

BOARD PUBLIC AGENDA

Tuesday, January 26, 2021, 7:00 pm
Zoom Meeting

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1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Delegations	
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4. Report from the Board (In Camera)	
5. Briefing from the Chair of the Board	
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b.	Facilities Renewal Program and School Condition Improvement Plan 2020-2021	
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12.	Matters for Information	
13.	New Business -- Information and Inquiries	
14.	Adjournment	



The Mother Language Lovers of the World Society
British Columbia Registration # S-0060789

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my language is my identity

Hon. Chairperson
 Board of Education
 Ottawa Carleton District School Board, Ottawa.
 27th December, 2020

Subject: A Project Proposal for the Implementation of International Mother Language Day (IMLD) by Appointing "Mother Language Ambassador" from among the students of Elementary level.

Dear Chairperson,

As you are aware, the United Nations Educational and Scientific Cultural Organization (UNESCO) declared 21st February as the International Mother Language Day (IMLD) in 1999. The initiative for IMLD was undertaken by our organization – the Mother Language Lovers of the World Society (MLLWS) – and ultimately supported by all member states of the UNESCO, including Canada. Today, we celebrate 21st February as IMLD to enhance awareness of linguistic and cultural traditions around the world, and to protect and promote linguistic diversity through multilingual education.

The MLLWS, based in Surrey, B.C., has been working with the City of Surrey and the School District of Surrey for implementation of the goals of IMLD. We developed a model, which is now called the BC Model for IMLD implementation, already recognized and endorsed by the UNESCO. As the first step, the School District of Surrey included IMLD in the School Yearly calendar. As a result, in Surrey School District alone, every year approximately 70,000 students, representing 172 various mother language speakers now have opportunities to celebrate on 21st February their languages, identity and their cultural heritage within the Canadian multicultural mosaic.

This Model is being replicated in other School Districts in BC. For your information, the Ottawa Catholic School Board recently included the IMLD in their school calendar. We consider that childhood is the best time to raise awareness about the mother languages. However, in the absence of a structural guidance and resources, the elementary school systems may find it difficult to prepare themselves for such a venture and thus may lose their interest to move this forward.

We therefore propose that, following examples in BC and Ottawa and other provinces as well, you may consider to include the IMLD in your School Districts yearly calendar. We promise to assist you with resources as well as advisory services from MLLWS, which are as follows.

1. Basic Resources: With the help of UNESCO, MLLWS will arrange the basic resources like information packages, video presentations, posters etc.

2. Mother Language Committee: Your School Board/District will be responsible for forming a committee for mother language awareness for each school. This committee will be responsible in a school board level to observe IMLD in every school annually on 21st February (or on a different suitable date if it is a holiday). The committee will also create awareness and promote preservation of mother languages through arranging presentations, seminars, counselling, and classroom talks in all schools.



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3. Mother Language Ambassadors: School Board/District will elect/select a Mother Language Ambassador (volunteers from school teachers) from each school or school zone including a leader among all the ambassadors to sit in the School Board Mother Language Committee.

4. Regional Celebration: You may think of a regional/District-wise Celebration of IMLD every year and involve your City/Municipality and local political figures to further highlight the importance of IMLD in Canadian context.

I am forwarding a presentation for your kind information. It will highly appreciate, if you please undertake this educational initiative in your School Board/District. We assure you of technical help and any advisory services from MLLWS. Please visit our website (www.motherlanguage lovers.com) for further information.

I look forward to hearing from you. Thanks.

Sincerely,

Mohammad Aminul Islam

President,

Mother Language Lovers Of The World Society, BC

[Email: maislam@motherlanguage lovers.com](mailto:maislam@motherlanguage lovers.com)

Phone: 1-778-895-4084

Introduction of **International Mother Language Day** **in the** **School Yearly Calendar**

A Presentation to the
Ottawa Carleton District School Board
by
Mohammad Aminul Islam
The Mother Language Lovers Of The World Society
January, 2021

Project Proposal

For active Implementation of International Mother Language Day (IMLD) by appointing “Mother Language Ambassador” from among the students of Elementary level.

MLLWS

What is IMLD ?

What is the role of MLLWS?

- Declaration of IMLD by UNESCO in 1999
- Historical background and significance of 21st February

MLLWS

UNESCO SDG Vision2030

2030 Agenda for Sustainable Development Goal:

- Language and
 - Quality Education
 - Education in mother tongue
 - Gender equality
 - Economic growth
 - Reduction of inequalities
 - Peace and justice

UNESCO THEME ON IMLD

2019: INDIGINOUS LANGUAGES MATTER FOR DEVELOPMENT

2020: LANGUAGES WITHOUT BORDERS

Canadian Perspective

- * Indigenous mother languages listed for Canada is 89
- * Out of these 89 languages, 85 are living and 4 are extinct.....(three from BC origin)
- * Out of 85 Canadian living languages, 14 are endangered

MLLWS

What is BC Model

Phase I:

- a. Integration:** to create awareness/recognition/value etc.
- b. Implementation:**
 - i.** Target - Students,
 - ii.** Facility - Schools

Phase II

- a.** Active Implementation of IMLD into the School District's Yearly Calendar

Expected Results of the Model

Surrey School District with 101 Elementary Schools in 2015 had:

Yearly Student Enrolment: App. 40,000
Mother languages spoken at home: 172

Result: 40,000 students being aware of their own and others mother languages

MLLWS

Examples of student initiatives

- Wrote the names of their mother tongue and a phrase in their mother language on a paper maple leaf each
- Created an AncestryTree with over 400 of these leaves



Also the students created an I-movie and uploaded in the YouTube page:

<https://www.youtube.com/watch?v=JQdtpvcumIM>

Mode of implementation

1. **Basic Resources from UNESCO/MLLWS:**
Annual Theme on IMLD, information packages, video presentations, posters etc.
2. **Mother Language Committee:**
School Board to form the Committee for Yearly IMLD celebration, & Create awareness through presentation, seminar, counselling, Classroom talks etc.
3. **Mother Language Ambassador:**
School Board will elect/select from school/school zone
4. **Regional celebration:**
Involving the City/Municipality & local political figure for further development in Canadian context.

Thank You

For more information, please contact:

Mohammad Aminul Islam
President,
Mother Language Lovers Of The World Society, BC
Phone: 778-895-4084

Email: maislam@motherlanguage lovers.com



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترية والعلم والثقافة

联合国教育、
科学及文化组织

The Assistant Director-General for Education

Mr Mohammad Aminul Islam

President

Mother Language Lovers of the World Society

British Columbia

Canada

Ref.: ED/IPS/ESG/17/6140

Dear Mr Aminul Islam,

I wish to thank you for your letter of 1 July 2017 by which you request UNESCO to recognize the "British Columbia Model" in International Mother Language Day (IMLD) implementation and UNESCO's Education 2030 Framework of Sustainable Development Goals (SDG 4).

We acknowledge with thanks the important amount of work undertaken by the Mother Language Lovers of the World Society to raise awareness about mother languages and preserve linguistic diversity in British Columbia and in Canada.

We are grateful for your support to the implementation of IMLD in the school district of British Columbia and beyond in the Surrey District. It is a great achievement to have IMLD in the British Columbia School Yearly Calendar and curriculum to underline the importance of mother tongues, linguistic diversity and cultural traditions. In this connection, we are pleased to inform you that IMLD has gained in importance, scope and recognition. IMLD 2017 generated a great deal of interest: we registered almost 670,000 impressions on all UNESCO's Twitter accounts and 792 000 interactions on Facebook regarding IMLD.

Concerning the "British Columbia model" in IMLD implementation, I am pleased to inform you that the indicative strategies of the Framework for Action has provision for "bilingual and multilingual education, starting with early learning in the first or home language of children."

The Framework for Action and priorities and strategies for the implementation of the Sustainable Development Goals (SDG 4), were adopted through the Incheon Declaration for Education 2030 by Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector in Seoul (Republic of Korea) in 2015.


.../.

We are confident that key stakeholders in education will honour their commitment and elaborate evidence-based policies and strategies to ensure progress towards SDG 4 *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

We would like to encourage you to continue efforts locally and globally on IMLD implementation using the “BC model”. It is a promising practice on the translation of the Framework for Action into activities with good results.

Please be ensured that UNESCO will continue supporting its Member States and partners for the promotion of mother languages.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Qian Tang" in a cursive style.

Qian Tang



VIA EMAIL

December 4th, 2015

Mohammad Aminul Islam
President
Mother Language Lovers of the World Society, BC
Phone: 778.895.4084
Email: aislam_telebangla@hotmail.com

Subject: Annual Recognition of International Mother Language Day – February 21st

Dear Mohammad Aminul Islam:

Thank you for meeting with me as a follow-up to your presentation to the Surrey School District Board of Education on October 27th, 2015. Your delegation requested that our Board recognize International Mother Language Day on February 21st of each year.

I am writing to inform you that the Surrey School District Board of Education will support your request and will direct staff to annually recognize February 21st as International Mother Language Day on the school district calendar.

On behalf of the Board of Education, I want to thank you for your presentation. The work that your organization is doing to recognize the significance of all languages is commendable.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Ryan".

Rick Ryan
Deputy Superintendent

cc Surrey Schools, Board of Education

LEADERSHIP IN LEARNING

Surrey Schools – Superintendent's Department 14033 92nd Avenue, Surrey, B.C. V3V 0B7
Tel: (604) 595-6308 Fax: (604) 595-6309 www.surreyschools.ca



THE GOVERNOR GENERAL • LA GOUVERNEURE GÉNÉRALE

As we mark International Mother Language Day 2018, I am pleased to send greetings to the students of British Columbia's school districts.

This year, UNESCO has chosen such an inspiring theme: Linguistic diversity and multilingualism count for sustainable development.

When I was young, I wanted to be an astronaut after watching the televised Apollo missions and seeing mankind take its first steps on the moon. It didn't matter that I didn't even speak their language; I wanted to do what those astronauts were doing. I followed my dream, went into space and learned to speak six languages, which proved especially useful during my missions orbiting the Earth. I have also found that in addition to helping us to communicate with one another, languages are powerful vehicles for culture, values and knowledge.

For the sake of that incredible treasure that is diversity, let us commit to preserving and protecting our mother languages. May this day be filled with wonderful discoveries!

A handwritten signature in black ink, reading 'Julie Payette'. The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Julie Payette

2018

January 25, 2016

Mr. Mohammad Islam
 President
 Mother Language Lovers of the World Society of BC
 16302 88 Avenue
 Surrey, B.C.
 V4N 1B6

Dear Mr. Islam,

Thank you for presenting your brief to the Board of Education (Richmond) on January 4, 2016.

You presented a request on behalf of the Mother Language Lovers of the World Society of BC to include International Mother Language Day (February 21) as part of the District's school calendar.

On this special day of International Mother Language Day (IMLD), you have suggested that we celebrate all mother languages by their speakers e.g. First Nations, Aboriginals, Canadians, Immigrants, etc. It was interesting to learn from your presentation the following:

- it is important for our school children to be aware of IMLD and their mother languages;
- IMLD was formally proclaimed at the 30th General Conference of UNESCO held on November 17 in 1999;
- that this year, BC Government proclaimed IMLD to be February 21;
- Richmond is considered "a salad bowl" and this metaphor describes how people from multilingual and multicultural backgrounds blend together and live together as one nation to form a multicultural society.

As a result of your presentation and request, we will invite our schools to celebrate February 21 annually as International Mother Language Day (IMLD) in order to provide our students with the awareness about the importance of their mother languages.

Once again, thank you for your leadership in making this presentation to the Richmond Board of Education.

Sincerely,



Mrs. Debbie Tablotney, Chairperson
 On Behalf of the Board of Education (Richmond)

cc Board of Education
 Superintendent of Schools
 Assistant Superintendents

Board of Education:

Debbie Tablotney - Chairperson
Donna Sargent - Vice Chairperson
Ken Hamaguchi Jonathan Ho Sandra Nixon
Eric Yung Alice Wong



December 31, 2015

Item 3

TO: Management Committee I

FROM: Julie Pearce, Associate Superintendent

RE: International Mother Language Day

INTRODUCTION:

At the **WEDNESDAY, December 2, 2015 meeting of Committee I**, M. A. Islam, President of the Mother Language Lovers of the World Society of BC, presented on the Society's request to include International Mother Language Day (February 21st) as part of the district's school calendar each year to allow students to celebrate their mother languages. He reviewed the integration and implementation of IMLD in BC. Mr. Islam also reviewed an action plan for implementation of IMLD in district schools.

Following discussion, the Committee agreed to refer this item to staff:

- to further research on the processes and practices for declaring days of special significance; and
- to report back to the Committee, at an appropriate time, with a recommendation.

BACKGROUND:

Processes for Days of Significance

From legal holidays like Victoria Day and Canada Day, to days recognizing specific individuals or groups, to religious and cultural occasions, the Canadian calendar is replete with celebrations and commemorations.

There is no central authority in Canada responsible for the proclamation of national days. Days declared special by any public body, including municipal, provincial or federal governments or even international bodies such as the United Nations, as well as any private association, cultural group or religious institution, can be recognized in Canada.

Methods of designating special observances include:

- parliamentary initiatives, such as legislation and parliamentary resolutions;

- government initiatives, such as orders in council and proclamations; and
- non-government initiatives, such as declarations by an organization or a religious or cultural group.

International Mother Language Day has been introduced to the Canadian Parliament in form of a Private Member's Bill, Bill C-573, the International Mother Language Day Act, on February 5, 2014.

In 2015 two Canadian provinces, the Province of British Columbia and the Province of Manitoba have passed proclamations to officially observe International Mother Language Day on February 21.

VBE Days of Acknowledgement

The VBE follows the federal and provincial government calendars of recognized days for formal statutory holidays such as New Year's Day and Family Day. These days are part of our formal school calendar, in accordance with school calendar legislation.

Outside of the formal school calendar, the VBE promotes nationally recognized days such as Heritage Day (February 16) and National Aboriginal Day (June 21). National Aboriginal Day was acknowledged with a web story that invited students, staff and parents to participate in the many National Aboriginal Day events that would be taking place from coast to coast to coast. National Aboriginal Day was acknowledged on the VBE web as a special day to celebrate the unique heritage, diverse cultures and outstanding achievements of First Nations, Inuit and Métis peoples in Canada. <http://www.vsb.bc.ca/district-news/vsb-invites-you-celebrate-national-aboriginal-day>

Further, the VBE acknowledges purposeful days as celebrations or social causes, such as Pink Day where school staff and students are encouraged to wear pink clothes and celebrate the diversity of VSB school communities. Pink Day is supported through VBE web articles, and the sharing of opportunities for involvement in the Principal/Vice Principal and Teacher Communiqués' sent out by Learning Services.

Staff Recommendation

It is the recommendation of district staff that the VBE promote International Mother Language day in alignment with the models of neighbouring Districts, such as the Surrey School District, and in accordance with our practices for acknowledging recognized days.

International Mother Language Day will be added to our web based district calendar of events and educational resources for schools may be shared through the District Communiqués.

This is provided for information.

Introduction of International Mother Language Day Into the School Yearly Calendar

**A Presentation to the
Ottawa Carleton District School Board
by
Mohammad Aminul Islam
Mother Language Lovers Of The World Society
January 26, 2021**

What is IMLD

What is the role of MLLWS

- 1.** 6000 mother languages & their speakers around World
- 2.** Around 200 mother languages in Canada including Indigenous/First Nations, all Immigrants, even linguistic minorities e.g., Braille & Sign languages & their speakers
- 3.** We celebrate internationally the IMLD on 21st of February every year
- 4.** Our organization MLLWS first proposed to UNESCO to declare IMLD on 21st February
- 5.** In 1999, IMLD proclaimed by UNESCO, now being celebrated globally since 2000

Canadian Perspective & Participation on IMLD

1. Canada is the home of many Indigenous languages, listed 89 indigenous languages, out of it 4 are extinct, 14 are endangered
2. With this backdrop, Canada is also the home of Multiculturalism. It is just like a salad bowl, everyone keeps their individuality with their own distinct quality and identity
3. For multiculturalism, multinational languages play a great role to uphold their identity, culture and heredity
4. A lot of Municipalities and Provinces have proclaimed IMLD
5. A number of School Districts have also incorporated IMLD into their School Yearly Calendar

Implementation of IMLD

BC Model - A Revolutionary model to implement IMLD among the young and new generations

Phase (I):

- a. Integration: to create awareness/recognition (1) Proclamation, (2) Monument, (3) Mother Language Festival, etc.
- b. Implementation: (1) Target - Students, Children are carrier of mother languages (2) To facilitate - Schools are used as platform to facilitate and practice for generations after generation

Phase (II):

- a. Execution of BC Model: Incorporation of IMLD into the School Yearly Calendar - and provide logistic support for active implementation

Expected Results of the Model

In 2015, Surrey School District of British Columbia first incorporated this BC Model:

1. This School District has 101 Elementary and 20 Secondary High Schools
2. Student Enrolment: App. 72,000 Students/year
3. 172 different type mother languages and their speakers are studying there

Therefore, every year at least 72,000 students 172 type different type of languages and speakers will be able to their own or others languages

Execution of IMLD into the School System

First of all we need to include the day on 21st of February as International Mother Language Day (IMLD) into the School Yearly Calendar. Then the projected plans are:

1. Basic Resources come from UNESCO: UNESCO Annual Theme on IMLD, information packages, video presentations, posters.etc.
2. Mother Language Committee: School Board will form the Committee, for Yearly IMLD celebration, and Create awareness (presentation, seminar, counselling, Class room talk, etc.
3. Mother Language Ambassador: School Board elect/select
4. Regional celebration: with the City of Ottawa, may be awarded for outstanding achievement

Dear Respected Trustees!

We Need Your Firm Recommendation on IMLD

- 1. Please include the IMLD on the 21st of February in your School District Yearly Calendar**
- 2. In course of time, we will require to create a “Mother Language Institute in Ontario” please write your support to our long-term vision.**

Thank You

For more information, please contact:

Mohammad Aminul Islam
President & CEO

Mother Language Lovers Of The World Society, BC
Phone: 778-895-4084

Email: maislam@motherlanguage lovers.com

JANUARY 2021

OCDSB STUDENT TRUSTEE BI-ANNUAL REPORT

Prepared by Student Trustees Charles Chen and Joy Liu

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03

INTRODUCTION

At the Ottawa-Carleton District School Board, there are two student trustees each year who both serve a one year term. Student trustees, who are official members of the OCDSB Board of Trustees, are responsible for representing the voices of all students in our District at the school board level. Student trustees advocate for students, and are also elected by students. Our student trustees this year are Charles Chen and Joy Liu. Charles is a Grade 11 student at Earl of March Secondary School and Joy is a Grade 12 student at Colonel By Secondary School. For more information regarding the role of student trustees, please refer to [Policy P.017.GOV: Student Trustees](#).

This report aims to update the OCDSB Board of Trustees, senior staff and any other interested parties on the work being done by the student trustees. The report will also contain information about the Student Senate's vision for this school year and the work being done at the provincial level by the Ontario Student Trustees' Association (OSTA-AECO).

04

2020: A YEAR LIKE NO OTHER

2020 has definitely been a difficult year for many people, including the students at the OCDSB. This year has highlighted the many inequities present in the education system as well as the difficulties of teaching and learning virtually. Despite the many challenges, students and staff were able to quickly adapt to their new environment and students were able to continue their learning.

Student Trustees Charles Chen and Joy Liu would like to applaud the efforts of all the staff at the Ottawa-Carleton District School Board on behalf of students for being able to continue providing education to students, despite a global pandemic. Thank you to teachers for adapting quickly to the new teaching environment while still being able to provide quality education to students. Thank you to principals for your extensive planning in order to keep schools safe. Thank you to custodians for helping us keep our schools clean and safe. Thank you OCDSB senior staff for your extensive efforts in developing school reopening plans as well as being able to establish and operate a 100% virtual learning environment in such a short period of time. Thank you to all staff at the OCDSB for the essential work that all of you do. Your exemplary work does not go on unnoticed by students.

05

SCHOOL REOPENING PLANS

When Student Trustees Charles Chen and Joy Liu entered their term, the school board was very busy with preparing for students to return back to school in September. The student trustees made sure to stay up to date with the latest versions of the return to school plans and would inform students about the latest updates using their social media platforms. They also answered many questions from students over social media about the return to school plans.

