling station	\$ 4,000
Touchless Water Bottle Filling Station	Richmond PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Ridgemont HS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Riverview AS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Robert Bateman PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Robert E. Wilson PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Robert Hopkins PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Roberta Bondar ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Roch Carrier PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Rockcliffe Park PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Roland Michener PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Sawmill Creek ES	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Severn Avenue PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Sir Guy Carleton SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Sir Robert Borden HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Sir Wilfrid Laurier SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Sir Winston Churchill PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	South Carleton HS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	South March Public School	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Stephen Leacock PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Steve Maclean PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Stittsville PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Stonecrest ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Summerside Public School	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Terry Fox PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	The Adult HS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Trillium ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Vincent Massey PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Viscount Alexander PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	W. Erskine Johnston PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	W. E. Gowling PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	W. O. Mitchell PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	West Carleton SS	Install 3 water bottle filling stations	\$ 12,000
Touchless Water Bottle Filling Station	Westwind PS	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Woodroffe ES	Install 2 water bottle filling stations	\$ 8,000
Touchless Water Bottle Filling Station	Woodroffe HS	Install 3 water bottle filling stations	\$ 12,000

Project Name	School Name	Project Scope	Budget
Touchless Water Bottle Filling Station	York Street PS	Install 2 water bottle filling stations	\$ 8,000
Hold Open Device on Fire Doors	The Adult HS	58 fire doors	\$ 50,000
Hold Open Device on Fire Doors	Agincourt Road PS	13 fire doors	\$ 14,000
Hold Open Device on Fire Doors	Albert St Admin. Centre (Transf. from Elem.)	47 fire doors	\$ 42,000
Hold Open Device on Fire Doors	Avalon PS	8 fire doors	\$ 9,000
Hold Open Device on Fire Doors	A Y Jackson SS	20 fire doors	\$ 18,000
Hold Open Device on Fire Doors	Berrigan ES	12 fire doors	\$ 11,000
Hold Open Device on Fire Doors	Bell HS	18 fire doors	\$ 20,000
Hold Open Device on Fire Doors	Brookfield HS	44 fire doors	\$ 38,000
Hold Open Device on Fire Doors	Cairine Wilson SS	6 fire doors	\$ 6,000
Hold Open Device on Fire Doors	Canterbury HS	58 fire doors	\$ 51,000
Hold Open Device on Fire Doors	Chapman Mills PS	6 fire doors	\$ 6,000
Hold Open Device on Fire Doors	Connaught PS	9 fire doors	\$ 9,000
Hold Open Device on Fire Doors	D. Roy Kennedy	8 fire doors	\$ 9,000
Hold Open Device on Fire Doors	Emily Carr MS	16 fire doors	\$ 17,000
Hold Open Device on Fire Doors	Farley Mowat PS	4 fire doors	\$ 4,000
Hold Open Device on Fire Doors	Fisher Park PS	30 fire doors	\$ 26,000
Hold Open Device on Fire Doors	Glebe CI	34 fire doors	\$ 30,000
Hold Open Device on Fire Doors	Gloucester HS	4 fire doors	\$ 5,000
Hold Open Device on Fire Doors	Half Moon Bay Public School	6 fire doors	\$ 6,000
Hold Open Device on Fire Doors	Hillcrest HS	60 fire doors	\$ 51,000
Hold Open Device on Fire Doors	Hopewell Avenue PS	26 fire doors	\$ 23,000
Hold Open Device on Fire Doors	Kanata Highlands Public School	6 fire doors	\$ 6,000
Hold Open Device on Fire Doors	Knoxdale PS	5 fire doors	\$ 6,000
Hold Open Device on Fire Doors	Lisgar CI	19 fire doors	\$ 20,000
Hold Open Device on Fire Doors	Merivale HS	4 fire doors	\$ 4,000
Hold Open Device on Fire Doors	Nepean HS	20 fire doors	\$ 18,000
Hold Open Device on Fire Doors	Osgoode Township HS	12 fire doors	\$ 12,000
Hold Open Device on Fire Doors	Ridgemont HS	35 fire doors	\$ 30,000
Hold Open Device on Fire Doors	Sir Robert Borden HS	20 fire doors	\$ 18,000
Hold Open Device on Fire Doors	South Carleton HS	8 fire doors	\$ 8,000
Hold Open Device on Fire Doors	South March Public School	4 fire doors	\$ 8,000
Hold Open Device on Fire Doors	Stittsville PS	4 fire doors	\$ 5,000
Hold Open Device on Fire Doors	Summerside Public School	8 fire doors	\$ 8,000
Hold Open Device on Fire Doors	W. Erskine Johnston PS	4 fire doors	\$ 8,000
Hold Open Device on Fire Doors	W. O. Mitchell PS	4 fire doors	\$ 8,000
Hold Open Device on Fire Doors	Westwind PS	3 fire doors	\$ 6,000
Hold Open Device on Fire Doors	Woodroffe HS	16 fire doors	\$ 17,000
Window Replacement	Bell's Corners P.S	Window Replacement	\$ 250,000
Window Replacement	Devonshire PS	Window Replacement	\$ 300,000
Window Replacement	Hawthorne PS	Window Replacement	\$ 200,000
Window Replacement	Hillcrest HS	Window Replacement	\$ 300,000

Project Name	School Name	Project Scope	Budget
Window Replacement	Hopewell Avenue PS	Window Replacement	\$ 250,000
Window Replacement	Lisgar CI	Window Replacement	\$ 500,000
Window Replacement	Regina Street AS	Window Replacement	\$ 250,000
HVAC Controls Upgrade	Hillcrest HS	Replace deficient central equipment & devices	\$ 70,000
HVAC Controls Upgrade	Woodroffe HS	Replace deficient central equipment & devices	\$ 75,000
HVAC Controls Upgrade	Bayshore PS	Replace deficient classroom equipment & devices	\$ 110,000
HVAC Controls Upgrade	Fielding Drive PS	Replace deficient classroom equipment & devices	\$ 125,000
Wifi Access Point Upgrade	A Y Jackson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi Cabling Upgrade	A Y Jackson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi PoE Switch Upgrade	A Y Jackson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 50,000
Network Distribution Switch Upgrade	A Y Jackson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	The Adult HS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	The Adult HS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Wifi PoE Switch Upgrade	The Adult HS	Network switch & wifi access point, cabling & switch upgrade	\$ 60,000
Network Distribution Switch Upgrade	The Adult HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Bell HS	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi Cabling Upgrade	Bell HS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Bell HS	Network switch & wifi access point, cabling & switch upgrade	\$ 60,000
Network Distribution Switch Upgrade	Bell HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Brookfield HS	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Wifi Cabling Upgrade	Brookfield HS	Network switch & wifi access point, cabling & switch upgrade	\$ 55,000
Wifi PoE Switch Upgrade	Brookfield HS	Network switch & wifi access point, cabling & switch upgrade	\$ 50,000
Network Distribution Switch Upgrade	Brookfield HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Cairine Wilson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 5,000
Wifi Cabling Upgrade	Cairine Wilson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi PoE Switch Upgrade	Cairine Wilson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Cairine Wilson SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Canterbury HS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi Cabling Upgrade	Canterbury HS	Network switch & wifi access point, cabling & switch upgrade	\$ 90,000
Wifi PoE Switch Upgrade	Canterbury HS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Canterbury HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Colonel By SS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Colonel By SS	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi PoE Switch Upgrade	Colonel By SS	Network switch & wifi access point, cabling & switch upgrade	\$ 5,000
Network Distribution Switch Upgrade	Colonel By SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Earl of March SS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi Cabling Upgrade	Earl of March SS	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Wifi PoE Switch Upgrade	Earl of March SS	Network switch & wifi access point, cabling & switch upgrade	\$ 65,000
Network Distribution Switch Upgrade	Earl of March SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Elizabeth Wynwood Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Cabling Upgrade	Elizabeth Wynwood Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 55,000
Wifi PoE Switch Upgrade	Elizabeth Wynwood Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000

Project Name	School Name	Project Scope	Budget
Network Distribution Switch Upgrade	Elizabeth Wynwood Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Frederick Banting Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Cabling Upgrade	Frederick Banting Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Wifi PoE Switch Upgrade	Frederick Banting Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Network Distribution Switch Upgrade	Frederick Banting Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Glebe CI	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi Cabling Upgrade	Glebe CI	Network switch & wifi access point, cabling & switch upgrade	\$ 80,000
Wifi PoE Switch Upgrade	Glebe CI	Network switch & wifi access point, cabling & switch upgrade	\$ 60,000
Network Distribution Switch Upgrade	Glebe CI	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Gloucester HS	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Wifi Cabling Upgrade	Gloucester HS	Network switch & wifi access point, cabling & switch upgrade	\$ 85,000
Wifi PoE Switch Upgrade	Gloucester HS	Network switch & wifi access point, cabling & switch upgrade	\$ 65,000
Network Distribution Switch Upgrade	Gloucester HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Hillcrest HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	Hillcrest HS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Wifi PoE Switch Upgrade	Hillcrest HS	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Network Distribution Switch Upgrade	Hillcrest HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	John McCrae SS	Network switch & wifi access point, cabling & switch upgrade	\$ 55,000
Wifi PoE Switch Upgrade	John McCrae SS	Network switch & wifi access point, cabling & switch upgrade	\$ 75,000
Network Distribution Switch Upgrade	John McCrae SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Lisgar CI	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Lisgar CI	Network switch & wifi access point, cabling & switch upgrade	\$ 110,000
Wifi PoE Switch Upgrade	Lisgar CI	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Lisgar CI	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi PoE Switch Upgrade	Longfields-Davidson Heights Secondary School (9-12)	Network switch & wifi access point, cabling & switch upgrade	\$ 75,000
Network Distribution Switch Upgrade	Longfields-Davidson Heights Secondary School (9-12)	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Merivale HS	Network switch & wifi access point, cabling & switch upgrade	\$ 35,000
Wifi Cabling Upgrade	Merivale HS	Network switch & wifi access point, cabling & switch upgrade	\$ 105,000
Wifi PoE Switch Upgrade	Merivale HS	Network switch & wifi access point, cabling & switch upgrade	\$ 60,000
Network Distribution Switch Upgrade	Merivale HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Nepean HS	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Cabling Upgrade	Nepean HS	Network switch & wifi access point, cabling & switch upgrade	\$ 50,000
Wifi PoE Switch Upgrade	Nepean HS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Nepean HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Norman Johnston Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 5,000
Wifi Cabling Upgrade	Norman Johnston Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi PoE Switch Upgrade	Norman Johnston Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Network Distribution Switch Upgrade	Norman Johnston Sec Alt	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Access Point Upgrade	Osgoode Township HS	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Cabling Upgrade	Osgoode Township HS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Osgoode Township HS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Osgoode Township HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Ottawa Technical Learning Centre	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	Ottawa Technical Learning Centre	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000

Project Name	School Name	Project Scope	Budget
Wifi PoE Switch Upgrade	Ottawa Technical Learning Centre	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Network Distribution Switch Upgrade	Ottawa Technical Learning Centre	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Richard Pfaff Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Cabling Upgrade	Richard Pfaff Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Richard Pfaff Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Network Distribution Switch Upgrade	Richard Pfaff Secondary Alternate	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Access Point Upgrade	Ridgemont HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	Ridgemont HS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Ridgemont HS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Ridgemont HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Sir Guy Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Sir Guy Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi PoE Switch Upgrade	Sir Guy Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Network Distribution Switch Upgrade	Sir Guy Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 10,000
Wifi Access Point Upgrade	Sir Robert Borden HS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Sir Robert Borden HS	Network switch & wifi access point, cabling & switch upgrade	\$ 55,000
Wifi PoE Switch Upgrade	Sir Robert Borden HS	Network switch & wifi access point, cabling & switch upgrade	\$ 65,000
Network Distribution Switch Upgrade	Sir Robert Borden HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Sir Wilfrid Laurier SS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi Cabling Upgrade	Sir Wilfrid Laurier SS	Network switch & wifi access point, cabling & switch upgrade	\$ 35,000
Wifi PoE Switch Upgrade	Sir Wilfrid Laurier SS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Sir Wilfrid Laurier SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	South Carleton HS	Network switch & wifi access point, cabling & switch upgrade	\$ 5,000
Wifi Cabling Upgrade	South Carleton HS	Network switch & wifi access point, cabling & switch upgrade	\$ 35,000
Wifi PoE Switch Upgrade	South Carleton HS	Network switch & wifi access point, cabling & switch upgrade	\$ 60,000
Network Distribution Switch Upgrade	South Carleton HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	West Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	West Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 65,000
Wifi PoE Switch Upgrade	West Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 90,000
Network Distribution Switch Upgrade	West Carleton SS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Woodroffe HS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Woodroffe HS	Network switch & wifi access point, cabling & switch upgrade	\$ 80,000
Wifi PoE Switch Upgrade	Woodroffe HS	Network switch & wifi access point, cabling & switch upgrade	\$ 50,000
Network Distribution Switch Upgrade	Woodroffe HS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Berrigan ES	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi Cabling Upgrade	Berrigan ES	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi PoE Switch Upgrade	Berrigan ES	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Berrigan ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Castor Valley ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	Castor Valley ES	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Castor Valley ES	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Castor Valley ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Cedarview MS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Cedarview MS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000

Project Name	School Name	Project Scope	Budget
Wifi PoE Switch Upgrade	Cedarview MS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Cedarview MS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Chapman Mills PS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Chapman Mills PS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Chapman Mills PS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Chapman Mills PS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Jack Donohue Public School	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi Cabling Upgrade	Jack Donohue Public School	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi PoE Switch Upgrade	Jack Donohue Public School	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Jack Donohue Public School	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Kars on the Rideau PS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Kars on the Rideau PS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi PoE Switch Upgrade	Kars on the Rideau PS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Kars on the Rideau PS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Mary Honeywell ES	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Mary Honeywell ES	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Mary Honeywell ES	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Mary Honeywell ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Roberta Bondar ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	Roberta Bondar ES	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi PoE Switch Upgrade	Roberta Bondar ES	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Network Distribution Switch Upgrade	Roberta Bondar ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Steve Maclean PS	Network switch & wifi access point, cabling & switch upgrade	\$ 20,000
Wifi Cabling Upgrade	Steve Maclean PS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Steve Maclean PS	Network switch & wifi access point, cabling & switch upgrade	\$ 45,000
Network Distribution Switch Upgrade	Steve Maclean PS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Stittsville PS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Cabling Upgrade	Stittsville PS	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi PoE Switch Upgrade	Stittsville PS	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Network Distribution Switch Upgrade	Stittsville PS	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Wifi Access Point Upgrade	Stonecrest ES	Network switch & wifi access point, cabling & switch upgrade	\$ 25,000
Wifi Cabling Upgrade	Stonecrest ES	Network switch & wifi access point, cabling & switch upgrade	\$ 30,000
Wifi PoE Switch Upgrade	Stonecrest ES	Network switch & wifi access point, cabling & switch upgrade	\$ 40,000
Network Distribution Switch Upgrade	Stonecrest ES	Network switch & wifi access point, cabling & switch upgrade	\$ 15,000
Touchless Plumbing Upgrade	A Lorne Cassidy E S	Replace 33 fixtures	\$ 40,000
Touchless Plumbing Upgrade	A Y Jackson SS	Replace 89 fixtures	\$ 110,000
Touchless Plumbing Upgrade	OCDSB Administrative Building	Replace 137 fixtures	\$ 170,000
Touchless Plumbing Upgrade	Adrienne Clarkson E.S.	Replace 73 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Agincourt Road PS	Replace 82 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Albert St Admin. Centre (Transf. from Elem.)	Replace 113 fixtures	\$ 130,000
Touchless Plumbing Upgrade	Alta Vista PS	Replace 103 fixtures	\$ 120,000
Touchless Plumbing Upgrade	Arch Street PS	Replace 37 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Avalon PS	Replace 45 fixtures	\$ 50,000

Project Name	School Name	Project Scope	Budget
Touchless Plumbing Upgrade	Barrhaven PS	Replace 55 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Bayshore PS	Replace 86 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Bayview PS	Replace 34 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Bell HS	Replace 148 fixtures	\$ 170,000
Touchless Plumbing Upgrade	Bell's Corners P.S	Replace 53 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Berrigan ES	Replace 70 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Blossom Park PS	Replace 61 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Briargreen PS	Replace 69 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Bridlewood Community ES	Replace 52 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Broadview Avenue PS	Replace 121 fixtures	\$ 140,000
Touchless Plumbing Upgrade	Brookfield HS	Replace 148 fixtures	\$ 170,000
Touchless Plumbing Upgrade	Cairine Wilson SS	Replace 72 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Cambridge Street PS	Replace 30 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Canterbury HS	Replace 146 fixtures	\$ 170,000
Touchless Plumbing Upgrade	Carleton Heights PS	Replace 97 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Carson Grove PS	Replace 23 fixtures	\$ 30,000
Touchless Plumbing Upgrade	Castlefrank ES	Replace 41 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Castor Valley ES	Replace 42 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Cedarview MS	Replace 57 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Centennial PS	Replace 71 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Chapman Mills PS	Replace 70 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Charles H. Hulse PS	Replace 89 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Churchill AS	Replace 67 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Clifford Bowey Public School	Replace 49 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Colonel By SS	Replace 95 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Confederation Education Centre	Replace 84 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Connaught PS	Replace 69 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Convent Glen E S	Replace 25 fixtures	\$ 30,000
Touchless Plumbing Upgrade	Crystal Bay Centre for Special Education	Replace 35 fixtures	\$ 40,000
Touchless Plumbing Upgrade	D. Roy Kennedy	Replace 85 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Devonshire PS	Replace 60 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Dunlop E S	Replace 32 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Dunning-Foubert ES	Replace 31 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Earl of March SS	Replace 134 fixtures	\$ 140,000
Touchless Plumbing Upgrade	Elgin Street PS	Replace 55 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Elizabeth Wynwood Sec Alt	Replace 26 fixtures	\$ 30,000
Touchless Plumbing Upgrade	Emily Carr MS	Replace 62 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Fallingbrook Community ES	Replace 51 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Farley Mowat PS	Replace 74 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Featherston Drive PS	Replace 85 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Fielding Drive PS	Replace 68 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Vimy Ridge Public School (formerly New Findlay Creek ES)	Replace 56 fixtures	\$ 70,000
Touchless Plumbing Upgrade	First Avenue PS	Replace 68 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Fisher Park PS	Replace 167 fixtures	\$ 190,000

Project Name	School Name	Project Scope	Budget
Touchless Plumbing Upgrade	Forest Valley ES	Replace 74 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Frederick Banting Secondary Alternate	Replace 27 fixtures	\$ 40,000
Touchless Plumbing Upgrade	General Vanier PS	Replace 37 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Glashan PS	Replace 37 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Glebe CI	Replace 80 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Glen Cairn PS	Replace 47 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Glen Ogilvie PS	Replace 48 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Gloucester HS	Replace 117 fixtures	\$ 140,000
Touchless Plumbing Upgrade	Goulbourn MS	Replace 36 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Greely PS	Replace 50 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Half Moon Bay Public School	Replace 102 fixtures	\$ 120,000
Touchless Plumbing Upgrade	Hawthorne PS	Replace 89 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Henry Larsen ES	Replace 58 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Henry Munro MS	Replace 63 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Heritage PS	Replace 44 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Hillcrest HS	Replace 143 fixtures	\$ 160,000
Touchless Plumbing Upgrade	Hilson Avenue PS	Replace 46 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Hopewell Avenue PS	Replace 108 fixtures	\$ 130,000
Touchless Plumbing Upgrade	Huntley Centennial PS	Replace 30 fixtures	\$ 40,000
Touchless Plumbing Upgrade	J. H. Putman PS	Replace 55 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Jack Donohue Public School	Replace 60 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Jockvale ES	Replace 43 fixtures	\$ 50,000
Touchless Plumbing Upgrade	John McCrae SS	Replace 143 fixtures	\$ 170,000
Touchless Plumbing Upgrade	John Young ES	Replace 53 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Kanata Highlands Public School	Replace 64 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Kars on the Rideau PS	Replace 95 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Katimavik PS	Replace 43 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Knoxdale PS	Replace 123 fixtures	\$ 150,000
Touchless Plumbing Upgrade	Longfields-Davidson Heights Secondary School (9-12)	Replace 96 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Lady Evelyn AS	Replace 101 fixtures	\$ 120,000
Touchless Plumbing Upgrade	Lakeview PS	Replace 31 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Le Phare, ES	Replace 36 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Lisgar CI	Replace 86 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Manor Park PS	Replace 74 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Manordale PS	Replace 39 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Manotick PS	Replace 30 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Maple Ridge ES	Replace 89 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Mary Honeywell ES	Replace 73 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Meadowlands PS	Replace 50 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Merivale HS	Replace 135 fixtures	\$ 160,000
Touchless Plumbing Upgrade	Metcalfe PS	Replace 49 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Mutchmor ES	Replace 72 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Nepean HS	Replace 112 fixtures	\$ 130,000
Touchless Plumbing Upgrade	Norman Johnston Sec Alt	Replace 28 fixtures	\$ 40,000

Project Name	School Name	Project Scope	Budget
Touchless Plumbing Upgrade	North Gower - Marlborough PS	Replace 44 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Orleans Wood ES	Replace 44 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Osgoode PS	Replace 31 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Osgoode Township HS	Replace 94 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Ottawa Technical Learning Centre	Replace 107 fixtures	\$ 130,000
Touchless Plumbing Upgrade	Pinecrest PS	Replace 67 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Pleasant Park PS	Replace 41 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Queen Elizabeth PS	Replace 93 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Queen Mary PS	Replace 57 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Regina Street AS	Replace 34 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Richard Pfaff Secondary Alternate	Replace 43 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Richmond PS	Replace 29 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Ridgemont HS	Replace 138 fixtures	\$ 160,000
Touchless Plumbing Upgrade	Riverview AS	Replace 57 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Robert Bateman PS	Replace 61 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Robert E. Wilson PS	Replace 17 fixtures	\$ 20,000
Touchless Plumbing Upgrade	Robert Hopkins PS	Replace 57 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Roberta Bondar ES	Replace 87 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Roch Carrier PS	Replace 64 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Rockcliffe Park PS	Replace 49 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Roland Michener PS	Replace 38 fixtures	\$ 40,000
Touchless Plumbing Upgrade	Sawmill Creek ES	Replace 69 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Severn Avenue PS	Replace 41 fixtures	\$ 50,000
Touchless Plumbing Upgrade	Sir Guy Carleton SS	Replace 87 fixtures	\$ 110,000
Touchless Plumbing Upgrade	Sir Robert Borden HS	Replace 140 fixtures	\$ 170,000
Touchless Plumbing Upgrade	Sir Wilfrid Laurier SS	Replace 131 fixtures	\$ 160,000
Touchless Plumbing Upgrade	Sir Winston Churchill PS	Replace 85 fixtures	\$ 100,000
Touchless Plumbing Upgrade	South Carleton HS	Replace 124 fixtures	\$ 150,000
Touchless Plumbing Upgrade	South March Public School	Replace 69 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Stephen Leacock PS	Replace 49 fixtures	\$ 60,000
Touchless Plumbing Upgrade	Steve Maclean PS	Replace 77 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Stittsville PS	Replace 57 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Stonecrest ES	Replace 58 fixtures	\$ 70,000
Touchless Plumbing Upgrade	Summerside Public School	Replace 68 fixtures	\$ 80,000
Touchless Plumbing Upgrade	Terry Fox PS	Replace 70 fixtures	\$ 80,000
Touchless Plumbing Upgrade	The Adult HS	Replace 162 fixtures	\$ 170,000
Touchless Plumbing Upgrade	Trillium ES	Replace 69 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Vincent Massey PS	Replace 80 fixtures	\$ 100,000
Touchless Plumbing Upgrade	Viscount Alexander PS	Replace 39 fixtures	\$ 50,000
Touchless Plumbing Upgrade	W. Erskine Johnston PS	Replace 43 fixtures	\$ 50,000
Touchless Plumbing Upgrade	W. E. Gowling PS	Replace 109 fixtures	\$ 130,000
Touchless Plumbing Upgrade	W. O. Mitchell PS	Replace 69 fixtures	\$ 80,000
Touchless Plumbing Upgrade	West Carleton SS	Replace 71 fixtures	\$ 90,000
Touchless Plumbing Upgrade	Westwind PS	Replace 71 fixtures	\$ 90,000

Project Name	School Name	Project Scope	Budget
Touchless Plumbing Upgrade	Woodroffe ES	Replace 100 fixtures	\$ 120,000
Touchless Plumbing Upgrade	Woodroffe HS	Replace 103 fixtures	\$ 110,000
Touchless Plumbing Upgrade	York Street PS	Replace 52 fixtures	\$ 60,000
Air Purification System	A Lorne Cassidy E S	Install new air purification systems	\$ 50,000
Air Purification System	A Y Jackson SS	Install new air purification systems	\$ 50,000
Air Purification System	OCDSB Administrative Building	Install new air purification systems	\$ 50,000
Air Purification System	Adrienne Clarkson E.S.	Install new air purification systems	\$ 50,000
Air Purification System	Agincourt Road PS	Install new air purification systems	\$ 50,000
Air Purification System	Albert St Admin. Centre (Transf. from Elem.)	Install new air purification systems	\$ 50,000
Air Purification System	Alta Vista PS	Install new air purification systems	\$ 50,000
Air Purification System	Arch Street PS	Install new air purification systems	\$ 50,000
Air Purification System	Avalon PS	Install new air purification systems	\$ 50,000
Air Purification System	Barrhaven PS	Install new air purification systems	\$ 50,000
Air Purification System	Bayshore PS	Install new air purification systems	\$ 50,000
Air Purification System	Bayview PS	Install new air purification systems	\$ 50,000
Air Purification System	Bell HS	Install new air purification systems	\$ 50,000
Air Purification System	Bell's Corners P.S	Install new air purification systems	\$ 50,000
Air Purification System	Berrigan ES	Install new air purification systems	\$ 50,000
Air Purification System	Blossom Park PS	Install new air purification systems	\$ 50,000
Air Purification System	Briargreen PS	Install new air purification systems	\$ 50,000
Air Purification System	Bridlewood Community ES	Install new air purification systems	\$ 50,000
Air Purification System	Broadview Avenue PS	Install new air purification systems	\$ 50,000
Air Purification System	Brookfield HS	Install new air purification systems	\$ 50,000
Air Purification System	Cairine Wilson SS	Install new air purification systems	\$ 50,000
Air Purification System	Cambridge Street PS	Install new air purification systems	\$ 50,000
Air Purification System	Canterbury HS	Install new air purification systems	\$ 50,000
Air Purification System	Carleton Heights PS	Install new air purification systems	\$ 50,000
Air Purification System	Carson Grove PS	Install new air purification systems	\$ 50,000
Air Purification System	Castlefrank ES	Install new air purification systems	\$ 50,000
Air Purification System	Castor Valley ES	Install new air purification systems	\$ 50,000
Air Purification System	Cedarview MS	Install new air purification systems	\$ 50,000
Air Purification System	Centennial PS	Install new air purification systems	\$ 50,000
Air Purification System	Chapman Mills PS	Install new air purification systems	\$ 50,000
Air Purification System	Charles H. Hulse PS	Install new air purification systems	\$ 50,000
Air Purification System	Churchill AS	Install new air purification systems	\$ 50,000
Air Purification System	Clifford Bowey Public School	Install new air purification systems	\$ 50,000
Air Purification System	Colonel By SS	Install new air purification systems	\$ 50,000
Air Purification System	Confederation Education Centre	Install new air purification systems	\$ 50,000
Air Purification System	Connaught PS	Install new air purification systems	\$ 50,000
Air Purification System	Convent Glen E S	Install new air purification systems	\$ 50,000
Air Purification System	Crystal Bay Centre for Special Education	Install new air purification systems	\$ 50,000
Air Purification System	D. Roy Kennedy	Install new air purification systems	\$ 50,000
Air Purification System	Devonshire PS	Install new air purification systems	\$ 50,000