Secondary students had the option to choose between two models to best suit their needs. One option was the hybrid model and the other was the virtual model. Recognizing the value of in-person learning, the student trustees voiced their concerns at meetings about the initial hybrid model which contained very little time in class and advocated for the schedule to be adjusted for hybrid learners to be able to spend more time in the classroom for their in-person days. The student trustees were pleased by the decisions of OCDSB senior staff when revisions that were later made to the secondary hybrid model also included an increase to the in-person learning time.

06

POLICE INVOLVEMENT IN SCHOOLS

One major topic of interest among the OCDSB student population this year is the School Resource Officer (SRO) program. While there was not consensus among the population on what the status and role of the SRO program should be, the consensus among the politically engaged student body was that a review of the program was long overdue. The student trustees composed a letter of support to trustees on behalf of students for Trustee Rob Campbell's motion to review the SRO program; this letter accrued over 1400 signatures. In addition to communicating information to students and continuing to follow this issue, the Student Trustees were consulted on the development of the review's consultation process.

07

STUDENT SENATE UPDATE

What is Student Senate?

The Student Senate is the official committee representing secondary students' views to the OCDSB. It is composed of one student senator for each secondary school in the District and is chaired by the student trustees. Student senators, who are either elected by students in their school or are appointed through an application process, are responsible for representing their school at Student Senate. Student trustees are able to gather feedback from student senators and are also able to communicate with all secondary schools through the Student Senate.

The Student Senate meets once a month to discuss key issues concerning students. Oftentimes, staff from the OCDSB attend Student Senate meetings to receive feedback directly from students on a variety of topics. For more information, please refer to [Policy P.113.GOV: Student Senate](#).

08

STUDENT SENATE 2020-2021

AY JACKSON SECONDARY SCHOOL

Masoud Karimi

BELL HIGH SCHOOL

Laura Wang

BROOKFIELD HIGH SCHOOL

Emmanuel Edelifo

CAIRINE WILSON SECONDARY
SCHOOL

Brooke Colman

CANTERBURY HIGH SCHOOL

Tracy Li

COLONEL BY SECONDARY SCHOOL

Kake Jin

EARL OF MARCH SECONDARY SCHOOL

Marwan Bakr

GLEBE COLLEGIATE INSTITUTE

Sarah Brooks

GLOUCESTER HIGH SCHOOL

Nadiya Ariaratnam

HILLCREST HIGH SCHOOL

Ahmed Yasin

JOHN MCCRAE SECONDARY SCHOOL

Alejandro Giggey

LISGAR COLLEGIATE INSTITUTE

Olivia Simms

LONGFIELDS-DAVIDSON HEIGHTS
SECONDARY SCHOOL

Ishti Hossain

MERIVALE HIGH SCHOOL

Molly DeBat

NEPEAN HIGH SCHOOL

Noiya Katell

OCV SECONDARY SCHOOL

Joshua Gertsolf

OSGOODE TOWNSHIP HIGH SCHOOL

Jenna Baker

OTTAWA TECHNICAL SECONDARY
SCHOOL

Kieran McMillan

RIDGEMONT HIGH SCHOOL

Nour Kaddoura

SIR ROBERT BORDEN HIGH SCHOOL

Maxwell Forzley

SIR WILFRID LAURIER SECONDARY
SCHOOL

Samantha Presseault

SOUTH CARLETON HIGH SCHOOL

Amal Abed

WEST CARLETON SECONDARY
SCHOOL

Hady Ibrahim

WOODROFFE HIGH SCHOOL

Nasra Aden

STUDENT SENATE UPDATE

Communicating with Students

This year, the student trustees started an Instagram account for the Student Senate (@ocdsbstudentsenate). The student trustees believe that this account will help Student Senate communicate with high school students from all across the District and will also keep students informed about what is happening in the school board. The student trustees appointed two student senators, Ishti Hossain from Longfields-Davidson Heights Secondary School and Kake Jin from Colonel By Secondary School, who are responsible for managing the Instagram account and making posts. Additionally, the student trustees were also able to create a new email account dedicated to Student Senate (studentsenate@ocdsb.ca). The student trustees are going to pass this Instagram account and email down to future Student Senates so that they can continue using these platforms to communicate with high school students in the OCDSB.

10

STUDENT SENATE UPDATE

Student Senate Working Committees

Another initiative that the student trustees started this year is the establishment of Student Senate Working Committees. In the past, the Student Senate held monthly 1.5 hour meetings which was not enough time for the Student Senate to pursue initiatives. Not only has the Student Senate meeting time been extended this year to 2 hours to provide more time for discussion at Student Senate meetings, but the student trustees also created a committee structure in order to allow student senators to pursue initiatives. These committees also meet monthly, a week after each Student Senate meeting.

The committees that were created this year are the Mental Health Working Committee and the Student Spirit Working Committee. Each committee is able to plan and implement initiatives that fall within the Student Senate's pillars of focus this year, which are mental health, student spirit, and equity, intersectionality and inclusion. By creating these committees, the student trustees hope that the Student Senate will be able to implement more initiatives and that student senators will have more opportunities to work with student leaders from all across the District.

11

STUDENT SENATE UPDATE

Peer Tutoring Numeracy Program

An initiative pursued this year by Student Trustee Charles Chen is to establish a Peer Tutoring Numeracy Program at schools in the District. This program aims to offer a student-led and student-focused approach to supporting students with math by having high school students peer tutor other high school students that need extra support with math.

He recently finished drafting the Peer Tutoring Numeracy Framework, which is an implementation guide that helps student senators implement the peer tutoring program at their high school. He was able to design the plan so that students will be able to peer tutor other students 100% virtually. He was also able to confirm with senior staff that his program meets the OCDSB requirements for staff supervision and that peer tutors will be able to receive volunteer hours for the time that they peer tutor other students. He will soon be meeting with interested student senators in order to receive feedback on the framework so to make any necessary changes and then he will work with student senators to help them implement the plan at their high school.

12

STUDENT SENATE UPDATE

Consultation and Vote on Menstrual Equity Motion

Student Trustees Charles Chen and Joy Liu sought feedback from the Student Senate on their motion to fund free period products in OCDSB schools at the December 3, 2020 Student Senate meeting. The entire initiative will be discussed in further detail later in the report and this section focuses on the consultation process with the Student Senate.

When the student trustees showed the Student Senators their motion, they were able to receive a lot of valuable feedback from student senators. A few examples include making sure to also include wording for disposal units to be installed and the importance of educating students on the proper usage of period products. The student trustees are happy to announce that the final wording in the motion reflects the feedback from the Student Senate and that the Student Senate took a successful vote to officially endorse the motion.

13

UPCOMING ROUNDTABLE OUTREACH PLANNING

Building off of the work of Ganaabouté Gagné and Prasith Wijeweera, the 2019-2020 Student Trustees, Student Trustees Charles Chen and Joy Liu plan to continue the roundtable initiative that started last year. In this model originally developed by 2019-2020 Student Senator Amina Elsharif, the student trustees facilitate a conversation with students who are not traditionally heard. That is, students who are not actively involved within their school's clubs, Student Council, or the school community.

Students at these roundtable discussions are encouraged to share their experience with the education system and suggestions on how the District can best support all students. The student trustees plan to host roundtables at as many secondary schools as possible as well as a handful of elementary schools through a virtual platform such as Google Meet. By proactively seeking student voice from students who are not always heard, the student trustees are able to better understand how to best represent all students within the District and how to carry out their roles as student trustees more effectively.

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EXPANDING ENGAGEMENT

This year, the student trustees would like to expand their outreach and engagement to elementary students, special education students, students who have disengaged from the OCDSB prior to graduation, and students engaged with the criminal justice system. Currently, they are planning to host roundtables with three elementary schools, and exploring possibilities for an elementary Student Senate and roundtables with the other aforementioned three demographics. They hope to use this expanded outreach to better advocate on behalf of the diversity of the OCDSB student population and understand student needs.

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THE ME PROJECT

2019-20 Student Trustees Ganaabouté Gagné and Prasith Wijeweera first began discussing the issue of menstrual equity with students and followed the pilot started at Featherston Drive Public School with the intention of advocating for the placement of free period products in school washrooms. This year's student trustees built on their advocacy work by creating a draft motion—titled the ME Project—for the OCDSB to fund free period products in school washrooms and circulating the draft among stakeholders in order to receive their input and make revisions.

The Student Senate endorsed the draft motion and provided rich feedback from which entire new clauses were created. The senators also distributed the anonymous feedback form the student trustees created to their school's 2SLGBTQ+ student groups, so that gender diverse students could provide feedback on the level of inclusivity in our motion. Feedback was also sought from Superintendent Carson, the Advisory Committee on Equity, and trustees, while student trustees from other boards provided advice on how they implemented similar motions. The student trustees continued raising awareness about the incoming motion via a social media campaign, including collaboration with the local community organization Period Packs. Finally, the student trustees created a letter of support for the motion on behalf of students, of which over 1400 signed and disclosed their own experiences, opinions and feedback. Students made delegations to the January 12, 2021 Committee of the Whole meeting where the motion was moved by Trustee Lyra Evans and passed unanimously. As a result of student voice and leadership at the heart of the ME Project, the collective vision of students being able to access free period products in school washrooms will be made a reality by 2022.

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OSTA-AECO UPDATE

This year, Student Trustee Chen was appointed Co-Chair of the Communications Working Group and Student Trustee Liu was elected Policy Coordinator on the Executive Council. It should also be happily noted that 2019-20 Student Trustee Prasith Wijeweera was appointed Chief Financial Officer.

In May 2020, the student trustees attended OSTA-AECO's virtual Annual General Meeting, where they were able to receive rich professional development before their term began and connect with student trustees across Ontario. In October 2020, they attended the virtual Fall General Meeting where they received additional training and participated in working sessions with the rest of the General Assembly on OSTA-AECO's advocacy projects.

Currently, OSTA-AECO is preparing the Student Representation Across Canada report as a joint release with the Canadian School Boards' Association and the Canadian Catholic School Trustees' Association. This national report summarizes the status of student representation on Canadian school boards from province-to-province, provides an overview of the student trustee role in Ontario, and makes recommendations for provinces to support student representation on school boards.

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OSTA-AECO UPDATE CONTINUED

Additionally, OSTA-AECO is preparing an advocacy project that features student-submitted stories on their experiences surrounding the topics of school during the COVID-19 pandemic, race/ethnicity/nationality/cultural background, and gender identity and/or sexual orientation. The first stage of this project is set to open in January 2021, with three volumes of the project series published one by one until the end of the academic year. This project will also include data from the Barriers to Education: OSTA-AECO Survey launched in the spring of 2020, which OSTA-AECO finished analyzing.

In order to ensure the rapidly expanding organization's commitment to a culture change centered around accountability, collaboration, and transparency, governance measures such as the Respectful Workplace Policy, Respectful Workplace Procedure, and Code of Conduct and Ethics for Employees, Volunteers, and Directors came into effect within the organization in the summer of 2020. Members of the Executive Council also underwent mandatory equity training in November of 2020, while contributing to the development of Osgoode Hall's equity and human rights professional development seminar offered to school trustees.

CLOSING REMARKS

The role of student trustee brings new challenges and successes with each day, and the rewarding nature of this role is able to make up for the many tiring and stressful days it brings. It's definitely a unique experience that is like no other role or Student Council position I've held in the past and I am extremely grateful for this opportunity. I would like to thank Superintendent Hardie, Vice-Principal Unsworth, Principal Gagnier, the entire Board of Trustees, Nicole Guthrie and Myra Wells for supporting us in our role and answering any questions we have. Although the future holds much uncertainty, I am certain that I will continue to carry out my role as a Student Trustee to the best of my ability.

—CHARLES CHEN

I am incredibly grateful to have been elected into the student trustee role and to be able to enjoy the challenge of representing 75,000 OCDSB students on the Board of Trustees. I've been able to learn more about the breadth of student experiences, advocacy, public education, equity, political process, legislating, and frankly email organization among other new things in these past six months than I have in my entire life. Thank you to Superintendent Hardie, Vice-Principal Unsworth, Principal Gagnier, the Board of Trustees, Nicole Guthrie, Myra Wells, Student Senate, and OCDSB students for all your assistance and support. I will continue striving to do a better job of advocating on behalf of OCDSB students every day and further dedicating myself to this role.

—JOY LIU



BOARD PUBLIC MINUTES

**Tuesday, December 15, 2020, 7:00 pm
Zoom Meeting**

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley, Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Penny, seconded by Trustee Jennekens,

THAT the agenda be approved.

Trustee Scott requested that the presentation to Donna Blackburn for years of service include a presentation to Rob Campbell.

The International Mother Language Day delegation was deferred to the 26 January 2021 meeting.

Moved by Trustee Penny, seconded by Trustee Jennekens,

THAT the agenda be approved, as amended.

Carried

3. Presentation to Trustee Donna Blackburn and Trustee Rob campbell

Chair Scott thanked and congratulated Trustee Blackburn for her 10 years of service. Trustee Blackburn was elected in 2010 for zone 3 and her background in social work has made her a strong advocate for students and families across the District.

As the Board's first openly gay trustee, she played an important role in the Board's approach on gender identity and initiated the Board's annual participation in Ottawa's Gay Pride Parade. She has maintained close and constructive relationships with school communities, intervened to ensure student issues were resolved, and contributed to developing and advancing the Board's strategic plans.

Trustee Blackburn has assisted with mental health and addiction challenges that many students face and has actively worked to increase the supports and services offered. She has promoted the Education Foundation and has made strong connections with the Muslim community and worked to increase supports for schools with a high population of newcomers to Canada.

Trustee Blackburn thanked members and noted that it had been an honour serving the District. She mentioned that the "best thing" about being a trustee is working with the many talented individuals at OCDSB.

Chair Scott thanked and congratulated Trustee Campbell for his 10 years of service. Trustee Campbell was elected in 2006 for zone 9, stepped down in 2014, and was re-elected in 2018 for zone 5. Trustee Campbell's background in philosophy and way with words has helped the Board fine tune policies and documents to articulate the Board's intentions. His background in information technology and adept approach to data and data analysis has helped with developing better and more meaningful metrics to access the District's progress in implementing its strategic plan and to make decisions rooted in objective evidence. Trustee Campbell has been a strong advocate for analysis of special education programs and services and has worked diligently to improve their effectiveness. He has also highlighted the need for OCDSB to pursue equity of outcomes for students experiencing poverty or being marginalized. He always critically examines current programs and policies and has initiated a review of the English program to highlight systemic inequities and proposed a review of police involvement in schools.

Trustee Campbell thanked members and noted that the role of trustee and public education is important. He noted that the purpose of these roles can be misunderstood and hoped that he has made a positive impact.

4. Ottawa Police Service (OPS) Presentation

Chair Scott introduced and welcomed Chief Sloly of the Ottawa Police Service (OPS). She noted that many voices have been heard during an extensive review of police services within OCDSB schools; however, the District had not yet heard directly from the OPS.

Chief Sloly thanked the Board for dedicating time and introduced his team; Deputy Steve Bell and Superintendent Jamie Dunlop. Chief Sloly noted that he has previously met with Director Williams-Taylor who has provided him with advice, guidance, support, mentorship, and friendship. He noted that the most important partnership for OPS is with the school districts in the Ottawa area and that the OPS will commit to nurture and evolve the relationship. Although he is proud of the School Resource Officer (SRO) program, there is a need for change and that the OPS is currently reviewing every policy, practice, and program in their jurisdiction under the provincial safe schools framework for an active, engaged, and ongoing relationship/partnership between the police and schools. Chief Sloly was hired into his current position in 2019 by his board to help advance community policing, diversity and equity inclusion, modernizing the police service, and improving the health and well-being of police members. In 2020, the *Police Service Act* required municipalities to have a community safety and well-being plan which focused on addressing systemic racism and discrimination which is a priority for the OPS in all aspects of delivery and will be part of the review moving forward. In 2020-2021 the OPS is committed to addressing systemic, anti-Black and anti-Indigenous racism which includes the review of the SRO program in order to build more effective relationships in the community and with stakeholders.

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

- Raw data collected by OPS examines interactions within schools and categorizes it from a response perspective;
- The OPS Neighborhood Resource Team and a three year study with Carleton University worked to evaluate the financial and social return on investments;
- OPS identified a “gap” in data collection in that they currently do not collect enough information on outcomes of interactions. As the SRO program and youth strategy is developed, it will include more effective evaluation criteria and increased data collection;
- The Ontario government has set up an anti-racism directive around ethnic and demographic based data which will be ethically collected and analyzed.

This framework is being used to develop better practices in audit reviews, standards and regulations assessments, use of force and will be utilized in all other police programs including the SRO program;

- OPS has historically been the most progressive police program in Ontario by being the first to utilize race and demographic based data in analysis of front line operations;
- Carleton University ended a study of historic policing services in Canada and when a practice of placing students in co-op programs was discontinued. Since that time, Chief Sloly has been approached by staff at Carleton University in regards to their desire to continue work with OPS;
- All policing programs, policies, and practices are under review and changes will occur as insights from anecdotes and data from third parties and stakeholders are received;
- In response to a query about any accusations made against SRO Officers about scare tactics used on students, Chief Sloly indicated that if an incident such as this occurs, that OPS be contacted and that a full review would be conducted. Intimidation of students by SROs or officers is unacceptable;
- Most officers entering the police force have post-secondary education;
- Police officers receive 6.5 months of training to be certified as a police officer in Ontario and also require mandatory annual training in addition to SRO training;
- SRO's spend one to two weeks (40-80 hours) in community and internal based training at the beginning of every school year. Training continues throughout the year (four days) to update SRO's in any topical issues at the time;
- Officer training also involves provincially-mandated 12 hours of use of force training including the different use of force options, simulation, and de-escalation-based training;
- Every officer in the SRO program meets the minimum education requirements, in addition to the augmented training and experience in dealing with youth within the community;
- Additional training will be provided to officers, including SRO's, if the review indicates it is necessary;
- There is a mandatory and legislative requirement for officers to be placed in schools as they bring a different skill set and level of interaction with students and staff;

- Any reports or complaints of targeted discrimination by police in schools will be taken seriously and the OPS will conduct an investigation;
- The OPS is working on building relationships with students and communities that may lack confidence or trust with police, especially with marginalized communities, including Black, Indigenous, and People of Colour (BIPOC) communities;
- The SRO program in every city is unique;
- The current Ottawa SRO program was designed in consultation with the four area school boards and key community partners to create the best model for positive and proactive police engagement in schools;
- Policing is provincially funded and there is municipal, provincial, and federal interest in social services and social safety as it supports all Canadians;
- The OPS could align resources with the school districts, however, this would require a more fulsome partnership where both organizations share information, trust, and collaboration for the most effective social return on investments moving forward;
- Some students do not feel comfortable with a police presence in schools; however, there are many examples of officers engaging with those who have had a poor relationship with police whose relationships have been restored with professionalism and compassion. The OPS will be working with stakeholders and community leaders to develop methods to improve trust and confidence within schools and communities;
- The OPS review of the SRO program will consult with youth to help guide and lead the conversation on how best to engage students within schools;
- Dialogue with the most affected voices will help direct resources and guide police engagement;
- The OPS understands that a fully uniformed officer can be intimidating and that officers wearing plain clothes may send a better message to students; however, the primary duty of an officer is to respond to emergency situations and the uniform aids in identifying an officer. There may be an option to eventually remove certain layers of the uniform;
- The police uniform helps engage elementary students who can ask questions about police gear and purpose;
- The municipal budget of approximately \$200,000 will be used for police training in anti-Black and anti-Indigenous racism in 2021 and will be expanded over the course of the year. Experts and the community will be involved in the design, delivery, and evaluation of the training;

- Every member of the OPS will receive diversity and anti-racism training and those directly involved in community programs such as the SRO program will receive it first;
- The purpose of the proactive officer drop-in at schools are usually at the request of the principal but can include meeting with school staff regarding weekend property damage, following-up on reports or complaints, engaging with or coaching students, answering questions from students and staff, and meetings with parents. The main reason is for police and students to be familiar with each other so that the officer can be part of the school community;
- Of the over 7,000 calls for police services in schools only 63 charges were laid. While privacy is preferred, arrests could take place on school property depending on circumstances;
- Protocol to accompany safe school policy in Ottawa was last reviewed in 2011 and OPS is willing to revise and negotiate the multilateral agreement;
- If there is a traumatic incident within a community, OPS has a major incident protocol where a local officer will reach out to the councillor of that particular ward. The councillor will then send notifications on how the incident is being dealt with and the community then provides feedback. If deemed necessary, a community meeting will be held which includes school communities and the SRO will address any students who may be impacted;
- When asked to comment on the “school to prison pipeline”, Chief Sloly noted that biases and systemic discrimination exist in society and systems and policies can become unbalanced over time. OPS has publicly committed to recognize and address racism in all forms; however, if one part of the “pipeline” is addressed and not the others then the problem will continue to exist. He reiterated the importance of the connection between OCDSB and OPS through the SRO program and that the relationship is critical to make the system work as a whole;
- SRO's will be one of many voices engaged for perspective as part of the OPS's review of the program;
- OPS will be examining staffing levels as part of community safety and well-being that will include SRO's, neighbourhood resource teams, and other teams to ensure officers in these programs are not overstretched;
- Chief Sloly noted that there is a legislative requirement for OPS and the District to work together and that the relationship with Director Williams-Taylor has been effective in strengthening the partnership and in identifying areas for improvement. He noted that reviewing the SRO program separately is unproductive, will take longer, and will incur more funding. The more

coordinated OPS and the District can be, the more likely it will result in a productive outcome;

- Chief Sloly expressed concern that this is the first opportunity that the OPS was given to consult with the Board;
- The timeline for the OPS review is aligned with the OCDSB review;
- The OPS review needs to hear from voices of all community partners including OCDSB to ensure better outcomes within the community;
- OPS school incident response data can be shared, however, some information may be withheld due to privacy concerns;
- OPS will engage with privacy specialists to ensure data is shared as much as possible with OCDSB and other community partners; and
- Phase one of the SRO program consultation plan will involve consultation with OPS in the development of the preliminary findings and recommendations between October 2020 and April 2021.