Project Name	School Name	Project Scope	Budget
Air Purification System	Dunlop E S	Install new air purification systems	\$ 50,000
Air Purification System	Dunning-Foubert ES	Install new air purification systems	\$ 50,000
Air Purification System	Earl of March SS	Install new air purification systems	\$ 50,000
Air Purification System	Elgin Street PS	Install new air purification systems	\$ 50,000
Air Purification System	Elizabeth Wynwood Sec Alt	Install new air purification systems	\$ 50,000
Air Purification System	Emily Carr MS	Install new air purification systems	\$ 50,000
Air Purification System	Fallingbrook Community ES	Install new air purification systems	\$ 50,000
Air Purification System	Farley Mowat PS	Install new air purification systems	\$ 50,000
Air Purification System	Featherston Drive PS	Install new air purification systems	\$ 50,000
Air Purification System	Fielding Drive PS	Install new air purification systems	\$ 50,000
Air Purification System	Vimy Ridge Public School (formerly New Findlay Creek ES)	Install new air purification systems	\$ 50,000
Air Purification System	First Avenue PS	Install new air purification systems	\$ 50,000
Air Purification System	Fisher Park PS	Install new air purification systems	\$ 50,000
Air Purification System	Forest Valley ES	Install new air purification systems	\$ 50,000
Air Purification System	Frederick Banting Secondary Alternate	Install new air purification systems	\$ 50,000
Air Purification System	General Vanier PS	Install new air purification systems	\$ 50,000
Air Purification System	Glashan PS	Install new air purification systems	\$ 50,000
Air Purification System	Glebe CI	Install new air purification systems	\$ 50,000
Air Purification System	Glen Cairn PS	Install new air purification systems	\$ 50,000
Air Purification System	Glen Ogilvie PS	Install new air purification systems	\$ 50,000
Air Purification System	Gloucester HS	Install new air purification systems	\$ 50,000
Air Purification System	Goulbourn MS	Install new air purification systems	\$ 50,000
Air Purification System	Greely PS	Install new air purification systems	\$ 50,000
Air Purification System	Half Moon Bay Public School	Install new air purification systems	\$ 50,000
Air Purification System	Hawthorne PS	Install new air purification systems	\$ 50,000
Air Purification System	Henry Larsen ES	Install new air purification systems	\$ 50,000
Air Purification System	Henry Munro MS	Install new air purification systems	\$ 50,000
Air Purification System	Heritage PS	Install new air purification systems	\$ 50,000
Air Purification System	Hillcrest HS	Install new air purification systems	\$ 50,000
Air Purification System	Hilson Avenue PS	Install new air purification systems	\$ 50,000
Air Purification System	Hopewell Avenue PS	Install new air purification systems	\$ 50,000
Air Purification System	Huntley Centennial PS	Install new air purification systems	\$ 50,000
Air Purification System	J. H. Putman PS	Install new air purification systems	\$ 50,000
Air Purification System	Jack Donohue Public School	Install new air purification systems	\$ 50,000
Air Purification System	Jockvale ES	Install new air purification systems	\$ 50,000
Air Purification System	John McCrae SS	Install new air purification systems	\$ 50,000
Air Purification System	John Young ES	Install new air purification systems	\$ 50,000
Air Purification System	Kanata Highlands Public School	Install new air purification systems	\$ 50,000
Air Purification System	Kars on the Rideau PS	Install new air purification systems	\$ 50,000
Air Purification System	Katimavik PS	Install new air purification systems	\$ 50,000
Air Purification System	Knoxdale PS	Install new air purification systems	\$ 50,000
Air Purification System	Longfields-Davidson Heights Secondary School (9-12)	Install new air purification systems	\$ 50,000
Air Purification System	Lady Evelyn AS	Install new air purification systems	\$ 50,000
Air Purification System	Lakeview PS	Install new air purification systems	\$ 50,000

Project Name	School Name	Project Scope	Budget
Air Purification System	Le Phare, ES	Install new air purification systems	\$ 50,000
Air Purification System	Lisgar CI	Install new air purification systems	\$ 50,000
Air Purification System	Manor Park PS	Install new air purification systems	\$ 50,000
Air Purification System	Manordale PS	Install new air purification systems	\$ 50,000
Air Purification System	Manotick PS	Install new air purification systems	\$ 50,000
Air Purification System	Maple Ridge ES	Install new air purification systems	\$ 50,000
Air Purification System	Mary Honeywell ES	Install new air purification systems	\$ 50,000
Air Purification System	Meadowlands PS	Install new air purification systems	\$ 50,000
Air Purification System	Merivale HS	Install new air purification systems	\$ 50,000
Air Purification System	Metcalfe PS	Install new air purification systems	\$ 50,000
Air Purification System	Mutchmor ES	Install new air purification systems	\$ 50,000
Air Purification System	Nepean HS	Install new air purification systems	\$ 50,000
Air Purification System	Norman Johnston Sec Alt	Install new air purification systems	\$ 50,000
Air Purification System	North Gower - Marlborough PS	Install new air purification systems	\$ 50,000
Air Purification System	Orleans Wood ES	Install new air purification systems	\$ 50,000
Air Purification System	Osgoode PS	Install new air purification systems	\$ 50,000
Air Purification System	Osgoode Township HS	Install new air purification systems	\$ 50,000
Air Purification System	Ottawa Technical Learning Centre	Install new air purification systems	\$ 50,000
Air Purification System	Pinecrest PS	Install new air purification systems	\$ 50,000
Air Purification System	Pleasant Park PS	Install new air purification systems	\$ 50,000
Air Purification System	Queen Elizabeth PS	Install new air purification systems	\$ 50,000
Air Purification System	Queen Mary PS	Install new air purification systems	\$ 50,000
Air Purification System	Regina Street AS	Install new air purification systems	\$ 50,000
Air Purification System	Richard Pfaff Secondary Alternate	Install new air purification systems	\$ 50,000
Air Purification System	Richmond PS	Install new air purification systems	\$ 50,000
Air Purification System	Ridgemont HS	Install new air purification systems	\$ 50,000
Air Purification System	Riverview AS	Install new air purification systems	\$ 50,000
Air Purification System	Robert Bateman PS	Install new air purification systems	\$ 50,000
Air Purification System	Robert E. Wilson PS	Install new air purification systems	\$ 50,000
Air Purification System	Robert Hopkins PS	Install new air purification systems	\$ 50,000
Air Purification System	Roberta Bondar ES	Install new air purification systems	\$ 50,000
Air Purification System	Roch Carrier PS	Install new air purification systems	\$ 50,000
Air Purification System	Rockcliffe Park PS	Install new air purification systems	\$ 50,000
Air Purification System	Roland Michener PS	Install new air purification systems	\$ 50,000
Air Purification System	Sawmill Creek ES	Install new air purification systems	\$ 50,000
Air Purification System	Severn Avenue PS	Install new air purification systems	\$ 50,000
Air Purification System	Sir Guy Carleton SS	Install new air purification systems	\$ 50,000
Air Purification System	Sir Robert Borden HS	Install new air purification systems	\$ 50,000
Air Purification System	Sir Wilfrid Laurier SS	Install new air purification systems	\$ 50,000
Air Purification System	Sir Winston Churchill PS	Install new air purification systems	\$ 50,000
Air Purification System	South Carleton HS	Install new air purification systems	\$ 50,000
Air Purification System	South March Public School	Install new air purification systems	\$ 50,000
Air Purification System	Stephen Leacock PS	Install new air purification systems	\$ 50,000
Air Purification System	Steve Maclean PS	Install new air purification systems	\$ 50,000

Project Name	School Name	Project Scope	Budget
Air Purification System	Stittsville PS	Install new air purification systems	\$ 50,000
Air Purification System	Stonecrest ES	Install new air purification systems	\$ 50,000
Air Purification System	Summerside Public School	Install new air purification systems	\$ 50,000
Air Purification System	Terry Fox PS	Install new air purification systems	\$ 50,000
Air Purification System	The Adult HS	Install new air purification systems	\$ 50,000
Air Purification System	Trillium ES	Install new air purification systems	\$ 50,000
Air Purification System	Vincent Massey PS	Install new air purification systems	\$ 50,000
Air Purification System	Viscount Alexander PS	Install new air purification systems	\$ 50,000
Air Purification System	W. Erskine Johnston PS	Install new air purification systems	\$ 50,000
Air Purification System	W. E. Gowling PS	Install new air purification systems	\$ 50,000
Air Purification System	W. O. Mitchell PS	Install new air purification systems	\$ 50,000
Air Purification System	West Carleton SS	Install new air purification systems	\$ 50,000
Air Purification System	Westwind PS	Install new air purification systems	\$ 50,000
Air Purification System	Woodroffe ES	Install new air purification systems	\$ 50,000
Air Purification System	Woodroffe HS	Install new air purification systems	\$ 50,000
Air Purification System	York Street PS	Install new air purification systems	\$ 50,000
Outdoor Classroom	Adrienne Clarkson E.S.	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Agincourt Road PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Bayview PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Bell's Corners P.S	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Berrigan ES	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Briargreen PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Carleton Heights PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Castlefrank ES	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Castor Valley ES	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Cedarview MS	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Charles H. Hulse PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Convent Glen E S	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	D. Roy Kennedy	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Dunlop E S	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Emily Carr MS	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Fielding Drive PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Forest Valley ES	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	General Vanier PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Glen Cairn PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Glen Ogilvie PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Goulbourn MS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Greely PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Hawthorne PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Heritage PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Huntley Centennial PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Jockvale ES	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	John Young ES	Create new outdoor classroom	\$ 60,000

Project Name	School Name	Project Scope	Budget
Outdoor Classroom	Kars on the Rideau PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Katimavik PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Knoxdale PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Lakeview PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Manordale PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Manotick PS	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Mary Honeywell ES	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Metcalfe PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	North Gower - Marlborough PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Osgoode PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Pinecrest PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Pleasant Park PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Regina Street AS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Richmond PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Robert E. Wilson PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Robert Hopkins PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Roland Michener PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Sawmill Creek ES	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Severn Avenue PS	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Stonecrest ES	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	Summerside Public School	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Trillium ES	Create new outdoor classroom	\$ 60,000
Outdoor Classroom	W. Erskine Johnston PS	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	W. O. Mitchell PS	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	Woodroffe ES	Create new outdoor classroom	\$ 30,000
Outdoor Classroom	York Street PS	Create new outdoor classroom	\$ 60,000
<b>Grand Total</b>			<b>\$ 45,813,000</b>





## **ADVISORY COMMITTEE ON EQUITY REPORT**

**November 26, 2020**

**6:00 pm**

**Zoom Meeting**

Voting Members:	Ayan Yusuf Karshe, Nasrin Mirbagheri-Javanfar, Seema Lamba, Bronwyn Funciello, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Elizabeth Sweeney, Chandonette Johnson-Arowolo (Jaku Konbit), Maria Teresa Garcia (Ottawa Community Immigrant Services), Ryan Doucette (Young Leaders Advisory Council), Kahmaria Pingue (Parents 4 Diversity), Larissa Silver (Youth Services Bureau)
Non-Voting Members:	Rob Campbell (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), June Girvan, Yazhou Zhang, Ruth Sword, Megan Willis, Said Mohammed, Sonia Nadon-Campbell (Special Education Advisory Committee, Alternate), Inini McHugh (Indigenous Education Advisory Committee), David Wildman (Ottawa Carleton Elementary Occasional Teachers Association)
Staff and Guests:	Justine Bell (Trustee), Donna Blackburn (Trustee), Dorothy Baker (Superintendent of Instruction), Mary-Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Melissa Collins (System Principal, Equity), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Nicole Guthrie (Manager, Board Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Sue Rice (Equity Instructional Coach), Sharon Martinson (OCDSB Educator), Maxine Awedalla (Delegate), Kyrstin Dumont (Co-Chair National BIPOC LGBTQ2 Youth Mental Health Convention), Leigh Fenton (Board Coordinator)

### **1. Welcome**

Acting Chair Deepika Grover called the meeting to order at 6:06 p.m. She acknowledged that the meeting was taking place on unceded Algonquin Territory. She expressed gratitude to the Algonquin people for the privilege to live and work on their land.

2. Approval of the Agenda

**Moved by Nasrin Mirbagheri-Javanfar,**

**THAT the agenda be approved.**

**Carried**

3. Community Voice (Delegations)

3.1 R. Maxine Adwella, Mental Health and Black, Indigenous and People of Colour (BIPOC) Students

Ms. Adwella, the Executive Director of National Collaboration for Youth Mental Health (NCYMH), introduced Ms. Kyrstin Dumont, the co-chair of the “National BIPOC LGBTQ2 Youth Mental Health Convention”, who will launch the virtual convention on 3 March 2021. Ms. Adwella encouraged OCDSB students and staff to attend the conference. Ms. Adwella’s delegation highlighted content for potential five-year workshops and training programs against racism and systematic discrimination, available to communities, corporations and educators through NCYMH.

4. Presentations

4.1 The Development of a Human Rights Policy (C. Tanner)

Human Rights and Equity Advisor Tanner reviewed a presentation on the development of a foundational human rights policy for the District. She noted that there are existing policies and procedures that address some aspects of human rights, such as anti-discrimination and harassment and some types of accommodation, however there are opportunities to strengthen the promotion and protection of human rights by developing a policy that will have primacy over other policies that that will include recognition of fundamental human rights principles, define a human rights complaints mechanism, and define a process for accommodation requests. Her aim is to work in a collaborative way with students, parents and caregivers, employees, and community stakeholders to develop a transparent and accountable human rights policy and complaint procedure that serves the District’s stakeholders.

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

- Consultation may include virtual focus group meetings, written submissions, a public forum and an anonymous ThoughtExchange survey to create safe spaces to engage in conversation;
- Incorporate the human rights policy into the curriculum and define the language associated with the policy, for example, the words “equity”, “poverty” and “discrimination” are terms which merit definition;

- Consult with educator networks and community stakeholders in an open forum style, encouraging representatives from each organization to join the discussion. A group meeting format may provide additional feedback rather than meetings with individual groups;
- Ensure that mental health organizations are a part of the consultation groups;
- Visit community centres to listen to input from new Canadians;
- Consider developing a conceptual scope question to measure whether the intended policy would eliminate possible exclusion, lack of opportunity or imbalances in the right to education;
- Engage directly with students with complex disabilities. Seek feedback from students and families who are not members of organizations or affiliates and who may not otherwise be heard;
- Refer to the Ontario Human Rights Commission's recommendations on balancing competing rights for the express purpose of drafting policies and procedures; and
- Consult with the Aboriginal Coalition of Ottawa which represents all Indigenous organizations in the city. Each agency within the coalition could be approached for feedback.

#### 4.2 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Your committee had before it Report 20-085, presenting the annual report on student suspensions in 2019-2020.

Manager Oracheski reported that suspension data is reviewed annually. The Safe Schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, and ensuring bullying prevention initiatives are in place. The Safe Schools framework govern reporting requirements. The Anti-Racism Act and accompanying data standards governs the collection, analysis and reporting of identity based data, including the requirement to calculate disproportionality and, or, disparity indices.

Manager Oracheski noted that suspension information has been consistent over the past several years. For 2019-2020, the overall student suspension rate was 2.2%, measured from September 2019 to March 2020, at which time the province mandated the closure of schools due to COVID-19. Approximately 10% of suspensions were mandatory in nature and approximately two thirds of suspensions were single-day suspension. She highlighted that in all cases the disproportionality and disparity rates are higher for Indigenous students and students with special needs. Ongoing efforts are being made to create safe

spaces that promote student engagement, safety and a greater sense of belonging.

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

- Some school teams are trained to understand restorative justice approaches. Superintendent Farrish noted that in discretionary suspensions, progressive discipline is utilized to care, correct and support the student. Embarking upon a restorative justice practice requires knowledge of Indigenous circles of support and accountability;
- There is a need to be sensitive towards the complexity of self-identification for a racialized person. The way a student identifies is not necessarily the same way they are viewed by staff;
- It was suggested that a record of the number of sharing and healing circles that transpired with Indigenous students, prior to suspension, be included in future reports;
- A concern was expressed regarding the parallel increase in intermediate school suspensions alongside the typical increase in mental health challenges for students in grades seven and eight. As some of the suspensions may be based on mental health challenges, these students may benefit from mental health interventions rather than being suspended;
- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature. System Principal Anderson noted that there are six broad categories of conduct outlined in subsection 306(1) of the Education Act where a principal shall consider suspension: a threat to inflict bodily harm to another person, possessing alcohol, cannabis or illegal drugs, being under the influence of alcohol or cannabis, swearing at a teacher or a person of authority, committing an act of vandalism that causes extensive damage to school property, and bullying, including cyber-bullying. He highlighted that the main reason for discretionary suspension was to uphold the safety of students and staff;
- The 10% of mandatory suspensions issued to students in 2019-2020, were related to possession or use of a weapon, committing assault requiring treatment by a medical practitioner, trafficking weapons, sexual assault, committing robbery, or supplying a minor with alcohol or cannabis, an unacceptable bullying risk to the safety of another person or any activity listed in subsection 306 (1) that was motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, or gender expression;

- Principals are required to use their discretion to consider the context of the behaviour, the circumstances of the individual student, potential biases, and whether the student will learn from the consequence;
- Concerns were expressed that students with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders, who regularly demonstrate severe tantrums and aggressive behaviours when irritable, are being suspended for these behaviours;
- Manager Orcheski explained that the Research, Evaluation and Analytics Division (READ) conducted the analysis of the data, and have benefitted from ongoing discussions with other research personnel from across the provinces undertaking the same type of analysis. A Technical Advisory Group (TAG) was assembled from the community, composed of people who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. TAG met on 6 November 2020 to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, and streaming);
- The suspension data has not been disaggregated by school site; and
- Additional reports will be generated from the data, such as credit accumulation, achievement streaming and sense of belonging.

Committee members agreed that suspension data be kept on the agenda as a standing item.

## 5. Matters for Action

### 5.1 ACE Committee Appointments

Superintendent Baker and Equity and Diversity Coordinator Lawrence explained the process for appointing members to the various positions.

#### a. Chair

Ms. Ayan Karshe nominated herself for the position of Chair.

The committee supported that notion that an ACE member may wish to stand as Co-chair. This collaborative seat could replace the requirement for an election of a Vice Chair.

Ms. Deepika Grover nominated herself for the position of Co-chair.

Ms. Karshe and Ms. Grover were declared the Co-chairs of ACE by consensus.

## 5.2 Community Involvement on Board Standing Committees

### a. Committee of the Whole

Delegate Ms. Awedalla nominated herself for the position of Committee of the Whole representative for ACE. It was noted that committee representatives must be current members of ACE. A District-wide membership drive was initiated in the fall of 2019 and the orientation of new members was held on 27 August 2020. Ms. Awedalla requested that she be contacted following the meeting with information on ACE membership.

Ms. Nicki Dunlop nominated herself for the position of Committee of the Whole representative, by proxy, with the caveat that she would withdraw her nomination should a person of colour wish to hold the position independently.

Ms. Seema Lamba nominated herself for the position of Committee of the Whole representative.

With Ms. Lamba's consent, the committee was in support of electing Ms. Lamba for the position of Committee of the Whole representative and Ms. Dunlop as the alternate representative.

### b. Committee of the Whole – Budget

Ms. Bronwyn Funiciello nominated herself for the position of Committee of the Whole, Budget representative.

Ms. Funiciello was declared Committee of the Whole, Budget representative by acclamation.

## 5.3 Ad Hoc Committee Appointments

### a. The Advisory Committee on Extended Day and Childcare Programs

Ms. Nasrin Mirbagheri-Javanfar nominated herself for the position of The Advisory Committee on Extended Day and Childcare Programs representative.

Ms. Mirbagheri-Javanfar was declared The Advisory Committee on Extended Day and Childcare Programs representative by acclamation.

Equity and Diversity Coordinator Lawrence encouraged the members to consider striking a membership subcommittee. The item will appear on the 28 January 2021 meeting agenda for further discussion.

## 6. Reports

### 6.1 Superintendent's Report

Superintendent Baker announced that the *Valuing Staff Voices: Equity and Engagement Survey* will be undertaken in March 2021, led by a third party facilitator. The survey will be divided into two sections providing two different sets of data on identity within the organization, in addition to employee engagement

questions. Needs assessment sessions with staff occurred in October 2020, providing employees with the opportunity to have conversations about the topic of identity and engagement. Due to the level of interest in the sessions, an additional session has been scheduled for 1 December 2020. As part of the pre-survey work, a draft survey instrument was used in consultation with union executives and the leaders of employee affinity groups such as the Indigenous employee resource group, employees with learning disabilities, Black Educators Network, Rainbow Educators Network, Muslim Educators Network (MENO), and representatives from the Ontario Principals Council (OPC). Findings from the pre-survey discussions and the results from the upcoming survey will be used to develop a comprehensive action plan with focused responses on a system, department and school level.

Trustee Bell requested clarification on whether ACE can make a recommendation to the Board of Trustees to add an Indigenous voting member to ACE prior to the District's proposed advisory committee review. Trustee Ellis suggested that item be added to a future agenda for discussion. Ms. Hayles suggested that the topic be broadened to discuss the appointment of an Indigenous trustee to the Board of Trustees.

#### 6.2 ACE Report, 29 October 2020

This item was deferred to the 28 January 2021 ACE meeting.

### 7. Standing Items

#### 7.1 Update on District Review on Police Involvement in Schools

Human Rights and Equity Advisor Tanner provided a brief update on the District Review of Police Involvement in Schools:

- A call for proposals by facilitators was sent by invitation, with a closing date of 30 November 2020;
- Facilitators will be selected to support the process by mid-December 2020;
- Ayan Karshe, Kahmaria Pingue and Elizabeth Sweeney volunteered to sit as the ACE representative on the steering group for the Police Involvement in Schools;
- Two representatives from the Indigenous Education Advisory Council (IEAC) and one from the Special Education Advisory Committee (SEAC) are a part of the steering group;
- The inaugural meeting of the steering group will occur on 16 December 2020. Steering group exercises are to include a literature review and determining questions for the review participants; and

- Consultation and engagement with review participants is planned for January 2021.

Human Rights and Equity Advisor Tanner noted that many of the points raised in the ACE meeting of 29 October 2020, such as compulsory training for school resource officers, community safety services, and the engagement of police in schools, will be addressed in the literature review. She confirmed that the ACE representatives on the steering group will provide the update to this standing item on the ACE agenda going forward.

On the subject of inviting a police officer to present to ACE, as was suggested in the ACE meeting of 29 October 2020, Ms. Sweeney commented that this invitation was the suggestion of one member and would require further discussion to achieve consensus from the committee.

8. Information

There was no new information presented.

9. New Business or Event Announcements

Superintendent Baker recognized Elaine Hayles for her contribution as the Interim Chair of ACE for many years. Her dedication to ACE has been exemplary and her advocacy within the community, commendable. Her voice has been a true sense of change not only for the committee's work but for the work of the District.

10. Adjournment

The meeting adjourned the meeting at 8:38 pm.

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Deepika Grover, Acting Chair, Advisory Committee on Equity



## **SPECIAL EDUCATION ADVISORY COMMITTEE REPORT**

**Wednesday, December 9, 2020, 7:00 pm  
Zoom Meeting**

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Sue Cowin (Community Representative), Amy Wellings (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing Children), Mark Wylie (Down Syndrome Association), Nicole Ullmark (Easter Seals Ontario), Lisa Paterick (VIEWS for the Visually Impaired) Johnna MacCormick (VIEWS for the Visually Impaired, Alternate), Safina Dewshi (Ottawa-Carleton Assembly of School Councils), Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Katie Ralph (Autism Ontario), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Cathy Miedema (Association for Bright Children of Ontario)
Association Representatives (Non- Voting):	Jennifer Titley (Alternate, Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
Staff and Guests:	Justine Bell (Trustee), Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Mary Ann Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Kathryn Langevin (Supervisor of Social Work), Stacey Kay (Manager, Learning Support Services), Sandy Owens (Manager, Business and Learning Technologies), Nicole Guthrie (Manager of Board Services), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Superintendent Symmonds called the meeting to order 7:02 p.m.

2. Approval of the Agenda

Moved by Trustee Ellis,

THAT the agenda be approved.

Chair Nadon-Campbell requested that item 7.1, Annual Report on Student Suspensions, be moved to item 3.1 under Presentation.

**Moved by Trustee Ellis,**

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

**Carried**

3. Presentation

3.1 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Your committee had before it report 20-085, presenting the annual report on student suspensions in 2019-2020.

Manager Oracheski noted that suspension information has been consistent over the past several years. For 2019-2020, the overall student suspension rate was 2.2%. Through examining groups of students, students with special education needs are 2.5 times more likely to be represented in suspension data, compared to their representation in the overall student population. The disparities are highest for students with a behaviour exceptionality, who are 27 times more likely to receive a suspension compared to students without special education needs. The highest rates of over representation in the suspension data were observed for students reporting addiction and, or, mental health disabilities and those identifying as Indigenous. When compared to other groups of students, the relative risk of suspension was higher for these same groups of students.

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

- To-date, the intersectionality data between groups have not been analyzed;
- Strategic actions to build capacity linked to lowering suspension rates and supporting a change in practice are connected to both the Safe

Schools department and the Indigenous, Equity and Human Rights Roadmap;

- A bias-aware progressive discipline model is in place;
- System Principal Anderson is conducting sessions with principals and vice-principals on considerations for alternatives to suspension and re-examining the reason for a suspension. Administrators should take into consideration an individual's circumstance and offer support to the student to improve their behaviour;
- Trustee Ellis expressed the opinion that in cases of students accessing support for behavioural needs, an important component to avoiding a situation that may lead to a suspension discussion, is to ensure that adequate resources are in place to support the student in the school environment;
- Ms. Miedema noted that the use of the phrase "excluding gifted" creates additional barriers for students in the gifted program. She requested that this observation be noted for consideration in future reports. Trustee Campbell noted that he did not agree that it was not appropriate to exclude a grouping with a below average suspension rate within the categories of abilities in special education. The gifted category may unduly weight the reporting of the group, as a whole, and therefore the analysis may not reflect the extent of the overrepresentation of students accessing special education in the overall suspension rate. Ms. Miedema stressed that the deaf and hard of hearing students or those with physical disabilities are less likely to be suspended as well; however they are a part of the study. She observed that information about gifted students is often segregated from students with other exceptionalities;
- Dr. Duschner noted that early adversity can create challenges in developing and achieving optimal self-regulation, making children and youth vulnerable to a range of negative, lifelong health and mental health difficulties. Educators can provide a more intentional and targeted focus on understanding self-regulation to be able to support cognitive and emotional regulation skills and their integration;
- The Ministry of Education has allocated funding to promote early intervention in student behaviours from kindergarten to grade 3. Learning Support Services (LSS) is working with teaching staff to assist in the development of refined insight on understanding implicit bias and how the bias affects the educator and child interaction, subsequently demonstrated in child behaviour;
- Transition planning is completed year-over-year with special education students and the Learning Support Teachers (LRTs) and Learning Support Consultants (LSCs). Transition planning is embedded in the Individual Education Plans (IEPs). In addition, there are certain types of plans that exist to support English Language Learners (ELLs) and those that support the well-being of students. Written copies of the

plans are stored in the Ontario Student Record, which is a document that moves with the student through the school years;

- The process for suspensions and exclusions each occur in separate circumstances. An exclusion is used when the safety is at risk for staff or other students;
- Trustee Campbell expressed the view that the high rate of suspensions in the behaviour exceptionality of special education merits a District root cause analysis; and
- Ms. Allen encouraged the minimization of transitions between spaces and multiple adult interactions for students who are triggered by regular changes in the instructional day.

#### 4. Matters for Action

##### 4.1 Committee Appointments

###### a. Chair

Mr. Jim Harris nominated Ms. Sonia Nadon-Campbell for the position of Chair.

**Moved by Sue Cowin,**

**THAT the nominations be closed.**

**Carried**

Ms. Nadon-Campbell was declared Chair of SEAC by acclamation.

At the request of Ms. Nadon-Campbell, Superintendent Symmonds remained the acting Chair for the duration of the committee appointment process.

###### b. Vice Chair

Ms. Sonia Nadon-Campbell nominated Mr. Jim Harris for the position of Vice Chair.

**Moved by Trustee Boothby,**

**THAT the nominations be closed.**

**Carried**

Mr. Harris was declared Vice Chair of SEAC by acclamation.

###### c. Board

The SEAC representative for the Board was not determined.

Ms. Nadon-Campbell requested the item be added to the 6 January 2021 agenda.

d. Committee of the Whole

Mr. Jim Harris nominated Ms. Sonia Nadon-Campbell for the position of Committee of the Whole representative.

**Moved by Trustee Ellis,**

**THAT the nominations be closed.**

**Carried**

Ms. Nadon-Campbell was declared Committee of the Whole representative of SEAC by acclamation.

e. Committee of the Whole - Budget

Ms. Cathy Miedema nominated herself for the position of the SEAC representative to the Committee of the Whole, Budget.

**Moved by Trustee Ellis,**

**THAT nominations be closed.**

**Carried**

Ms. Miedema was declared the SEAC representative to the Committee of the Whole, Budget, by acclamation.

f. Parent Involvement Committee

Mr. Ian Morris nominated himself for the position of the SEAC representative to the Parent Involvement Committee.

**Moved by Sonia Nadon-Campbell,**

**THAT nominations be closed.**

**Carried**

Mr. Morris was declared the SEAC representative to the Parent Involvement Committee, by acclamation.

g. Advisory Committee on Equity

Ms. Susan Cowin nominated herself for the position of SEAC member representative to the Advisory Committee on Equity.

**Moved by Trustee Ellis,**

**THAT nominations be closed.**

**Carried**

Ms. Cowin was declared the SEAC member to the Advisory Committee on Equity, by acclamation.

h. Indigenous Education Advisory Council

Ms. Sonia Nadon-Campbell nominated herself for the position of SEAC member representative to the Indigenous Education Advisory Council.

**Moved by Trustee Boothby,**

**THAT nominations be closed.**

**Carried**

Ms. Nadon-Campbell was declared the SEAC member to the Indigenous Education Advisory Council, by acclamation.

i. Advisory Committee on Extended Day and Child Care Program

The SEAC representative for the Advisory Committee on Extended Day and Child Care Programs was not determined.

Chair Nadon-Campbell noted that the item will be added to the 6 January 2021 agenda.

Ms. Nadon-Campbell assumed the Chair.

5. Delegations

There were no delegations.

6. Review of Special Education Advisory Committee Report

6.1 4 November 2020 SEAC Report

Moved by Katie Ralph,

That the 4 November 2020 report be received.

Trustee Ellis suggested that on folio 6, first paragraph, the words "powerful program" be replaced with "Empower reading program".

Dr. Mamen noted that on folio 3, the last sentence should refer to the set date for a findings report as 13 April 2021.

**Moved by Katie Ralph,**

**That the 4 November 2020 report be received.**

**Carried**

## 7. Presentation

### 7.1 Report 20-084, The Development of a Human Rights Policy (C. Tanner)

Your committee had before it Report 20-084, reviewing the plan to develop a human rights policy.

Human Rights and Equity Advisor Tanner briefly reviewed a presentation of the District's commitment to human rights and equity. The office of a Human Rights and Equity advisor advocates for human rights based approach to education. There are three fundamental principles to a human rights based approach: equality and non-discrimination, participation and inclusion, and transparency and accountability. She noted that as human rights are fundamental to children, and are particularly highlighted for students with special needs, the proposed consultation plan will benefit from further input from SEAC.