5. Report from the Board (In Camera)

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

Moved by Trustee Campbell in substitution for Trustee Scott, seconded by Trustee Penny,

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

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Moved by Trustee Lyra Evans, in substitution for Trustee Schwartz, seconded by Trustee Penny,

THAT staff proceed, as directed in Board in camera, with respect to a personnel matter.

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Moved by Trustee Lyra Evans, seconded by Trustee Penny,

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

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

6. Briefing from the Chair of the Board

Chair Scott wished happy holidays to all in the community and although there may be some differences this year, she hoped everyone would enjoy the break.

She noted that holidays can be a stressful time for many and that these feelings may be heightened this year due to limitations on seeing loved ones and other COVID-19 related challenges. Over the holiday period, it is important to focus on what is possible to support mental health of oneself and family. She reminded students, staff, families and the community that “it is ok to not be ok,” and that resources are available for those seeking assistance. The OCDSB has been sharing information on social media on managing stress and anxiety as well as contact information for local crisis lines and other community resources.

OCDSB Superintendent of Instruction Prince Duah participated in a discussion on Black men in educational leadership, hosted by the Administrators’ Black Caucus of Ontario. It was an excellent conversation on the experiences of presenters and strategies to disrupt Anti-Black racism and a link has been shared on the OCDSB website.

7. Briefing from the Director

Director Williams-Taylor noted that it will take a community to help recover from the effects of the pandemic. For many years, local businesses have generously supported school events across the District through donations and volunteer

hours. She encouraged families and those who are able to do so, to support local businesses at this time. This could include buying a gift card to your favourite local store or ordering a take-out dinner for your family.

She also noted that those with the means should consider supporting local charities as they are a vital part of the community and the pandemic has forced many charities to suspend fundraising activities for 2020. A donation to a charity as a gift provides an opportunity to discuss philanthropy with children and how we can all spread some kindness this holiday season.

The winter break will take place between 21 December 2020 and 1 January 2021 during which schools will be closed. The first day back to school is 4 January 2021. Students are asked to bring any personal items home before the break.

Director Williams-Taylor hoped everyone in the community - students, families and staff - has an opportunity to rest and relax during the break. She recognized the hard work and commitment of staff and wished all happy holidays and that the District looked forward to welcoming students and staff back to school in the new year.

8. Delegations

8.1 Shah Bahauddin, Re. International Mother Language Day

8.2 Canterbury Parents Advocacy Group Re. Consideration of Music Performance in High Schools

Paula Walsh-Bergin and Elizabeth Moreau presented their delegation and informed the Board that they hoped to provide input to Canterbury High School, the Board, and Ottawa Public Health (OPH) in order to update the music performance guidelines to safely and creatively allow music in Canterbury and other schools. Ms. Walsh-Bergin noted that participation and performing music provides academic and mental health benefits to students. She drew attention to national and international research that outlined approaches to safely re-introduce performing music.

Ms. Moreau noted that Public Health Ontario published an evidence review update in November 2020 regarding singing and wind instruments. She noted that there is evidence to support COVID-19 transmission during singing, however, the evidence was limited to a small number of observational studies and experimental models and less than 1% of “super-spreader” events were related to singing. She added that there are no published reports that indicate wind instruments contribute to COVID-19 transmission. Performance organizers (music teachers) can mitigate COVID-19 transmission through OPH safety measures such as distancing, mask wearing, hand washing, and not sharing instruments.

Canterbury Parents Advocacy Group is willing to provide material supports, if necessary, to allow the Canterbury music program to proceed as safely as possible.

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

- Opportunities to continue the music program could extend to other schools in the District including Ottawa Carleton Virtual (OCV) students;
- Cohorts in Canterbury are organized alphabetically which provides an unbalanced number wind, string, and vocal music students in each cohort which is not ideal;
- OPH responded that they are aware of the suggested guidelines and the delegation hoped that OPH and the Board would work together to update their guidelines based on the current situation and information from international studies;
- Staff are open to collaborating with OPH to resume the music program providing the health and safety of students and staff are prioritized; and
- Canterbury Parents Advocacy Group will send the Board the most recent documentation from OPH.

9. COVID-19 Update

Director Williams-Taylor advised that as of 15 December 2020, the OCDSB has 29 active student cases of COVID-19 and 4 active staff cases, with 1 closed class. The District has a total of 258 resolved cases. The commitment of families and staff to follow public health guidelines and school safety precautions has been instrumental in keeping the numbers low in the District.

The Ministry has advised that there will not be any daily COVID-19 reporting while schools are closed for the holiday break. Reporting will resume when schools reopen. The District will continue to liaise with Ottawa Public Health (OPH) and will support any communication to families that OPH requires during that closure period.

As the winter break approaches on 18 December 2020, the District will continue to reinforce OPH messaging around the importance of following safety guidelines. The District acknowledged that efforts to reduce the spread of Covid-19 require collective commitment to refrain from gathering with persons from outside of households. The District will send messaging to families and will resume daily self-assessment reminders on 2 January 2021 as families prepare for the return to school on 4 January 2021.

Director Williams-Taylor extended her sincere thanks to all staff for the tremendous amount of work they have done to keep schools safe, as well as communities, families, and students.

10. Matters for Action

10.1 Confirmation of Board Minutes:

10.1.a 24 November 2020

**Moved by Trustee Ellis, seconded by Trustee Hough,
THAT the 24 November 2020 Board minutes be confirmed.
Carried**

10.1.b 1 December 2020 Board Organizational Meeting

**Moved by Trustee Lyra Evans, seconded by Trustee Ellis,
THAT the 1 December 2020 Board Organizational minutes be
confirmed.
Carried**

10.2 Business Arising from Board Minutes

There was no business arising from the 24 November 2020 Board minutes.

10.3 Receipt of Committee of the Whole Minutes, 8 December 2020

Moved by Trustee Penny, seconded by Trustee Lyra Evans,

THAT the 8 December 2020 Committee of the Whole minutes be confirmed.

Chair Scott noted that the report did not indicate that there was a recess between agenda items 7.2 and 7.3.

Chair Scott noted that Trustee Fisher was assumed the chair until and including item 7.2.

Chair Scott noted that Trustee Penny assumed the chair for item 7.3 for the remainder of the meeting.

**Moved by Trustee Penny, seconded by Trustee Lyra Evans,
THAT the 8 December 2020 Committee of the Whole minutes be
confirmed, as amended.**

Carried

10.3.a Approval of a Study, Consultation Plan and Timeline for the New Half Moon Bay Elementary School

Moved by Trustee Blackburn in substitution for Trustee Scott, seconded by Trustee Penny,

- **THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and**
- **THAT the timeline and consultation plan attached as Appendix B and C to Report 20-081, be approved in order to consult with local school communities and the public (Attached as Appendix A and B).**

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.3.b Approval of a Consultation Plan for a Human Rights Policy

Moved by Trustee Ellis, seconded by Trustee Penny,

THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084, be approved as amended (Attached as Appendix C).

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.3.c Review of the High Performance Athlete Program

This item was is a non-consent item and was dealt with later in the meeting

Moved by Trustee Blackburn, seconded by Trustee Penny,

- A. THAT staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools;
- B. THAT staff be directed to undertake the short term work as outlined in the report; and
- C. THAT staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the spring of the 2021-2022 school year.

During the discussion, the following points were noted:

- In response to a query, Director Williams-Taylor noted that it is premature to commit to whether the High Performance Athlete (HPA) program may be congregated, expanded, disbanded, or otherwise changed;
- The HPA program will have an inclusive approach and will be driven by an equity lens;
- Students that are heading into secondary school that qualify for the HPA program, but may have economic or other societal barriers, could be supported through community partnerships and resources;
- This is an opportunity for the HPA Coordinator to continue doing the same work but to also include all students within the District; and
- Although a congregated program would allow peers to sympathize with the rigors of training, it would not address students that wish to access the HPA program and to remain at their local schools across the District;

Moved by Trustee Blackburn, seconded by Trustee Penny,

- A. THAT staff develop a plan to diversify our approach in how we support students in the OCDSB with an elite athlete profile in all schools;**
- B. THAT staff be directed to undertake the short term work as outlined in the report; and**
- C. THAT staff provide the Board with an update on the work done to develop a community school approach to support high performance athletes across the District in the spring of the 2021-2022 school year.**

Carried

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

FOR: Trustees Bell, Blackburn, Boothby, Campbell, Ellis, Lyra Evans, Hough, Jennekens, Penny, Schwartz and Scott (11)

AGAINST: Nil (0)

ABSTENTION: Trustee Fisher (1)

10.3.c.a Supplemental Information - Memo 20-116 High Performance Athlete October 2020 Survey Summary

Memo 20-116 was provided for information

10.4 Non-Consent Items

10.5 Report 20-087, Approval of the 2020-2021 Board Work Plan (M. Giroux)

Your committee had before it Report 20-087 to approve the key areas of focus and the Board work plan for the 2020-2021 school year.

Moved by Trustee Penny, seconded by Trustee Schwartz,

THAT the Board approve the 2020-2021 Board Work Plan and Key Areas of Focus as outlined in Appendix A to Report 20-087 (Attached as Appendix D).

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

- Trustees Scott, Fisher, Hough, and Campbell reviewed the work plan prior to the presentation the Board;
- The new presentation format of the Board work plan was suggested by Ms. Guthrie, Manager of Board Services;
- There are fiduciary tasks that are included; however, discretionary items require discussion of the timeline and uniqueness of the 2020/2021 school year;
- Trustee Campbell raised concern regarding opportunities for governance discussions and queried how much progress is accomplished during Board retreats;
- Placeholder meetings could be scheduled to discuss governance issues later in the calendar year as required;

- The time frame in the Board work plan only consists of a start date which would allow for opportunities to build on governance discussions into the ongoing work and dialogue of the Board;
- The work plan is overloaded in many ways, specifically in the cyclical policy review and the advisory committee review;
- Regular succession planning updates in camera may require more in-depth discussions;
- The work plan will be used to inform agenda planning meetings and may be prioritized when unforeseen issues arise; and
- Flexibility and space in the work plan should be considered and planned for if important issues or emergencies arise.

Moved by Trustee Penny, seconded by Trustee Schwartz,

THAT the Board approve the 2020-2021 Board Work Plan and Key Areas of Focus as outlined in Appendix A to Report 20-087 (Attached as Appendix D).

Carried

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

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

AGAINST: Trustee Ellis (1)

ABSTENTION: Nil (0)

11. Matters for Discussion

11.1 Report 20-114, Equitable Recruitment and Hiring Policy (McCoy)

Your committee had before it Report 20-114 for discussion of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring.

Chair Scott noted that the deadline for the Board to have a teacher hiring policy has been extended and that staff will be working from input provided at the 8 December 2020 COW meeting for possible approval at the 26 January 2021 Board meeting. She added that the purpose of this discussion is to allow any additional comments and not to reiterate already mentioned points.

Moved by Trustee Ellis, seconded by Trustee Campbell,

THAT the Board adopt rules of Committee.

Carried

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

- The guiding principle is one of the key principles reflected in the Indigenous, Equity, and Human Rights Roadmap and in the hiring policy. This pertains to having a diverse workforce so that students see themselves represented in staff;
- Student and staff surveys will be one method used to measure relative diversity of students and staff;
- Survey data will be used as the baseline to measure progress in closing the “gap” in diversity representation;
- Item 3.3 of the Guiding Principles section of the policy demonstrates the Board’s commitment to enhance staff capacity to understand and support students through their own lived experiences as part of the hiring process objectives;
- In the event of a conflict between the hiring policy and the Collective Agreement, the Collective Agreement will take precedence over the policy;
- The hiring policy does not require that the Board set targets in hiring certain racial demographics; however, it also does not preclude the option to do so moving forward;
- Favouritism should be avoided as the hiring policy, procedures and processes will ensure principals have a good understanding of equitable principles to ensure that their decisions are fair, hiring decisions can be defended based on established hiring criteria;
- Staff and trustees should be mindful of the concerns that led to *O. Reg. 274 Hiring Practices* being established and the impact when principals were limited in the seniority-based hiring process. We do not want to return to this and must ensure hiring is fair and equitable through training and monitoring;
- The hiring policy will allow principals to consider other broader experiences such as the lived experiences of underrepresented groups to diversify the workforce;
- The hiring procedures will include a requirement to try and ensure diverse hiring panels;

- Most hiring is done at the school level and capacity for central participation is not possible at this time due to hiring volume; however, human resources will monitor hiring wherever possible;
- The District has considered having a pool of pre-qualified candidates and will explore this option more fully in the transition from *O. Reg. 274*;
- The number of years of teaching experience would be considered as part of the hiring process;
- The intention of the mobility aspect of the hiring policy is to remove barriers and allow those who recently relocated to the area to have an opportunity to apply, although an interview will not be guaranteed. The draft wording will be revised to reflect this intent;
- When hiring, technical qualifications will be considered prior to other aspects such as school to school community and how certain types of experiences would benefit specific schools based on unique needs to create the best program for students;
- The monitoring and evaluation section of the Ministry of Education Policy/Program Memorandum is not currently reflected in the hiring policy and will be included in the revised version; and
- The current plan is that the hiring policy will be reviewed again for approval at the 26 January 2021 Board meeting.

Moved by Trustee Ellis,

THAT the Board resume rules of Board.

Carried

11.2 Report from OPSBA Representatives (if required)

There was no report from the OPSBA Representatives.

11.3 Ministry Update (if required)

There was no update from the Ministry.

12. Matters for Information

13. New Business -- Information and Inquiries

Chair Scott extended best wishes to all who are celebrating the holiday.

14. Adjournment

The meeting adjourned at 10:25 p.m.

Lynn Scott, Chair of the Board

Appendix A
15 December 2020 Board

New Half Moon Bay Elementary School Consultation Timeline

Activity	Date
Notice of Intention to Commence Study and Approve Study and Timeline	
<input type="checkbox"/> Committee of the Whole Meeting (potentially an online format)	November 2020
<input type="checkbox"/> Board Approval of Study Consultation Plan and Timeline (potentially an online format)	December 2020
Consultative Stage	
<input type="checkbox"/> Formation of the Advisory Group	January 2021
<input type="checkbox"/> Information Meeting #1 with Advisory Group (potentially an online format)	February 2021
<input type="checkbox"/> Information Meeting #2 with Advisory Group (potentially an online format)	March 2021
<input type="checkbox"/> Information Meetings <u>as required</u> with Advisory Group (potentially an online format)	March/April 2021
<input type="checkbox"/> Public Consultation Meeting (potentially an online format)	April 2021
Recommendation and Decision Making Stage	
<input type="checkbox"/> Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report (potentially an online format)	May 2021
<input type="checkbox"/> Regular Board Meeting – Final Decisions (potentially an online format)	June 2021
Communication and Implementation Stage	
<input type="checkbox"/> Communication of Board Approved Decision	June 2021
<input type="checkbox"/> Implementation of Board Approved Decision	September 2022

Appendix A
15 December 2020 Board



CONSULTATION PLAN

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

DATE:	October 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Half Moon Bay Elementary School Approval of Consultation and Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<i>The scope of the consultation includes 2 elementary schools –Half Moon Bay Public School and Cedarview Middle School</i>	
<i>The consultation process will serve to discuss possible grade, program and attendance boundary options for the new Half Moon Bay elementary school.</i>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply)	
<input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?	
<input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?	
<input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?	
<input type="checkbox"/> Other? (Please explain)	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<i>The consultation will seek to recommend a grade, program and attendance boundary for the new Half Moon Bay elementary school.</i>	
<i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i>	



CONSULTATION PLAN

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

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

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

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

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

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

OCSDB Form 644: Consultation Plan (April 2009)

- the timelines for communicating the outcome/related decisions reached to those consulted.

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

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

Please describe:

OTHER

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

Consultation costs will be managed within existing departmental budgets.

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

11. EVALUATION:

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



Consultation Plan

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

DATE:	December 8, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Human Rights Policy Development
CONTACT / PROJECT LEAD (Name, telephone, email):	Human Rights and Equity Advisor, Carolyn Tanner
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p>The purpose of the consultation is to collaboratively develop a human rights policy for the Ottawa-Carleton District School Board. The policy will address the promotion and protection of human rights within the OCDSB community; set out rights, roles and responsibilities; and establish accountability mechanisms to allow people to request accommodation and seek resolution of human rights-related concerns or complaints.</p> <p>During the consultation process, the working group will engage students, staff and families to seek input and build support for a human rights policy and associated procedures. We intend to engage a wide range of diverse voices and build collaborative and authentic relationships with students, staff, families and community.</p> <p>Through this consultation process we expect to identify priority content and requirements for an accessible policy and procedure. We will intentionally seek out Indigenous perspectives and perspectives from racialized and minoritized stakeholders. The information received will guide the OCDSB in developing a human rights policy framework that is both relevant to and has the flexibility to meet the needs of the diverse people served by the OCDSB.</p> <p>During Phase One we will meet with advisory committees, employee groups, students and families to set expectations, understand priorities and hear suggestions on how to create a complaints mechanism that is accessible to the people it serves.</p> <p>Phase One of the consultation will:</p>	

1. Identify gaps and challenges with existing policies, procedures and processes that:
 - a. promote and protect human rights;
 - b. provide human rights-related accommodations;
 - c. to address human rights related concerns;
2. Identify any special considerations from Indigenous, racialized or minoritized (including 2SLGBTQ+ and people with a disability) perspectives;
3. Recommend how to make a complaints procedure(s) accessible to all users;
4. Identify steps needed and tools required to ensure effective uptake of the policy and procedures.

Based on feedback received, the internal working group will draft the policy, related procedures and tools.

During Phase Two we will share the draft policy with the same groups consulted during Phase One to seek feedback and input. The feedback will inform the drafting of the final policy and related procedures and tools. During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.

WHY?

2. WHY ARE YOU CONSULTING? (Check all that apply)

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

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

The development of a human rights policy framework is aligned with the **OCDSB Strategic Plan**. The OCDSB Strategic Plan commits to creating a culture of innovation, caring and social responsibility by:

- championing high learning expectations for all students in all programs;
- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

The consultation plan and the collaborative development of the policy is also aligned with approaches and activities identified in the **OCDSB Indigenous, Equity and Human Rights Roadmap**. The Roadmap calls for a human rights-based approach within the Board, that this consultation plan respects that approach by highlighting participation and inclusion in the creation of a transparent accountability mechanism for the promotion and protection of human rights. The Roadmap also calls for the centering of human rights and equity in decision-making and names the development of a human rights policy as a deliverable action.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the **Office of the Human Rights and Equity Advisor** and the role of the Human Rights and Equity Advisor (HREA) within the OCDSB. The HREA position was created under a TPA with the Ministry of Education. The HREA is mandated to strengthen and maintain a culture of human rights promotion and protection within the OCDSB and to establish and oversee a human rights complaints investigation mechanism.

This consultation, and the subsequent adoption of a human rights policy will strengthen the promotion and protection of human rights of students and staff. It will create accountability mechanisms to allow students, families, staff and communities to seek resolutions for human rights concerns. It will also create the framework for centring human rights and equity in decision making within the Board. The consultation process is expected to not only result in a policy that reflects the needs and priorities of the people it serves, but also contribute to increasing student and parent voice, employee engagement and community partnership.



Consultation Plan

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

WHO?

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

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

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

We will consult with **students** (such as Original Voices, Black Youth Forum, Rainbow Youth Forum, students who have complex disabilities; Student Trustees, Student Senate; etc.), **parents/caregivers** (such as parents of Indigenous, racialized or minoritized students; newcomers; parents of children with disabilities); **employees** (such as principals/vice principals, staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators, etc.); **community groups** (such as Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth; 613/819 Black Hub; ASILU Collective; organizations serving students' mental health needs and other groups recommended by Committees or Councils). We will also consult with **Advisory Councils** (ACE, IEAC, PIC and SEAC) and Federations.

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

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

An internal working group of subject matter experts was established to design the consultation plan. The working group includes members of the Indigenous Education team, members of the equity team typically engaged in community outreach and partnership, members of the Learning Support Services team, members of Human Resources and members of the legal team. This group provided insight into effective, bottom up engagement approaches.

Several meetings were also held with the Ministry of Education's Equity Secretariat and members of the human rights and equity advisor community of practice from across Ontario to discuss approaches to the development of human rights policies for school boards and the effective approaches to consultation.

A pre-consultation meeting was held with ACE on November 26 and feedback incorporated and will be held with Student Senate (December 3) and IEAC (December 10) to seek advice on how to maximize effectiveness of the consultation process, including through identifying who should be consulted and how they should be consulted.

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

- | | |
|--|--|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

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

We will reach out to stakeholders using existing networks and partnerships. We will also have a dedicated place on the OCDSB website where stakeholders can engage and provide input. Translation and/or interpretation will be provided as needed to facilitate the participation of newcomers, English language learners and people who are deaf and hard of hearing.

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
|--|--|

☒ Interviews☒ Mail-out or email circulation☐ Open houses / workshops / cafes☐ School council(s)

Please describe:

☒ Public meetings☒ Survey / questionnaire☒ Web-based notice / Web-based comments☐ Other



CONSULTATION PLAN

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

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETED DATE FOR FINAL DECISION:		June 21, 2020
PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
PHASE ONE		
January - February 2021	<ul style="list-style-type: none"> • Consultation with SEAC (January 6) • Consultation with PIC (January 13) • Consultation with IEAC (January 21) • Consultation with ACE (January 28) • Consultation with Student Senate (February 4) • Meeting with small group of English language learners (ELLs) and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) 	<p>These consultation sessions will start with a presentation that includes a general overview of human rights principles, particularly as they relate to education and employment, current policies within the OCDSB that relate to human rights and will identify key elements of a comprehensive human rights policy. This will give the participants a framework against which to make informed recommendations.</p> <p>Thought Exchange will be considered as a tool for the consultations with the staff affiliate groups.</p>

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.

Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

	<ul style="list-style-type: none"> • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) 	Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.
PHASE TWO		
March 2021	<ul style="list-style-type: none"> • Analysis of stakeholders feedback • Development of a draft Human Rights policy and related priority procedures 	Using feedback and information gathered during Phase One, the working group will collaboratively develop a draft policy that reflects the priorities and recommendations heard.
April 2021	<ul style="list-style-type: none"> • Presenting the draft policy to DEC (April 6) 	
April 2021 - May 2021	<ul style="list-style-type: none"> • Consultation with PIC (April 14) • Consultation with ACE (April 29) • Consultation with SEAC (May 5) • Consultation with IEAC (May 13) • Consultation with Student Senate • Meeting with small group of ELL and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) • 	<p>During Phase Two we will bring the draft policy and procedure framework back to the groups consulted in Phase 1 for discussion and to seek final input and recommendations to improve the draft and make it relevant and accessible to users.</p> <p>During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.</p>

May 2021 - June 2021	<ul style="list-style-type: none"> • Present the policy to DEC (May 18) • Present the policy to COW (June 8) • Present the policy to Board (June 21) 	
<p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		
<p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p>		
<p> <input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> School / principal communications / newsletter <input type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board <input type="checkbox"/> Media reports <input type="checkbox"/> Other </p> <p>Please describe:</p> <p>The consultation process will identify tools needed to ensure the effective understanding and uptake of the human rights policy. After the policy is finalized the final policy, together with tools to promote understanding of the policy will be shared widely with students and staff.</p>		
OTHER		
<p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):</p> <p>There may be costs associated with interpretation and translation required for this consultation process. The rest of the consultation will be done using existing resources. Any ancillary costs will come out of existing budgets.</p> <p><i>* Note that the consulting body bears responsibility for the costs of the consultation.</i></p>		
<p>11. EVALUATION:</p>		

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

Engage with a select number of the participants to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.

S

Revised:

Board Work Plan 2020-2021

Actions	Milestones	Time Frame	
		Start Date	Status
Culture of Innovation We will build a learning community where innovation and inquiry drive learning			
Professional Learning	Anti-Racism Training	January 2021	
	Board Retreat 2021 1. Applying an Equity Lens to Policy and Governance 2. Effective School Board Governance	February 2021	
	Strategic Enterprise Risk Management (SERM)	March 2021	
	Human Rights and Equity	April 2021	
Culture of Caring We will advance equity and a sense of belonging to promote a safe and caring community			
Police Involvement in Schools Policy and Program Review	<ul style="list-style-type: none">• Consultation with stakeholders• Regular status updates and monitoring progress• Review draft policy• Board approval of revised policy	September 2020 April 2021 September 2021	

Human Rights Policy	<ul style="list-style-type: none">• Consultation with stakeholders• Review draft policy• Board approval of new policy	December 2020 April 2021 June 2021	
Cyclical Policy Review Process	<ul style="list-style-type: none">• Create a list of policies and a schedule for review 2021-2022	May 2021	

Ottawa-Carleton District School Board
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Well-Being and Building Social Responsibility”

Culture of Social Responsibility We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship			
Indigenous, Human Rights and Equity Roadmap	<ul style="list-style-type: none">• Discussion at Committee of the Whole• Approval of additional resources for Indigenous students	October 2020	
Applying Identity Based Data <ul style="list-style-type: none">• Student Suspensions and Expulsions• Credit Accumulation• Achievement and Streaming	<ul style="list-style-type: none">• Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data.	November 2020 February 2021 May 2021	
Learning Support Services Operational Review	<ul style="list-style-type: none">• Resume focus group sessions with stakeholders• Discussions at SEAC and Committee of the Whole• Board approval and next steps	January 2021	
Safe Schools Policy Review	<ul style="list-style-type: none">• Consultation with community• Board approval of revised policy	November 2020 June 2021	

Advisory Committee Review	<ul style="list-style-type: none">• Consultation with Advisory Committee Chairs and stakeholders• Review and update policies as required	February 2021 March - September 2021 November 2021	
Fiduciary We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective stewardship of the board's resources			
Approval of Audited Financial Statements	<ul style="list-style-type: none">• Audit Committee approval	November 2020	Complete

Ottawa-Carleton District School Board

"Educating for Success. Inspiring Learning, Developing Well-Being and Building Social Responsibility"

	<ul style="list-style-type: none">• Board approval		
2019-2023 Strategic Plan Update	Regular status updates and monitoring of strategic plan	November 2020	
Board Work Plan	<ul style="list-style-type: none">• Prepare draft plan• Board approval• Regular status updates and monitoring	November 2020 Monthly Monitoring	
Director's Performance Evaluation/Planning	<ul style="list-style-type: none">• Board approval• Ad Hoc Committee meeting (May 2021) to review job description and determine process	December 2020	
Approval of 2021-2022 Budget	<ul style="list-style-type: none">• Set budget meeting schedule• Board approval	February 2021 April 2021 June 2021	

Academic Staffing Approval	Committee of the Whole and Board discussions Board approval	March 2021	
Electoral Zone Boundary Review	<ul style="list-style-type: none">• Initiate review and research options• Community consultation• Board approval	January 2021 November 2021 February 2022	
Monitor the 2020-2021 Budget with consideration of COVID-19 impacts	Regular status updates and monitoring	Ongoing	
Appoint an Integrity Commissioner	<ul style="list-style-type: none">• Amend and re-issue Request for Proposal (RFP)• Evaluate and select proponents	April 2021	
Board Comprehensive Evaluation	<ul style="list-style-type: none">• Ad Hoc Committee meeting to determine process• Prepare and distribute survey• Evaluate results and use to inform 2021-2022 Plan	March 2021 September 2021	
Succession Planning	Regular in-camera updates	February 2021	



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



SPECIAL BOARD PUBLIC MINUTES

Tuesday, January 12, 2021

6:30 pm

Zoom Meeting

Trustees Present: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz

Staff Present: Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Laura Scott (Labour Relations Officer), Barry Scott (Labour Relations Officer), Andrew Parent (Principal, Gloucester High School), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the Special Board Meeting to order at 6:47 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Campbell, seconded by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Report from Committee of the Whole, In Camera

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

Moved by Trustee Campbell

Seconded by Trustee Penny

THAT the tentative settlement between the OCDSB and PSSP, which will form a collective agreement dated 1 September 2019 to 31 August 2022, be ratified.

Carried

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

FOR: Trustees Bell, Boothby, Blackburn, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz, Scott (12)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

4. Matters for Information

There were no matters for information.

5. Adjournment

The meeting was adjourned at 6:50 p.m.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, January 12, 2021, 6:30 p.m.
Zoom Meeting**

Trustees Present: Lynn Scott, Keith Penny, Christine Boothby, Rob Campbell, Justine Bell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Sandra Lloyd (Manager of Risk and Supply Chain Management), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Daniel Bradley (Manager of Facilities), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)

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

Vice-Chair Penny called the meeting to order at 6:54 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Lyra Evans,

THAT the agenda be approved.

Trustee Lyra Evans requested that delegations be moved before item 3.

Moved by Trustee Lyra Evans,

THAT the agenda be approved, as amended.

Carried

3. Delegations

3.1 Jaden Croucher

Jaden Croucher, a former student of Sir Robert Borden High School, speaking in support of the Menstrual Equity (ME) project, noted that many students find themselves without menstrual products on numerous occasions. She noted that having to resort to alternative measures induced stress and feelings of shame. She added that these worries greatly distracted her in the classroom which affected her school performance. She also pointed out that these stresses are felt even further with transgender and gender diverse students and argued that free menstrual products will help alleviate student stress, and allow them to focus on school.

In response to a query, Ms. Croucher noted that condoms as well as feminine hygiene products should be provided to students.

3.2 Ariana Vaezi, The ME Project

Ariana Vaezi noted the importance of providing menstrual products in all District washrooms to ensure transgender and gender diverse students are included. Providing these products will allow students to avoid embarrassment and that asking for products can be intimidating. She noted that Scotland recently became the first country to provide free menstrual products to the public. Scotland estimated that funding to provide these products country wide would equate to \$32 million.

3.3 Kieran McMillan, The ME Project

The delegation was unable to present.

3.4 Lauren Cauchy, The ME Project

Lauren Cauchy, co-founder of Period Packs, speaking in support of the ME Project, advised that her Ottawa based organization works to eradicate menstrual inequity by providing access to menstrual products and health/reproductive education. She noted that young people in Ottawa face physical, financial, and cultural barriers in accessing menstrual products; an issue which has been raised in many school districts across Canada. She noted that research shows that one in three menstruators under the age of 25 experience barriers in accessing menstrual products and two of three have reported missing an important activity due to their period. She added that the City of Ottawa has deemed the issue as a priority and has partnered with Period Packs for a pilot program in 2021 to

provide free menstrual products in City facilities. She affirmed her support of the ME project and urged the District to also support the motion.

In response to questions, the following points were noted:

- Trans inclusive language is important as “not all menstruators are women and not all women menstruate,” which is why menstrual products should also be included in gender neutral and male labeled washrooms;
- The Toronto District School Board does not incur any cost for their free menstrual products program due to their partnership with menstrual product providers;
- British Columbia has provincial funding due to provincial legislation to support providing menstrual products in their provincial school districts;
- Period Packs, although a small organization, is open to conversations to partner with larger school boards to aid in providing menstrual products;
- It is important to provide a range of menstrual products. Menstrual cups could also be provided but would require extra education on use and Period Packs could provide more information on specific types of products; and
- Period Packs will be organizing educational workshops for schools to provide more information on types of menstrual products with emphasis on sustainable options.

3.5 Kiaraa Nambiar, The ME Project

Kiaraa Nambiar expressed the view that menstrual products should be provided in all washrooms at each school in the District. She noted that many students are uncomfortable asking for menstrual products from staff or friends. She added that these products are expensive but essential and many lower income families can feel financial stress in purchasing enough menstrual products. Having access to enough menstrual products is an important measure which helps prevent toxic shock syndrome that can occur if tampons are not changed regularly. She concluded that even providing basic pads will alleviate stress and reduce the amount of class time lost.

3.6 Emma Bainbridge, The ME Project

Emma Bainbridge, a grade 12 student of Colonel By Secondary School, expressed her support of the ME project. She noted that menstrual products are essential for success at school. Students feel uncomfortable asking staff for these products and providing them in washrooms will avoid stressful situations. Providing menstrual products in women's, gender neutral, and men's washrooms will support and honour

the District's commitment to LGBTQ2+ students, outlined in the District's equity resource Gender Identity and Gender Expression Guide.

3.7 Linda Berry, The ME Project

Linda Berry, a student of Nepean High School, presented her delegation in support of the ME project. She recalled her own experience of not having access to menstrual products which affected her school performance. She expressed the view that cisgendered males do not take menstrual issues seriously and thought that having menstrual products in male washrooms would reduce stigma and improve menstrual education and equity within schools. She added that she worked with a school club that provided menstrual products in girls' washrooms which received positive feedback.

4. Briefing from the Chair of the Board

Chair Scott reminded families that financial support is available during the remote learning period through the Ontario Government's Support for Learners Program. This program provides \$200 for each child up to grade 12 and \$250 for students with special needs up to age 21. Applications will be open until 8 February 2021. Parents are asked to visit the Province of Ontario website for more information and to apply.

The District will be hosting a Speaker Series on 21 January 2021 for parents to discuss balancing screen time during the COVID-19 pandemic. The session will feature Dr. Michael Cheng, a child and family psychiatrist at Children's Hospital of Eastern Ontario (CHEO).

Chair Scott reminded graduating students that deadlines for applications for college and university are approaching. The Ontario Universities Application Centre (OUAC) deadline is 15 January 2021 and the Ontario Colleges deadline is 1 February 2021.

5. Briefing from the Director

Director Williams-Taylor noted that kindergarten registration is now open for fall 2021. During January 2021, schools across the District will be hosting virtual parent information nights. Parents will learn about the Kindergarten program, meet the principal and staff of schools, and the District will offer useful tips to help children prepare for their learning adventure. Dates and information on registration is available on the OCDSB website at: ocdsb.ca/kindergarten

Director Williams-Taylor advised that OCDSB secondary schools will be hosting Welcome to High School virtual information sessions in January 2021. The sessions will explore the pathways available to students and provide an opportunity to learn more about OCDSB high schools. Visit ocdsb.ca/highschool for the dates and times of the sessions for each school.

Director Williams-Taylor noted that the District will be hosting Indigenous Speaker Series events for students and staff in January 2021. Autumn Peltier will

be presenting on 19 January 2021 for grades 7 to 12. Emily Marie Sequin held a French session on 12 January 2021 and will be presenting for English students in grades JK to 6 on 28 January 2021. Further details are available on the OCDSB website. She thanked the presenters for sharing their knowledge and experiences with students.

6. COVID-19 Update

Director Williams-Taylor reported that on 12 January 2021, the Government of Ontario declared a state of emergency due to the increasing number of COVID-19 cases. As of 14 January 2021, the government issued a stay at home order. Remote learning will continue for elementary and secondary school students of the District until at least 22 January 2021. The government will make a decision on the possibility of extending remote learning and will make the announcement on 20 January 2021, based on medical evidence at that time. Remote learning has already been extended in other parts of Ontario including Windsor Essex, Peel Region, Toronto, York, and Hamilton.

Director Williams-Taylor advised that In person instruction is still being provided for 800 elementary and 250 secondary school students in specialized program classes whose needs could not be met in a remote learning model. This requires a number of staff to be on site to support these students. Federations and teachers' unions have sent letters to Ottawa Public Health (OPH) requesting they visit these sites to ensure public health guidelines are being addressed. The health and safety of staff is paramount and should OPH make recommendations, the District will ensure the information is shared and implemented.

Director Williams-Taylor noted that when in person learning resumes, the government has issued new rules including mask wearing for grades 1 to 3 students, mask wearing outdoors, enhanced screening protocols, and expanded targeted testing. More information on the new requirements will be provided ahead of the return to in person learning.

Child care centres for non-school-aged students will remain open during the state of emergency and emergency child care services will continue for eligible families. The government has extended the list of eligible essential workers to include school staff that provide in person support for students with special education needs including instructional support staff, custodial staff, administrative staff, and other staff that ensure schools are safe for students and staff attending in person schools during the school remote learning period. Eligible individuals can contact emergency child care providers from the list on the City of Ottawa website or a third party operator at OCDSB for availability and registration.

Director Williams-Taylor noted that the transition to remote learning has been successful, and thanked staff for their efforts and acknowledged parents and students for their support. Resources to support families in remote learning and COVID-19 stresses are available on the OCDSB website including resources to support student learning, use of technology, access to mental health support,

information on financial assistance programs, and childcare. She encouraged the community to follow the protocols and guidelines from OPH to stem the spread.

Ms. Trant of Ontario Secondary School Teachers' Federation (OSSTF)-Student Support Professionals (SSP) bargaining unit expressed concern that the continuation of in person learning for specialized program classes has frustrated SSP members as they are working in close proximity with students who do not use Personal Protective Equipment (PPE). She emphasized that member morale is very low.

Superintendent Symonds noted that the District understands these concerns and that the safety of all staff is paramount. He added that he takes the concerns of in person special education teachers seriously; however, the Ministry has mandated that special education teachers must attend to meet the needs of these students. He assured that the District will continue to work with OPH to ensure staff are safe.

7. Matters for Action:

7.1 Notice of Motion, The ME Project (Trustee Lyra Evans on behalf of Student Trustees Chen and Liu)

Moved by Trustee Lyra Evans,

- 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; and
- 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.

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

- Students would benefit from having a variety of menstrual products available; however, staff would prefer that it not be included as it may restrict the motion;
- Language to include grades 4-12 students was not incorporated in the motion to allow flexibility on which grades to include and how to educate the younger grades on the use of menstrual products;

An amendment moved by Trustee Campbell,

THAT "provide grade-appropriate education to all grade-targeted students" replace "provide education" in clause D of the motion.

- Trustee Campbell submitted that if menstrual products are added to washrooms used by younger students, it would be appropriate to include education on the identification and use of the products;
- Director Williams-Taylor advised that the curriculum introduces menstrual education to students in grade five; however, the District will need to contemplate a culturally responsive approach as these conversations are not neutral and would need to balance areas of the curriculum with sensitivity for certain cultural communities;
- Some members expressed concern that menstrual education is only introduced in the grade 5 curriculum and could be introduced earlier;

A sub-amendment moved by Trustee Scott,

THAT "age and grade appropriate education" replace "grade-appropriate education to all grade-targeted students" in clause D of the motion.

Carried, friendly

A sub-amendment moved by Trustee Lyra Evans,

THAT "to at least grades 4 to 12 students" be added after "education" in clause D of the motion.

Carried, friendly

An amendment moved by Trustee Campbell,

THAT the Ottawa-Carleton District School Board provide age and grade appropriate education to at least grades 4 to 12 students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement.

Carried

- In response to a query regarding enforcing educators to teach menstrual education earlier than outlined in the curriculum or due to their beliefs, Director Williams-Taylor noted that a culturally responsive approach should occur. An educator would have reasonable grounds if

they indicated that they did not want to go outside the parameters of the curriculum, and it is important to also recognize that some students may not want to engage in the conversation due to the sensitive nature of the subject. There may be some flexibility in how and where this education will occur;

- The District recognized that early menstruators is an anomaly and partnerships with public health nurses could aid with students experiencing this as well as other partnerships that aid in student physical health and well-being;
- Director Williams-Taylor noted that it is important to make the distinction between communicating and teaching subject matter. It is important to communicate to the families of younger grade students in order to give families the opportunity to discuss menstrual health and products with their children;

An amendment moved by Trustee Bell,

THAT "environmentally friendly" be added after "free" in clause B of the motion.