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

- Trustee Ellis encouraged the development of a strategy to connect with families who face barriers to participating in the school community;
- Ms. Houlden noted the District serves a diverse socio-economic population. She expressed concern about equity issues with different implementations of some school programs. There is a disparity between the OCDSB's level of District promotion of programs which serve, statistically, students from higher SES households versus those from lower SES households. She suggested a comparison study on the level of District promotion for the International Baccalaureate (IB) Diploma Programme versus the Vocational Programs;
- Ms. Houlden expressed the view that when considering a human rights policy, consultations with people who have developmental disabilities is a necessary exercise;
- Human Rights and Equity Advisor Tanner noted that should a complaint procedure be initiated online, a mechanism can be built to allow a trusted friend or school mentor to assist with the submission of the form;
- To effectively collect input from the special education community, Mr. Harris suggested a future breakout exercise with SEAC to address a specific question on human rights; and
- Ms. Dewshi encouraged a consultation with the Ottawa-Carleton Assembly of School Councils (OCASC), as the parents who participate

on the school councils share a network of connections within the community.

Human Rights and Equity Advisor Tanner noted that she is impressed with some of the initiatives that the Durham District School Board (DDSB) has established during the process of creating a human rights policy. The DDSB launched an awareness campaign, including video clips featuring international languages, directing families to their website where a Thoughtexchange survey inviting the community to comment on the development of a human rights policy and the consultation plan. She envisions a similar wide-reaching consultation for the OCDSB. She noted that related to human rights is the 2020-2021 District consultation for the Police Involvement in Schools, and there are a large group of students participating in the steering group which may help focus on aspects of the development of the human rights policy.

## 8. Department Update

### 8.1 Superintendent's Report

Superintendent Symmonds provided an update on COVID-19: As of 8 December 2020, there were 36 active cases for students, three active staff cases and two closed classes. Across the District, since the beginning of the 2020-2021 school year, there has been a total of 229 resolved cases. He noted that it is evident that the precautions of the school community have contributed to a low number of infections. Ottawa Public Health (OPH) conducts ongoing reviews, referred to as student index cases, and they perform contact tracing for positive test results. It has been determined that students are typically exposed at home. Generally many students are asymptomatic or experience relatively mild symptoms. While members of the household wait for pending test results the importance of isolation is paramount to keeping the community safe.

He reported that the Education Quality and Accountability Office (EQAO) and grade nine math assessments will be conducted in quadesters two, three and four. For the two schools with octomesters, the standardized testing will occur in segments five, six, seven and eight. The testing is available to students attending the brick and mortar schools. It will be an online assessment with some built in text-to-speech features. Google Read and Write is also available as a support as well as some other accessibility types of software, for example for students with blind low vision can use ZoomText for accessibility. He noted that accommodations received during the EQAO must be consistent with the accommodations in place for assessments as noted in their IEP leading up to EQAO.

Ms. Houlden noted that some of the accommodations that students have do not necessarily need to be based on an IEP. Superintendent Symmonds confirmed that, for example, extended time has been removed

from the IEP for many years to limit IEPs being sought for the expressed purpose of extra break allowances.

a. Report 20-110, Update on Supports from Students with Giftedness (Elementary) (P. Symmonds)

Your committee had before it Report 20-110, providing an update on support from elementary students with giftedness.

Superintendent Symmonds reported that at the Board meeting on 30 October 2018, Trustees passed a motion that staff be directed to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom (The Guide) and the OCDSB Interest Academy.

The pilots commenced in spring 2019 with initial orientation and training for staff from the three schools who were invited to participate. Each school received a copy of The Guide. Included with the guide was specific information related to the second pilot, the OCDSB Interest Academy. As school teams reviewed the information in the guide and were familiarized with the scope of the two pilots, team members from LSS received anecdotal feedback from school staff about both resources. The determination was that the resource was not as successful or helpful as planned and a new way forward was considered.

System Principal Hannah highlighted that an LSS focus this year was examining different ways to connect together. With the 2019-2020 labour disruption and the impact of the COVID-19, there was limited ability to engage in professional learning with the teams. The methodology behind approaching school teams with The Guide has shifted with the current best-practices to stop the spread of the COVID-19. For sanitary reasons the paper binder resource guide is no longer circulated as an instructional aide. An online tool is being developed to serve as a resource for improving the instructional core and teaching specialized differentiation, useful for all special education students. A soft launch for the tool is planned for 2021. Clear directions on initiating the process of an IEP will be stored on the tool to maintain consistency of practice across the District.

System Principal Hannah reported that gifted elementary students from different parts of the city are learning in the Ottawa-Carleton virtual (OVC) schools. In collaboration with Program and Learning (PAL), the pilot plan will be updated to include the creation of OCV remote learning style. Moving forward, staff recommended that the OCV pilot this cross-curricular project in a variety of its classes; both in the regular English or Early French Immersion program and expand the age range for students, to include grades 4 to grades 8.

Similar to the previous pilot evaluation plan, the evaluation will be exploratory in nature and will include mainly formative evaluation activities. Qualitative and quantitative data collection tools examining implementation issues from the perspective of staff, students and parents/guardians will be administered. Staff training sessions will be offered in January 2021.

System Principal Hannah highlighted that in order to further explore the elimination of barriers of access for all students and support underrepresented populations, LSS has begun to investigate the possibility of the use of a universal screening tool. The exploratory exercises currently include: literature reviews, an environmental scan of other school districts in the province, and, the review of possible screening tool options. She noted that further recommendations on the use of the tool are targeted for the spring.

Trustee Boothby requested information on the supports for the in-person gifted students, who will miss the pilot for the Interest Academy. System Principal Hannah responded that an updated memo to SEAC is scheduled for release in January. More information will be presented on the soft launch of the quality programming indicators (QPI) planned for February. Field testing with regular classroom gifted students is planned to seek information on the effectiveness of key strategies as it relates to cross-curricular inquiry-based learning.

Trustee Boothby provided feedback on three factors that should be considered as a part of a QPI online resource to foster a standard for instruction and differentiation for all learners with giftedness: EQAO testing is not an accurate measure for evaluating gifted students, the measurement levels of engagement and measurement of student well-being.

b. Report 20-115, Specialized Program Class Referral Information 2020-2021

Your committee had before it Report 20-115, providing information regarding the specialized program class (SPC) referral and placement process for the 2020-2021 school year.

Superintendent Symmonds noted in 2019-2020 a decision was made to delay the reporting of this information until December going forward, in order to allow for a more accurate reflection of the number of referrals, placements and students waiting for placement. Manager Kay highlighted that starting from the launch of the 2020-2021 school year, the District opened an additional fourteen SPCs across the elementary and secondary panel. Eight additional classes were opened for both elementary and secondary

classes. There are concerns about continuing to open a significant number of classes and the impact that this potentially has on students, families and systems. LSS is examining different ways to provide intensive support in a way that aligns with current best practice and ideas of modern classrooms, as well as equitable support and ensuring positive academic outcomes and well being. She outlined that with the school closure as a result of COVID-19, LSS was not able to collect information specific to professional assessments. LSS has begun work to understand the impact of the school closure on professional assessments and will provide additional recommendations.

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

- The Learning Disability Specialized Intervention Program (LDSIP) program is offered at the junior panel for grades five and six and in the intermediate panel for students in grades seven and eight. It is a one year program with an option for a second year. Trustee Ellis noted the prior closure of some LDSIP classes and emphasized that waiting lists can be problematic for the students as they may "age-out" before they are admitted;
- Where there are waitlists, parents are given the option to place their children in classes outside their geographic area, pending available space;
- New placements are based on need;
- Identification, Placement and Review Committee (IPRC) requests are being routinely addressed;
- When LSS becomes aware of students on a waitlist, specific decisions are made to target support at those school sites, such as deploying the ASD team to build a program with the classroom teacher;
- Though LSS has the capacity to increase staffing with Emergency Educational Assistants (EEAs), there is an ongoing challenge to hire available Educational Assistants (EAs);
- Ms. Houlden expressed the view that SPCs are struggling to provide service and more resources are required. At this time, schools have been allocated 40% of their budgets. Funds provided at the end of June to support the establishment of a new system class are no longer accessible and any purchases made with those funds have been charged to the 2020-2021 budget. Superintendent Symmonds noted that LSS supports

classes through funding and in addition schools have separate budgets to support students with special education needs and can make decisions on allocations at the school-level; and

- Ms. Allen referred to the diverse support and ongoing professional development of support teachers working with students on the waitlist for SPCs on the multidisciplinary teams. These teams also support staff.

## 8.2 Special Education Plan (Standards)

### a. The Board's Special Education Advisory Committee

System Principal Hannah noted that the contact information for the Board's Special Education Advisory Committee is updated annually. She asked that the committee members provide Coordinator Fenton with information on changes to their contact information.

### b. Equipment

System Principal Hannah reported on the enhancements made to the process of acquiring Special Equipment Amount (SEA) for students. The online template processes requests expeditiously. Previously, a recommendation of an assessment report was required. Today only a recommendation from an appropriately qualified professional is required. LSS leverages the Multidisciplinary Team to review requests to ensure they meet the needs of the student.

Trustee Boothby suggested that further language be added to clarify the school involvement in acquiring SEA for students. She noted that clarification on allowance for SEA to be sent home might be helpful to families who encounter socio-economic barriers. She noted the need to include language in the standard on the process, procedures and availability for OCV students accessing SEA to learn remotely.

## 9. Committee Reports

### 9.1 Indigenous Education Advisory Committee

There was no report from the Indigenous Education Advisory Committee.

### 9.2 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

### 9.3 Parent Involvement Committee

Dr. Mamen reported that there were no items contained on the PIC meeting's agenda that were of specific concern to SEAC.

9.4 Advisory Committee on Extended Day and Child Care Program

Trustee Ellis reported that the Advisory Committee on Extended Day and Child Care Program proceeded as an informational meeting as quorum was not achieved. There has been a significant decline in registration. As per policy P.035.SCO, the District shall offer the Extended Day Program at any school site where three or more students have registered and paid for the program.

9.5 Committee of the Whole

Chair Nadon-Campbell noted that she raised the letter from the Thames Valley District School Board SEAC describing the challenges of teaching and learning when the quality of auditory information is compromised with the full coverage of the mouth and nose. In response to the concern, she learned that educators may approach their supervisors for guidance and apply for these funds through SEA. She requested that the committee consider next steps to advance concerns from the school-community around the matter. This discussion was deferred until 2021.

Chair Nadon-Campbell reported that a delegation from Decoding Dyslexia Ontario presented in the Committee of the Whole meeting of 8 December 2020. A SEAC discussion ensued on competing interests for advocating certain styles of reading.

9.6 Board

There was no report from the Board.

10. New Business

10.1 Forward Agenda Planning

Forward agenda planning was deferred until 6 January 2021.

11. Adjournment

The meeting adjourned at 10:17 p.m.

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Sonia Nadon-Campbell

Chair, Special Education  
Advisory Committee





## INDIGENOUS EDUCATION ADVISORY COUNCIL

December 10, 2020

6:00 pm

Zoom Meeting

**Members:** Albert Dumont, Monique Manatch, Inini McHugh, Stephanie Mikki Adams, Romaine Mitchell, Lili Miller

**Indigenous Education Staff:** Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Kris Meawasige (Indigenous Student Support and Re-engagement Coordinator), Kareena Butler (Indigenous Education Itinerant Teacher), Kyl Morrison (Indigenous Graduation Coach)

**Other Staff and Guests:** Donna Blackburn (Trustee), Justine Bell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Shannon Smith (Superintendent of Instruction), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Wayne Alourt, Joe Ross (Science Instructional Coach), Sonia Nadon-Campbell (SEAC), Kim Jerome (Odawa Friendship Centre), Felix Weekes, Francois Gravelle (University of Ottawa) and Leigh Fenton (Board/Committee Coordinator)

### 1. Opening

Elder Albert Dumont opened the meeting.

### 2. Community Discussion

No new community discussion items were raised.

### 3. Delegation

#### 3.1 Felix Weekes, Odawa Native Friendship Centre

Ms. Kim Jerome, the Executive Director of the Odawa Native Friendship Centre, described her support for the Inner-City Children (ICC) – Youth Healers Mentorship Program to expand on the traditional cultural support systems the elders provide by cultivating mentorship in the community. Odawa intends to provide training and support to the Indigenous and non-Indigenous students who

will, in turn, provide mentorship to the next generation of youth protégés. The program aims to become fully self-sustaining, with protégés eventually taking the place of mentors. She stated that Indigenous youth who have mentors are more likely to attend college, show improved attitudes towards learning in school and possess higher self-esteem. One of the goals of the program is to build strong relationships with the school board, local universities and colleges, and the City of Ottawa.

ICC Youth founder, Mr. Felix Weekes, stated that the program began in 1986 for Black youth in Montreal's Little Burgundy community. Today, the mandate of the program remains to foster partnerships with existing social agencies to identify "at risk" children and offer them the opportunity to develop mentor-protégé relationships with students enrolled in undergraduate institutions. The in-school mentoring program uses a social development model promoting both recreation and leisure.

Trustee Ellis noted that as the former school council chair at Rideau High School, he saw the positive impacts of the after school sports program. One of the greatest benefits from the program was the relationships that were built. This resulted in participants confiding in the coaches and addressing issues to the benefit of the children and young adults.

University of Ottawa Associate Professor in the School of Human Kinetics, Francois Gravelle, reported that he is the co-director of the Sports, Exercise and Active Leisure (SEAL) research group. In the past he has collaborated with Mr. Weekes to provide support through an in-school mentorship program aimed at assisting children and youth "at risk" on their journey towards school and community successful integration. The SEAL/SELA research group at the School of Human Kinetics has recently been working with Mr. Weekes to help in the adaptation of a mentorship/social integration program, in conjunction with the Odawa indigenous program. They have begun discussions leading to the development of targeted applied research initiatives, involving Indigenous youths aimed at the adaptation and implementation of the program, focused on upholding Indigenous culture.

In response to questions during the discussion period, the following points were raised:

- In response to Vice Principal Alexander's inquiry as to whether the framework of the program is solely sports-based or if land-based teaching will be incorporated, Ms. Jerome responded that the program is to be Indigenous-led. She explained that they are working on setting up activities in the bush to re-teach culture. She highlighted that intergenerational trauma can begin to heal through Indigenous mentorship. Mentorship is widely needed for the Indigenous youth who

leave the reserve and become isolated off-reserve. There are plans underway to build a specific youth centre to welcome students from this program at the Odawa Friendship Centre;

- Trustee Ellis stated that in his experience, a program such as this contributes to breaking down some prejudices held, consciously or unconsciously, by non-Indigenous people;
- Mr. Weekes noted that the programming for schools will be primarily located in the Overbrook/Vanier area of the city;
- Mr. Weekes confirmed that this program has not yet been initiated with Indigenous groups but the model was successful with Black students from the OCDSB in former years; and
- Mr. Meawasige noted that the Indigenous School Mentorship program offers an opportunity for Carleton University students to work as peer mentors with Indigenous elementary and high-school students in the Ottawa area. This program continues virtually. He queried more information on ICC's continual connection with school boards to maintain communication and build relationships with staff. Mr. Weekes responded that in the past they have worked closely with mentors, teachers and staff bi-weekly or monthly, as required.

Superintendent Baker noted that to protect the interests of the Board, its schools and students, all education-business relationships will be subject to review by the Ottawa-Carleton Research and Evaluation Advisory Committee (OCREAC). Manager Oracheski described the committee as being composed of members from both the Ottawa Catholic School Board (OCSB) and the Ottawa-Carleton District School Board (OCDSB). The role of the committee is to support and encourage research applications to conduct non-Board initiated research. OCREAC reviews all applications to ensure that proper procedures and guidelines are adhered to when conducting research with students, parents and staff. Manager Oracheski noted that due to the pandemic, all extended research applications have been put on hold until further notice.

Superintendent Baker agreed that she could connect with Ms. Jerome for further details on the program in the future. Ms. Manatch concluded that the program promises to be beneficial and should more questions arise, the Council will connect with ICC.

#### **4. Presentations**

##### **4.1. Report 20-085, Annual Report on Student Suspensions (2019-2020) (M.Giroux)**

Your Council had before it Report 20-085, presenting the annual report on student suspensions, including findings from analyses undertaken on 2019-2020 student suspension data, in conjunction with Valuing Voices – Identity Matters! Student Survey data, to identify groups of students who may be under or overrepresented in the data and the differences in the rates of student suspension across the District.

Ms. Manatch disclosed that she is a member of the District's Technical Advisory Group (TAG) to support the work on reporting with identity based data. She queried additional information on the suppression of data as it pertained to the Inuit population. Manager Orcheski reported that when examining data, the District must be respectful of privacy. Whenever results are reported for a small number of survey-takers, there is a chance that the anonymity of that population may be compromised. If there are fewer than ten students in the target group, the data is required to be suppressed. Ms. Manatch noted that when she participated in the focus group in advance of the launch of the survey, the Indigenous community made a point of explaining that the numbers of Indigenous respondents would be few. She inquired whether the Research, Evaluation and Analytics Division (READ) would continue to suppress data in the analysis of data or combine all Indigenous responses. Manager Orcheski indicated her support for working with the community to come up with an acceptable solution that respects individual privacy.

Manager Orcheski reported that READ is working with Communications and Information Services to prepare an infographic which will breakdown four of the demographic questions from the Valuing Voices survey: race, Indigenous identity, gender identity and disability. In a prototype form, the infographic will include a response option for the Inuit community indicating that there were fewer than ten students who had been suspended, along with the total number of students who had responded. There is also the option of reporting on the broader Indigenous community to include First Nations, Métis and Inuit together. Ms. Miller highlighted that there were less than ten Inuit suspensions of the 146 Inuit families who responded to the survey.

Manager Orcheski shared that READ examined a variety of ways of grouping students due to the way questions were written on the survey. Students could select as many responses options as applied to them. The suspension report used mutually exclusive identity groupings. For example, some students who identified as First Nations may have also identified as Métis or Inuit. The students who answered the survey with multiple identities will not have been reflected in the suspension report data. Another option would be to consider grouping students according to each response option indicated. Even with this approach, there were still fewer than 10 students who identified as Inuit and who were suspended and suppression of data was still required. The impact on the actual suspension rates for First Nations and Métis was reduced by .2% using

this method. The impact on disproportionality and disparity was reduced to .01.

Manager Orcheski explained that disproportionality is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population, whereas disparity is a measure that compares outcomes of one group to that of another. In both cases. A value of 1.0 indicates equal representation or no difference in outcomes. A value greater than 1.0 reflects overrepresentation or higher risk. A value less than 1.0 reflects underrepresentation or lower risk. Calculations of disproportionality and disparity are significantly impacted by small numbers. A general rule-of-thumb is to have a minimum sample size of 10 in a target group and a minimum population size of 30, otherwise estimates are not reliable. Meaningful interpretation of disproportionality rates and disparity ratios require the establishment of a threshold. The District-level thresholds will need to be determined in consultation with community partners in order to identify targets and monitor progress towards addressing existing inequities and inequalities. This will be a key task for the TAG by the end of June 2021.

Ms. Manatch noted that the Indigenous representatives from the community who were encouraged to support the Valuing Voices – Identity Matters! Student Survey specifically requested that the raw data be shared with their community through the Indigenous Education Team at the District. Manager Orcheski responded that the District has identified the need to develop data sharing protocols with First Nation communities as a priority. Most members of the READ team have been trained in the First Nations Principles of Ownership, Control, Access and Possession (OCAP). READ is seeking advice from the Council as to the specific communities or organizations that they should speak to first. Ms. Manatch queried whether the Indigenous Education Advisory Council (IEAC) will have access to the raw data, as the Council is not considered a First Nation. Manager Orcheski acknowledged that there may be other communities and organizations, including the Inuit and Métis communities who may be interested in having access to their data, but the first priority should be with the First Nation communities themselves. She noted that another element of the data standards is the requirement to be producing open data files. While READ has not completed the preparation of the open data file to accompany the suspension report, this work is also underway and will be made available for public access.

Ms. Manatch queried the process and the timeline for sharing the aggregate data with the Indigenous Education Team. Manager Orcheski replied that this discussion will likely need to occur through a meeting with Executive Officer Michele Giroux and Superintendent Baker, in conjunction with the Indigenous Education and Equity and Diversity Teams. Ms. Manatch highlighted that Indigenous people have been the target of research historically and it is a sensitive issue. She underscored that the request to have access to their data

should be facilitated and respected.

Mr. McHugh noted that in some surveys, he has noticed that the respondent must choose from a multiple choice answer rather than an “all that apply” identity. Manager Oracheski submitted that the Valuing Voices – Identity Matters! Student Survey was unique in that students could self-identify in numerous ways. She added that while the Student Information System (Trillium) allows for a singular Indigenous identity category, and offered to share this feedback with the Ministry; however she was unsure how much leverage she would have to make a change.

Ms. Manatch voiced concern that though the Valuing Voices – Identity Matters! Student Survey was written and introduced with a focus on cultural awareness, the analysis of the survey is not being done using an Indigenous lens, but rather a colonial lens, which has yet to show a benefit to the Indigenous community. Secondly, she noted that the student supports to complete the surveys were school-based supports. Indigenous students may not have been provided with adequate, cultural support to assist them with the completion of the exercise.

Mr. Meawasige introduced Ms. Stephanie Adams, Executive Director of the Inuuqatigiit Centre for Inuit Children, Youth and Families and welcomed her to IEAC. Ms. Adams commended IEAC for its support to Indigenous children, youth and families in Ottawa. She attested to the difficulties settling in an urban setting after living in an isolated local community of 2,500 people. It is thought that upwards of 10,000 Inuit people live in the Ottawa region, however using modern methods of data collection, this number is presumably understated. The Inuit population is growing in Canada’s capital.

Mr. Morrison noted the use of binary language listed throughout the survey and reports. He recommended that this be changed in future reporting to recognize the non-binary population.

In response to a reference group query from Ms. Manatch, Manager Oracheski stated that when calculating disparity indices, a comparison group needs to be identified. In the case of race, the comparison group was “all other students”, for example, to calculate disparity for students who identified as Indigenous to the question about race, students who did not select “Indigenous” as a race category would have been included in the comparison group. While the data standards themselves provide examples to consider the group that is least likely to experience barriers or bias and White (European Descent) was amongst them, there was concern that choosing a particular group for comparison would reinforce that particular group as the “standard to strive for” or reinforce privilege. A conversation about appropriate comparisons, not only within READ, but with other jurisdictions undertaking the work across the province, has provided additional opportunities to reflect on possible approaches. Staff has also benefited from webinars and professional learning opportunities that focus

on analyzing data through an equity lens. The group of comparison for the Indigenous identity question, as presented in the suspension report, was the non-Indigenous group. Manager Orcheski queried whether IEAC viewed it as acceptable to draw such a comparison or if the same standards be applied as those to the race question where, for example, the comparison group for First Nation would include the following response options: no Indigenous background, Métis or Inuit. Ms. Manatch questioned the benefit of the disparity approach. Manager Orcheski conveyed that Ontario Data Standards for the Identification and Monitoring of Systemic Racism stipulate that either disparity or disproportionality must be measured and reported. She noted that the data standards are publicly available. A data standards link will be distributed to the IEAC for additional reference information.

Ms. Manatch concluded by expressing the views that Indigenous participation is required for data analysis of Indigenous communities, research on Indigenous communities should be Indigenous led, and information is needed on how data on Indigenous people will be used. Superintendent Baker noted that guiding the direction on how the District conducts information is important. She noted the intent of TAG was to ensure that there was diverse representation when the data was being analysed. She thanked the Council for their input and Manager Orcheski for her presence and stated that the next iteration of data summaries may be presented differently based on conversations such as these.

Trustee Bell suggested that READ return to IEAC to present on the upcoming analysis of the data or send an email to the Council with an outline of the intended studies. Ms. Manatch supported the suggestion of an email to share with IEAC for future discussion. Mr. Mitchell reflected that the topic of data is fluid and it would be interesting to monitor the changes year over year. Ms. Manatch recommended that the analysis of Indigenous data be kept on the agenda as a standing item.

#### 4.2 Report 20-084, The Development of a Human Rights Policy

Your Council had before it, Report 20-084, reviewing the plan to develop a human rights policy.

Human Rights and Equity Advisor Tanner introduced herself as newly having returned to Canada after working as a lawyer for twenty years on human rights and anti-discrimination issues in Canada, Uganda, Timor-Leste and Nepal. She stated the right to education is fundamentally important to everyone. The purpose of the Office of the Human Rights and Equity Advisor is to identify any barriers in the current practises and systems. A human rights policy is a way for people to promote and protect human rights and bring forward human rights concerns to seek early or formal resolution. She stated that this new policy would benefit from the wisdom of the people at IEAC.

Human Rights and Equity Advisor Tanner briefly reviewed a presentation on the development of a human rights policy, highlighting the international, domestic and provincial legislation in place to protect fundamental human rights in Canada. She highlighted the UN Declaration on the Rights of Indigenous Peoples. She noted when formulating a policy it is important to describe the tenants, guidance, roles and responsibilities and the importance of developing procedures to accompany the policy, including a complaints procedure(s) accessible to all users. The procedure should work well for the people the policy is intended to serve: students, employees, families and community members. She requested Indigenous input on Indigenous priorities for the policy to gain insight into how to develop a complaints mechanism(s) that Indigenous Peoples will be comfortable using.

Ms. Manatch commented that the District should advocate for an Indigenous Trustee on the Board of Trustees. Mr. McHugh noted that he raised this subject at the Advisory Committee on Equity (ACE) meeting on 29 October 2020. He mentioned that there is legislation in place to appoint Indigenous Trustees to school boards providing there is a reservation in the catchment area. As Ottawa territory does not have a reservation, the guidelines set by the Ministry of Education are preventative. He maintained that there are a large number of students who attend the OCDSB and therefore a change could be implemented.

Trustee Ellis suggested that IEAC may be permitted to participate at Committee of the Whole and Committee of the Whole Budget without involving the Ministry of Education. He added that the Committee of the Whole - Budget meeting is the forum where decisions on District spending occur. Superintendent Baker stated that this is a decision that IEAC can make and recommend to the Board. In terms of an Indigenous Trustee position, she noted that a regulation in the Education Act establishes First Nations representation on school boards where there is reservation or a reciprocal education agreement between a Band Council and the school board, there can be a determination by the Band Council on a representative to sit as a voting member of that school board.

Mr. Mitchell noted that First Nations Representation on Boards is listed in Ontario Regulation 462/97 of the Education Act. In this document there is language describing the threshold number of Indigenous students coming from the territory required for a Reverse Education Agreement (RES). He supported the letter to the Ministry for the revision of this regulation. He noted that both the North York in Toronto and Renfrew County hold Indigenous trustee positions on their school boards.

Mr. McHugh emphasized his commitment to have Indigenous voting-member representation on all District committees. Trustee Ellis noted that he would be pleased to work with IEAC members and Board Services to bring forward a motion to have an Indigenous representative at the advisory committees of the

Board and the Committee of the Whole. Further, Mr. McHugh expressed the view that three Indigenous voting members should be appointed to each committee: First Nations, Métis and Inuit. Trustee Ellis submitted that it would be difficult to lobby for more than one IEAC representative to sit on each of the committees. Superintendent Baker suggested that Trustee Ellis liaise with Trustee Hough and Trustee Bell to work on inviting Indigenous members of the community to participate in committees of the Board as voting members.

Ms. Manatch recommended that a steering committee be struck for the development of the human rights policy and that Indigenous representation is included. Human Rights and Equity Advisor Tanner agreed to this mechanism in the development of the new policy. She is looking forward to engaging students in the “grassroots” policy development process. She requested support from IEAC on how best to seek guidance from the Indigenous community, noting that feedback can be communicated back to her office.

## **5. Reports - Deferred**

### **5.1 Superintendent's Report**

This item was deferred to the 21 January 2021 IEAC meeting.

### **5.2 22 October 2020, IEAC Report**

The IEAC report of 22 October 2020 was received.

### **5.3 IEAC Action Tracking Log**

This item was deferred to the 21 January 2021 IEAC meeting.

## **6. Information and Invitation**

Sonia Nadon-Campbell introduced herself as being Indigenous and French. She noted that she had recently been re-elected the Chair of the Special Education Advisory Committee (SEAC) for a second term. She is proud to advocate for youth with special needs and is a mother to three children, two of which have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). In the past, she has volunteered for the Board of Directors at Makonsag. Currently she sits on the Board of Directors for Roberts/Smart Centre, who employs a team of people trained in the area of managing and treating youth mental health and behavioural disorders.

## **7. Closing**

Elder Dumont offered a closing at 8:26 p.m.





## **Advisory Committee for Extended Day and Child Care Programs Report**

**Thursday, December 3, 2020, 7:00 pm  
Zoom Meeting**

**Members:** Lucas Malinowski (Parent Member), Laura Kelly (Parent Member), Terry Warner (Special Education Advisory Committee), Melanie Aqiqi (Parent Member), Kass Inglis (YMCA), Tanya Burger, Tammy Piche (OSSTF), Prince Duah, Julie Cyr (Manager of Early Learning), Susan Baker

**Staff and Guests:** Chris Ellis (Trustee), Blake Doucett (Ottawa-Carleton Assembly of School Councils), Nasrin Javanfar (Advisory Committee on Equity), Myriam Pepin (Children's Village), Orlie Gagline (REKSAP Centres for Early Learning).

1. Call to Order

Chair Malinowski called the meeting to order at 7:06 p.m.

2. Welcome and Introduction

Following the introductions of the committee members, Chair Malinowski welcomed everyone to the meeting and asked the members to introduce themselves.

Chair Malinowski expressed his appreciation to Manager Cyr and her team for their work in preparing for the meeting. He noted that it has been a challenging time for the District since the effects of the coronavirus pandemic began last March, and the OCDSB has done a remarkable job adjusting to the new operating environment. He added that, despite all of the COVID-19 restrictions, the great programming of Extended Day Programs (EDP) and third-party child care organizations has continued

3. Approval of the Agenda

**Moved by Tanya Burger, seconded by Blake Doucett,**

**THAT the agenda be approved.**

**Carried**

4. Update from Prince Duah, Superintendent of Instruction

Superintendent Duah acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Superintendent Duah advised that prior to the COVID-19 shut down in March, there were approximately 5600 students enrolled in the Extended Day Program (EDP). During the closure, staff recognized the impact of job losses and the economy on access to child care. Families were reimbursed for any fees paid during the closure period.

While the EDP program was not operating, staff made a number of pedagogical enhancements to improve the program and better support students. Professional development (PD) activities were developed for EDP staff to undertake just prior to the program start-up in September 2020. A number of options for attending the EDP program were also developed to provide families with choices, depending on their circumstances.

Most of the children in EDP programs are in kindergarten and they have been the group most affected by the closure. Over 800 kindergarten students have not yet attended school. As of September 2020, 50 percent of the projected EDP enrolment of 5,600 children had not yet registered. At one point, enrolment was as low as 29 percent of projected enrollment.

Although actual enrollment was significantly less than projected, the District did not close any of its 66 programs, although one-morning program at one school was discontinued because there were no children enrolled in that program.

It is the policy of the District to have a minimum of two staff members at every site. Where numbers have declined, there could be as few as two staff members for one child enrolled in a program. Although this results in a program that is not operating as cost recovery, it does provide child care for families who are in need.

Superintendent Duah noted that the District is proud of what has been done to ensure safe and caring child care spaces for children. To date, there have been four cases of COVID-19 in our EDP programs. The Ministry's guidelines for the operation of EDP and school programs are separate and different. For example, the guidelines for communicating with parents where there has been a case of COVID-19 are different.

A few days ago, parents were advised that there was some room available in bricks and mortar schools and, as of the current date, approximately 50 families have requested that their child be placed in a school. Superintendent Duah noted that online learning is difficult for many young children and it is expected that attendance at bricks and mortar schools will continue to rise.

## 5. Extended Day and Infant, Toddler, Preschool Programs Update

### 5.1 Registration

Manager Cyr advised that the significant decline in registration and the high number of staff has impacted the viability of EDP programs. She noted that funding flows from the Ministry to the City of Ottawa and then to the District and is difficult to access in a timely manner. As a result, the program is operating at a deficit and will take some time to recover. It is hoped that enrolment will increase once a vaccine is available.

In response to a query from Trustee Ellis with respect to whether there are differences in enrolment in schools located in lower income areas; Manager Cyr advised that enrollment has been low across the District. She added that families who have applied to the City of Ottawa for subsidies have not experienced any delays in receiving approval, and there is no wait list for subsidies at the present time. Trustee Ellis noted that school districts are prohibited from providing subsidies to low-income families. Superintendent Duah added that enrollment in bricks and mortar schools in low income areas is approximately twice as high as in Kanata or Greely.

In response to a query from Chair Malinowski regarding funding flexibility, Manager Cyr noted that the District's EDP policy aligns with the Ministry guidelines. Third party child care operators have access to federal funding that was not available to school boards. The District has requested the Ministry to provide equivalent funding for expenses related to the closure and reopening of EDP programs. It is expected that an answer will be provided in early January 2021.

Manager Cyr noted that job security was an issue during the summer because collective agreements required staffing to be finalized before the end of May. Some reassignments due to enrollment fluctuations usually take place in September. Staffing for Early Learning Assistants (ELAs) was adjusted for declining numbers in October.

In response to a query from Terry Warner regarding class sizes in bricks and mortar schools, Superintendent Duah advised that kindergarten classes in low socioeconomic schools, also known as RAISE schools, are capped at 22 students, although new families are accommodated as they come into the catchment area. He added that the two-year kindergarten program is not mandatory, and children are not required to attend school until they reach grade one. We have an example of some families of students with special needs who initially chose not to register their kindergarten child and now the school has received requests from CHEO or Ottawa Public Health (OPH) to provide support for them in bricks and mortar schools. Late registrations have slowed down the process to provide supports for students with special needs.

## 5.2 Digibot: e-registration platform

Manager Cyr advised that the Early Learning Department has moved from a paper registration system to the online platform Digibot. Although it was challenging to implement the system due to changing dates for start-up, the transition is now almost complete. As well as decreasing the amount of paper used, staff is able to use the system to provide data for reports and communicate with other departments and families. Any family requiring assistance in accessing the Digibot platform to register their child or obtain receipts, are invited to come in for one-on-one instruction on a Chromebook.

### 5.3 Additional Program Supervisor

Manager Cyr advised that the Early Learning Department will hire an additional program supervisor in a term position due to an increase in the number of EDP programs and services. Program supervisors provide coaching and mentoring, training, and recommendations and strategies. They also resolve issues and obtain support for children with special needs. An additional supervisor will reduce the number of schools currently served by program supervisors.

### 5.4 Communication with Families

Manager Cyr advised that the Early Learning Department has implemented a regular communication process to keep families informed about the program. The department has also developed a frequently asked questions (FAQ) document to address commonly asked questions and reduce the time required to respond to emails.

### 5.5 Parent Handbook: 3 additional policies/procedures

Manager Cyr advised that the EDP Parent Handbook was reviewed and updated during the school closure period. She thanked the parents and third-party operators for their comments and suggestions to help make the handbook easier to understand. The following three additions were added to the Handbook:

- the policy on privacy is the same policy as the privacy policy for the OCDSB and the Infant, Toddler and Pre-school (ITP) program;
- the release of information and terms of registration are available only to the account holder. Where the parents are separated or divorced, two accounts may be created; however, the primary account holder depends on the parent that has custody of the child. Neither parent can access the other parent's account; and
- the safe arrival policy on page 11 of the Handbook was clarified with respect to the responsibilities of staff and parents of children attending the afternoon EDP program.

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

- The Handbook is posted on the District's website;
- Staff are working with the District's webmaster to update the website to allow for translation of the Handbook;
- Families who require assistance with the website or understanding the EDP program's policies, are provided with personal attention, either at the OCDSB administration offices or by telephone;
- The District's multicultural liaison officers (MLOs) assist with translation or explanation of procedures, if required, and liaise with communities in navigating the school system and setting up meetings;
- Nasrin Javanfar provided some examples of the needs of newcomers to Canada and suggested that the settlement workers at the York Region District School Board are a good example of how the District could assist new families settle and/or advocate for services. In addition to providing information about the school system, they also assisted families with other programs and services in the community;
- Superintendent Duah noted that the District is aware of this program and is seeking funding to provide additional service to RAISE schools in low socioeconomic areas. He added that community support workers can work with settlement workers to provide services and meet the needs of families, it works that way in Toronto.

## 6. Early Learning Department Updates

### 6.1 Lead Program Supervisor

Manager Cyr advised that the Early Learning Department is working on succession planning. An additional lead program supervisor position was approved last year, The additional staff in the department will strengthen the administrative foundation and build more connections with third parties, educators and families.

### 6.2 Website Updates

Manager Cyr reviewed the Early Learning Department web page which is available to staff through the staff portal. The web page provides information, training videos and handbooks for employees. Updates to the website are ongoing to build accessibility and encourage early childhood educators (ECEs) to collaborate and share resources.

Chair Malinowski queried whether third-party operators have access to the staff portal. Myriam Pepin noted that the Children's Village has their own resources for their staff. Manager Cyr added that she often shares information with third-party operators if she determines it would be helpful

to them. Superintendent Duah also noted that the Indigenous, Human Rights and Equity Roadmap is also shared with the public.

Manager Cyr noted that the Early Learning Department is working on a mission and vision statement which will be presented to this committee for their input at a future meeting.

## 7. Third Party Partner Updates

### 7.1 Reopening childcare

Manager Cyr advised that third-party operators were given seven days' notice from the Ministry to reopen. The challenges of reopening provided opportunities for staff and third-party operators to communicate and get to know one another.

Orlie Gagline expressed appreciation for the opportunities to collaborate and share resources.

### 7.2 Ministry and Public Health Operational Guide

Manager Cyr noted that the Ministry of Education provided guidelines for school board's before and after school programs, infant, toddler and preschool programs, as well as child care programs operated by third parties. While the different guidelines were frustrating for staff, operators and families, they have resulted in better communication with partners and families. The Ministry has recently updated the guidelines to bring them into better alignment with each other.

### 7.3 Meetings with Third Party Partners

Orlie Gagline noted that she has been working with the District for a long time and is very appreciative of the collaboration between staff and third-party operators, particularly over the past year with COVID-19 restrictions.

Superintendent Duah also expressed appreciation to staff and committee members for sharing their expertise about extended day and child care programs.

## 8. Building on How Does Learning Happen ? Pedagogical Approach to Reopening Early and Childcare Programs in Ontario

Manager Cyr advised that the document "Building on How Does Learning Happen" has been shared with third-party operators. She encouraged the committee members to read it and reflect on how system leaders, partners and educators can demonstrate that they value families as competent, capable and valuable partners.

Chair Malinowski added that information on how to improve discussions between parents and educators, particularly when parents are not able to come into schools and child care facilities due to covid restrictions.

Superintendent Duah recalled that, at a leadership meeting with aspiring leaders and parents, participants were asked how the District could better support children. Parents said that when they tell the staff that their child needs help, they need to be heard.

Orlie Gagline advised that third-party operators reach out to parents when they see a child with challenges. It is more difficult for parents to discuss their concerns when they are not able to enter the facility. Staff arranges to meet the parent outside of the building and to discuss what may be occurring in the home and what the child reports about their child care activities. She noted that her child care facility also uses the parent communication feature of the Digibot system to communicate.

Nasrin Javanfar noted that during her time working for the York Region District School Board, she found that newcomers often put their trust in the education system and do not challenge anything they might not agree with. Others may feel that the education system is not good enough and their children will end up in low paying labourer jobs. She noted the need for school boards to work with newcomers to educate them on the Canadian education system and how to communicate with schools and child care providers in order to break the cycle of poverty.

9. Next Meeting

9.1 January 27, 2020

The next meeting will take place on 27 January 2021.

10. Adjournment

Chair Malinowski wished everyone a safe and happy holiday. He noted that this is his last meeting as Chair.

The meeting adjourned at 9:04 pm.

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Lucas Malinowski, Chair,  
Advisory Committee for Extended  
Day and Child Care Programs





## **SPECIAL EDUCATION ADVISORY COMMITTEE COMMITTEE OF THE WHOLE (PUBLIC)**

**9 December 2020  
12 January 2021**

**Report No. 20-115**

### **Specialized Program Class Referral Information 2020-2021**

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

#### **PURPOSE:**

1. To provide information regarding the specialized program class referral and placement process for the 2020-2021 school year.

#### **CONTEXT:**

2. In October 2019, Report 19-091, Specialized Program Class Referral Information 2019-2020 was provided. At that time, the decision was made to delay the reporting of this information until December in order to allow for a more accurate reflection of the number of referrals, placements and students waiting for placement.

#### **KEY CONSIDERATIONS:**

3. The data provided in this report reflects information available to Learning Support Services (LSS) as of 30 October 2020. It is important to note that this data changes over the course of the school year as new referrals to specialized programs are received and as students enter and exit specialized program classes.

A total of 633 referrals for specialized program classes were reviewed by referral review committees as part of the spring process in order to provide recommendations for the 2020-2021 school year. This represents an increase of 53 referrals over the 2019-2020 school year.

Table 1 provides a summary of elementary specialized program class referral information available for the 2020-2021 school year. In any given school year, specialized program class referrals received after March inform placement recommendations for the following school year. While referrals are reviewed throughout the school year, operationally, this represents a much smaller number than those reviewed each spring. The Elementary table from Report No. 19-091, Specialized Program Referral Information 2019-2020 is included as Appendix A for reference.

Table 1: Elementary Specialized Program Class Referrals

Specialized Program Class	Specialized Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2020	Total Number of Recommendations	Transferred to other committees <sup>1</sup>	Total Number of Students Placed in Specialized Program Classes by IPRC <sup>2</sup>	Total Number on Waitlist
Autism Spectrum Disorder <sup>3</sup>	210	72	38	<5	208	27
Behaviour Intervention Program	96	28	26	0	92	0
Developmental Disability Program	300	43	36	<5	281	<5
Deaf/Hard of Hearing	10	0	0	0	<5	0
Dual Support Program	30	7	6	<5	16	0
General Learning Program	208	66	60	<5	193	<5
Gifted	373	70	67	0	233	0
Language Learning Disability Program Primary	80	27	22	0	62	0
Language Learning Disability Program Junior	36	18	17	0	35	0
Learning Disability Specialized Intervention Program	112	91	62	0	105	18
Primary Special Needs Program	110	45	37	<5	86	0
Physical Support Program	24	<5	<5	0	16	0

Note:

n<5 were suppressed so that individual students cannot be identified from the data.

Table 2 provides a summary of secondary specialized program class referral information available for the 2020-2021 school year. In any given school year, specialized program class referrals received after March inform placement recommendations for the following school year. While referrals are reviewed throughout the school year, operationally, this represents a much smaller number than those reviewed each spring. The Secondary table from Report No. 19-091,

<sup>1</sup> In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

<sup>2</sup> This figure represents all students IPRC'd to a specific specialized program class for the 2020-2021 school year by 30 October 2020 and includes new placements and students returning for a subsequent placement in a specialized program class.

<sup>3</sup> This specialized program class has vacancies while carrying a wait list due to unused spaces in an intermediate only class.

Specialized Program Class Referral Information 2019-2020 is included as Appendix B for reference.

Table 2: Secondary Specialized Program Class Referrals

Specialized Program Class	Specialized Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2020	Total Number of Recommendations	Transferred to other committees <sup>4</sup>	Total Number of Students Placed in Specialized Program Classes by IPRC <sup>5</sup>	Total Number on Waitlist
Autism Spectrum Disorder (ASD)	102	5	<5	0	94	0
ASD Secondary Credit Support Program	40	19	8	0	39	<5
Behaviour Intervention Program	56	12	9	<5	50	0
Developmental Disability Program	120	6	5	0	106	0
Deaf/Hard of Hearing	10	<5	<5	0	8	0
Dual Support Program	50	16	13	0	37	0
General Learning Program	224	61	58	0	217	0
Storefront	12	14	9	<5		0
Gifted <sup>6</sup>	N/A			N/A	236	N/A
Learning Disability Program	96	32	30	0	81	0
Physical Support Program	36	0	0	0	26	0

Note:

n<5 were suppressed so that individual students cannot be identified from the data.

<sup>4</sup> In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

<sup>5</sup> This figure represents all students IPRC'd to a specific specialized program class for the 2020-2021 school year by 30 October 2020 and includes new placements and students returning for a subsequent placement in a specialized program class.

<sup>6</sup> Referrals for secondary Gifted are not reviewed centrally, (e.g., school based review). Wait lists do not apply as the specialized program class capacity changes to meet demand.

### Specialized Program Class Waitlist

Table 3 provides the geographic locations of students on the wait list for each specialized program class with a wait list greater than 5, as of 30 October 2020.

Table 3: Specialized Program Class Waitlist

Elementary Specialized Program Class	Total Number on Waitlist	Wait list by Geographic Zone				
		Far East	East	West	Far West	South
Autism Spectrum Disorder	27	<5	7	8	6	<5
Learning Disabilities Specialized Intervention Program	18	<5	5	6	5	<5

Note:

N<5 were suppressed so that individual students cannot be identified from the data.

For the elementary Developmental Disability Program, elementary General Learning Program and ASD Secondary Credit Support program, staff has analyzed the wait list data with respect to distribution across the geographic zones, as with the other two specialized program classes, no significant geographic patterns were identified.

As previously reported in Report 20-024, Academic Staffing 2020-2021 and Memorandum No. 20-027, Specialized Program Class Planning 2020-2021, 5 elementary and 3 secondary specialized program classes were opened to support anticipated student needs and minimize wait lists for the 2020-2021 school year.

LSS had not recommended specialized program class openings to address all areas of projected need as alternative strategies for student support are available (e.g., itinerant teacher, Educational Assistant [EA] etc.). In some cases, the profile of students accommodated in these classes may be supported within the regular classroom.

The District has opened a large number of specialized program classes in recent years (i.e., 14 new classes for September 2019, 8 new classes for September 2020). There are significant system impacts associated with this practice including:

- Identifying school sites to accommodate new specialized program classes;
- New staff training;
- Support for the school leadership team hosting the new specialized program class; and,
- Year over year staffing costs associated with low ratio classes.

Increasingly, staff is concerned regarding the sustainability of the model in its present form. Analysis of the number, type and location of elementary and secondary specialized program classes between 2013-14 and 2020-21 has been completed and will be brought to SEAC and Committee of the Whole for further consideration.

### Professional Assessments

Due to the impact of the school closure as a result of the pandemic, data regarding the total number of professional assessments completed, professional assessment wait lists and wait times could not be accurately reflected for the 2019-2020 school year.

LSS has begun work to understand the impact of the school closure on professional assessments and will provide additional recommendations when this information is available.

## **RESOURCE IMPLICATIONS:**

4. Data collection for this report was completed with existing LSS human resources. Using current methods, approximately 50 hours of staff time are required to complete this annual analysis.

Specialized program classes represent a significant year over year cost to the District. Special education spending in the OCDSB continues to exceed special education funding provided by the province. LSS continues to analysis the ongoing impact of consistently adding additional specialized program classes.

## **COMMUNICATION/CONSULTATION ISSUES:**

5. The information in this report will be reviewed with the OCDSB Special Education Advisory Committee (SEAC).

## **STRATEGIC LINKS:**

6. The presented information directly contributes to the Key Performance Indicators of Caring and Social Responsibility. LSS staff will use this information to improve equity of access, opportunity and outcomes for learners with special education needs. In addition, this information will support informed and responsible resource allocation with respect to specialized program classes.

## **GUIDING QUESTIONS:**

7. The following questions are provided to support the discussion of this item by the Committee:
  - Based on the information provided, are there considerations for the specialized program class referral process for the 2021-2022 school year?
  - Given the pressures associated with annually increasing the number of specialized program classes, should consideration of alternative methods of supporting students in their community schools be examined?

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Peter Symmonds, Superintendent of  
Learning Support Services

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

## **APPENDICES**

Appendix A 2019-2020 Elementary Specialized Program Class Referral  
Appendix B 2019-2020 Secondary Specialized Program Class Referral



Table 1: Elementary Specialized Program Class Referrals

Table 1 provides a summary of elementary specialized program class referral information available for the 2019-2020 school year.

Specialized Program Class	Special Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2019	Total Number of Recommendations	Transferred to other committees <sup>1</sup>	Total Number of Students Placed in Special Program Class by IPRC <sup>2</sup>	Total Number on Waitlist
Autism Spectrum Disorder <sup>3</sup>	204	60	38	14	196	9
Behaviour Intervention Program	80	30	27	0	75	0
Developmental Disability Program	300	42	38	<5	285	0
Deaf/Hard of Hearing	10	0	0	0	6	0
Dual Support Program	30	5	<5	<5	18	0
General Learning Program <sup>4</sup>	192	67	49	<5	186	6
Gifted	373	83	75	0	278	0
Language Learning Disability Program Primary	80	33	22	<5	73	0
Language Learning Disability Program Junior	36	16	11	0	29	0
Learning Disability Specialized Intervention Program	112	72	57	0	96	0
Primary Special Needs Program	100	42	36	<5	97	<5
Physical Support Program	24	<5	<5	0	16	0

Note:

n<5 were suppressed so that individual students cannot be identified from the data.

<sup>1</sup> In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

<sup>2</sup> This figure represents all students IPRC'd to a specific specialized program class for the 2019-2020 school year by 28 June 2019 and includes new placements and students returning for a subsequent placement in a specialized program class. May represent a slight underestimate as some student IPRCs will occur in September.

<sup>3</sup> This specialized program class has vacancies while carrying a waitlist due to previously reported placement inefficiency (e.g., intermediate configurations).

<sup>4</sup> The waitlist for General Learning Program is for intermediate classes only.



Table 2: Secondary Specialized Program Class Referrals

Table 2 provides a summary of secondary specialized program class referral information available for the 2019-2020 school year

Specialized Program Class	Special Program Class Capacity (Total pupil capacity across the district)	Total Number of Referrals Spring 2019	Total Number of Recommendations	Transferred to other committees <sup>1</sup>	Total Number of Students Placed in Special Program Class by IPRC <sup>2</sup>	Total Number on Waitlist
Autism Spectrum Disorder	90	<5	<5	<5	73	0
ASDSCSP	40	24	15	6	40	0
Behaviour Intervention Program	56	13	12	0	54	0
Developmental Disability Program	120	8	<5	0	91	0
Deaf/Hard of Hearing	10	<5	<5	0	7	0
Dual Support Program	40	<5	<5	0	25	0
General Learning Program	208	43	38	<5	224	0
Storefront	12	7	<5	0	7	0
Gifted <sup>3</sup>	N/A			N/A	473	N/A
Learning Disability Program	71	20	17	0	193	0
Physical Support Program	36	<5	<5	0	29	0

Note:

n < 5 were suppressed so that individual students cannot be identified from the data.

<sup>1</sup> In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

<sup>2</sup> This figure represents all students IPRC'd to a specific specialized program class for the 2019-2020 school year by 28 June 2019 and includes new placements and students returning for a subsequent placement in a specialized program class. May represent a slight underestimate as some student IPRCs will occur in September.

<sup>3</sup> Referrals for secondary Gifted are not reviewed centrally, (e.g., school based review). Waitlists do not apply as the specialized program class capacity changes to meet demand.





## SPECIAL EDUCATION ADVISORY COMMITTEE COMMITTEE OF THE WHOLE

9 December 2020  
12 January 2021

Report No. 20-110

### Updates on Supports for Students with Giftedness (Elementary) in the OCDSB

Key Contact: Peter Symmonds, Superintendent, Learning Support Services, 613-596-8254.

Nadia Towaij, Superintendent, Program and Learning, 613-596-8211 ext. 8573.

Amy Hannah, System Principal, Learning Support Services, 613-596-8211 ext. 8111.

Jennifer Offord, System Principal, Program and Learning, 613-596-8211 ext. 8515.

#### PURPOSE:

1. To provide an update to the Board on the pilot projects for learners with giftedness at the elementary level.

#### CONTEXT:

2. At the Board meeting on 30 October 2018, Trustees passed a motion that included the following element:

**THAT** staff be directed to implement a pilot program which utilizes both the OCSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams as soon as may be practical.

The pilots commenced in Spring 2019 with initial orientation and training for staff from the three schools who were invited to participate. Each school received a copy of the *OCDSB Guide to Supporting Gifted Students in the Regular Classroom*. Included with the guide was specific information related to the second pilot, the *OCDSB Interest Academy*. As school teams reviewed the information in the guide and were familiarized with the scope of the two pilots, team members from Learning Support Services (LSS) received anecdotal feedback from school staff about both resources.

## KEY CONSIDERATIONS:

3. The implementation of the two pilot projects proved challenging over the past year. Key challenges included: identifying sufficient learners with giftedness at the appropriate grade level (e.g., grade 4 to 6) and access to staff for ongoing training and program monitoring. While staff had identified classrooms to participate in the project in the Spring 2019, movement of students between schools resulted in the need to identify new classes and schools with an openness to participate in the work. These challenges were further impacted by teacher replacement shortages to offer professional development, labour action limiting staff involvement in professional learning and school closures as a result of the Covid-19 pandemic.

During initial professional learning sessions, LSS received anecdotal feedback on the usefulness and effectiveness of the guide. The intention and purpose of the guide was to be a comprehensive resource allowing educators the flexibility to select appropriate strategies and resources to support their learners. It was clear in the initial sessions that school teams felt that the guide had some limitations as it related to content and format.

In addition, staff received feedback regarding the inquiry, project-based approach outlined in the *OCDSB Interest Academy*. Feedback included that school staff felt there were several connections to a variety of curriculum areas and they acknowledged potential opportunities for students to connect with peers across classes and/or grades as well as the larger community. This pilot was set to begin following March Break 2020 and was not completed due to the impact of the school closures due to Covid-19 pandemic. Due to the changes associated with the return to school in September 2020 (e.g., in person and virtual learning), LSS recommends changes to the structure of this pilot to capitalize on new opportunities and mitigate barriers with respect to student movement.

The learning conditions in September 2020 are vastly different than they were in the previous school year. These learning conditions have provided new ways to engage with learners and the types of learning experiences that are possible. Furthermore, the creation of the Ottawa-Carleton Virtual (OCV) campuses have presented an opportunity to connect with a variety of learners from different in person schools in a virtual environment. This enables us to reframe the two pilot projects and explore opportunities to increase the equity of access and to recognize student talents amongst all learners.

LSS believes this opportunity to reframe the work related to the two pilots is timely and is linked to key work that is currently underway in the department. LSS is focusing on the development of quality programming indicators with the purpose to set a District standard of practice of high expectations for student programming, services, and instructional delivery for all special education learners in the OCDSB.

4. **OCDSB Guide to Supporting Gifted Students in the Regular Classroom Pilot**

The *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* was developed as a comprehensive tool to assist educators with programming and planning for their identified students with giftedness. Anecdotal feedback from the pilot schools highlighted limitations with accessibility and usability. Furthermore, the format of the resource, which is a binder of resources, has limitations as it relates to the updating and release of the document more broadly in the current Covid-19 working conditions (i.e. use and distribution of paper and sharing resources amongst educators, etc.).

During the Learn at Home phase of the school closure in the Spring 2020, LSS continued the update of the Quality Program Indicators (QPI) document. The original QPI document, released in 2012, was designed to provide administrators, educators, and staff with a comprehensive overview of quality programming to meet the individual learning needs of special education students in a variety of specialized program classes.

Previous work and use of this document since 2012 has highlighted the need to expand the scope of this resource to include students with special education needs in the regular program as well as those in specialized program classes. The current revision and refinement process of the content of the QPI is pivotal. The updated resource will set a standard of practice for the District in supporting all special education learners. The intention is to ensure school teams understand the high expectations for academic programming, instructional strategies, learning environments, assessment and evaluation, and the Individual Education Plan (IEP). These standards will enable school teams to hone their skills, improve instruction and differentiation for all learners. Furthermore, the document will assist educators in setting direction for their own areas of professional learning in order to meet the needs of students. It is anticipated that a consistent and shared understanding of the standards required for an effective IEP will help administrators and educators to ensure they are effectively implemented and monitored district-wide.

The format for this resource will be a Google site and selected components of this resource will be shared with the District beginning in early 2021. At this time, LSS recommends that moving forward, the *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* pilot be discontinued and be replaced with the launch of the newly revised QPI. Currently a project management plan is being developed to guide the phased in launch of this work.

5. **OCDSB Interest Academy Pilot**

The OCDSB *Interest Academy* is an inquiry project-based approach that was well received in all of the pilot training sessions. Anecdotally, educators immediately connected with it and could see several curriculum connections to this project. The creation of the OCV campuses present a unique opportunity to pilot this Inquiry-Based Learning Project with a variety of students, who have joined the OCV campus from several different schools. Also, the mode of

learning in the OCV is conducive to student-led inquiry projects in areas of student interest.

In collaboration with Program and Learning (PAL), the pilot plan will be reviewed and/or updated to include the opportunity presented as a result of the creation of OCV. Moving forward, staff recommended that the OCV campuses pilot this rich cross-curricular project in a variety of its classes; both in the regular English or Early French Immersion program and expand the age range for students to include grades 4 to grades 8.

Similar to the previous pilot evaluation plan, the evaluation will be exploratory in nature and will include mainly formative evaluation activities. Specifically, qualitative and quantitative data collection tools examining implementation issues from the perspective of staff, students and parents/guardians will be administered.

The cross-departmental collaborative team will work with the administrative teams at the OCV campuses to identify appropriate staff, classes, and/or students to participate in this pilot. Staff training sessions will be offered in January 2021. Throughout the pilot, both teams from PAL and LSS will be available to support staff at participating OCV campuses. In addition, the LSS Program Evaluator will be facilitating staff, student, and parent/guardian focus groups and/or feedback sessions to capture the effectiveness of this pilot in expanding options to improve effective programming for student talent development and students with giftedness.

#### 6. **Universal Screening Tool Exploration**

A screening tool is an assessment which provides information about the academic and/or cognitive profile of a student. A screening tool can be administered to a cohort of students, or administered on an individual basis. The use of a screening tool provides information that can inform decision-making about student learning. The District has offered universal screening in the past and currently makes a screening tool available based on teacher and/or parent nomination. While a universal screening tool may highlight students, who should be provided with a more in-depth assessment to fully understand their cognitive profile and potential enrichment needs, it is generally not used as a single tool for formal identification.

In order to further explore the elimination of barriers of access for all students and support underrepresented populations, LSS has begun to investigate the possibility of the use of a universal screening tool. The exploratory exercises currently include: literature reviews, an environmental scan of other school districts in the province, and the review of possible screening tool options.

#### Exploration of Universal Screening Tool Review Activities

Timeline	Review Activity
30 November	<ul style="list-style-type: none"> <li>Complete literature reviews; and</li> </ul>

2020	<ul style="list-style-type: none"> <li>Complete environmental scan within the province.</li> </ul>
31 December 2020	<ul style="list-style-type: none"> <li>Meet with different researchers and publishers to review possible universal screening tools and technical manuals.</li> </ul>
12 March 2021	<ul style="list-style-type: none"> <li>Provide an update and report to Special Education Advisory Committee (SEAC) and Board of the findings and recommendations for discussion.</li> </ul>

## RESOURCE IMPLICATIONS:

- The work undertaken on the three initiatives will be substantive over the course of the 2020-2021 school year.