- Trustee Bell noted that the environmental impact of menstrual products should be considered as single use plastics have a carbon footprint. She suggested that environmentally friendly options be considered when procuring menstrual products;
- Members expressed concern about how one environmentally friendly product would be determined from another and the limitations that could follow in regards to timelines and reduced options;
- Chief Financial Officer (CFO) Carson noted that staff always consider the environmental impacts when choosing products;
- CFO Carson noted that the Product Evaluation Committee examines a variety of factors, including environmental and cost considerations, and long term sustainability. The proposed amendment may limit the factors for consideration;
- Focussing on environmentally friendly options would limit menstrual product options and could inhibit staff efforts to proceed with implementation;

An amendment moved by Trustee Bell,

THAT "environmentally friendly" be added after "free" in clause B of the motion.

Defeated

An amendment moved by Trustee Campbell,

THAT "considering environmental impact, variety of preferences, and other factors" be added after "free" in clause B of the motion.

- Trustee Campbell noted that the suggested amendment will clearly state trustee's intentions;

A sub-amendment moved by Trustee Lyra Evans,

THAT "prioritizing environmental impact and recognizing a variety of preferences, and other factors" be added to clause B of the motion.

- Trustee Lyra Evans noted that the suggested sub-amendment would prioritize environmental impact and not place it "on par" with other factors;
- Although it is important to consider environmental impacts, prioritizing it over reliable student access to menstrual products is not advisable as it does not focus on student needs;
- Members expressed confidence that District procurement staff will make responsible decisions when choosing products that follow the strategic plan;
- Trustees could re-examine the environmental impact in the future after the menstrual products are distributed in District buildings if necessary;

A sub-amendment moved by Trustee Lyra Evans,

THAT "prioritizing environmental impact and recognizing a variety of preferences, and other factors" be added to clause B of the motion.

Defeated

A sub-amendment moved by Trustee Scott,

THAT "considering environmental impact, variety or preferences, and other factors" be added after "Board" in clause B of the motion.

Carried, friendly

- Trustee Campbell noted that including language of environmental consideration is an important messaging component to ensure the public that the District takes environmental issues seriously;

An amendment moved by Trustee Campbell,

THAT the Ottawa-Carleton District School Board, considering environmental impact, variety of preferences, and other factors, ensure the continual supply of free menstrual hygiene products in the aforementioned dispensers from September 2022 onwards.

Carried

- School boards of a similar size estimated first year costs for distribution of menstrual products to be approximately \$250,000, half of which would be initial installation and other half for product;
- Other school boards have used different models and there has been limited feedback in how much product is being donated rather than purchased;
- Other school boards have not considered implementing menstrual products in men's washrooms;
- Annual funding requirements would be approximately \$100,000-\$150,000; however, the District will be looking to engage with partnerships to help offset the cost;
- A pilot program will be used to consider the impact of evening custodial staff to examine any additional custodial costs;
- Passing the motion will not impact the District's negotiation position as some suppliers have donation programs;
- Menstrual product dispensers will be in place by September 2022 across the District with some schools having them much sooner. This timeline allows District buildings to be outfitted and will allow for product education and cultural work to take place;
- Members noted that passing the motion will create urgency of the issue and that the District should find a sponsor for the groundbreaking initiative; and
- Members noted that the motion is about participation and that providing access to menstrual products will address issues of students missing class, stigma, stress and feelings of humiliation.

Moved by Trustee Lyra Evans,

- 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, considering environmental impact, variety of preferences, and other factors, 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 age and grade appropriate education to at least grades 4 to 12 students on the proper usage and disposal of menstrual hygiene products, as well as the rationale for their placement; and**
- 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.**

Carried

7.2 Report 21-002, Facilities Renewal Program and School Condition Improvement 2020-2021 Project Plan (M. Carson)

Your committee had before it Report 21-002 seeking 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.

CFO Carson introduced the report and noted that the District's property portfolio has a total building replacement value of \$2.5-3 billion. Due to strong advocacy from the Board and Ontario Public School Boards' Association (OPSBA), the government has increased available infrastructure funding.

He noted that projects are scheduled around student presence in buildings so as to not interfere with student success and learning. Reporting criteria must be met and provided back to the Province as this governs the amount of funding that the District receives. The District has been successful in maximizing funding. He noted that a third of projects are mechanical and electrical. He reported that although the proposed budget is a large amount, the backlog of projects amounts to \$700-900 million. The 2020-2021 school year will provide an opportunity to complete many of these projects to create a safer environment for staff and students.

Moved by Trustee Lyra Evans,

- 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 (Attached as Appendix A);**
- 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 (Attached as Appendix B);

- 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.

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

- Local universities have similar facility renewal projects which have caused pricing increases and may cause project delays for the District;
- COVID-19 has impacted the delivery of projects;
- The four local boards try to prioritize and coordinate their work under normal circumstances; however, eligibility requirements for 2020-2021 require mechanical projects to take place;
- There is a severe shortage in the mechanical trades and the District has had to source trades people as far as Montreal in the past;
- The District will prioritize using federal funding for projects so that the District's own funds can be carried over to other years;
- Projects to comply with the *Accessibility for Ontarians with Disabilities Act* (AODA) are underway; however, some buildings are more complicated to complete than others;
- There is an annual evaluation of building accessibility needs and \$1.3 million in funding has been identified for upgrades for 2020-2021;
- In response to a question from Trustee Lyra Evans regarding the AODA and if the District would meet the accessibility implementation timelines, Manager Bradley committed to reviewing the schedule and providing a response;

- The \$876 million backlog for total school repairs is the projected cost of funding required before the \$111 million Facilities Renewal Program (FRP) and School Condition Improvement (SCI) funding is applied;
- As projects are being completed against the backlog, newly arising projects listed under high and urgent needs can occur that would raise the backlog accordingly;
- There will be at least \$765 million in backlogged projects by the end of 2020-2021;
- Based on historical work, the District would require \$50-60 million annually over 10-15 years of continuous work to clear the current backlog; however, as buildings age new costs would be added to the backlog;
- The backlog is a calculated number which takes into consideration items that will be due to be replaced based on item and system life expectancy;
- The backlog is not unique to OCDSB as all school districts and organizations have a building maintenance backlog;
- There are limiting factors that the District faces in eliminating the backlog which could require a school to be shut down and students relocated for one to two years in order for work to be completed, which is not always possible. Work is instead phased over three or four years so as to not disrupt students;
- Work is limited by qualified trades and the capacity of workers that the area can provide;
- In order for more invasive work (replacing plumbing) to be safely completed, it would require an empty school which is a rare and limited occurrence;
- Although much of the work is completed over the summer months, overtime workforce is not commonly used as it depends on trades worker's willingness, the disturbance caused in buildings, and type of work;
- A backflow preventer is an upgrade mandated by the City of Ottawa to protect the city's water infrastructure that prevents any water within District buildings going back into the system;
- There have been several boiler upgrades in 2020-2021 and the District is investigating how to transition away from fossil fuels; however, fully transitioning to electrical heating at this time would increase utility expenses by up to five times;

- The amount of \$111 million includes the School Renewal Allocation (SRA) and SCI funding. Funding of \$45.8 million is projected to be received from the government application for the COVID-19 resilience funding, \$25.6 million of which has been applied from the federal government that would be added above the \$111 million in funding;
- Many of the projects to be completed are renewal-based and the influx of more funding will help determine which projects can be deferred to have the least negative impact, as only \$50-60 million in projects can be completed in one year;
- Market pricing increases are factored in planning and tenders will be monitored as they are received;
- A site-by-site analysis would have to occur to examine if backlogged upgrades such as more efficient windows are increasing the operational budget;
- Instructional days lost due to flooding or other factors are extremely low with only one to two school days per year and these occurrences are closely monitored;
- Hold open devices for fire doors were introduced in order to reduce touch points during COVID-19;
- A COVID-19 lens was considered when prioritizing projects, some of which were already in progress, such as reducing touch points, improving ventilation, and bottle filling stations;
- There are several schools within the District which are not considered 100% accessible as they are without an elevator; however, these schools are equipped with accessible entrances and washrooms which was managed with the cooperation of principals and teaching staff to ensure affected students have access to any required facilities and classrooms;
- An equity lens is considered when deciding which projects to undertake by evaluating the needs of local communities. If a local community does not have access to a community centre, the local school may have upgraded gym or library facilities. Cultural considerations are also factored such as spaces for prayer; and
- Principals, superintendents, and specialized system leads' suggestions are factored into project decisions to best accommodate local schools.

Moved by Trustee Lyra Evans,

- 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 (Attached as Appendix A);

- 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 (Attached as Appendix B);**
- 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.**

Carried

8. Report from Statutory and Other Committees

8.1 ACE, 26 November 2020

Moved by Trustee Jennekens,

THAT the ACE Report of 26 November 2020 be received.

Carried

8.2 SEAC, 9 December 2020

Moved by Trustee Campbell,

THAT the SEAC Report of 9 December 2020 be received.

Trustee Boothby noted three corrections which were received by SEAC at the 6 January 2020 meeting.

Moved by Trustee Campbell,

THAT the SEAC Report of 9 December 2020 be received, as amended.

Carried

8.3 IEAC, 10 December 2020

Moved by Trustee Hough,

THAT the IEAC Report of 10 December 2020 be received.

Trustee Bell requested that her name should be listed in attendance as Trustee Hough's alternate.

Trustee Bell requested that on page 8, second paragraph of the minutes that "Indigenous" be added to read as: "He maintained that there are a large number of Indigenous students who attend the OCDSB and therefore a change could be implemented."

Moved by Trustee Hough,

THAT the IEAC Report of 10 December 2020 be received, as amended.

Carried

8.4 EDCCP, 3 December 2020

Moved by Trustee Ellis,

THAT the EDCCP Report of 3 December 2020 be received.

Carried

9. Matters for Discussion:

9.1 Report 20-115, Specialized Program Class Referral Information 2020-2021 (P. Symmonds)

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

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

- Congregated sites for specialized program classes would add additional strain to these sites;
- The District aims to minimize student transportation times in traveling to a congregated site and is concerned about the additional strain that would be placed on school communities of students with high levels of needs based on the Resource Allocation Index based on Socioeconomics (RAISE) index;
- Specialized program classes should have priority placements and additional portables could be placed on school sites for these students to remain in their community schools as students' needs should be put first;

- Quality Program Indicators (QPI) should be considered when determining needs for specialized program placements and improvements;
- Some students have success in gaining the skills required to transition from specialized program placements back to regular program classes; however, some programs such as the Autism Spectrum Disorder (ASD) programs have more profound needs and are less likely to transition out;
- Trustee Scott requested that data be provided to examine the effectiveness of the current placement model;
- Many schools conduct “student of concern” meetings to assess the level of support and strategy options required for student success. This process starts immediately upon recognition of student needs;
- If an educator identifies that a student is struggling, they attempt to provide additional assistance; however, if a student continues to have difficulty, Learning Support Staff (LSS) will intervene;
- Regular multidisciplinary team meetings occur at each school to discuss other opportunities for in class support such as suggestions from a speech and language pathologist that can be applied to the in class setting;
- Although the report notes that special education spending exceeds special education provincial funding, the District ensures that students are fully supported as equity and the dignity of students is prioritized;
- The annual suspension report outlines suspension data, including students in specialized program classes;
- The District continues to work with an equity and human rights lens to support cultural needs of students and Learning Support Services (LSS) has worked closely with the equity department. The District is also engaging with more equity partners to advance equity work in more meaningful ways; and
- Multidisciplinary teams examine the unique needs of each student in the specialized programs to ensure needs are being met.

9.2 Report 20-110, Updates on Supports for Students with Giftedness (Elementary) in the OCDSB (P. Symmonds, N. Towaij, A. Hannah, J. Offord)

The 10:30 p.m. vote failed to reach the 2/3 majority required to continue and the meeting was adjourned

10. Adjournment

At adjournment, the following items remained as unfinished business:

- Report 20-110, Updates on Supports for Students with Giftedness (Elementary) in the OCDSB
- Report 20-108, Gloucester-Rideau Transition Monitoring: Final Report

Keith Penny, Chair

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			
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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	Page 107 of 216 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	
ROOF MECHANICAL - TOTAL	333VRMSR0000	\$ 200,000		

ROOF LEAKS (Unrestricted)	333VRLSR0000			
Various Sites	Roof Leaks	\$750,000	x	
ROOF LEAKS - TOTAL	333VRLSR0000	\$ 750,000		

ROOF PM PROGRAM (Unrestricted)	333VRPSR0000			
Various Sites	Preventative Maintenance Program	\$1,000,000	x	
ROOF PM PROGRAM - TOTAL	333VRPSR0000	\$ 1,000,000		

ROOF REPLACEMENT (Restricted)	333VRRSR0000			
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Various Sites	Roof Replacement	\$200,000	x	
ROOF REPLACEMENT - TOTAL	333VRRSR0000	\$ 200,000		

BUILDING FOUNDATIONS (Restricted)	333VBFSR0000			
Various Sites	Foundation Leaks	\$100,000	x	
BUILDING FOUNDATIONS - TOTAL	333VBFSR0000	\$ 100,000		

MASONRY WALLS/CHIMNEYS (Restricted)	333VBMSR0000			
Various Sites	Standing Agreement	\$500,000	x	
MASONRY WALLS/CHIMNEYS - TOTAL	333VBMSR0000	\$ 500,000		

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	
BUILDING STRUCTURE - TOTAL	333VBSSR0000	\$ 750,000		

SIPOREX (Restricted)	333VRXSR0000			
Various Sites	Siporex Repairs	\$50,000	x	
SIPOREX - TOTAL	333VRXSR0000	\$ 50,000		

WINDOWS/EXTERIOR DOORS (Restricted)	333VBWSR0000			
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Various Sites	Window Replacement	\$100,000	x	
WINDOWS/EXTERIOR DOORS - TOTAL	333VBWSR0000	\$ 100,000		

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	
INTERIOR FLOORING - TOTAL	333VIFSR0000	\$ 960,000		

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
INTERIOR FLOORING - GYM - TOTAL	333VIGSR0000	\$ 150,000		

INTERIOR CEILINGS (Unrestricted)	333VICS0000			
Various Sites	Ceiling Repairs & Tile Replacement	\$260,000	x	

INTERIOR CEILINGS - TOTAL	333VICSR0000	\$ 260,000	Page 110 of 216	
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INTERIOR DOORS (Unrestricted)	333VIDSR0000			
Various Sites	Interior Doors	\$100,000	x	
INTERIOR DOORS - TOTAL	333VIDSR0000	\$ 100,000		

INTERIOR DOOR HARDWARE (Unrestricted)	333VIHSR0000			
Various Sites	Interior Door Hardware	\$250,000	x	
INTERIOR DOOR HARDWARE - TOTAL	333VIHSR0000	\$ 250,000		

INTERIOR WALLS (Unrestricted)	333VIWSR0000			
Various Sites	Wall Repairs	\$100,000	x	
INTERIOR WALLS - TOTAL	333VIWSR0000	\$ 100,000		

INTERIOR LOCKERS (Unrestricted)	333VILSR0000			
Various Sites	Interior Lockers	\$50,000	x	
INTERIOR LOCKERS - TOTAL	333VILSR0000	\$ 50,000		

INTERIOR TOILET PARTITIONS (Unrestricted)	333VITSR0000			
Various Sites	Interior Toilet Partitions	\$100,000	x	
INTERIOR TOILET PARTITIONS - TOTAL	333VITSR0000	\$ 100,000		

SITE - PAVING (Unrestricted)	333VSPSR0000		Page 111 of 216	
Various Sites	Site - Paving	\$100,000	x	
SITE - PAVING - TOTAL	333VSPSR0000	\$ 100,000		

SITE - LANDSCAPE/FENCING (Unrestricted)	333VSFSR0000			
Various Sites	Site - Landscaping/Fencing	\$150,000	x	
SITE - LANDSCAPE/FENCING - TOTAL	333VSFSR0000	\$ 150,000		

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	
SITE - PLAY AREAS/SPORTS FIELDS - TOTAL	333VSASR0000	\$ 235,000		

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

SITE - CIVIL SERVICES (Unrestricted)	333VSCSR0000			
Various Sites	Site - Civil Services	\$150,000	x	
SITE - CIVIL SERVICES - TOTAL	333VSCSR0000	\$ 150,000		

SITE - EQUIPMENT (Unrestricted)	333VSESR0000		Page 112 of 216	
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	
SITE - EQUIPMENT - TOTAL	333VSESR0000	\$ 350,000		

SITE - OTHER (Unrestricted)	333VSOSR0000			
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	
SITE - OTHER - TOTAL	333VSOSR0000	\$ 340,000		

ENVIRONMENTAL - SITE (Unrestricted)	333VLSSR0000			
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	Page 113 of 216 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	
ENVIRONMENTAL - SITE - TOTAL	333VLSSR0000	\$ 160,000		

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

UPGRADE PROGRAM (Unrestricted)	333VUPSR0000			
Various Sites	Program Upgrades	\$1,250,000	x	
Various Sites	Security & Systems Projects	\$100,000	x	
UPGRADE PROGRAM - TOTAL	333VUPSR0000	\$ 1,350,000		

UPGRADE - ACCESSIBILITY (Unrestricted)	333VUASR0000			
Various Sites	Various Accessibility Projects	\$250,000	x	
A. Lorne 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	Page 114 of 216 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	
UPGRADE - ACCESSIBILITY - TOTAL	333VUASR0000	\$ 3,570,000		

SOLAR PROGRAM (Unrestricted)	333VUPSR0000		Page 115 of 216	
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	
SOLAR PROGRAM - TOTAL	333VUPSR0000	\$ 1,125,000		

CONTINGENCY (Unrestricted)	333VVRSR0000			
Various Sites	Contingency	\$22,346	x	
CONTINGENCY - TOTAL	333VVRSR0000	\$ 22,346		

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

PORTABLE MOVES (Unrestricted)	334VPM000000			
Various Sites	Portable Relocations	\$1,912,329	x	
PORTABLE MOVES - TOTAL	334VPM000000	\$ 1,912,329		

2020-21 FACILITIES RENEWAL PROGRAM - TOTAL	\$ 17,114,675		
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2020-21 SCHOOL CONDITION IMPROVEMENT				
A. Lorne Cassidy E.S.	Backflow Preventer Upgrade	\$12,000	x	

A.Y. Jackson S.S.	Backflow Preventer Upgrade	\$15,000	Page 116 of 216 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	Page 117 of 216 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	Page 118 of 216 x	
Canterbury H.S.	Science Lab Upgrades/Ceiling Replacement/Unit W A	\$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	Page 119 of 216 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	Page 120 of 216 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	Page 121 of 216 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 Cairn P.S.	Backflow Preventer Upgrade	\$12,000	x	
Glen Cairn P.S.	Roof Replacement	\$50,000	x	
Glen Cairn 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	Page 122 of 216 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	Page 123 of 216 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	Page 124 of 216 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
Metcalfe 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	Page 125 of 216 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	Page 126 of 216 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	Page 127 of 216 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	
2020-21 SCHOOL CONDITION IMPROVEMENT - TOTAL		\$ 94,055,963	\$ 68,365,963	\$ 25,690,000
2020-21 FACILITIES RENEWAL AND SCHOOL CONDITION IMPROVEMENT - TOTAL		\$ 111,170,638	\$ 85,480,638	\$ 25,690,000

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	Metcalf 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	Page 132 of 216 \$ 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	Page 142 of 216 \$ 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	Page 152 of 216 \$ 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
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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

Grand Total \$ 45,813,000



To: Board

DATE: 26 January 2021

RE: Transgender and Gender Diverse Student Support Coordinator

Trustee Blackburn has given notice that she will move as follows at the Board meeting 26 January 2021, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS the Ottawa-Carleton District School Board's Indigenous, Equity and Human Rights Roadmap 2020-2023, introduced in October 2020, sets direction in identifying and addressing systemic barriers that impact equitable access, opportunity and outcomes for underserved students and staff; and

WHEREAS by providing additional resources and support, the Ottawa-Carleton District School Board is creating pathways to success for transgender and gender diverse students

THEREFORE BE IT RESOLVED:

THAT the Board approve an allocation of up to \$75,00 annually to support the hiring of a full time Transgender and Gender Diverse Student Support Coordinator.