### **Quality Program Indicators Resource**

LSS estimates approximately 40 days of work will be required to refine the content of the resource, build the Google site to house the content and to support field testing.

### **OCV Inquiry-based Learning Project Pilot**

LSS estimates that approximately 25 days of work will be invested by LSS and PAL staff to support the implementation and evaluation of this pilot. In addition to staff time, release time will be required for the participating educators from the OCV. LSS anticipates that these costs for release time to engage in professional learning would be approximately \$5000 which will be assumed under the existing LSS departmental budget.

### **Universal Screening Tool Exploratory Research**

LSS estimates that approximately 25 days of work will be invested by LSS to complete the exploratory review activities and to develop plans for the next stage of work.

## COMMUNICATION/CONSULTATION ISSUES:

- The three initiatives discussed will require differentiated communication and consultations within the District and the community. By January 2021, LSS will develop a project plan summarizing the targeted phases of content release for the OCDSB Quality Programming Indicators Resource. The phased approach of launching different sections will enable the team in LSS to field test different aspects of the resource and provide required changes which will be informed by feedback.

Inherent to the pilot evaluation plan, is a communication plan to share results and data from the pilot. As previously mentioned, this information is targeted to be shared in June 2021.

In March 2021, a report will be provided outlining research information, key considerations, and information related to the possible introduction of a universal screening tool to the OCDSB.

Regular updates will be shared with the SEAC and regular communication will be established with the Association for Bright Children (ABC) representative.

## **STRATEGIC LINKS:**

9. The initiatives discussed have several links to the District Strategic Plan with a focus on reducing barriers to learning and providing individualized personalized support and resources to meet the needs of every learner. All of these initiatives have at the core capacity building for all OCDSB staff in the areas of equity and inclusive practices as well as fostering student engagement in their learning.

## **GUIDING QUESTIONS:**

- What factors should be considered as part of a QPI online resource to foster a standard for instruction and differentiation for all learners with giftedness?
- How would an inquiry-based learning project amongst students from a variety of backgrounds and schools impact student and community connections?
- How might a universal screening tool ensure equity for racialized and minoritized students?

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Peter Symmonds, Superintendent of  
Learning Support Services

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



## **COMMITTEE OF THE WHOLE**

### **Report No. 20-108**

**12 JANUARY 2021**

### **Gloucester-Rideau Transition Monitoring: Final Report**

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services**  
**613-596-8211 ext. 8310**  
**Mary Jane Farrish, Superintendent of Instruction, 613-**  
**596-8211 ext. 8821**

### **PURPOSE:**

1. To present the final report of the impact on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective September 2017.

### **CONTEXT:**

2. In March 2017, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. The Board allocated additional staff resources to Gloucester High School for a two-year period to support the transition. In addition, the Board directed staff to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. This is the final year of reporting.

### **KEY CONSIDERATIONS:**

3. Background on the Accommodation Review  
 Before the amalgamation of the two schools, the OCDSB undertook the Eastern Secondary Area Pupil Accommodation Review (Sep. 2016 - Jan. 2017), which included extensive community consultations in an effort to support:
  - more equitable access to program offerings;
  - greater consistency in school size;
  - enriched program offering wherever possible;
  - enhanced capacity to deliver special education programs using the geographic model;
  - alignment of schools to support the Secondary School Program Framework; and
  - optimization of available resources.

At the end of the accommodation review, the Board adopted the following motion:

*“Staff will prepare a report for February 2018, and every year thereafter for three years, to keep the community informed. Details will include such items as: total enrolment, number of new students, attrition rates, the number of sections by pathway and will provide information about supports in place at the school for special education students, English Language learners and students living in low-income neighborhoods.*

*Staff and Board will continue to monitor the achievement and well-being of all students at the newly amalgamated school. In addition, the total enrolment number of new students would be disaggregated by pre-amalgamated boundaries and number of sections by pathway and EQAO results at the school level and disaggregated by pre-amalgamated boundaries.”*

In December 2019, Board moved the following motion:

- 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.*

#### 4. Analytical Framework

Prior to preparing the first report following the school consolidation, staff undertook a data review for the three previous years – 2014-2015, 2015-2016, and 2016-2017. The review helped to establish 3-year achievement and well-being trends at Rideau HS and Gloucester HS. Similar analyses were conducted for 2017-2018, 2018-2019, and 2019-2020. Hence, in most cases a six-year period has been established to illustrate trends pre- and post-amalgamation. Information is presented for each school independently and as a combined total. For the first year post-amalgamation (2017-2018) and going forward, the data is presented for the amalgamated school (Gloucester HS) and is disaggregated (where applicable and feasible) according to pre-amalgamated boundaries (i.e., previous Rideau HS boundary, previous Gloucester HS boundary).

#### 5. Data Limitations

The data presented in this report comes from both internal and external sources, including OCDSB database systems, EQAO Assessment results, and primary data collected from students, parents and other key stakeholders after the amalgamation. Every effort has been made to ensure that the data sets are

accurate, reliable and appropriate for the analysis. However, there are some limitations related to data availability and interpretation, as follows:

- Certain data sets are based on a single snapshot in time (e.g., enrolment data is generally based on October 31<sup>st</sup> or June 30<sup>th</sup>) though actual enrolment may vary over the course of the year;
- Transition data (i.e., demissions, transfers, etc.) is usually based on time periods during which the majority of student transitions occur. Student transitions that occur outside this timeframe are not captured in this report;
- Some data is subject to externally imposed collection. For example, EQAO assessments were not conducted in the 2019-2020 as a result of school closures due to the COVID-19 pandemic. Well-being analyses are based on OurSchool school climate surveys which are only available on a 2-year cycle.
- The disaggregation of data by boundary reflects the home address of students as of October 31 in relation to the English program boundary of each school. Students residing in the former Rideau HS boundary and who were enrolled in French immersion had the option of attending Gloucester HS for that program<sup>1</sup>. Further, the historical data sets that have been prepared with pre-amalgamated boundary information do not contain the detail necessary to disaggregate enrolment by program;
- Tracking cohorts of students across years as they transition from grade to grade introduces challenges, particularly for students who have newly arrived to Canada whose first language is not English. For example, these students may be identified in the student information system as a grade 9 student one school year, but appear to “skip” multiple grades the next. Further, the proportion of students transitioning to grade 12 from one year to the next typically exceeds 100% due to the number of students who return for a fifth year of high school (i.e., from grade 12 one year to grade 12 the next).

## KEY FINDINGS:

### 6. Summary of Findings

The effectiveness and impact of the transition was measured through multiple indicators, which demonstrated fluctuating trends over time, both pre- and post-amalgamation. The multitude and nuanced nature of the indicators precludes us from making sweeping generalizations regarding the success of the transition and attributing any changes solely to the transition itself. Based on observed changes in the indicators over time and through stakeholder feedback, the transition of former Rideau HS students into Gloucester HS has progressed well and resulted in largely positive outcomes. Highlights of the findings include:

**Overall enrolment:** Both Rideau HS and Gloucester HS had experienced declining enrolment leading up to, and immediately following the amalgamation.

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<sup>1</sup> At the secondary level, determining whether or not a student is in a French immersion program is complex. For example, relying on snapshot data such as October 31 would underestimate the number of French immersion students if students are not enrolled in a course first semester where the language of instruction is French.

By October 2019, total enrolment had increased slightly and stabilized at about 1,030 students. The additional funding generated from the increase in enrolment at Gloucester HS enabled the school to offer programs to the new amalgamated population of students that otherwise may not have been possible.

**Overall enrolment by boundaries:** Enrolment from the former Rideau HS boundary increased post amalgamation (from 41% to 45%) and now accounts for the largest proportion of enrolled students. Enrolment from other boundaries has been static at about 19%, while approximately 36% of students come from the former Gloucester HS boundary.

**Enrolment of new students:** Enrolment of new students has increased from an average of 30% in the three years leading up to amalgamation to about 32% in the last three years (310, 347 and 320).

**Enrolment of new students by boundaries:** Enrolment of new students from the Gloucester HS boundary has been gradually increasing since 2016 (31% to 36%), with a slight decrease recorded in 2018. Enrolment of new students from other boundaries has fluctuated over the same time period (25%, 21% and 20%). The former Rideau HS boundary accounts for the largest proportion of new students (44%) and has remained relatively stable over the past few years.

**Transfers and withdrawals:** The number of transfers and withdrawals has been on a downward trend since the amalgamation (8% in 2017-2018 to 5% in 2019-2020).

**Cohort tracking:** Retention of former Rideau HS students (i.e., those who remained at Gloucester HS) increased over time (81%, 86% and 86%, excluding graduations). Graduation rates also increased from 19% in 2017-2018 to 32% in 2019-2020), whereas the number of transfers and withdrawals have declined from 19% to 14% over the same time period.

**Number of Unique Courses Offered:** With a larger student population, access to a broader range of course offerings was possible and evidenced by an increase in the number of Locally Developed, ESL/ELD and Classical Studies types of courses offered following amalgamation. The number of Applied, Academic and University types of courses has generally remained consistent/static following the amalgamation. The overall number of unique courses offered also increased following the amalgamation, then decreased in 2019 (204, 206 and 192). Similarly, the number of Open, College/University and Workplace courses increased initially, but then decreased in 2019. In addition to the breadth of courses available to students, a larger student population also offers the opportunity to offer multiple sections of the same course, resulting in fewer timetable conflicts.

**Provincial Assessments: Grade 10 OSSLT:** Although the OSSLT success rate for first-time eligible students at Gloucester HS decreased from 74% in 2017 to

67% in 2018, it returned to 74% in 2019 (a pattern that was consistent at the District level). The combined success rate for the two sites was on a two-year upwards trend before it decreased the year following the amalgamation.

**Grade 10 Credit Accumulation (16+):** Grade 10 credit accumulation (16+) rates have decreased from 58% in 2017 to 56% in 2018, and further decreased to 51% in 2019. The exact reasons for the decline are unknown, but may be attributable in part to students enrolled in non-credit bearing courses in order to acquire the English skills necessary for other courses/subjects. This practice had also been in place at Rideau HS prior to amalgamation.

**Physical, cognitive and socio-emotional wellbeing (reported by Parents):**

Parent ratings of physical, cognitive and socio-emotional well-being on the OurSCHOOL School Climate survey increased in all areas between 2015-2016 and 2017-2018; the survey was not conducted in 2019-2020 as a result of the pandemic. Specifically:

- how welcome they feel -- 6.8 to 7.4;
- how well the school supports positive behaviour -- 6.5 to 7.0;
- social inclusivity -- 5.9 to 6.9;
- how well the school supports learning -- 6.8 to 7.1; and
- school safety -- 6.4 to 6.6.

**Physical, cognitive and socio-emotional wellbeing (reported by Students):**

For students, some indicators on the OurSCHOOL survey (administered in the spring of 2017 and 2019) demonstrated a downward trend:

- feeling safe at school -- 61% to 49%;
- average hours/day spent on moderate and intense physical activity -- 0.7 to 0.6 and 0.7 to 0.5, respectively.
- positive relationships -- 67% to 66%;

Approximately two-thirds of students in each administration period reported a positive sense of belonging and/or positive relationships. The proportion of students reporting bullying, harassment or exclusion remained at 20% and was higher than the latest Canadian Norm (17%).

**Community voice:** Feedback received from students, parents and school staff in the years following the amalgamation was generally positive. In the 2019-2020 academic year, additional feedback could not be collected due to school closures resulting from the COVID-19 pandemic.

**Access to school infrastructure, material, recreation and social**

**engagement:** Overall, greater access to infrastructure for learning and recreation (labs, libraries, garden, sport facilities, etc.) was reported. Access to sports teams, clubs, extra-curricular activities, field trips and guest speakers has also increased. Incomplete construction projects, however, continue to cause disruption to learning processes.

**Access to programs and support services:** Students have access to a greater number and variety of student support services as a result of the amalgamation.

Additionally, programs such as the International Certificate program, Advanced Placement courses, cooperative education placements, Indigenous courses, Specialist High Skills Major programs and DELF have also been made available to students.

For more details, please refer to Appendix A (infographic) and Appendix B (full report).

## 7. Lessons Learned

Since amalgamation of Gloucester HS and Rideau HS, and through the compilation of information and data to support monitoring the transition and impact on student achievement and well-being, staff have had the opportunity to reflect on some of the key lessons and considerations for future decisions:

- Careful consideration must be given as to the timing and process for gathering student voice/feedback. Specifically, we heard from students in February 2020 at the Gloucester High School Parent Council meeting that the students most impacted by the amalgamation were those who were in grade 11 or 12 at the time, and therefore no longer at the school. We also heard from students during the 2018-2019 school year that they had “moved on” and now viewed Gloucester High School as their school community.
- Continuity of staffing helps provide a smoother transition for students, building on previously established student-teacher relationships.
- Greater flexibility is needed with the allocation of additional staffing resources, as the specific needs may change over time.
- Timelines, scope and pacing of construction should consider the impact on student learning, and commitments to new construction should reflect this.
- Despite being able to track student achievement and some aspects of well-being over time to get a sense of how students are doing, attributing any changes (positive or negative) solely to the transition itself would be impossible. Student outcomes – achievement and well-being – are influenced by many factors, some of which can be addressed through the education system and some that require working with other agencies, families, and the broader community.

## **RESOURCE IMPLICATIONS:**

8. The compilation of data and information for these reports have been a joint cross-departmental effort involving the Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies. The data/information related to student enrolment, program pathways, and achievement and well-being outcomes is stored in multiple database systems and required continuous collaboration. The disaggregation of enrolment and achievement data according to pre-amalgamated boundaries added a layer of complexity to the analysis, but was achieved using the existing staffing complement. The qualitative information for this report had been compiled by the school and also represented a

significant workload on the part of staff, redirecting their time away from supporting student needs.

9. In support of the amalgamation of Rideau HS and Gloucester HS, the Board allocated additional staff over and above what would typically be assigned to a school of this size and make-up, which extended into the 2018-2019 school year and includes:
  - an additional 0.5 vice-principal;
  - additional 1.0 Learning Support Teacher ;
  - additional 1.0 Student Success Teacher; and
  - a doubling of ESL tracking from .33 to .66 FTE.

For the 2019-2020 school year, the allocation of staff to Gloucester HS was done based on the normal staffing considerations. Through the allocation process, variables such as overall student population, RAISE index, students with special education needs, and other site-specific considerations were taken into account when allocating staff such as vice-principal, LST and SST.

10. In addition to the Board allocated funding, Gloucester HS has been receiving Urban Priority Funding to support the success and well-being of youth. Prior to September 2017, these funds were allocated to Rideau HS. This funding has made possible the allocation of a full-time social worker at Gloucester HS since amalgamation.
11. Program and Learning and Learning Support Services, working in partnership with administration and staff at the school(s), have supported students affected by the transition in a variety of ways. Some examples include:
  - allocating additional Outdoor Education funding;
  - creating opportunities for school staff to meet with central educators and professional support staff (social workers, psychologists, speech language pathologists) to improve tracking, monitoring, identifying, and responding to both academic and non-academic supports required by students.
  - providing extra time or alternate assessment formats (i.e., oral vs. written) for assessments (ELLs); finding suitable housing and arranging for transportation and providing nutritional snacks for students (students residing in lower income neighborhoods; creating opportunities for students to attend activities/events in the Lodge); and providing increased support for students with behavioral and/or mental health needs through assessments, counselling, conflict resolution, and family support (e.g., services provided by a Psychologist have increased from two to three days per week since the amalgamation).
  - Since amalgamation, Gloucester HS has received additional funds allocated under Student Success and Program Enhancement to support the student achievement and well-being through the transition process.
12. A significant capital project was undertaken at Gloucester to address the learning needs of the new larger learning community. These expenditures, totaling

approximately \$4.7 million, improved many areas of the school including: the renewal of seven science labs and teacher preparation areas; the creation of a new chemical storage room; the creation of a new Learning Commons in the former library space; and the creation of the Lodge and adjacent smudging area. Major renovations to the main office and foyer have provided a more welcoming entrance to the building, and gathering areas have been created in the main foyer with benches and charge stations for student collaboration. Additional work has involved renovations to the main floor boys' and girls' washrooms, various classroom upgrades to accommodate program requirements, new ceilings and LED lighting in the main foyer and all lower hallways, and an upgrade to the fire alarm and public address systems. At present, the only outstanding construction is the Greenhouse which is anticipated to be open for students in January 2021.

## **COMMUNICATION/CONSULTATION:**

13. Community engagement in the consultation process associated with the Eastern Area Accommodation Review was high. The community has been kept informed during the implementation and monitoring phase of the review. Annual updates have been brought forward to Committee of the Whole for discussion and made available through the Accommodation Review area of the District's website. In February 2019, staff consulted with the school council and representatives from student council to gain their perspective as to what was important to include in a final report. The following guiding questions were used to help focus the discussion:

- What do you want to know from this final report?
- What suggestions do you have towards improving the presentation of the information/data in the report to make it more accessible to your school community and the public?

Participants reported a desire for the final report to include information about:

- student transitions (e.g., students originally at Rideau but did not go to Gloucester; cross-boundary transfers/enrolments prior to grade 9 – i.e., at grade 7);
- school climate/environment and how it has changed over time, including incidents of bullying;
- access to courses, supports, resources (e.g., course offerings, sections, frequency, impact on class size; and
- lessons learned (i.e., what worked/didn't? how does this amalgamation compare to others? What are some best/effective practices when it comes to amalgamation? Were students better served by the move? What would you do differently next time?)

While student voice was deemed to be a critical element, student representatives suggested that students most impacted by the transition would have been those in their more senior years at the time of the transition. If gathering additional student voice before the end of the 2019-2020 school year ,

reframing the question to focus more on learning about the students' high school experience rather than the impact of the transition might be more meaningful.

In terms of presentation of findings, there was a desire for more of a narrative approach from a variety of perspectives that would be more accessible than the dense data-heavy reports of the past. The ability to relate specific outcomes to specific actions/strategies was also recommended. Staff were also encouraged to use vignettes to help tell the story.

## **STRATEGIC LINKS:**

14. Monitoring of this transition began under the previous OCDSB strategic plan and supported the commitment of providing optimal learning opportunities for students in a way that ensures equity of access within sustainable resources, and was intended to provide greater understanding of how the decision is contributing to these outcomes for students. Under the new strategic plan, there is a natural connection to the work we are doing to creating a culture of social responsibility and caring.

## **GUIDING QUESTIONS:**

15. The following questions are provided to support the discussion of this item by the Committee:
  - What information/data has been most useful to the Board for decision-making purposes?
  - How will this information be used to inform Board decisions in the future?
  - What would you do differently next time?

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Michèle Giroux  
Executive Officer, Corporate  
Services

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

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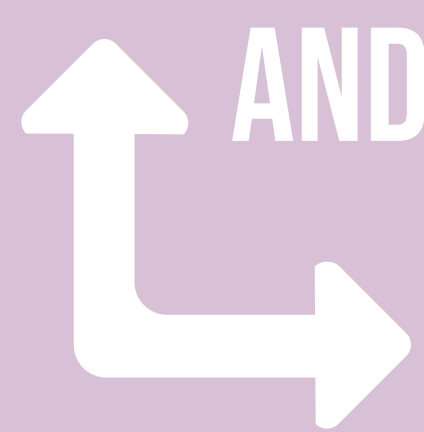
Mary Jane Farrish  
Superintendent of Instruction

Appendix A-Infographic  
Appendix B-Gloucester-Rideau Transition Monitoring: Final Report





## AMALGAMATION OF RIDEAU HIGH SCHOOL



AND

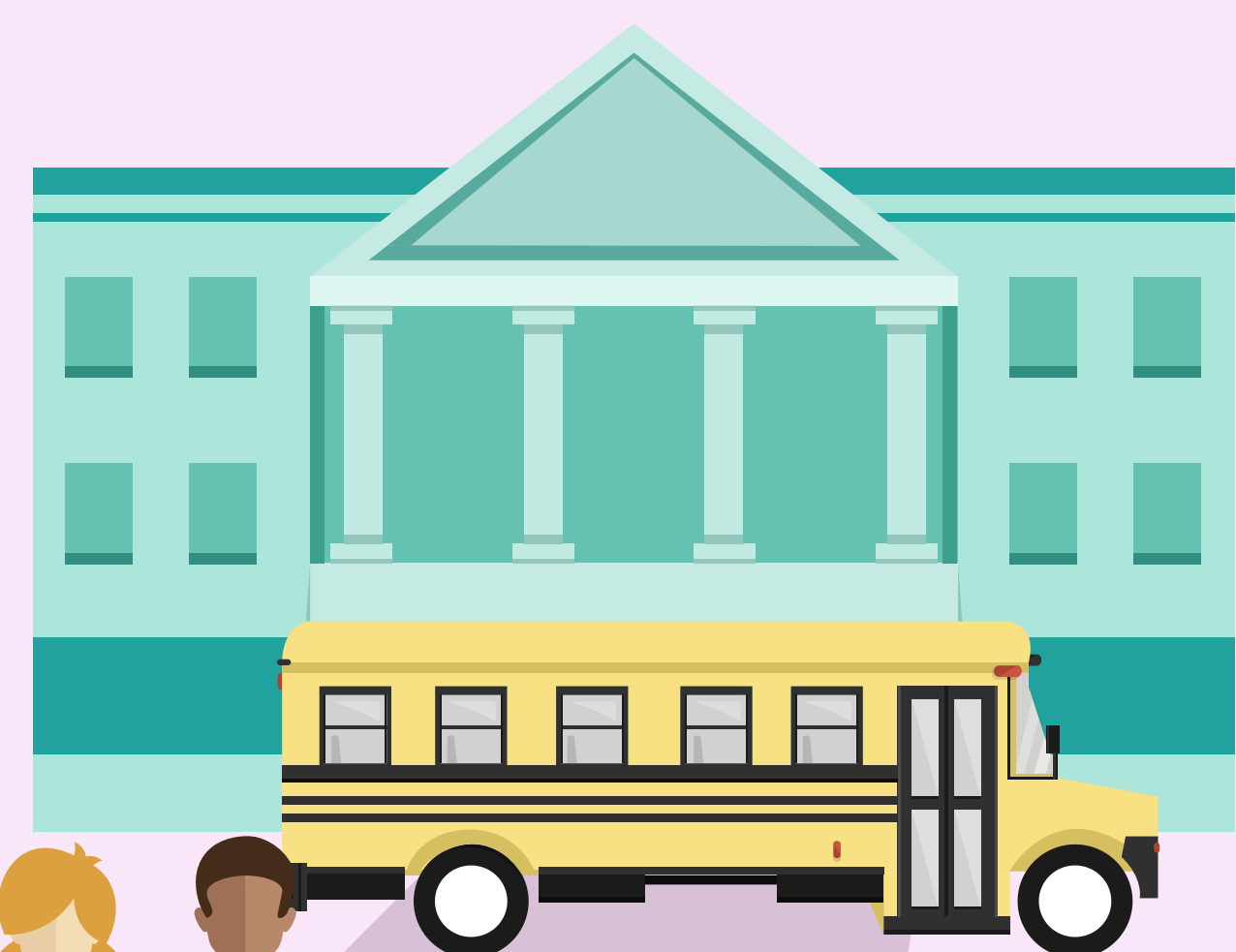
## GLOUCESTER HIGH SCHOOL



In **March 2017**, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. Subsequently, a cross-departmental approach (i.e. Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) was taken to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. This infographic presents the key outcomes resulting from the amalgamation.

### KEY OUTCOMES OF THE TRANSITION:

THE ANALYSIS INVOLVED MULTIPLE INDICATORS ACROSS KEY ASPECTS OF THE TRANSITION, THE MAJORITY OF WHICH HAVE DEMONSTRATED POSITIVE TRENDS OVER TIME. A **GREEN** ARROW INDICATES AN IMPROVEMENT, **RED** - A NEGATIVE TREND, AND **GREY** - A STATIC/MIXED TREND, AS FOLLOWS:



### ENROLMENT



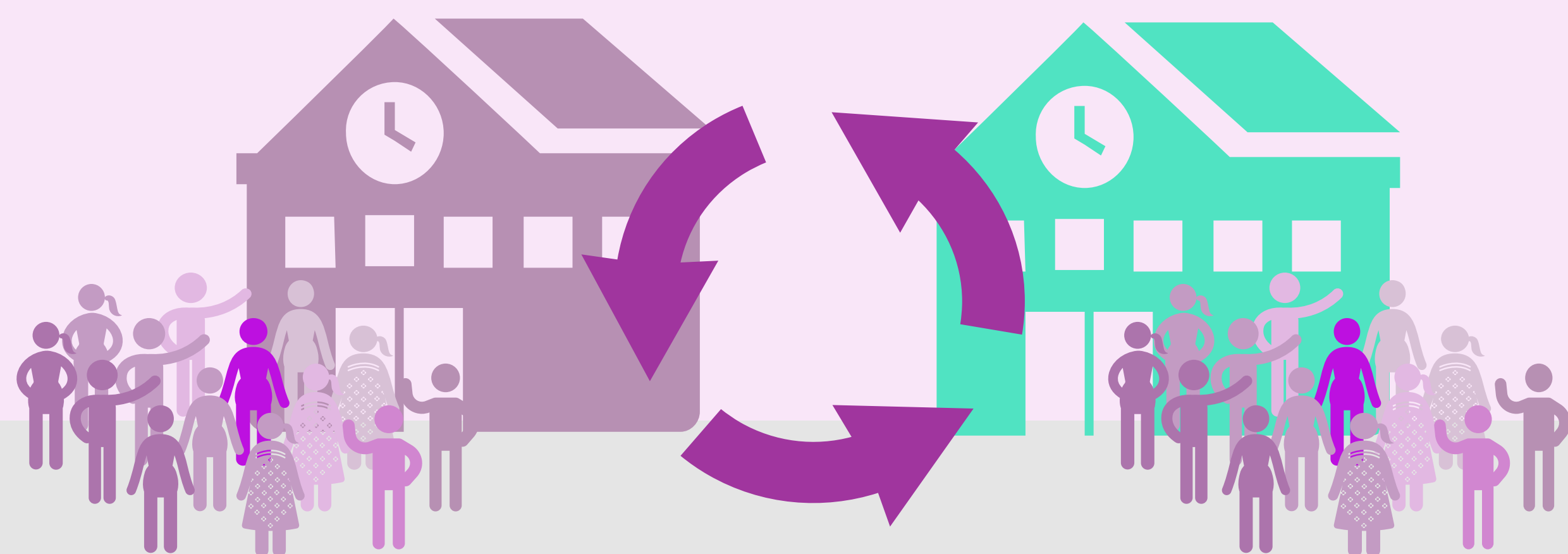
**OVERALL ENROLMENT:** While both schools were experiencing a 3-year enrolment decline prior and immediately after the amalgamation, by 2019 total enrolment has stabilized. Enrolment of **NEW** students also increased. The average proportion of new students for the three years prior to the amalgamation was **30%**, which increased to about **32%** since then. The overall increase in the number of students due to amalgamation unlocked access to additional funding and programs.



**ENROLMENT FROM THE FORMER RIDEAU HS BOUNDARY:** Enrolment from the former Rideau HS boundary has generally been static since the amalgamation (about **44%**, the biggest proportion of new students). Enrolment of **NEW** students from other boundaries has gradually decreased (**25%** to **20%**).



**TRANSFERS AND WITHDRAWALS:** The number of transfers and withdrawals from Gloucester HS has been on a downward trend since the amalgamation (**8%** to **5%**), which can be interpreted as a positive phenomenon. Favourable conditions usually cause a decrease in transfers and withdrawals.



### COHORT TRACKING

Upon amalgamation, **399** former Rideau HS students were redirected to Gloucester HS. Over time, some of them graduated and some withdrew or transferred to another school. Specifically:



Percent of the former Rideau HS students **graduating** increased over time (**19%, 33%, 32%**, recorded as of October 31st in 2017, 2018 and 2019)



Proportion wise, more students **remained** at Gloucester over time, excluding those who graduated (**81%, 86%, 86%**, Oct. 2017, 2018 and 2019).



Similarly, fewer students **withdrew/transferred** over time (**19%, 14%, 14%**, Oct. 2017, 2018 and 2019).