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.



To: Board

DATE: 26 January 2021

RE: Support for Families Facing Significant Internet Costs

Trustee Hough has given notice that she will move as follows at the Board meeting 26 January 2021, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS the funding provided by the Ministry to school boards for technology enables the provision of the tools students need to learn remotely, it does not address the affordability challenges that families are faced with as students continue to learn from home; and

WHEREAS the Ministry's Support for Learners one time payment provision to help with additional costs during the 2020-2021 school year due to COVID-19 is not enough to support families as they continue to incur significant internet costs through the provincewide shutdown;

THEREFORE BE IT RESOLVED:

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to improve access to internet services for families by:

- A. Resuming negotiations with large service providers for lower data rates;
- B. Lobbying the federal government and the CRTC to take action to lower internet costs; and
- C. Providing direct financial relief in the form of a non-taxable grant or refundable tax credit for families with children learning remotely.

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.



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"> Complete literature reviews; and

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

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?

Peter Symmonds, Superintendent of
Learning Support Services

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 31st or June 30th) 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 program¹. 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.

¹ 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?

Michèle Giroux
Executive Officer, Corporate
Services

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

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



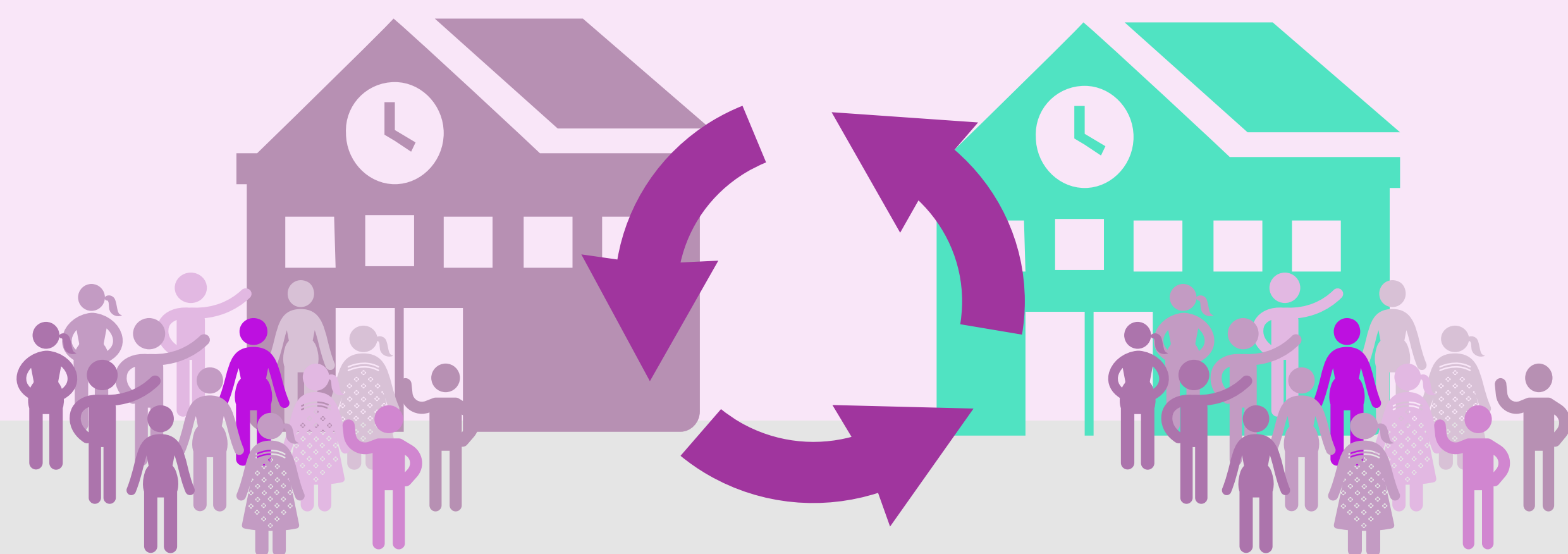
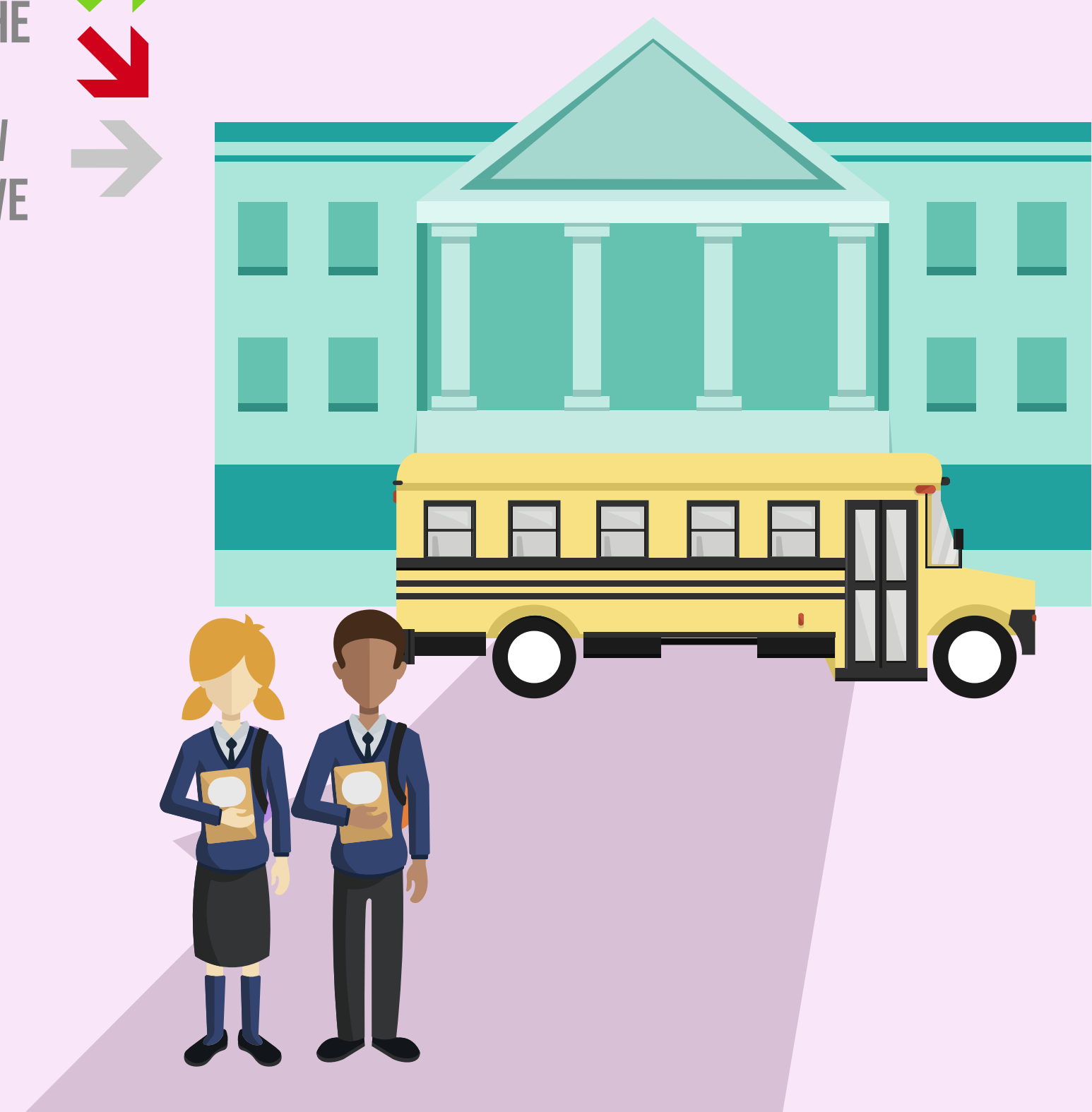
OVERALL ENROLMENT: While both schools were experiencing a 3-year enrolment decline prior and immediately after the amalgamation, by 2019 total enrolment has stabilized. Enrolment of **NEW** students also increased. The average proportion of new students for the three years prior to the amalgamation was **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.

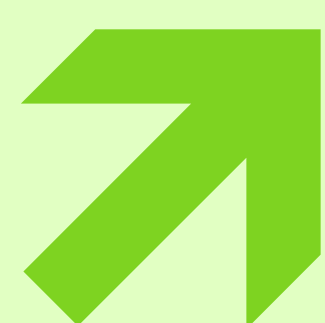


COHORT TRACKING

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

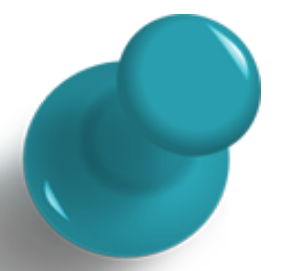
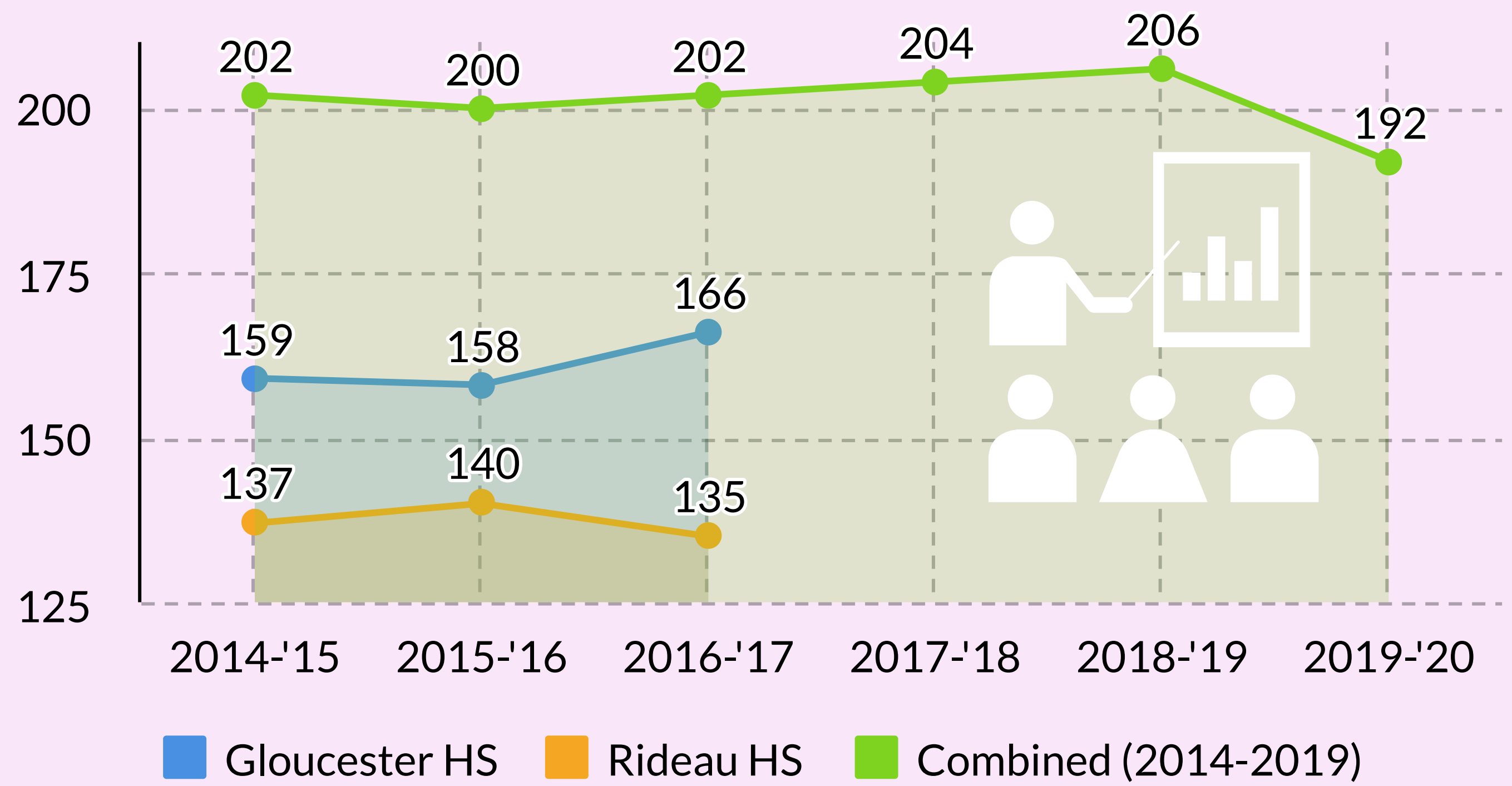


UNIQUE COURSES OFFERED



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



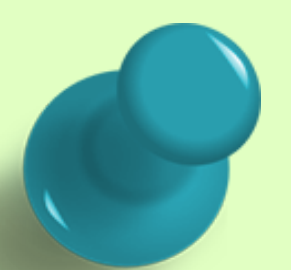
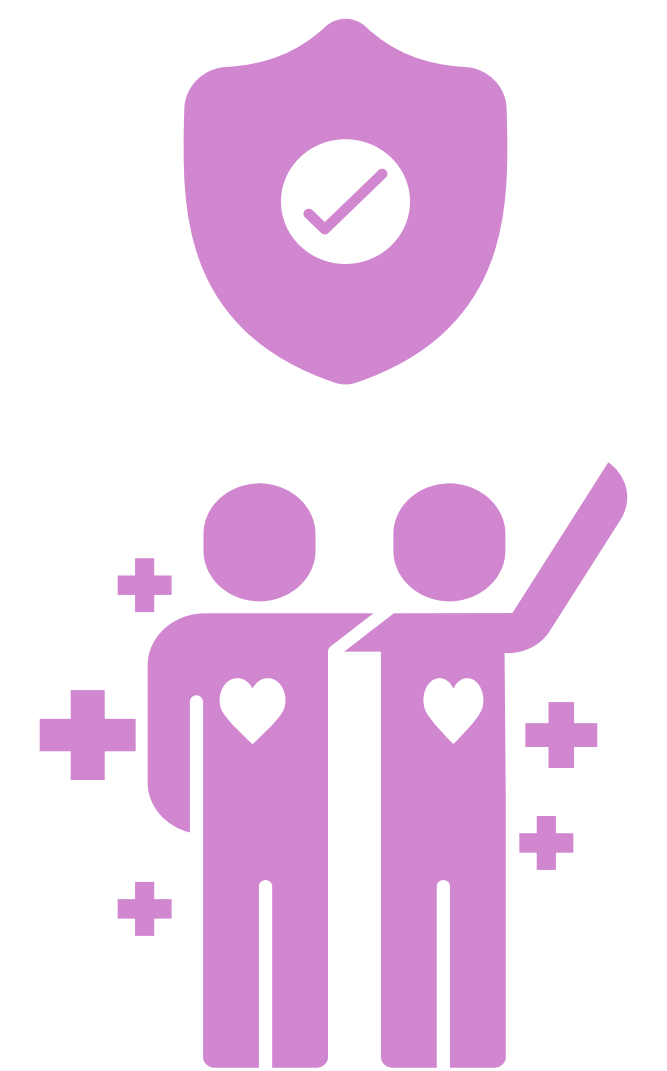
For parents, there is an improvement in ratings across all areas at Gloucester HS between the last two bi-annual School Climate Surveys (2017 and 2019). The specific ratings included parents' rating of how **welcome** they feel, how well the school supports **positive behaviour**, how well the school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

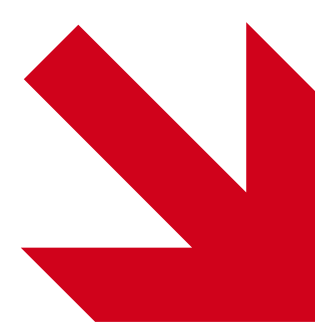


ACCESS TO RESOURCES



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.



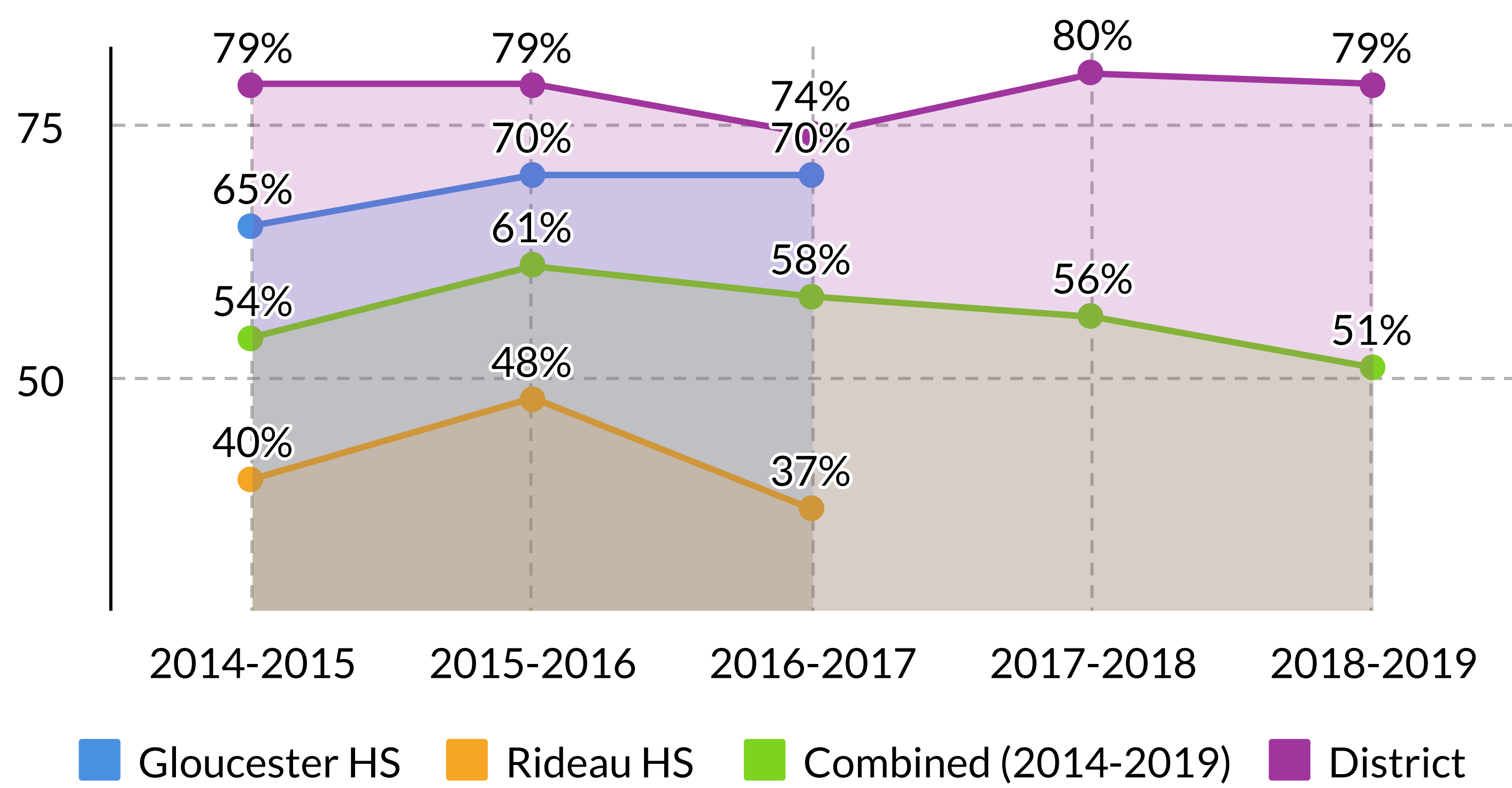
Unfulfilled infrastructure commitments and delays in construction continue to disrupt the learning process.