#### RIDEAU HS

JUNE  
2017

399  
STUDENTS

GRADUATED   
REMAINED AT G.H.S.   
TRANSFERRED

#### GLOUCESTER HS

77

86

49

262

152

89

60

24

14

OCT. 2017

OCT. 2018

OCT. 2019

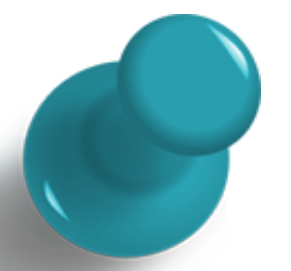
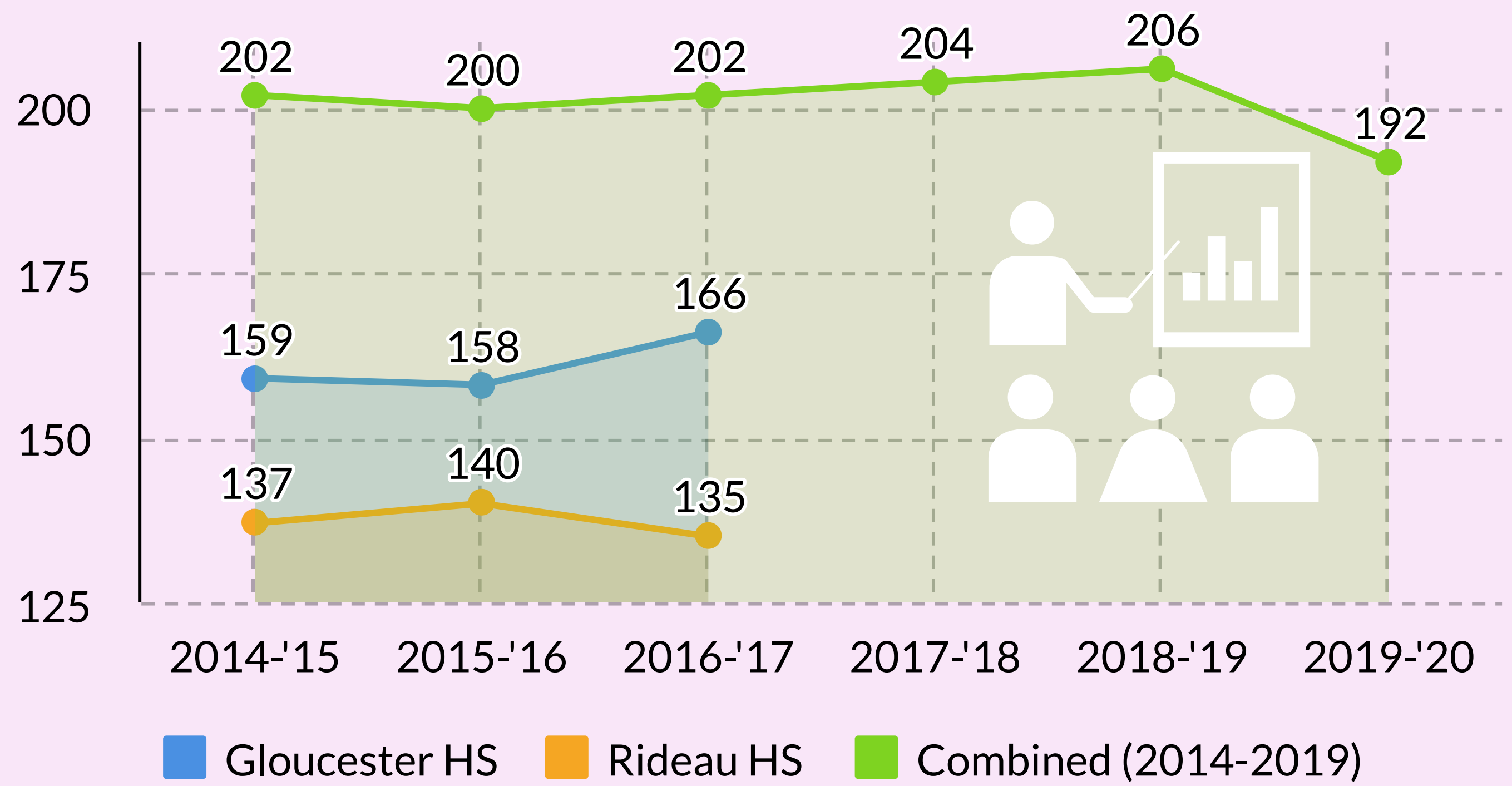


## UNIQUE COURSES OFFERED



The number of unique courses offered at Gloucester HS had increased following the amalgamation. The combined number of courses had fluctuated around 200 over time. Despite fluctuations, both the Gloucester HS and former Rideau HS students have access to a greater number of courses as a result of the amalgamation.

The numbers are a combination of Locally Developed Essentials, Applied, Academic Open, College/University, Workplace, College, University, ESL/ELD and Classical Studies/International Languages .



## PHYSICAL, COGNITIVE AND SOCIO-EMOTIONAL WELLBEING

### PARENTS



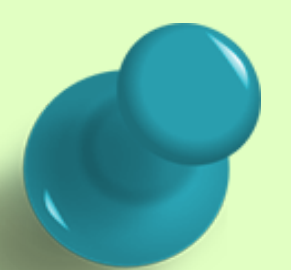
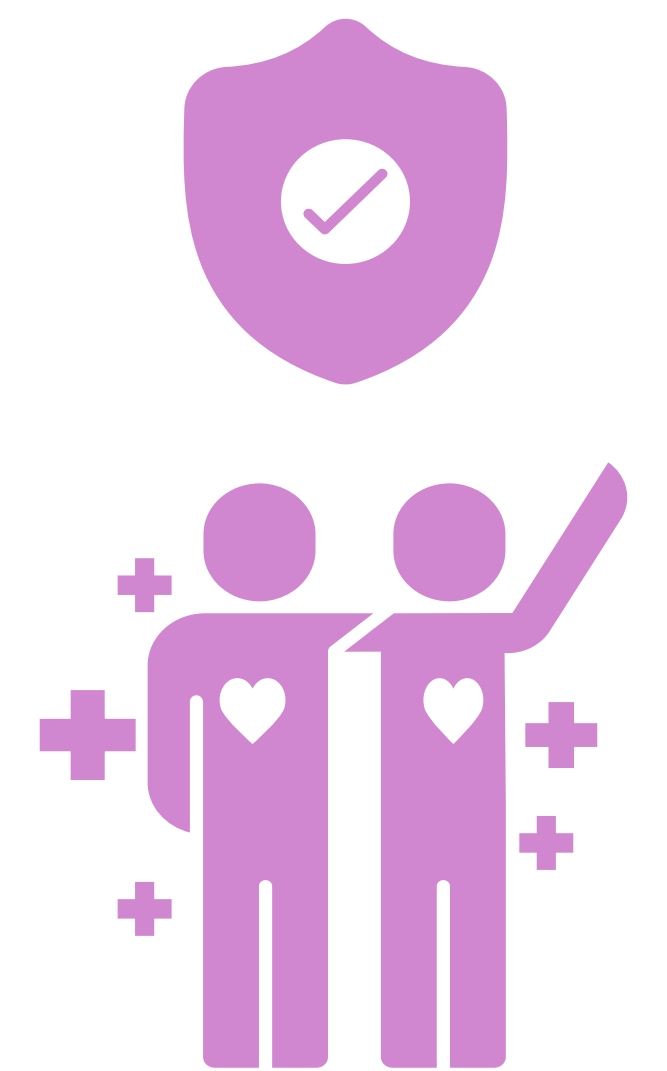
For parents, there is an improvement in ratings across all areas at Gloucester HS between the last two bi-annual School Climate Surveys (2017 and 2019). The specific ratings included parents' rating of how **welcome** they feel, how well the school supports **positive behaviour**, how well the school supports **learning**, and **social inclusivity** and school **safety**.



### STUDENTS

For students, however, several key indicators demonstrated a downward or static trend post amalgamation. Specifically:

- The proportion of students reporting **positive relationships** remained relatively stable between the last two surveys (67% in 2017 to 66% in 2019)
- The proportion of students reporting **bullying, harassment or exclusion** at the school remained static at 20% between the surveys.
- ↓ The proportion of students **feeling safe** at the school decreased between the surveys (61% in 2017 to 49% in 2019)
- ↓ The average hours per day spent engaged in moderate and intense **physical activity** decreased over the time period.
- The proportion of students reporting **positive sense of belonging** remained relatively stable between the last two surveys (66% to 67%).

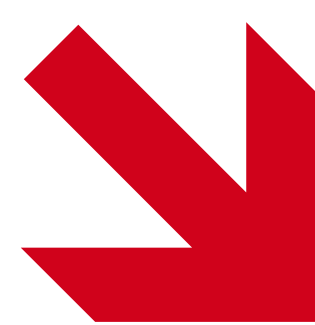


## ACCESS TO RESOURCES

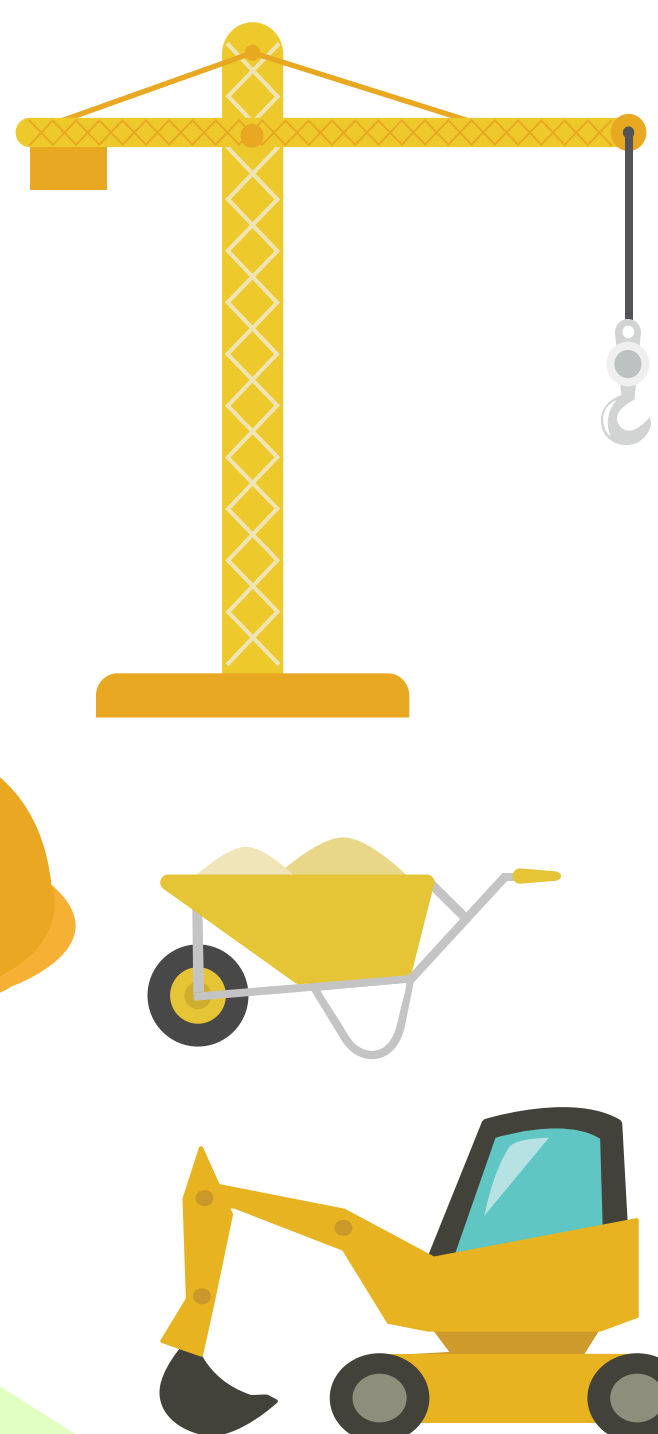


**Access to school infrastructure, material, recreation and social engagement:** Overall, access to infrastructure for learning and recreation (labs, libraries, garden, sport facilities, etc.) improved, as voiced by students and other key stakeholders. Similarly, a greater number and variety of sports teams, clubs, extra-curricular activities, field trips and guest speakers had been observed as a result of the amalgamation.

**Access to programs and support services:** The amalgamation led to greater variety of programs and opportunities for students (e.g., the International Certificate, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs and DELF). Students also have a greater access to student support services.



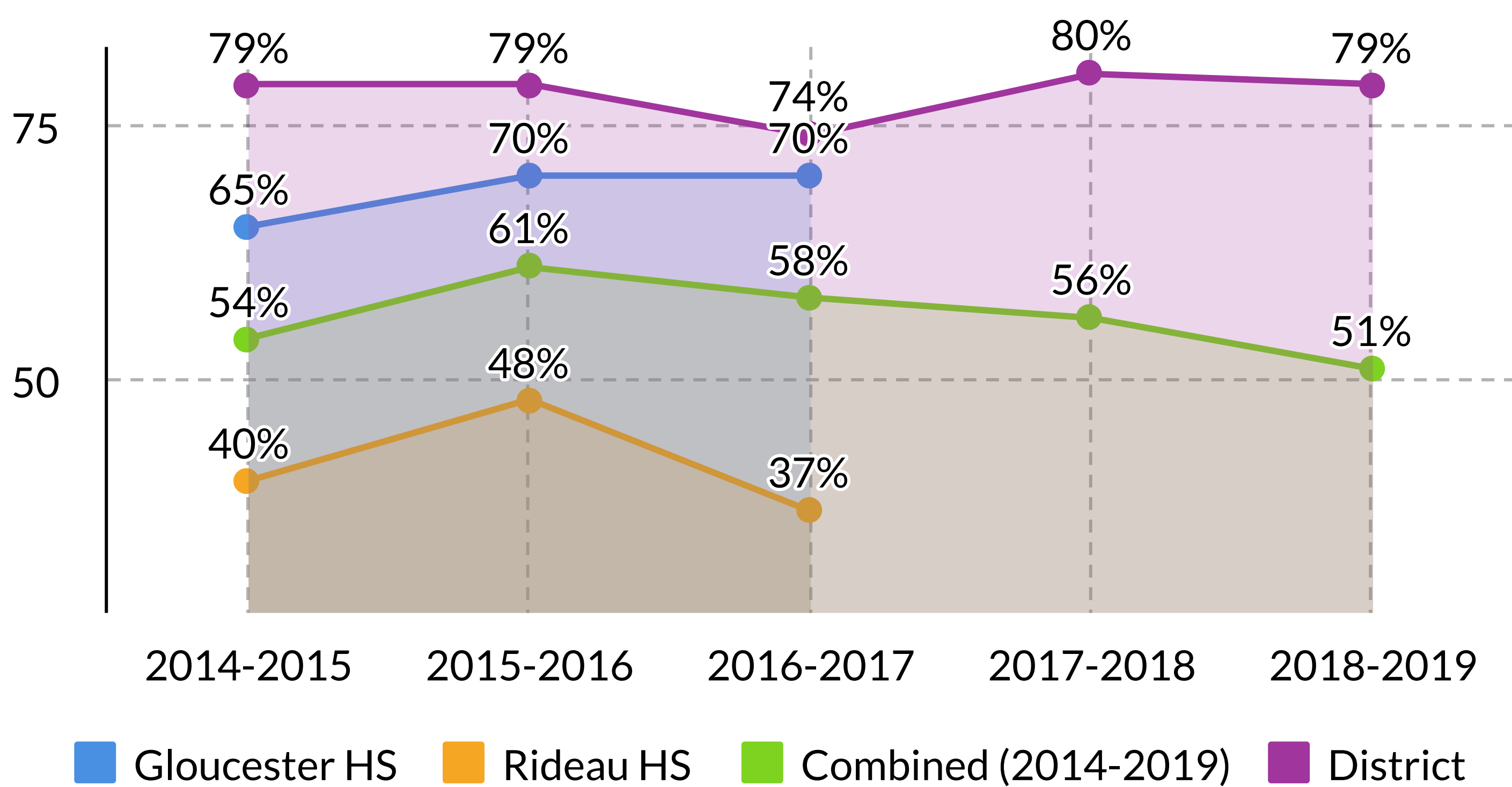
**Unfulfilled infrastructure commitments and delays in construction** continue to disrupt the learning process.



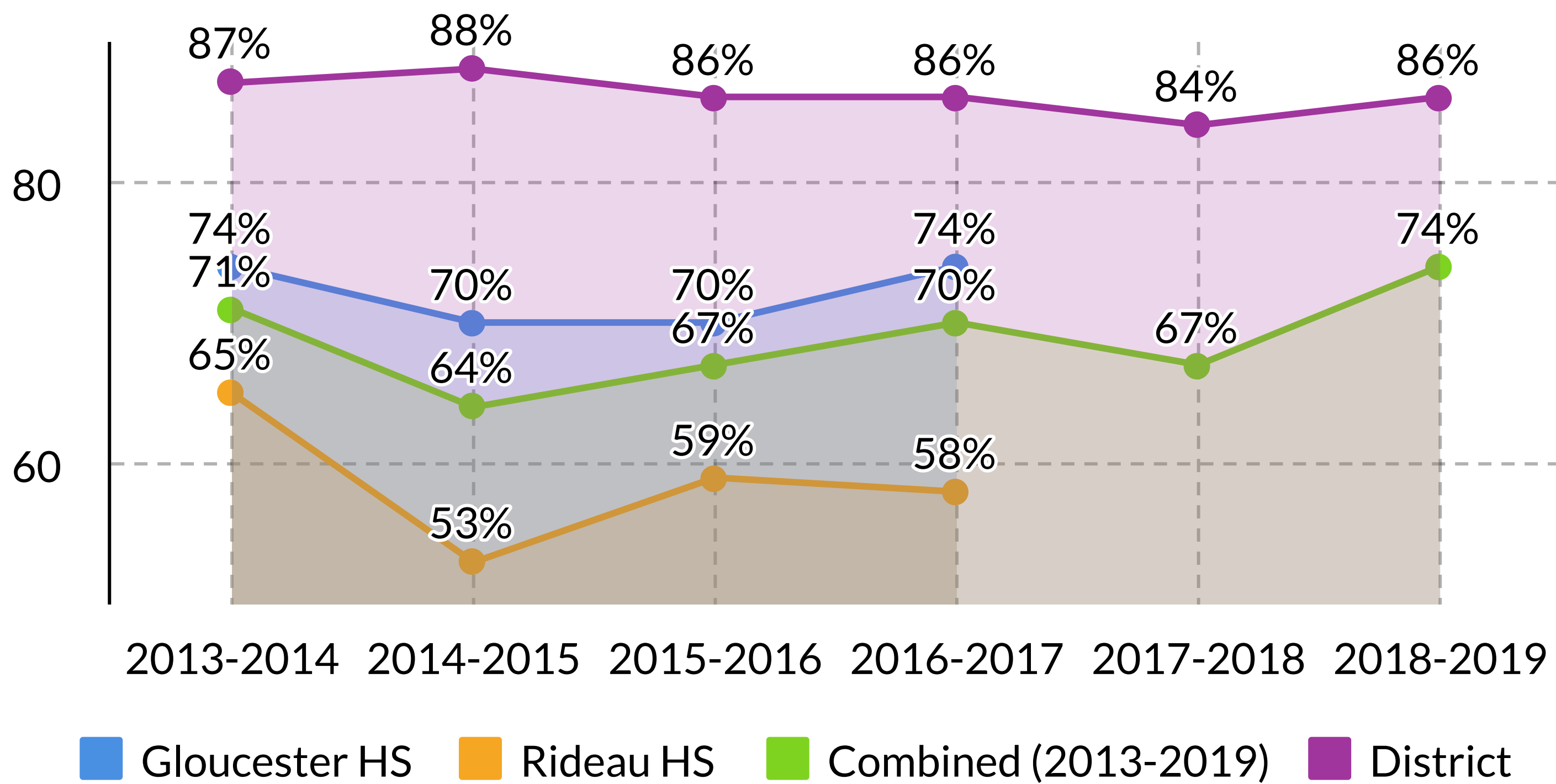
# STUDENT ACHIEVEMENT

## Grade 10 Credit Accumulation (16+):

Research shows that the successful completion of 16 credits by the end of Grade 10 keeps students on track to graduate with their peers. The combined Grade 10 credit accumulation (16+) rate decreased by two percent in 2018 following amalgamation (58% to 56%) and further decreased to 51% in 2019.

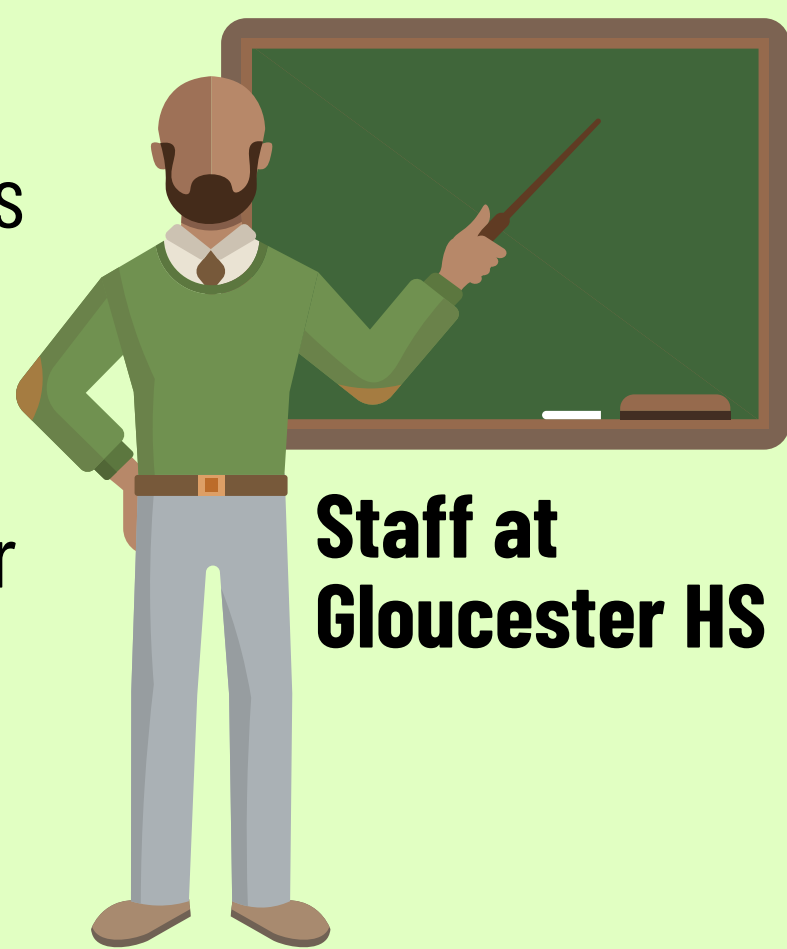


**GRADE 10 OSSLT:** Although Gloucester HS's success rate in OSSLT decreased from 74% in 2017 to 67% in 2018, in 2019 it increased to its 2017 level (74%). The trends are in line with the overall Board performance trends in the OSSLT (although the decline in Board's rate was not as substantial). However, it must be noted that the combined success rate in the OSSLT for the two sites was on a two-year upwards trend before it decreased the year following the amalgamation. It is also true that by 2019 there were fewer former Rideau HS students at Gloucester HS.



# COMMUNITY VOICE

The feedback was mostly positive across all aspects of the transition, as voiced by students, parents, school staff and other stakeholders.

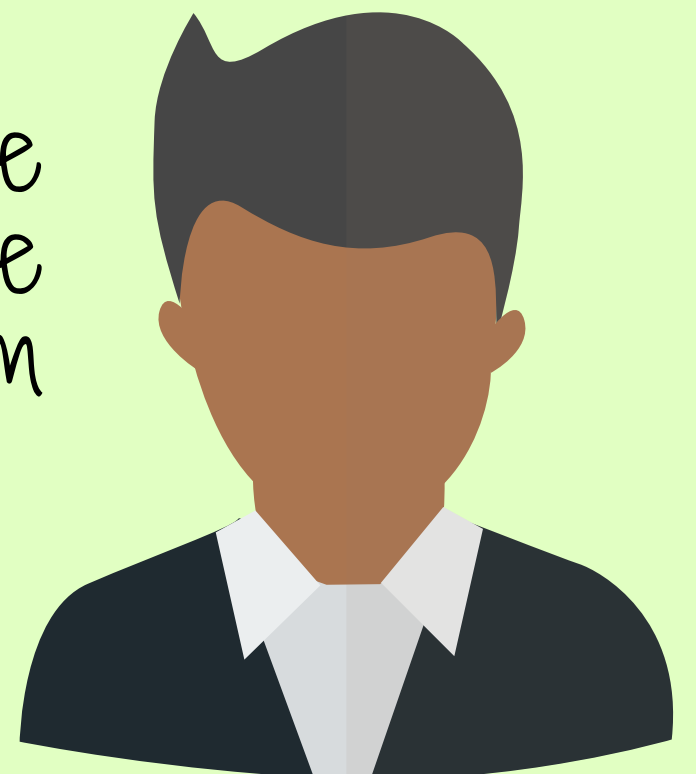


Staff at Gloucester HS

"I feel like we have been able to raise student learning expectations and provide additional supports and scaffolding to support. I feel like my students are more engaged and more successful since amalgamation."

"I think the bond we have created with the new students from Rideau is great"

Gloucester HS Student



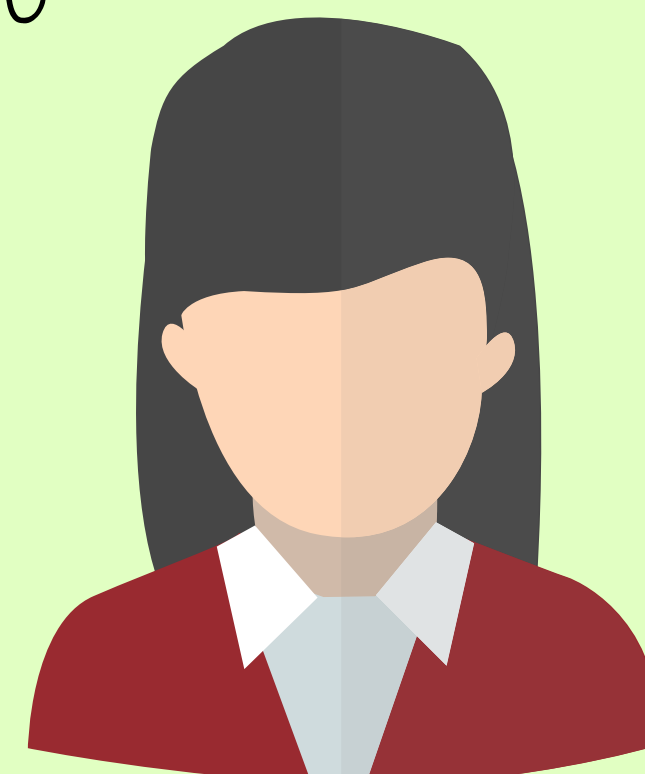
"This merger has provided my child to create new peer relationships that are more positive to her well-being."

Parent of a Rideau HS student



"Gloucester is the first School I have attended where I have felt that I could be me - I feel accepted and supported here. I love this School!"

Rideau HS Student



# CONCLUSION

Despite a few key indicators with mixed results, the overall patterns pre- and post-amalgamation combined with community voice demonstrate that the transition of Rideau HS students into Gloucester HS has progressed smoothly and resulted in predominantly positive outcomes. The findings and the lessons-learned from transition may be useful to consider for future Board decisions resulting in school closures.





## Gloucester-Rideau Transition Monitoring: Final Report

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## INTRODUCTION

### **Background**

In March 2017, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. The Board allocated additional staff resources to Gloucester High School for a two-year period to support the transition. In addition, the Board directed staff to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. The reports is a product of a cross-departmental approach (i.e., Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) and involved a joint efforts to compile the data/information related to student enrolment, program pathways, and achievement and well-being outcomes.

### **Purpose**

This is the third and final year of reporting. It provides an update to the series of reports on the impact on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective as of September 2017. Previous reports were submitted for the 2017-2018 and 2018-2019 academic years. This final report will provide a holistic review of the outcomes and impact for the past three years following the amalgamation, including updated data and information reflecting the 2019-2020 academic year.

Prior to preparing the first report following the school consolidation, staff undertook a review of the data for the three years prior (i.e., 2014-2015, 2015-2016, and 2016-2017). This ensured an understanding of the trends over time at Rideau HS and Gloucester HS. This information is presented for each school independently and then the combined total. For the first year post-amalgamation (2017-2018), and going forward, the data is presented for the amalgamated school (Gloucester HS) and is disaggregated (where applicable and feasible) according to the pre-amalgamated boundaries (i.e., previous Rideau HS boundary, previous Gloucester HS boundary).

### **Data limitations**

The data used in this report is based on administrative records accessible through multiple central sources. Every effort is made to ensure that the data sets are accurate, reliable and appropriate for the analysis. Like all data sets, there are some limitations in terms of the data available or how it can be used. Some of these limitations include the following:

- Certain data sets are based on a single snapshot in time (e.g., Enrolment data is generally based on October 31<sup>st</sup> or June 30<sup>th</sup> data) though actual enrolment may vary over the course of the year;
- For data relating to transitions (i.e., de-missions, transfers, etc.), it is our practice to use a time period during which the majority of student transitions occur

(student transitions that occur outside this timeframe are not captured in this report). To ensure reliability, wherever possible, we use data that is validated data as part of the OnSIS reporting process;

- Some data is subject to externally imposed collection periods and may not be available at the time of this report. For example, student achievement analyses are based on EQAO data which is only available the following Fall after the academic year of testing. Therefore, EQAO results are reported for the previous academic year. Well-being analyses are based on OurSchool school climate surveys which are only available on a 2 year cycle. The most recent data available is reported.
- The disaggregation of data by boundary reflects the home address of students as of October 31 in relation to the English program boundary of each school. Students residing in the former Rideau HS boundary and who were enrolled in French immersion had the option of attending Gloucester HS for that program. At the secondary level, determining whether or not a student is in a French immersion program is complex. For example, relying on snapshot data such as October 31 would underestimate the number of French immersion students if students are not enrolled in a course first semester where the language of instruction is French. Further, the historical data sets that have been prepared with pre-amalgamated boundary information do not contain the detail necessary to disaggregate enrolment by boundary and by program; and
- Tracking cohorts of students across years as they transition from grade to grade introduces challenges in that the natural grade progression is not reflected in the data. This is particularly true for students who are newly arrived to Canada whose first language is something other than English. For example, these students may be identified in the student information system as a grade 9 student one school year, but appear to “skip” multiple grades the next. Further, the proportion of students transitioning to grade 12 from one year to the next typically exceeds 100% due to the number of students who return for a fifth year of high school (i.e., from grade 12 one year to grade 12 the next).

## FINDINGS

### **ENROLMENT**

Enrolment data is based on the official October 31 enrolment reports produced by the Planning Department. In the following table, data is presented for the latest year available (2019) as well as the previous five years to demonstrate trends over time in relation to the following question arising from the Board motion:

***How has enrolment been impacted following the transition in terms of: overall number of students, the rate of growth/decline, and distribution by pre-amalgamated boundaries?***

#### **Total enrolment:**

In the three years prior to amalgamation, both sites had been experiencing a decline in enrolment (Table 1), while District enrolment declined slightly in 2015 but have been following an upward trend since 2016. Enrolment at Gloucester HS has since (2017-2019) been fairly static (+/- 5 students). Refer to Annex B for more detailed information regarding the rate of enrollment growth/decline.

**Table 1: Total Enrolment by School as of October 31**

	2014	2015	2016	2017	2018	2019
Gloucester	690	665	642			
Rideau	455	419	411			
<b>Combined/ Gloucester</b>	<b>1,145</b>	<b>1,084</b>	<b>1,053</b>	<b>1,031</b>	<b>1,026</b>	<b>1,030</b>
<i>District (S)</i>	<i>24,050</i>	<i>23,932</i>	<i>24,066</i>	<i>24,452</i>	<i>25,184</i>	<i>24,873</i>

#### **Disaggregation of total enrolment by pre-amalgamated boundaries:**

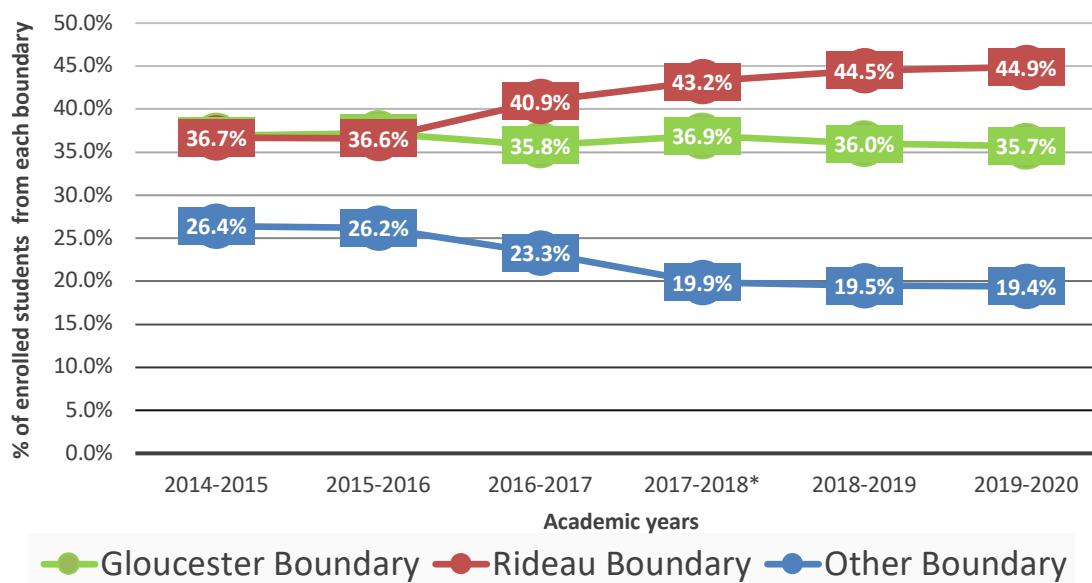
Figure 1 shows the proportion of enrolled students according to: (i) the boundary in which their home address was located on October 31<sup>1</sup>; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries<sup>2</sup>. Over time, both the number and proportion of students living in the Rideau boundary has been increasing, while the number and proportion of students living outside the Rideau or Gloucester boundaries (other

<sup>1</sup> The disaggregation of students by boundary is based solely on the physical bodies living within those boundaries. It does not account for students approved on cross boundary transfers.

<sup>2</sup> It should be noted that students living in the Other Boundary may include: (1) students on cross-boundary transfers; or (2) students attending specialized programs (e.g., English Language Learner (ELLs), International Students, French Immersion (FI) program, Learning Disability (LD) program, Developmental Disabilities Program (DDP), Specialist High Skills Major (SHSM) program, etc.)

boundary) has been decreasing. The number and proportion of students enrolled at and who live in the Gloucester Boundary has fluctuated over the previous 5 years. It has slightly decreased since last year (by 0.3%). For more detailed information, including raw enrolment numbers by boundary, see Annex B.

**Figure 1: Total Enrolment Disaggregated by the Proportion of Students Living in Each Boundary as of October 31**



### **New Students**

Data in this section reflects the number of new admissions to Gloucester HS between June 30 and October 31 of 2019<sup>3</sup>, and addresses the following question:

***What has been the impact on the number of new students to enroll at Gloucester HS following the amalgamation of Gloucester and Rideau high schools?***

Between October 2014 and October 2019, there were no observable trends in the number of new students enrolling at either Gloucester HS or Rideau HS (Table 2). In this time, enrolment of new students ranged from 29-34%. Historically, new students accounted for 30-32% of overall enrolment at Gloucester, and for 27-32% of overall enrolment at Rideau.

<sup>3</sup> Section K of the October 31 OnSIS submission to the Ministry: Total number of admissions to the school less the number of: (i) returning students (i.e., those who were recorded as either a transfer or retirement in June, but who returned to the same school in the fall and was actively enrolled on October 31), (ii) re-entrants (students re-entering after a period of non-attendance).

## Appendix B to Report 20-108

Following the amalgamation, new admissions ( $N = 573$  students) accounted for 56% of total enrolment at Gloucester. However, 263 of these students were transfers from Rideau HS, yielding a total of 310 students admitted to Gloucester in October 2017, who had not previously been enrolled at either school. In 2018, the proportion of students rose to 33.8%, but then decreased to 31.1% in 2019 (320 students).

**Table 2:** Number and proportion of new students enrolled as of October 31

	2014	2015	2016	2017	2018	2019
Gloucester	<b>220</b> (31.9%)	<b>198</b> (29.8%)	<b>201</b> (31.3%)			
Rideau	<b>136</b> (29.9%)	<b>112</b> (26.7%)	<b>130</b> (31.6%)			
<b>Combined/ Gloucester</b>	<b>356</b> (31.1%)	<b>310</b> (28.6%)	<b>331</b> (31.4%)	<b>310</b> (30.1%)	<b>347</b> (33.8%)	<b>320</b> (31.1%)

Table 3 (below) shows the source of new admissions between the end of June one school year and end of October the next. The majority of new admission in 2019 were from other OCDSB Elementary Schools (54%), followed by admissions from another country (20%), OCDSB Secondary Schools (11%), and another Province/Territory (6%). Other sources (e.g., another Ontario school Board, home school, and private school) account for 5% or less of the total new admissions.

**Table 3:** Source of new admissions for 2019

Source of 2019 admissions	Number of new students	%
Same Board - Public Elementary School	172	54%
Other Country	65	20%
Same Board - Public Secondary School	35	11%
Other Province/Territory	18	6%
Other Board - Sep Sec School	15	5%
Other Board - Sep Elem School	*	2%
Other Board - Pub Sec School	*	2%
Private School	*	1%
From Home School	*	0%
Other Board - Pub Elem School	*	0%
<b>Total</b>	<b>320</b>	

\*Less than 10 students

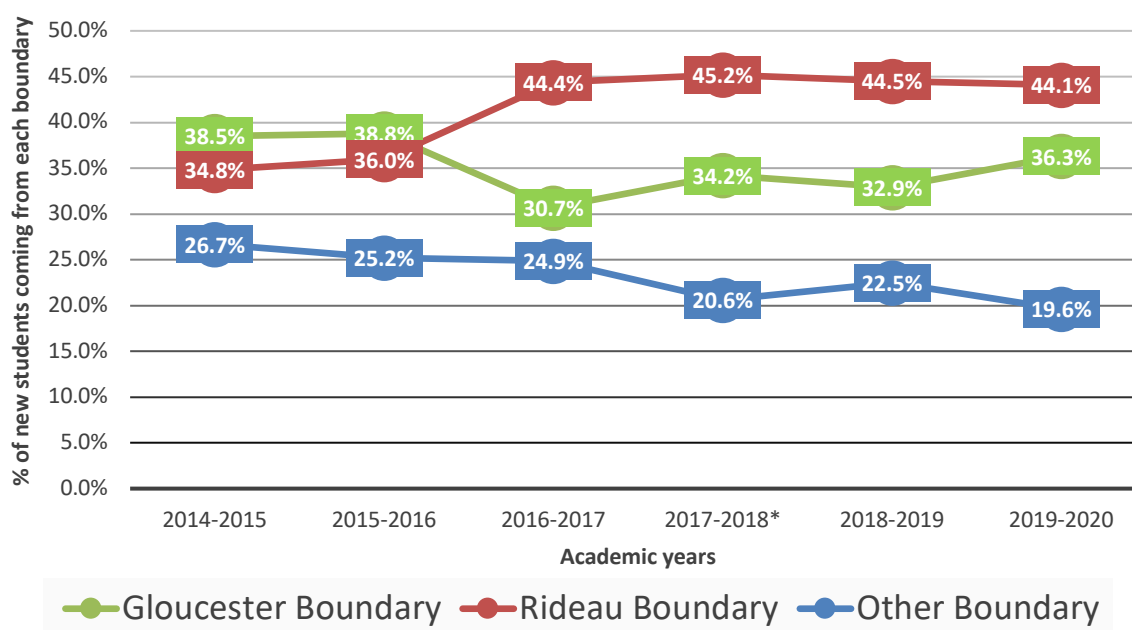
**Disaggregation of new students by pre-amalgamated boundaries:**

Similar to the trends observed with the total enrolment, Figure 2 shows that:

- the proportion of new students living in the Gloucester boundary somewhat declined in 2018 but then increased to 36.3% in 2019 (from 34.2% in 2017);
- the proportion of new students living in the Rideau boundary has been decreasing since 2017; and
- the proportion of new students living in the Other boundary has been steadily declining over the past six years with only a slight increase in 2018.

For more detailed information, including raw enrolment numbers by boundary, see Annex B.

**Figure 2:** New students enrolled disaggregated by the proportion of students living in each boundary as of October 31

**Attrition (transfers and withdrawals)**

Data in this section presents a cross-sectional analysis of student withdrawals and transfer requests over time, as well as a longitudinal tracking approach that specifically looks at students enrolled at either Gloucester HS or Rideau HS in 2016-2017. Both approaches measured attrition by the number of students leaving the School between the end of June and October 31 of the following School year in order to address the following question:

***What has been the impact on student withdrawals following the amalgamation of Gloucester and Rideau high Schools?***

Student withdrawals, and rates of withdrawal, were historically higher at former Rideau HS compared to Gloucester HS (Table 4). While the rate of withdrawals for Gloucester

## Appendix B to Report 20-108

HS in 2017 was comparable to the historical combined total for 2016, withdrawals were substantially lower in 2018 (5.6%) and declined further in 2019 (5.1%). All of the transfers in 2019 were to another publicly funded secondary School in Ontario. As for retirements, the students either moved outside Ontario, received an OSSD or equivalent, or stopped attending an educational institution.

**Table 4<sup>4</sup>:** Number and proportion of students not returning to school as of Oct. 31

	2014	2015	2016	2017	2018	2019
Gloucester	30 (4.3%)	29 (4.4%)	37 (5.8%)			
Rideau	65 (14.3%)	51 (12.2%)	51 (12.4%)			
<b>Combined/ Gloucester (post ARC)</b>	<b>95</b> (8.3%)	<b>80</b> (7.4%)	<b>88</b> (8.4%)	<b>81</b> (7.9%)	<b>57</b> (5.6%)	<b>53</b> (5.1%)
<b>Attrition reasons (2019):</b>						
Retirements	Moved outside of Ontario					8
	Received OSSD or equivalent					8
	Not attending school or educ. institution					6
Transfers	Transferred to publicly funded sec. school in Ontario					31

### Student transfer destinations:

An analysis of “exit codes” for students who withdrew from each school shows that the vast majority enroll in another publicly-funded secondary School in Ontario, many within the OCDSB (for more detailed information on the destinations of these students, please see Annex B). Fewer students were lost to other school boards or destinations in the year of the transition than in any year prior (74% of these students remained at an OCDSB School).

Historically, cross-boundary transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (for more detailed information on cross-boundary transfer requests, see Annex B).

### COHORT TRACKING.

Table 5 indicates the number of students in each grade at Rideau HS at the end of June 2017 who were still enrolled at Gloucester HS on October 31 of each subsequent year.

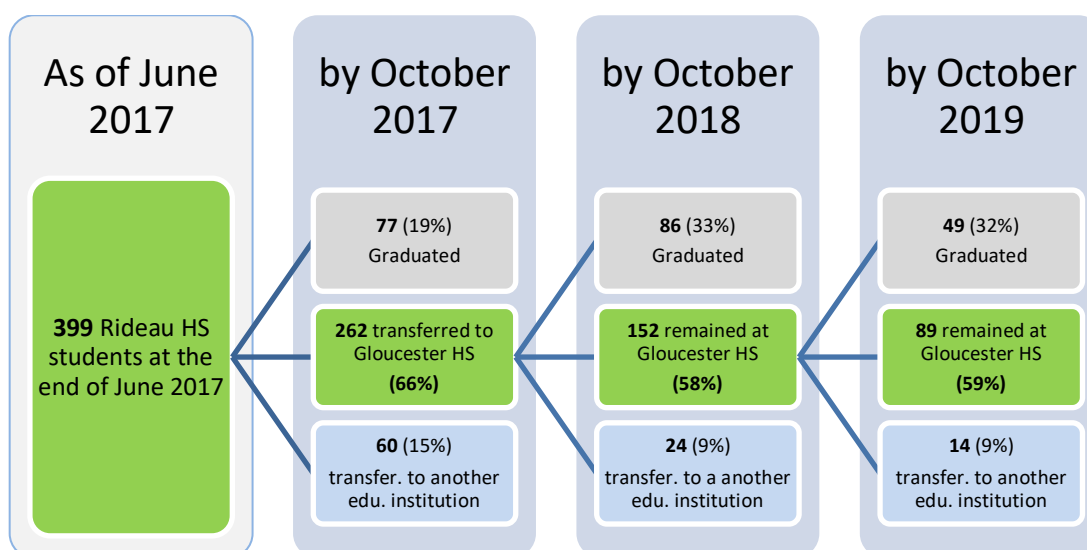
<sup>4</sup> Section K of the October 31 OnSIS submission to the Ministry: Total number of students leaving the school between June and October (i.e., those who were recorded as a transfer or a retirement from the school).

## Appendix B to Report 20-108

**Table 5:** Tracking of Rideau HS students who transitioned to Gloucester HS (by Grade)<sup>5</sup>

Grade	Rideau Jun 2017 <sup>6</sup>	Rideau Cohort at Gloucester Oct 2017	Rideau Cohort at Gloucester Oct 2018	Rideau Cohort at Gloucester Oct 2019
9	86			
10	85	68		
11	97	76	61	
12	131	118	91	89
<b>Total</b>	<b>399</b>	<b>262</b>	<b>152</b>	<b>89</b>

Naturally, each year there were fewer former Rideau HS students remaining at Gloucester HS, and by October 2019 all of them were in Grade 12. By October 31, 2019, only 89 (34%) of the 262 Rideau HS students who transferred to Gloucester HS in the fall of 2017 were still at Gloucester HS. Between October 2018 and October 2019, 63 former Rideau students did not return - 49 had graduated and 14 had transferred to another education institution.

**Figure 3:** Cohort tracking

<sup>5</sup> Note that many ELL students started at Rideau and were on record as Grade 9 students, but were later registered as grade 11 or 12 when they transitioned to Gloucester.

<sup>6</sup> As of June 2017.

## NUMBER OF COURSES RUNNING (SECTIONS) BY PATHWAY<sup>7</sup>

Information presented in Table 6 reflects the total number of unique courses running at each site, and across both school sites as if the two student populations were already merged (i.e., “Combined” column).

The increase in enrolment that resulted from the amalgamation of Gloucester and Rideau high schools provided an opportunity to provide a larger choice of programs/courses to students, peaking at 206 in 2018-2019, providing even more programs/courses available to students at Gloucester than the combined totals for the three years prior to amalgamation. The decrease to 191 in the 2019-2020 academic year was most visible in Open, College/University, Workplace and College type of courses. At the same time, a slight increase was observed in the number of Locally Developed, ESL/ELD and Classical Studies/International Language courses.

Overall, following the amalgamation, students residing in the former Rideau boundary have had greater access to Applied courses, Academic courses, University courses, and Classical Studies/International Languages courses compared to previous years, where students residing in the former Gloucester boundary have had considerably greater access to Locally Developed Essentials, Workplace courses and ESL/ELD courses. Students residing in both boundaries have mutually benefitted from an overall increase in Open, College, College/University courses (e.g., dance and psychology).

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<sup>7</sup> Extracts from Trillium for the past couple of years for these two sites were obtained from Business & Learning Technologies. The information reflects unique courses in which students were enrolled over the course of the year at each site that were identified as either “Day School” or “ELearning” course types; courses identified as “Credit Recovery” or “Day-Out-of-School Coop” are not included, nor are courses that are non-credit bearing.

## Appendix B to Report 20-108

**Table 6:** Number of Unique Courses in Which Students were enrolled by School

Course Type	Grade	2014-2015			2015-2016			2016-2017			2017-2018	2018-2019	2019-2020
		Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Gloucester	Gloucester
Locally Developed Essentials	9/10	2	5	5	2	7	7	2	7	7	6	5	7
Applied	9/10	10	9	10	9	9	9	10	9	10	11	10	10
Academic	9/10	12	10	12	12	10	12	12	10	12	12	12	12
Open	ALL	52	42	67	52	39	66	57	36	67	63	66	58
College/University	11/12	27	20	35	27	23	35	28	22	35	37	41	38
Workplace	11/12	6	8	12	5	11	12	5	8	10	11	10	7
College	11/12	15	11	17	14	12	16	17	13	19	20	21	15
University	11/12	27	22	31	30	19	31	28	19	30	30	29	29
ESL/ELD	ALL	5	10	10	5	10	10	5	10	10	11	10	11
Classical Studies/Int'l Languages	ALL	3	0	3	2	0	2	2	1	2	3	2	5
<b>TOTAL COURSES</b>		<b>159</b>	<b>137</b>	<b>202</b>	<b>158</b>	<b>140</b>	<b>200</b>	<b>166</b>	<b>135</b>	<b>202</b>	<b>204</b>	<b>206</b>	<b>192</b>
Color scheme (trend since last year, post amalgamation, 2017-2019):													
<b>INCREASE</b>				<b>DECREASE</b>				<b>NO CHANGE</b>					

**STUDENT ACHIEVEMENT**

The most recent achievement results are available from the 2018-2019 academic year. The provincial assessment results (OSSLT), and grade 10 credit accumulation have been used to monitor changes in student achievement over time. In order to provide additional context, District level results are also provided (where applicable and feasible). It should be noted that while the board motion indicated that EQAO results should be disaggregated by pre-amalgamated boundary, only the students participating in the 2018-2019 Grade 10 OSSLT assessment would have been directly impacted by the transition. Thus, EQAO results for the Grade 9 students are not presented in this report.

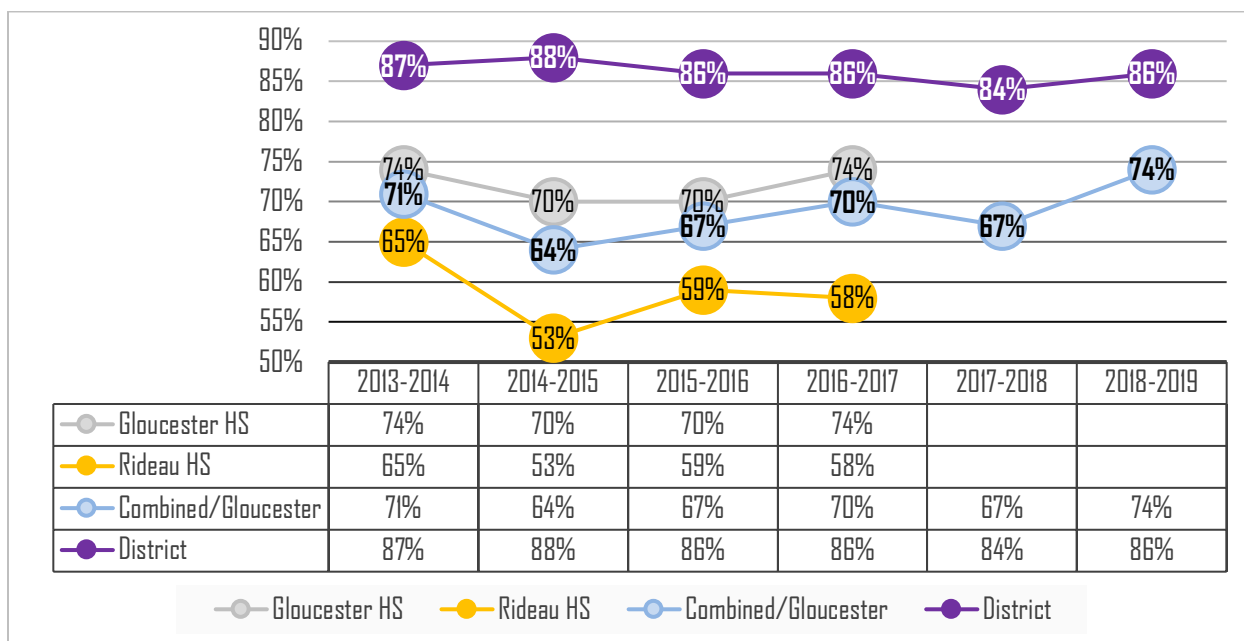
**Provincial Assessment Results (EQAO):**

Success rates are presented for the Grade 10 Ontario Secondary School Literacy Test (OSSLT) assessments (Figure 4). Historical results are presented for Gloucester HS and Rideau HS independently, and combined outcomes for the two schools have been weighted by student participation at each school.

The following patterns are identifiable from Figure 4:

- Success rates for First-Time Eligible students on the OSSLT have historically been much higher at Gloucester HS in comparison to Rideau HS, however, both have historically been (and continue to be) below those for the District as a whole.
- The rate of success for Gloucester HS had slightly decreased (by 3 percentage points) following the amalgamation but increased by 7 percentage points in the second year of the transition. In comparison, District level results have fluctuated by about 2 percentage points over the same time period.

**Figure 4:** EQAO Results – Success Rates, Grade 10 OSSLT (First-time eligible, fully participating)



A closer look at credit accumulation revealed that the remaining former Rideau HS students at Gloucester HS were not as successful in the OSSLT (previously eligible) as the rest of the Gloucester HS students. Such discrepancy could be partially explained by the fact that the majority of them (84%) were English Learners (ELL), about three quarters (76%) were from households situated in low income neighborhoods and 17% had an individualized education program. These proportions are much higher than that of the other students at Gloucester HS. As per the Annual Student Achievement Report, students belonging to these specific groups of students (i.e. IEP, ELL, etc.) tend to experience lower achievement results on provincial assessments compared to all students.

**Credit Accumulation:**

Research shows that the successful completion of 16 credits by the end of grade 10 keeps students on track to graduate with their peers. Therefore, credit accumulation serves as an important provincial indicator in targeting students who may be at risk for dropping out of high school prior to earning a diploma. Both the number and proportion of grade 10 students who successfully completed 16 credits by the end of grade 10 is captured in the data (Table 7)<sup>8</sup>. Combined results for the two schools and District level results are presented for the purposes of comparison.

While credit accumulation for Gloucester HS was 14% lower the year following the amalgamation (2017-2018) than the previous year (56% vs. 70%), this was only 2% lower than the proportion of students achieving 16+ credits when compared to the *combined* total for both Rideau and Gloucester Schools the previous year. The percentage of grade 10 students who earned 16 credits by the end of the year declined further, to 51% in 2018-2019. Credit accumulation rates for both sites, and for the combined student population, continue to remain lower than those for the District as a whole.

**Table 7:** Credit Accumulation (16+ Credits) for Grade 10 Students as of June 30

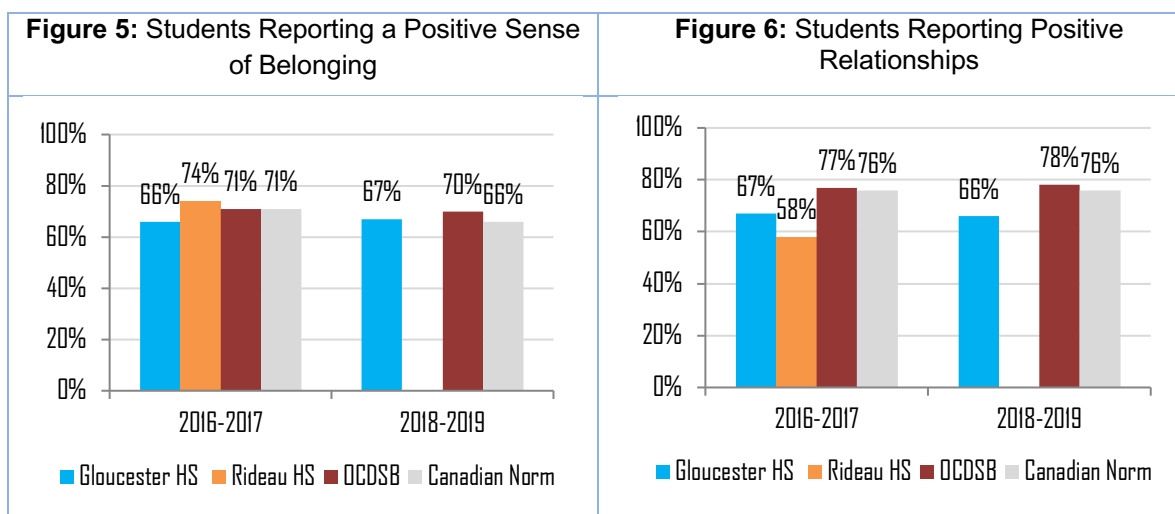
	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year
Gloucester	137	65	+2%	150	70	+5%	150	70	0%						
Rideau	100	40	0%	108	48	+8%	84	37	-11%						
Combined/ Gloucester	237	54	--	258	61	+7%	234	58	-3%	234	56	-2%	214	51	-5%
District	5,102	79	+5%	5,221	79	0%	5,430	74	-5%	5,344	80	+6%	5,556	79	-1%

<sup>8</sup> The data presented in Table 7 does not reflect that students in specialized programs are now identified at a grade appropriate level, where they were identified as Grade 8 students previously. These changes should be reflected in data that will be available for next year's report.

## **STUDENT WELL-BEING (OURSCHOOL SCHOOL CLIMATE SURVEY)**

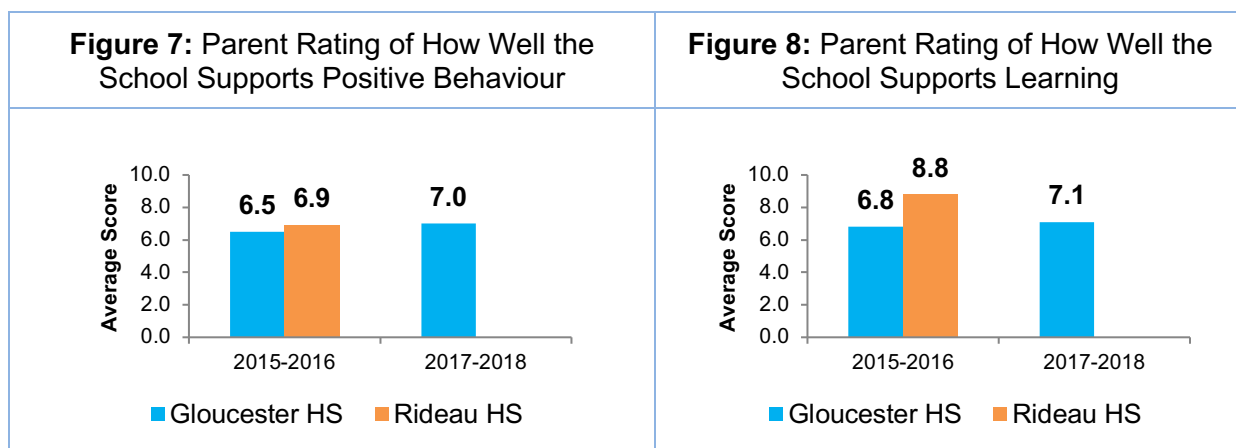
Note: This section provides visualization only for select questions of the survey due to a large number of questions. Please refer to Annex 4.3 for more visualizations under this theme.

**Socio-emotional well-being (Student Survey):** Social and emotional well-being has been measured through results obtained from the bi-annual OurSCHOOL School Climate Surveys that ask students about their sense of belonging at School and positive relationships. As seen from the figures below, the percentage of students reporting a positive sense of belonging increased slightly between the last two survey administrations to a proportion that is above the latest Canadian Norm. Conversely, the percentage of students reporting positive relationship has decreased by about one percentage point, which was below the Canadian Norm but above the latest proportion reported at former Rideau HS.