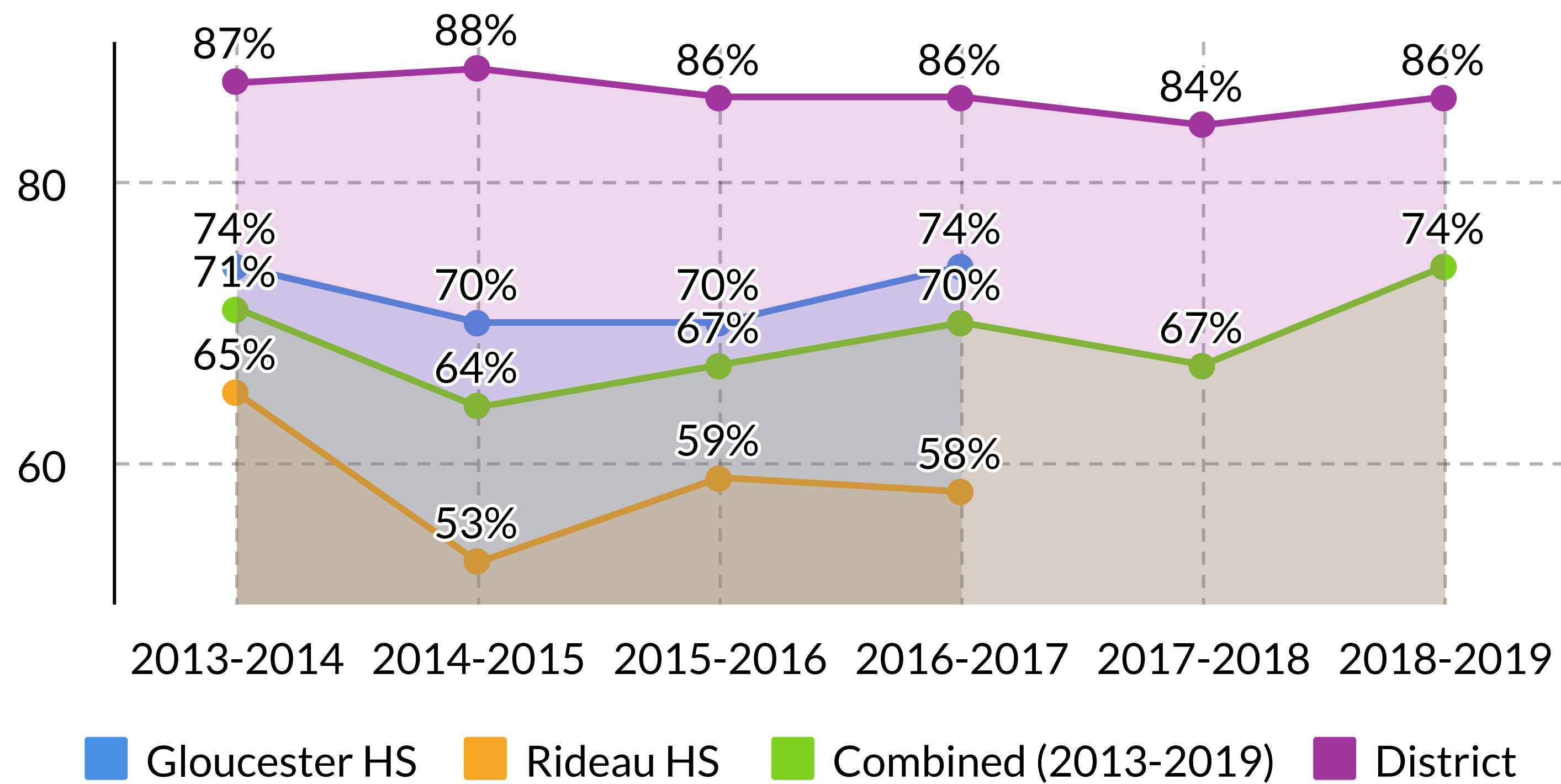
STUDENT ACHIEVEMENT

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.

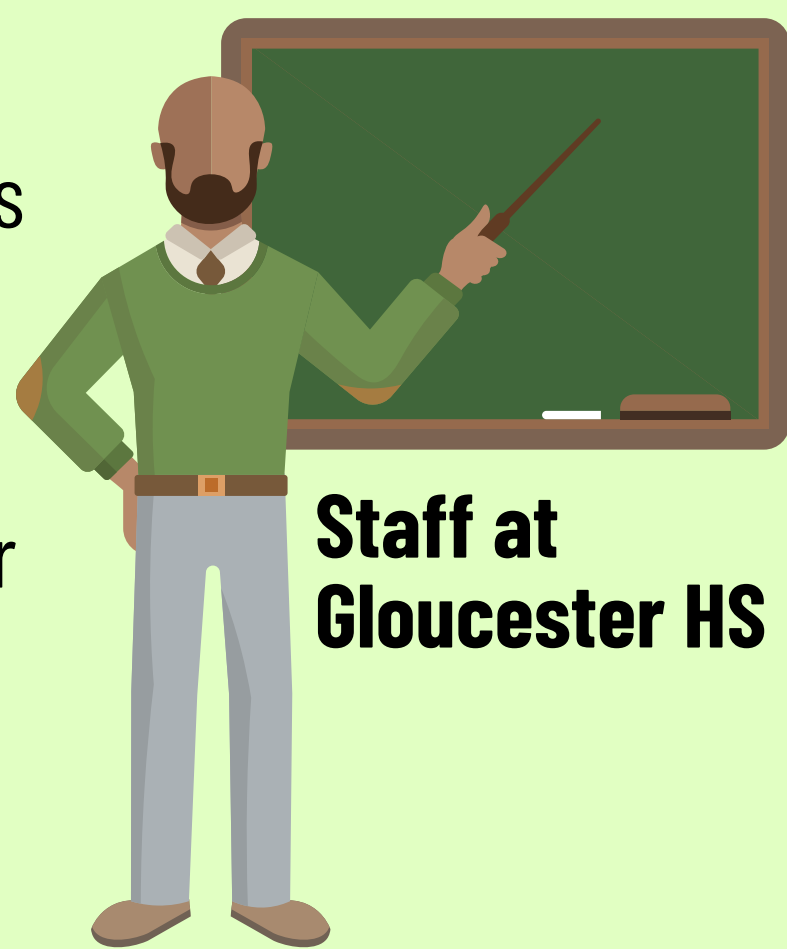


GRADE 10 OSSLT: Although Gloucester HS's success rate in OSSLT decreased from 74% in 2017 to 67% in 2018, in 2019 it increased to its 2017 level (74%). The trends are in line with the overall Board performance trends in the OSSLT (although the decline in Board's rate was not as substantial). However, 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.

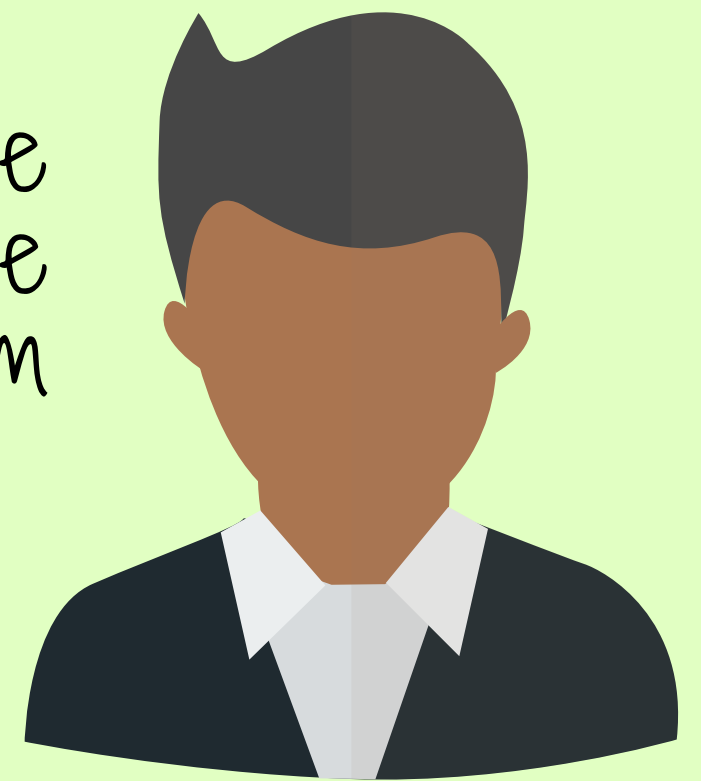


Staff at Gloucester HS

"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."

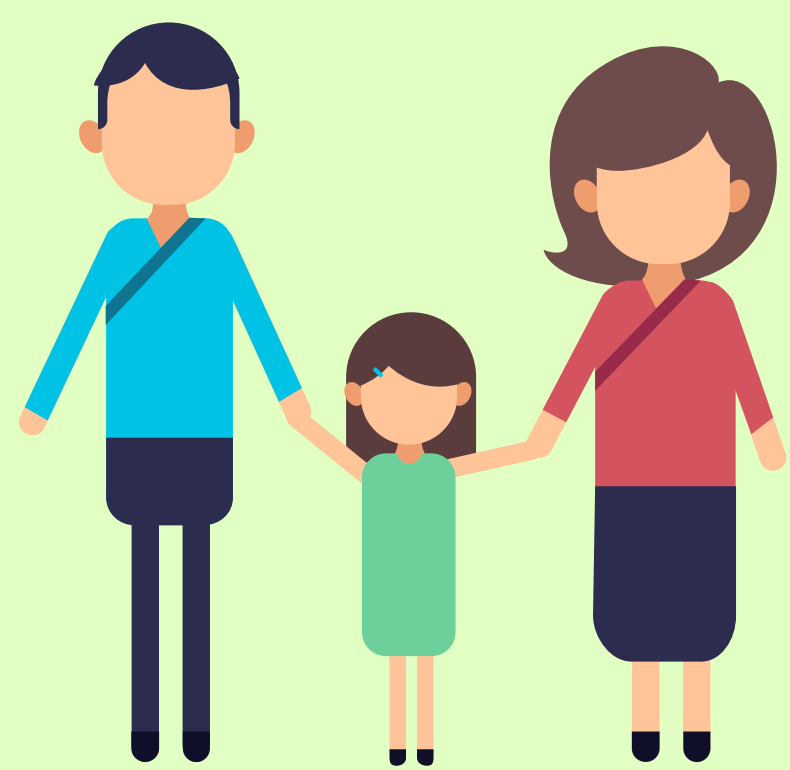
"I think the bond we have created with the new students from Rideau is great"

Gloucester HS Student



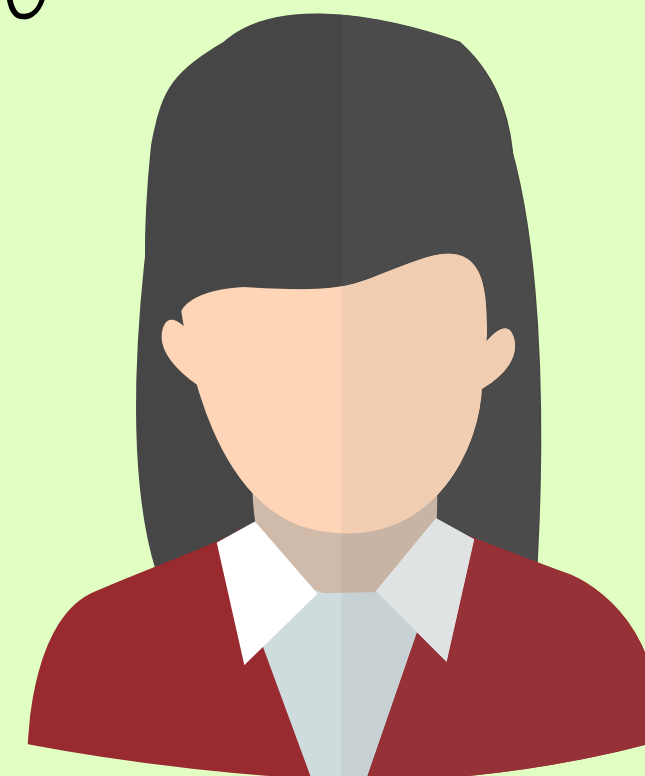
"This merger has provided my child to create new peer relationships that are more positive to her well-being."

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 31st or June 30th 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			
Combined/ Gloucester	1,145	1,084	1,053	1,031	1,026	1,030
<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:

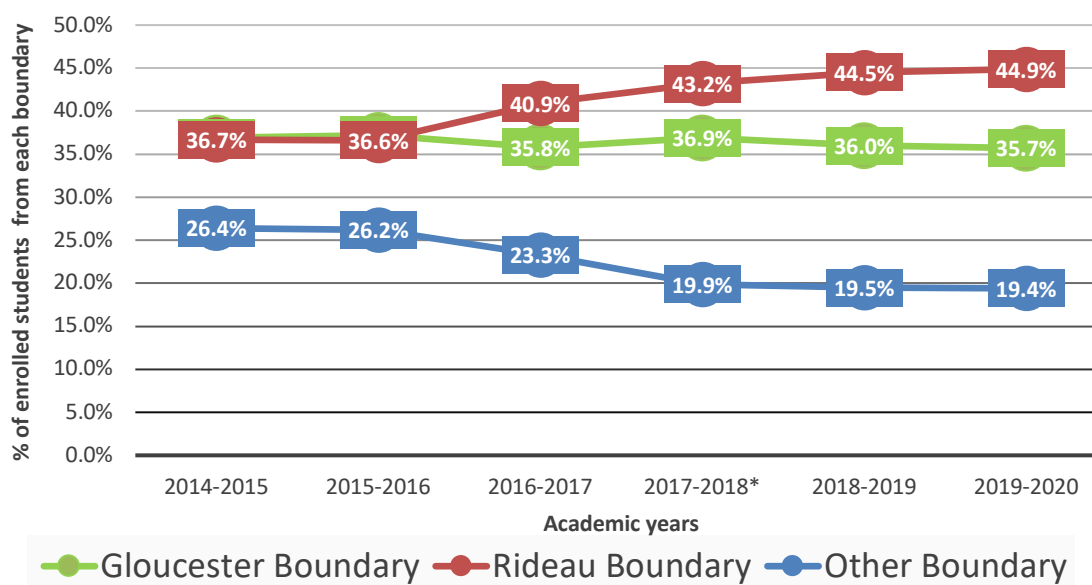
Figure 1 shows the proportion of enrolled students according to: (i) the boundary in which their home address was located on October 31¹; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries². 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

¹ 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.

² 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 2019³, 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.

³ 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).

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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	220 (31.9%)	198 (29.8%)	201 (31.3%)			
Rideau	136 (29.9%)	112 (26.7%)	130 (31.6%)			
Combined/ Gloucester	356 (31.1%)	310 (28.6%)	331 (31.4%)	310 (30.1%)	347 (33.8%)	320 (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%
Total	320	

*Less than 10 students

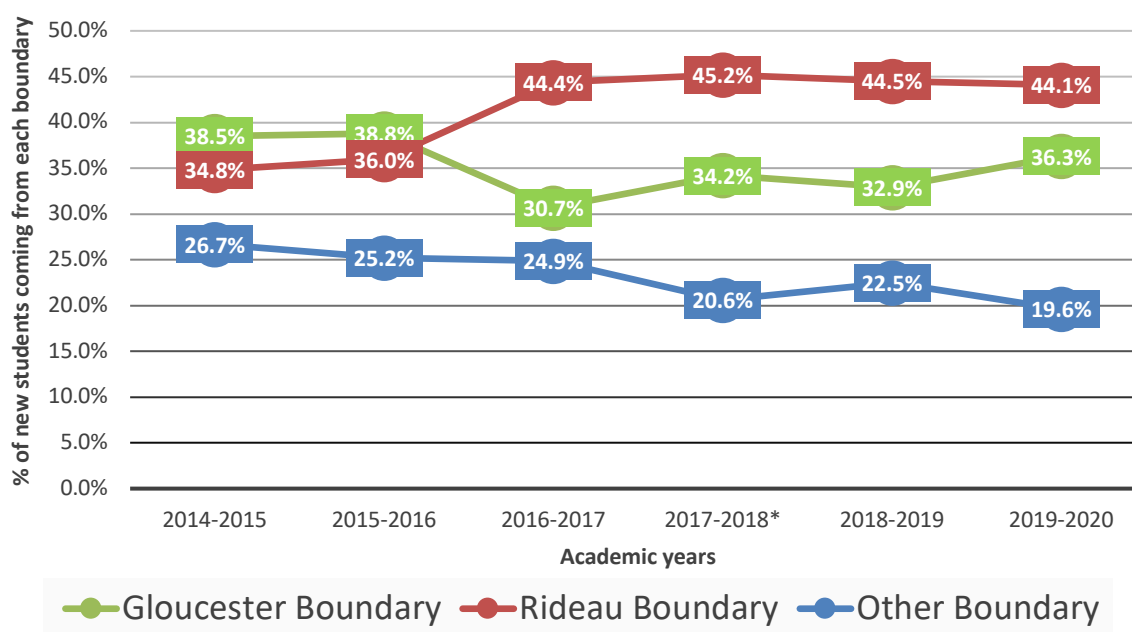
Disaggregation of new students by pre-amalgamated boundaries:

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

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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 4⁴: 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%)			
Combined/ Gloucester (post ARC)	95 (8.3%)	80 (7.4%)	88 (8.4%)	81 (7.9%)	57 (5.6%)	53 (5.1%)
Attrition reasons (2019):						
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.

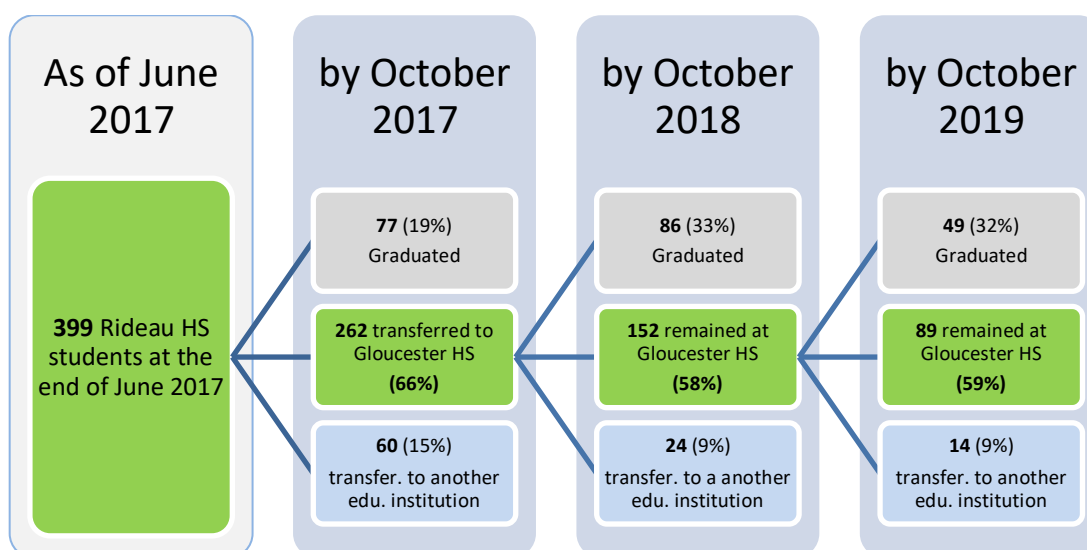
⁴ Section K of the October 31 OnSIS submission to the Ministry: Total number of students leaving the school between June and October (i.e., those who were recorded as a transfer or a retirement from the school).

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Table 5: Tracking of Rideau HS students who transitioned to Gloucester HS (by Grade)⁵

Grade	Rideau Jun 2017 ⁶	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
Total	399	262	152	89

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

⁵ 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.

⁶ As of June 2017.

NUMBER OF COURSES RUNNING (SECTIONS) BY PATHWAY⁷

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).

⁷ 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.

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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
TOTAL COURSES		159	137	202	158	140	200	166	135	202	204	206	192
Color scheme (trend since last year, post amalgamation, 2017-2019):													
INCREASE				DECREASE				NO CHANGE					

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.

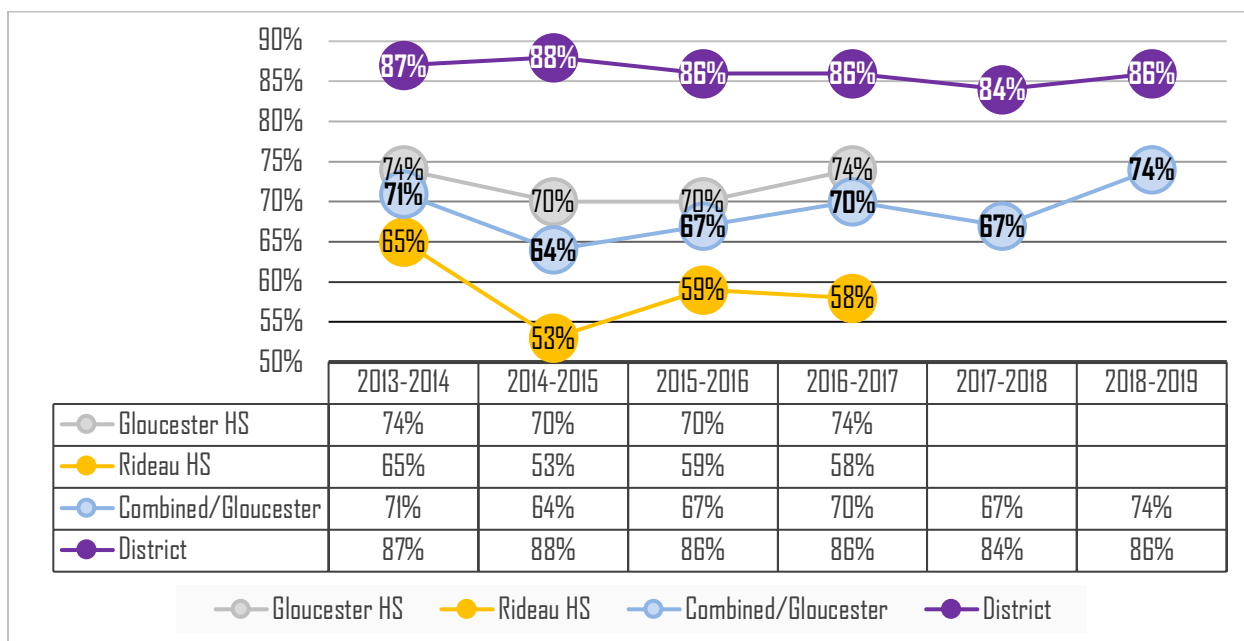
Provincial Assessment Results (EQAO):

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)⁸. 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

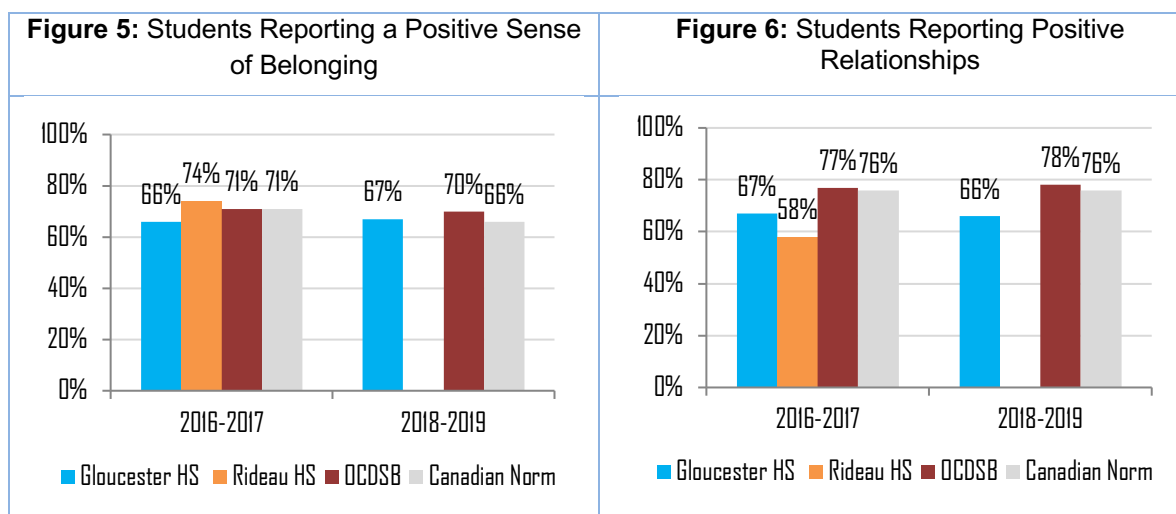
	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	Change from last year	Total enrollment (#)	% achieving 16+ credits	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%

⁸ 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)

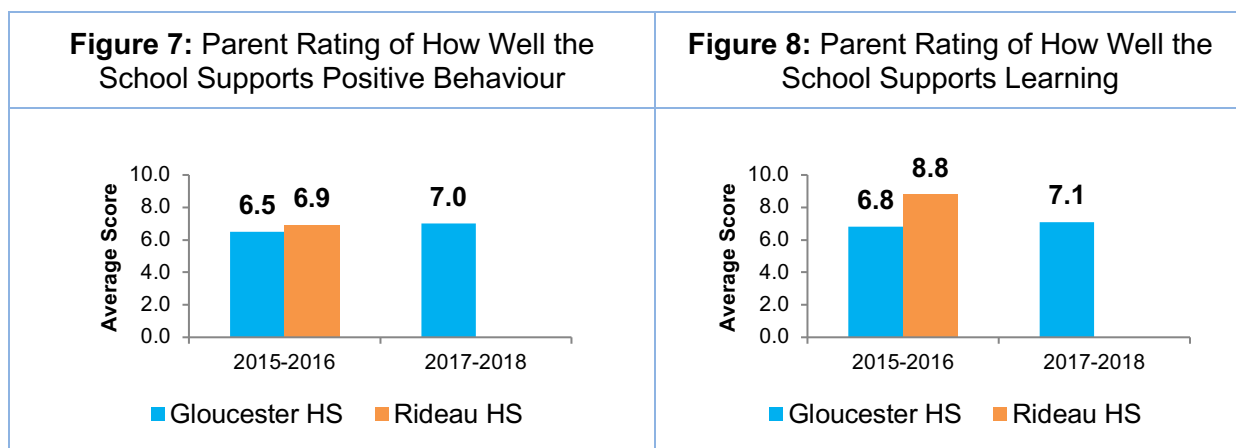
Note: This section provides visualization only for select questions of the survey due to a large number of questions. Please refer to Annex 4.3 for more visualizations under this theme.

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.

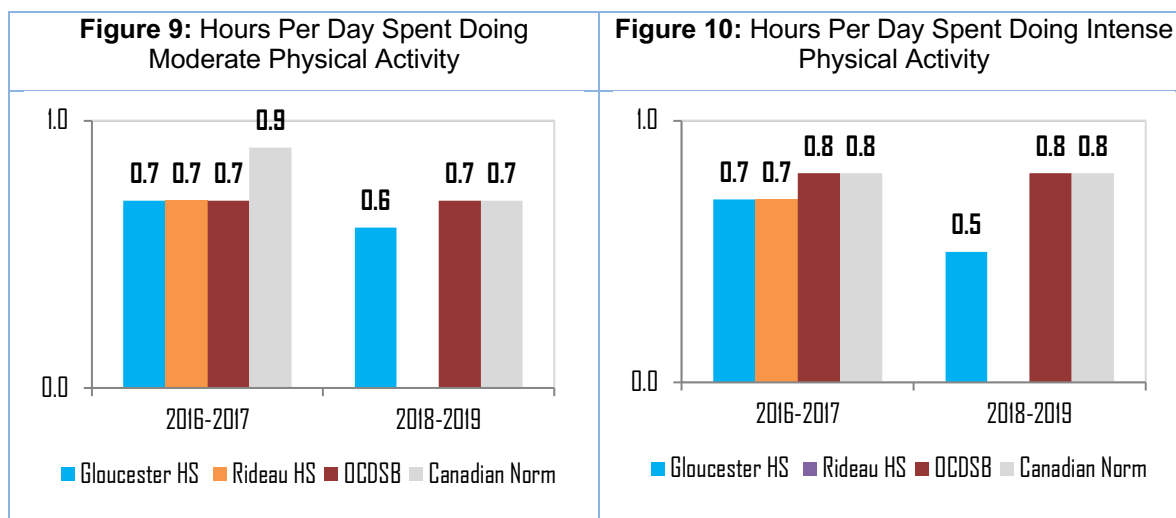


Cognitive well-being (Parent Survey): In 2017-2018, most of the parents at Gloucester HS agreed that the School supports positive behaviour (an average rating of 7 out of 10, which is equal to the District average). This represented an increase from the 2015-2016 results at both Gloucester and Rideau. 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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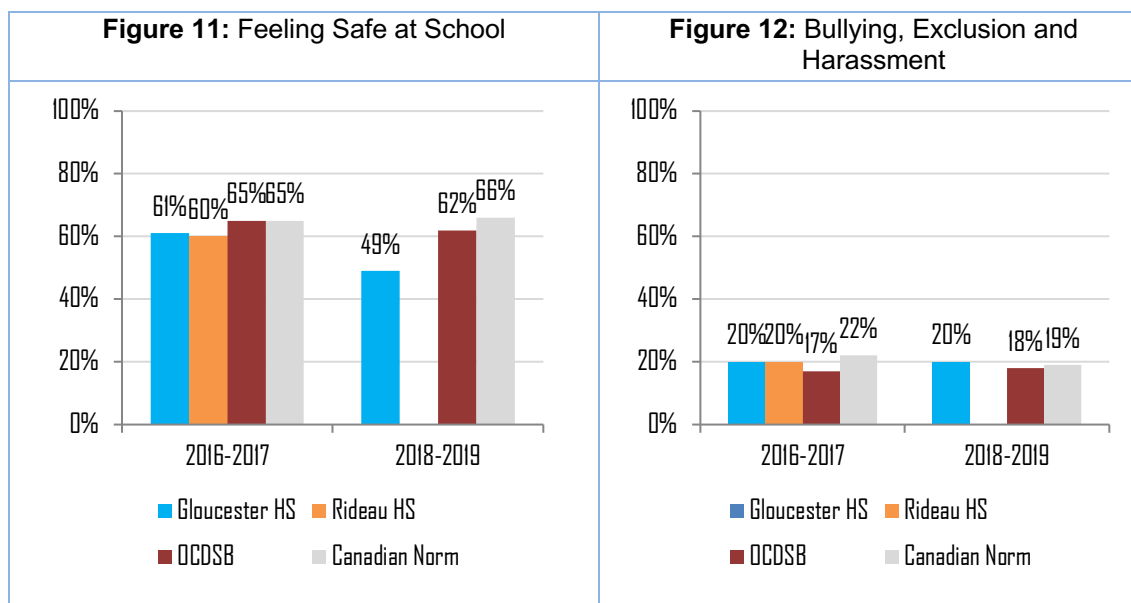


Physical well-being (Student Survey): Physical well-being was measured through OurSCHOOL School Climate Surveys (e.g., student self-reporting of engagement in physical activity, feeling safe at School, and experiences of bullying/ exclusion/ harassment). In terms of hours spent per day doing moderate 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"> “I think the bond we have created with the new students from Rideau is great” Gloucester HS student “I don’t feel like some of the teachers from Gloucester acknowledge that we have gone through a big change.” Gloucester HS student “I miss the feeling of family that we had at Rideau” Former Rideau HS student 	<ul style="list-style-type: none"> “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.” Former Rideau HS student “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

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	<ul style="list-style-type: none"> ● “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. Parent of a former Rideau HS student ● “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.” Parent of a former Rideau HS student 	<p>had so much positive energy and we are so happy with how this transition has gone. Gloucester HS student</p> <ul style="list-style-type: none"> ● 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.” Gloucester HS student ● “This merger has provided my child to create new peer relationships that are more positive to her well-being.” Parent ● “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.” Parent ● “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 is 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.” Parent ● “Gloucester is recognized internationally as one of the best and most welcoming Schools in the country.” School Council member
Transition and Adjustment	<ul style="list-style-type: none"> ● “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.” Former Rideau HS student ● 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 	<ul style="list-style-type: none"> ● “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.” Former Rideau HS student ● “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

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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.” Parent of a former Rideau HS student</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”. School Council member</p> <ul style="list-style-type: none"> ● “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.” 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.” Staff at Gloucester HS ● “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.” Staff at Gloucester HS ● “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.” Staff at Gloucester HS
Extracurricular activities	<ul style="list-style-type: none"> ● “There is a greater number and variety of sports teams, clubs, extracurricular activities, field trips, guest speakers” Former Rideau HS teacher 	<ul style="list-style-type: none"> ● “We definitely have had more involvement in student clubs, extracurricular activities and overall School spirit”. Former Rideau HS student
Generic		<ul style="list-style-type: none"> ● “Rideau, Gloucester. School is School.” Former Rideau HS student

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 DELF⁹.
- 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 programming 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

⁹ 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

	2014 to 2015 Yr/Yr %	2015 to 2016 Yr/Yr %	2016 to 2017 Yr/Yr	2017 to 2018 Yr/Yr %	2018 to 2019 Yr/Yr %
Gloucester	-3.6%	-3.5%			
Rideau	-7.9%	-1.9%			
Combined/ Gloucester (post ARC)	-5.3%	-2.9%	-2.1%	-0.05%	+0.04%
<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
Total Enrolment¹⁰	1,146	1,084	1,057	1,031	1,025	1,030
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 ¹¹

	2014	2015	2016	2017	2018	2019
Number of New Students	356	309	329	310	346	331
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%)

¹⁰ 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.

¹¹ 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 12¹²: Exit Codes for Non Returning Students as of October 31

Reason for Leaving	2014 (N = 95)	2015 (N = 80)	2016 (N = 88)	2017 (N = 81)	2018 (N = 57)	2019 (N = 53)
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%)	

¹² 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

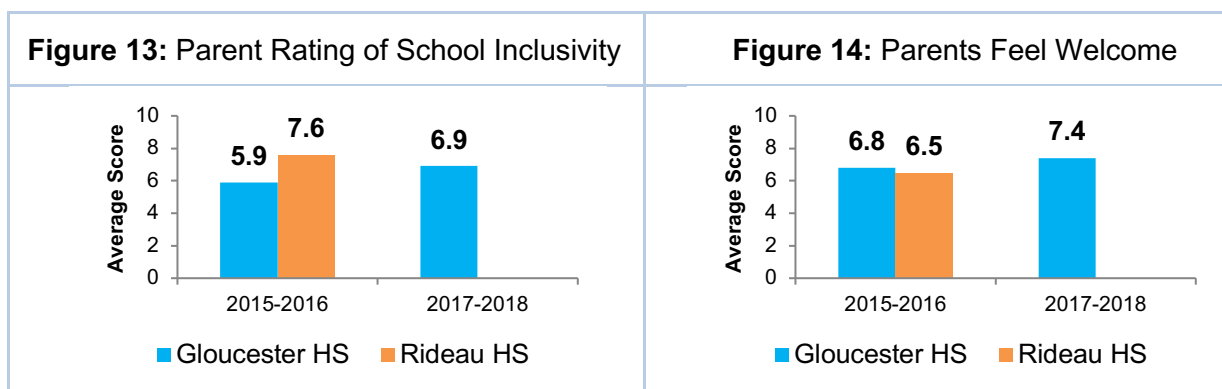
		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
		Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests 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 ^{13/}	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 %)

¹³ Transfers between respective schools removed.

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

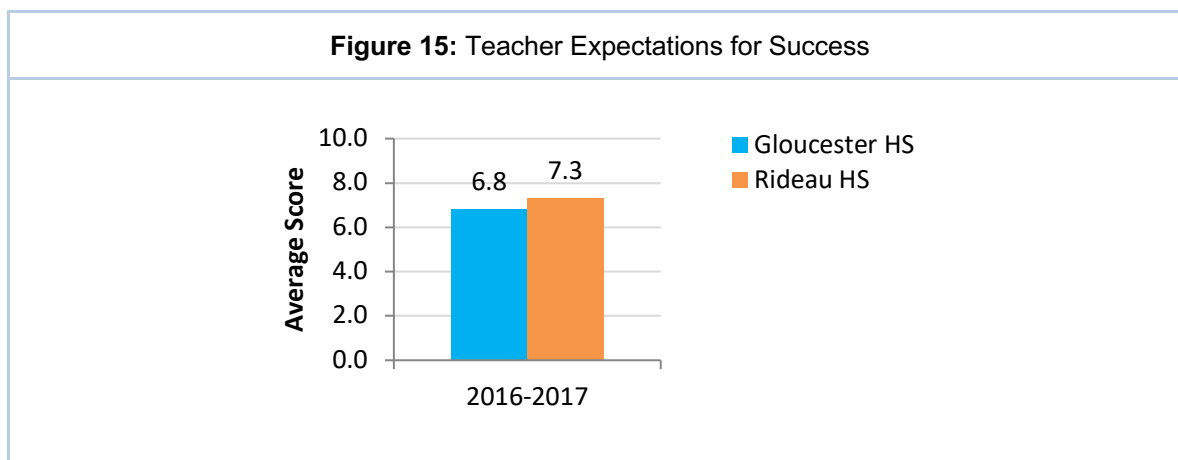
Socio-emotional well-being (Parent Survey):

The most recent Our SCHOOL School Climate Survey asked parents about inclusion at the School and how welcome they feel. Parent ratings¹⁴ 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):

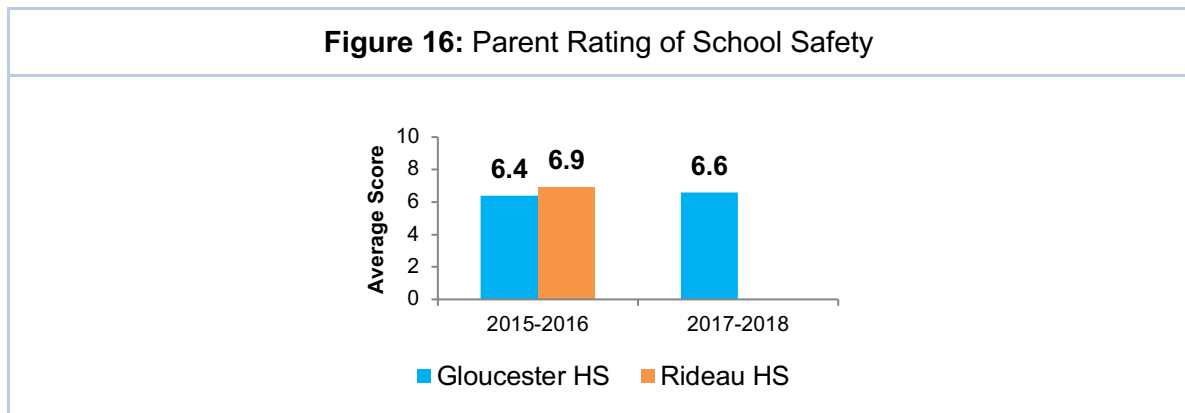
Teacher Expectations for Success: According to the student survey in 2016-2017, students in the district and across Canada agreed that their teachers had high expectations for their success (i.e., 7.1 out of 10 for both groups of students). For students at Gloucester, average ratings were lower compared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



¹⁴ 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).



S

Revised:

Board Work Plan 2020-2021

Actions	Milestones	Time Frame	
		Start Date	Status
Culture of Innovation			
We will build a learning community where innovation and inquiry drive learning			
Professional Learning	Anti-Racism Training	January 2021	
	Board Retreat 2021 1. Applying an Equity Lens to Policy and Governance 2. Effective School Board Governance	February 2021	
	Strategic Enterprise Risk Management (SERM)	March 2021	
	Human Rights and Equity	April 2021	
Culture of Caring			
We will advance equity and a sense of belonging to promote a safe and caring community			
Police Involvement in Schools Policy and Program Review	<ul style="list-style-type: none">• Consultation with stakeholders• Regular status updates and monitoring progress• Review draft policy• Board approval of revised policy	September 2020 April 2021 September 2021	
Human Rights Policy	<ul style="list-style-type: none">• Consultation with stakeholders• Review draft policy• Board approval of new policy	December 2020 April 2021 June 2021	
Cyclical Policy Review Process	<ul style="list-style-type: none">• Create a list of policies and a schedule for review 2021-2022	May 2021	

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Culture of Social Responsibility We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship			
Indigenous, Human Rights and Equity Roadmap	<ul style="list-style-type: none"> • Discussion at Committee of the Whole • Approval of additional resources for Indigenous students 	October 2020	
Applying Identity Based Data <ul style="list-style-type: none"> • Student Suspensions and Expulsions • Credit Accumulation • Achievement and Streaming 	<ul style="list-style-type: none"> • Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data. 	November 2020 February 2021 May 2021	
Learning Support Services Operational Review	<ul style="list-style-type: none"> • Resume focus group sessions with stakeholders • Discussions at SEAC and Committee of the Whole • Board approval and next steps 	January 2021	
Safe Schools Policy Review	<ul style="list-style-type: none"> • Consultation with community • Board approval of revised policy 	November 2020 June 2021	
Advisory Committee Review	<ul style="list-style-type: none"> • Consultation with Advisory Committee Chairs and stakeholders • Review and update policies as required 	February 2021 March - September 2021 November 2021	
Fiduciary We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective stewardship of the board's resources			
Approval of Audited Financial Statements	<ul style="list-style-type: none"> • Audit Committee approval 	November 2020	Complete

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	<ul style="list-style-type: none"> • Board approval 		
2019-2023 Strategic