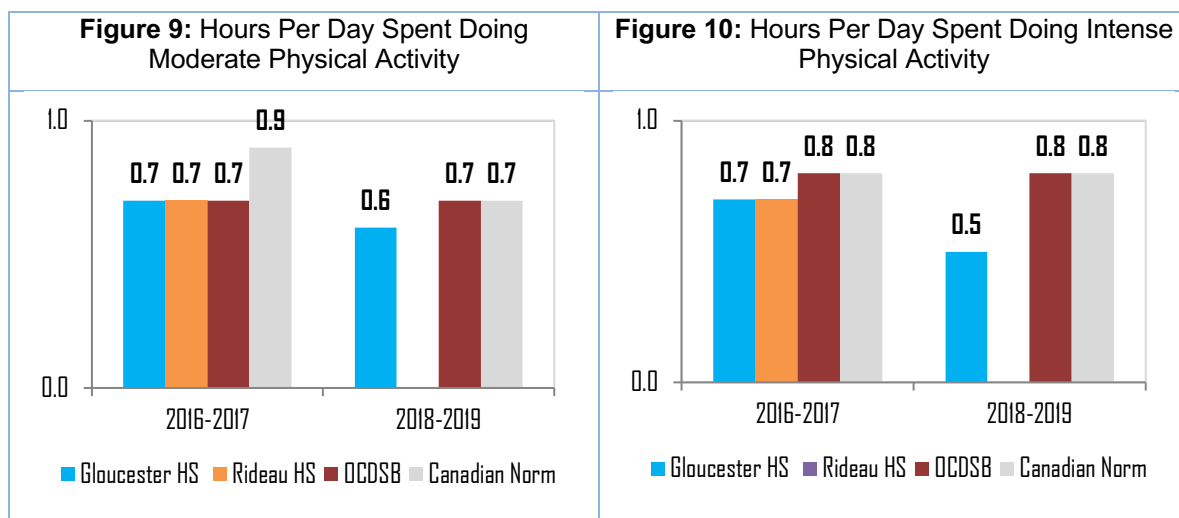


**Cognitive well-being (Parent Survey):** In 2017-2018, most of the parents at Gloucester HS agreed that the School supports positive behaviour (an average rating of 7 out of 10, which is equal to the District average). This represented an increase from the 2015-2016 results at both Gloucester and Rideau. Parents at Gloucester HS also felt that the School does a good job of supporting learning (an average of 7.1 out of 10, compared to District average of 6.9).

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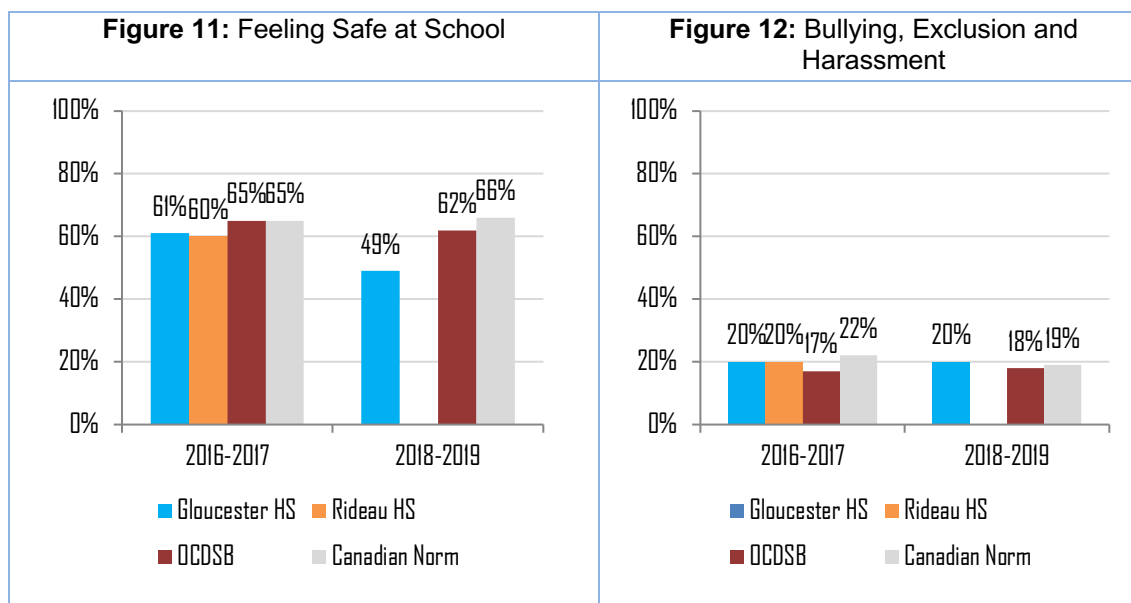


**Physical well-being (Student Survey):** Physical well-being was measured through OurSCHOOL School Climate Surveys (e.g., student self-reporting of engagement in physical activity, feeling safe at School, and experiences of bullying/ exclusion/ harassment). In terms of hours spent per day doing moderate and intense physical activity, there is a visible decline between the last two surveys, which has brought the average number of hours down to a value below the Canadian Norm and the last reported average at former Rideau HS.



The percentage of students reporting feeling safe at school has decreased between the surveys (61% to 49%) and was below the latest Canadian Norm (67%) and latest reported percentage from Rideau HS (60%). The percent of students reporting bullying, harassment or exclusion has remained at 20% between the surveys, which is equal to the latest reported percentage from Rideau HS and above the latest Canadian Norm (17%).

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### Community Voice

The staff at Gloucester HS has continuously gathered qualitative data on student wellness after the amalgamation, which was instrumental in Feedback from students and other members of the community has been largely positive, as reflected in Table 8. Students and their parents felt welcomed and accepted, and their sense of belonging was high. The increase in school staff led to getting more things done across all departments and new staff brought new perspectives, which improved collaboration towards revising and improving both content and delivery of education. The table below summarizes the key quotes and comments across different aspects of the transition. While there was a desire to collect additional student voice in the spring of 2019-2020, there was not an opportunity to do so as a result of school closures due to the pandemic.

**Table 8: Summary of voices from students and other stakeholders**

Theme	Comments from students, parents, School Council and school staff	
	2017-2018	2018-2019
Acceptance and sense of belonging	<ul style="list-style-type: none"> <li>“I think the bond we have created with the new students from Rideau is great” <b>Gloucester HS student</b></li> <li>“I don’t feel like some of the teachers from Gloucester acknowledge that we have gone through a big change.” <b>Gloucester HS student</b></li> <li>“I miss the feeling of family that we had at Rideau” <b>Former Rideau HS student</b></li> </ul>	<ul style="list-style-type: none"> <li>“Gloucester is the first School I have attended where I have felt that I could be me - I feel accepted and supported here. I love this School.” <b>Former Rideau HS student</b></li> <li>“We were involved in the Rideau/Gloucester transition in grade 10. We spoke at board meetings on behalf of students and how excited we were to welcome the Rideau students to the GHS Family. As Co-Presidents, we promised that we would keep traditions from both Schools and that we would create new traditions together. Gloucester has never</li> </ul>

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	<ul style="list-style-type: none"> <li>● “Keeping an open mind and heart makes it easier to accept change, any change. If you only look at what you have lost, you will never see what you can gain and initially I think looking back there was a sense that we were all losing something. It took time, patience and understanding from both communities to see what each had to offer and listen to the concerns and address them. <b>Parent of a former Rideau HS student</b></li> <li>● “We have amalgamated the traditions of two schools which has only built a stronger community bond. The Gloucester Holiday Dinner and the former Rideau Hamper Drive. The Soup and Share Parent event.” <b>Parent of a former Rideau HS student</b></li> </ul>	<p>had so much positive energy and we are so happy with how this transition has gone. <b>Gloucester HS student</b></p> <ul style="list-style-type: none"> <li>● Gloucester is such an inclusive School so naturally we felt like two big families coming together. We are proud to have been a part of this transition and I love how we have all come together as one.” <b>Gloucester HS student</b></li> <li>● “This merger has provided my child to create new peer relationships that are more positive to her well-being.” <b>Parent</b></li> <li>● “The diversity and community focus that has resulted from the Schools joining together has been breathtaking - the Soup and Share, the Multicultural Gala and the Lodge are clear examples of what now makes GHS the place to be.” <b>Parent</b></li> <li>● “My only concern is that the Lodge is available for the students during their break times. I understand it gets rented out and I have heard some students say that they went there only to find a meeting for unfamiliar faces in the Lodge. I do know that the staff has been integral in helping and supporting students feel safe and on track”. I am grateful as both a parent and service provider. We are looking forward to having all FNMI service providers take part in the powwow being held at Gloucester again.” <b>Parent</b></li> <li>● “Gloucester is recognized internationally as one of the best and most welcoming Schools in the country.” <b>School Council member</b></li> </ul>
Transition and Adjustment	<ul style="list-style-type: none"> <li>● “Coming from Rideau, the experience so far has been great. However I do feel there is disconnect between a former Rideau Student and a Gloucester Student. A lot of Rideau students to this day probably don't even know 60% of the teachers there or even know what makes Gloucester unique.” <b>Former Rideau HS student</b></li> <li>● Relationships take work, hard work and it isn't always easy, but it is always worthwhile when we put differences aside and work towards a</li> </ul>	<ul style="list-style-type: none"> <li>● “I am still learning my way around - Gloucester is a big School. At Rideau - all my classes were in one place. I am still getting used to this.” <b>Former Rideau HS student</b></li> <li>● “With much appreciation I would have to say the transition from Rideau High School and Gloucester High School was smooth, accommodating and effortless. I must say it was largely in part to [the] wonderful team of teachers and [School principal]. Bringing familiar faces along with the Lodge was a huge factor in the youth being comfortable with the transition. My worry was that the kids would get lost in the shuffle and not find a place of safety. That has</li> </ul>

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	<p>common goal, providing exceptional education. I think all the staff should be very proud of the work they have done. I know that I am very thankful. If you ask my child, I am sure she is too." <b>Parent of a former Rideau HS student</b></p>	<p>been accomplished by both OCDSB and the community service providers. I would like to think the powwow was a way to incorporate success and showcase the culture". <b>School Council member</b></p> <ul style="list-style-type: none"> <li>● "I have found this blending of the Schools wonderful. Two years in - the students don't talk about Rideau anymore. Gloucester has been so welcoming and accommodating to us! Many of us have felt rejuvenated as teachers! The change in the building, the addition of new students from all over the world, the added resources now available, along with more staff to work with and learn from has made the transition years much better than first thought." <b>Staff at Gloucester HS</b></li> <li>● "I feel like we have been able to raise student learning expectations and provide additional supports and scaffolding to support. I feel like my students are more engaged and more successful since amalgamation." <b>Staff at Gloucester HS</b></li> <li>● "The additional staff has given new life to all departments. There is so much collaboration going on with ideas being shared and teachers revising and improving both content and delivery. Teacher preparation areas are so vibrant now and the renewed enthusiasm is evident." <b>Staff at Gloucester HS</b></li> <li>● "In a small School - it can be difficult to teach within your subject area. Now that I am a part of a larger amalgamated School am very happy. I think it was a great idea to put these two Schools together. So far, everything looks bright for me and I am enjoying to teach once again. This has been a very successful transition." <b>Staff at Gloucester HS</b></li> </ul>
Extracurricular activities	<ul style="list-style-type: none"> <li>● "There is a greater number and variety of sports teams, clubs, extracurricular activities, field trips, guest speakers" <b>Former Rideau HS teacher</b></li> </ul>	<ul style="list-style-type: none"> <li>● "We definitely have had more involvement in student clubs, extracurricular activities and overall School spirit". <b>Former Rideau HS student</b></li> </ul>
Generic		<ul style="list-style-type: none"> <li>● "Rideau, Gloucester. School is School." <b>Former Rideau HS student</b></li> </ul>

## SUMMARY CONCLUSIONS

### **Positive developments**

Based on the findings, it can be concluded that the amalgamation of Rideau HS and Gloucester HS has generally brought positive results. Despite the challenges faced, here are some of the key positive developments that were observed post amalgamation:

- A greater variety of courses in all grades and pathways (workplace, college, university). For example: Percussion, Guitar, Strings, Dance, Exercise Science, Psychology, Japanese, Spanish, InSTEM, Environmental Science, College Chemistry, College Physics, Indigenous Art, Athletic Leadership and Peer Tutoring.
- Availability of additional programs such as the International Certificate program, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs and DELF<sup>9</sup>.
- Greater number and variety of sports teams, clubs, extra-curricular activities, field trips, guest speakers, opportunities to meet with Indigenous Elders, Knowledge Keepers and Community Role Models
- Emergence of global opportunities such as exchanges to Japan and China due to increased enrollment numbers.
- More direct student supports: Student Support and Re-Engagement Coordinator, Indigenous Education, Social Worker-5 days, Psychologist-3 days, Itinerant EA-1 day, MLO- 2 days, Nurse Practitioner-1.5 days, Clinical Youth Worker 0.5 day, Diversion Counsellor-3 days, additional VP 0.50, LST and SST, Boys and Girls Club Programming and Homework Club-5 days per week, Wabano lunch programing one day per week.
- Stronger professional community as a result of greater quantities of staff working together (both formally and informally). Morale and enthusiasm is a much higher with staff which builds trust and relationships for sharing teaching practices and honing our teaching skills for our students.
- Greater sense of community, empowerment, and student voice.
- Partnerships established at Rideau coming to GHS (e.g. Wabano, Minwaashin, Inuuqatigiit (formerly OICC), Metis Nation of Ontario, Carleton University Mentorship and KPMG, etc.).
- Design and creation of the Lodge and supports - with input from students, Elders and community (leveraging relationships built with Wabano, OICC, Minwaashin, Carleton University).
- SHSM Programs (Arts and Culture, Plumbing and Electrical Construction, Auto-Transportation, Wellness and Sport)
- Availability of new technology and infrastructure: New digital photography lab, newly renovated second auto-shop, new science labs, updated library commons, more usable outdoor tennis/basketball courts, renovated washrooms and universal washrooms, vertical learning spaces (whiteboards) installed in many

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<sup>9</sup> Internationally recognized certification in French <https://delf-dalf.ambafrance-ca.org/>

classrooms, additional Chromebooks and learning resources for students, wider learning spaces and other infrastructural improvements.

- Availability of Urban Priority Funding to support youth (e.g. nurse, social work, psychologist, Boys and Girls Club, transportation for athletics).
- Serving a greater number of students via the Breakfast Club as a result of increase in budget.

### **Challenges Faced as a Newly Amalgamated School**

There were also several challenges faced throughout the process. Primarily:

- It was challenging to transfer the materials and resources from former Rideau HS to GHS (e.g. college physics textbooks weren't properly transferred).
- There was a delay in the completion of construction, including issues with the phone system, and waiting for more construction (e.g., food labs needed updating and needed to include an accessible kitchen for children in wheelchairs, greenhouse, music room and drama studio needed some updating to be compatible with the former Rideau HS technology).
- Setting up specialty classrooms took more time than anticipated (e.g. Digital Photography Lab and Electrical/Plumbing SHSM)
- The Greenhouse, outdoor gardens and picnic tables at former Rideau HS were not transferred.
- In the second year of the transition – changes in administration/guidance posed some challenges in terms of time required to build relationships.
- Participation and success rate in the OSSLT among former Rideau HS students has been lower than that other students. This is partly attributable to the fact that the majority of the remaining former Rideau HS students at Gloucester HS are English Learners, reside in low income households and some of them have an individualized education program.
- Credit accumulation has been on a decline since amalgamation, which is partly caused by the fact that a large proportion of the student enrolled in non-credit bearing courses such as ESL/ELD courses.

### **Actions taken towards addressing challenges:**

- Organizing student BBQs, lunchtime activities, School tours for new students, working on communication and engagement in multiple student opportunities (such as clubs and teams). The community, students, parent BBQ at the end of August was well received and will be continued.
- Establishing two LINK Crew classes, which has had a significant positive impact on both transitions and developing leadership.
- Organizing PD days, which promoted unity and helped to move forward as a whole School and celebrate accomplishments while also getting to know one another.
- Establishing professional learning teams by department to work on aligning curriculum, assessments, goals moving forward and ensuring they provide opportunities for excellence in learning.
- Creating and mainlining staff handbook and pictorial staff directory.

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- Establishing a collaborative relationship between construction crews and facility management staff and administration, which helped to minimize disruptions to learning.
- Putting continuous efforts in place to keep certain staff with specific classes (e.g. ELD, LD, DDP programs).
- Creating additional learning spaces during the construction such as use of old music room (a large room with small practice rooms) as the temporary library during the Learning Commons renovation and keeping study carrels and tables in wide hallways.
- Improvements were made to the infrastructure (renovation of the Greenhouse, installation of picnic tables and development of an outdoor garden).
- Assigning additional staffing for SST and LST, and program enhancement to address credit accumulation.
- Funding bus passes for former Rideau students.
- Ensuring the presence of relevant school staff in classes, halls, club meetings, circles, student meetings and other gatherings to facilitate positive relationships.

## ANNEXES

### **Annex A: Note from the Principal (2018-2019)**

We have an incredible School! I am so proud of the work of our students, our staff and our parents. From our perspective, the amalgamation of the two Schools has gone exceptionally well over the past two years. If I could have done it again – I would have started the process earlier in 2017 so that we could have had even more opportunities than we did for our students to visit GHS and participate in activities. Regardless, I am so proud of how our students have integrated and worked together. They are truly remarkable. I am very proud to be their principal and so honoured to work for and with them. I am equally proud of our staff who demonstrate such care and compassion for our students and families every day.

Despite spending a good portion of last year under construction, our students and staff worked together to make learning and well-being a priority. They have embraced challenges with patience and incredible understanding. They are remarkable. School Council works diligently with such care and compassion to be inclusive and welcome all families (e.g. the organization of the Soup and Share tradition from Rideau) and they want to support students. I am very appreciative of their work. Our School Council is amazing - student wellbeing, inclusivity and excellence in learning are their priorities.

I regularly hear so many positive things about the amalgamation of Rideau and Gloucester from students, staff and families. I love our students and staff together! More students are finding their voice since the merger - students come to me more often about their ideas and ask about opportunities that we might embrace - whether it is for a new course or a club or activity or an issue that they want to address - it is amazing and I am so proud of them for expressing their voices. Our School is now a vibrant place of learning. It is buzzing with students engaged in so many interesting activities. For example, at lunch - the games club is packed, the trivia club is packed, students are practicing in the dance studio, book club is discussing the latest great read, conversation club is honing discussion skills, lunch clubs are eating and studying and discussing together in classrooms, students are playing outside at the basketball hoops and at the end of the day flash mob is rehearsing in the foyer and homework club is busy researching and studying, while so many other teams are practicing or playing games in the gym. We are one community. We are always happy to host guests to the School to showcase the great work our students do every day – one only needs to visit the School to see the rich learning environment that the merger has created.

I am so proud, so honoured and feel so privileged to be the principal of Gloucester. I became a principal because I wanted to support and help students, staff and families and wanted to make a difference for them. I am so grateful to work with all of our students, staff and families together. We want all of our students to be successful and achieve excellence. We want them to graduate as confident learners and critical thinkers - the amalgamation truly has provided the environment to make this happen.

Respectfully,

Jennifer Perry

Proud Principal, Gloucester High School - Algonquin Territory

## **Annex B: Additional enrolment data tables**

### **Rate of growth/decline:**

The rate of decline in enrolment at Gloucester HS was relatively consistent over the three years prior to amalgamation of the two Schools. The rate of decline at Rideau HS has shown considerably more fluctuation in that period (Table 9). The rate of decline for the amalgamated Gloucester, however, has slowed relative to the combined total for previous years, reaching -2.1% in October 2017, -0.05% in October 2018 and +0.04% in October 2019. In contrast, the District has shown a decline of -1.2% in enrolment in the last year.

**Table 9:** Year-Over-Year Change in Total Enrolment by School as of October 31

	<b>2014 to 2015 Yr/Yr %</b>	<b>2015 to 2016 Yr/Yr %</b>	<b>2016 to 2017 Yr/Yr</b>	<b>2017 to 2018 Yr/Yr %</b>	<b>2018 to 2019 Yr/Yr %</b>
Gloucester	-3.6%	-3.5%			
Rideau	-7.9%	-1.9%			
<b>Combined/ Gloucester (post ARC)</b>	<b>-5.3%</b>	<b>-2.9%</b>	<b>-2.1%</b>	<b>-0.05%</b>	<b>+0.04%</b>
<i>District (S)</i>	-0.5%	+0.6%	+1.6%	+3.0%	-1.2%

### **Disaggregation of enrolment by pre-amalgamated English program boundaries:**

Table 8 shows the total number of students enrolled according to: (i) the boundary in which their home address was located on October 31; and (ii) the School in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries.

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**Table 10:** Enrolment Disaggregated by number of students living in each boundary (Oct. 31)

	2014	2015	2016	2017	2018	2019
<b>Total Enrolment<sup>10</sup></b>	<b>1,146</b>	<b>1,084</b>	<b>1,057</b>	<b>1,031</b>	<b>1,025</b>	<b>1,030</b>
Gloucester Boundary	423 (36.9%)	403 (37.2%)	378 (35.8%)	380 (36.9%)	369 (36.0%)	368 (35.7%)
Attended Gloucester	410	387	363			
Attended Rideau	13	16	15			
Rideau Boundary	421 (36.7%)	397 (36.6%)	432 (40.9%)	445 (43.2%)	456 (44.5%)	462 (44.9%)
Attended Gloucester	108	111	121			
Attended Rideau	313	286	311			
Other Boundary	302 (26.4%)	284 (26.2%)	247 (23.3%)	206 (19.9%)	200 (19.5%)	200 (19.4%)
Attended Gloucester	173	168	161			
Attended Rideau	129	116	86			

**New Students**

*Disaggregation of new students by pre-amalgamated English program boundaries.*

**Table 11:** Number of New Students Enrolled as of October 31 Disaggregated by the Number of Students Living in Each Boundary <sup>11</sup>

	2014	2015	2016	2017	2018	2019
<b>Number of New Students</b>	<b>356</b>	<b>309</b>	<b>329</b>	<b>310</b>	<b>346</b>	<b>331</b>
Gloucester Boundary	137 (38.5%)	120 (38.8%)	101 (30.7%)	106 (34.2%)	114 (32.9%)	120 (36.3%)
Rideau Boundary	124 (34.8%)	111 (36.0%)	146 (44.4%)	140 (45.2%)	154 (44.5%)	146 (44.1%)
Other Boundary	95 (26.7%)	78 (25.2%)	82 (24.9%)	64 (20.6%)	78 (22.5%)	65 (19.6%)

<sup>10</sup> These numbers deviate slightly from enrolment data presented in Table 1, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

<sup>11</sup> These numbers deviate slightly from enrolment data presented in Table 5, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

## **Attrition and Student Transfer Requests**

### **Student destinations.**

An analysis of “exit codes” for students who withdrew from each School is presented in Table 12. Student withdrawals for Gloucester and Rideau combined are depicted for 2014-2016. Withdrawals for 2017-2019 are based on October 31 OnSIS data from Gloucester HS only.

**Table 12<sup>12</sup>:** Exit Codes for Non Returning Students as of October 31

<b>Reason for Leaving</b>	<b>2014 (N = 95)</b>	<b>2015 (N = 80)</b>	<b>2016 (N = 88)</b>	<b>2017 (N = 81)</b>	<b>2018 (N = 57)</b>	<b>2019 (N = 53)</b>
To publicly funded secondary School in Ontario	54 (56.8%)	45 (56.3%)	49 (55.7%)	73 (90.0%)	35 (61.4%)	31 (59%)
○ To another OCDSB secondary School	41 (43.2%)	28 (35.0%)	32 (36.4%)	60 (74.1%)	22 (38.6%)	19 (61%)
○ To OCSB (Catholic) secondary School	11 (11.6%)	4 (5.0%)	12 (13.6%)	1 (1.2%)	5 (8.8%)	5 (16%)
○ To CECCE/CEPEO (French) secondary School			1 (1.1%)			
○ To Other Board in Ontario		4 (5.0%)	1 (1.1%)	1 (1.2%)	5 (8.8%)	5 (16%)
○ School/District Unknown	2 (2.1%)	9 (11.3%)	3 (3.4%)	11 (13.6%)	3 (5.3%)	
○ To federally funded secondary School in Ontario	1 (1.1%)					
○ To private School in Ontario						
○ School Board unknown						2 (6%)
Moved outside of Ontario	9 (9.5%)	14 (17.5%)	11 (12.5%)	2 (2.5%)	7 (12.3%)	8 (15%)
Received Certificate of Achievement			2 (2.3%)			
Received OSSD or equivalent	5 (5.3%)	6 (7.5%)	5 (5.7%)	2 (2.5%)	3 (5.3%)	8 (15%)
School does not know destination of student	15 (15.8%)	11 (13.8%)	18 (20.5%)	2 (2.5%)	8 (14.0%)	
Student is not attending School or education/ training/ institution	6 (6.3%)	3 (3.8%)	2 (2.3%)	1 (1.2%)	3 (5.3%)	6 (11%)
To other education/training/ institution in Ontario	5 (5.3%)	1 (1.3%)		1 (1.2%)	1 (1.8%)	

<sup>12</sup> Section K of the October 31 OnSIS submission to the Ministry. Breakdown of “To publicly funded secondary school in Ontario” category required a merge with data in Trillium.

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**Number of cross-boundary transfer requests over time.** Historically, transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both Schools (Table 11).

**Table 13: Cross-Boundary Transfer Requests for Rideau and Gloucester**

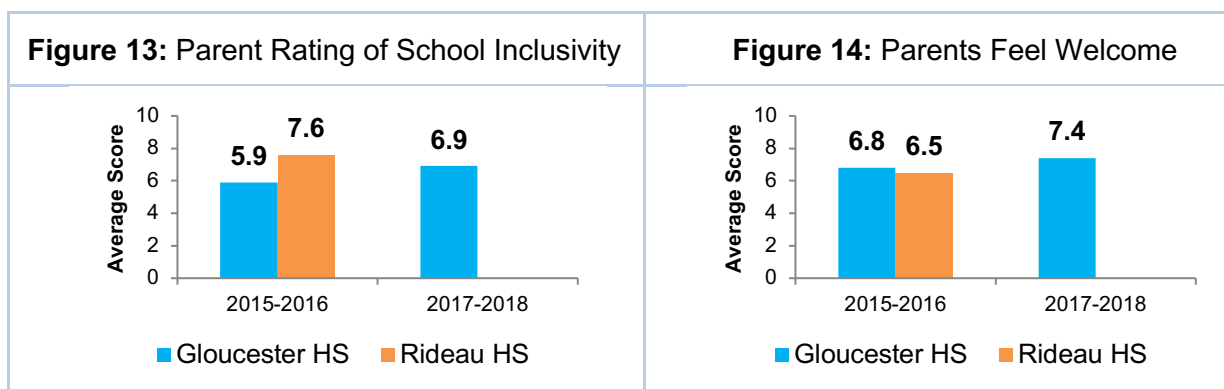
		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
		Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT
Gloucester	Requested	43	40	32	37	20	36						
	Approved (%)	13 (30.2 %)	16 (40.0 %)	21 (65.6 %)	18 (48.6 %)	11 (55.0 %)	11 (30.6 %)						
Rideau	Requested	7	54	8	47	5	39						
	Approved (%)	7 (100.0 %)	11 (20.4 %)	7 (87.5 %)	24 (51.1 %)	3 (60.0 %)	14 (35.9 %)						
Combined <sup>13/</sup>	Requested	50	94	40	84	25	75	9	48	13	49	12	37
Gloucester (post ARC)	Approved (%)	14 (28%)	21 (22%)	14 (35%)	28 (33%)	6 (24%)	17 (23%)	9 (100%)	7 (15 %)	9 (69 %)	8 (16 %)	11 (48 %)	7 (16 %)

<sup>13</sup> Transfers between respective schools removed.

## **Annex C: STUDENT WELL-BEING (Parent and Student Survey)**

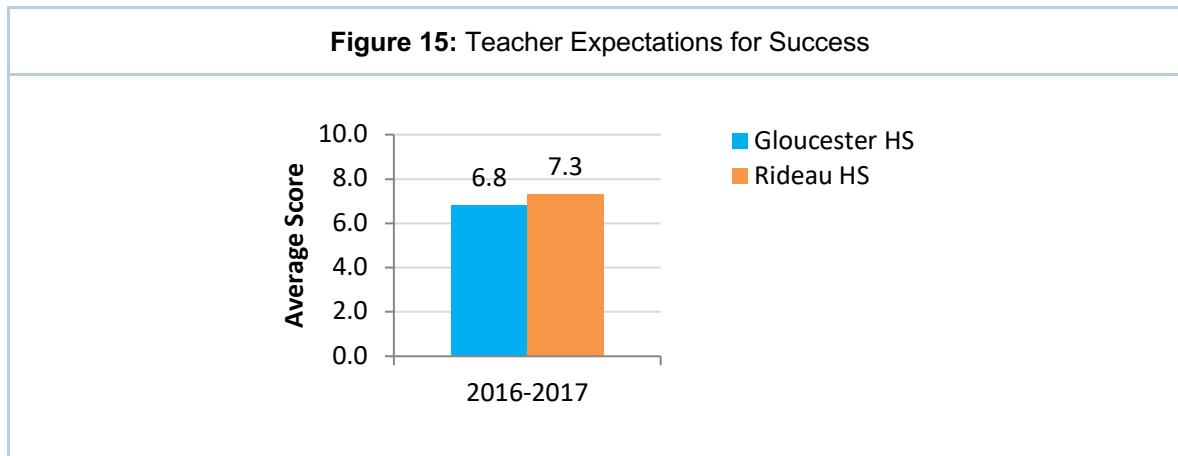
### **Socio-emotional well-being (Parent Survey):**

The most recent Our SCHOOL School Climate Survey asked parents about inclusion at the School and how welcome they feel. Parent ratings<sup>14</sup> of School inclusivity at Gloucester HS were higher in 2017-2018 than prior to the amalgamation (in 2015-2016) and higher than the OCDSB average (6.4/10) (Figure 4). Parent ratings of how welcome they feel at Gloucester HS also increased and were higher than the District average (7.3/10) (Figure 5).



### **Cognitive well-being (Student Survey):**

**Teacher Expectations for Success:** According to the student survey in 2016-2017, students in the district and across Canada agreed that their teachers had high expectations for their success (i.e., 7.1 out of 10 for both groups of students). For students at Gloucester, average ratings were lower compared to both the district average and the Canadian norm, whereas results for Rideau HS were marginally higher.



<sup>14</sup> Based on N = 65 parent respondents to the 2017-2018 OurSCHOOL Parent Survey

**Physical well-being (Parent Survey):**

Parent ratings of School safety were moderate to high for Gloucester HS in 2017-2018 (6.6 out of 10), though this was considerably lower than the District average (7.4 out of 10) (Figure 8).

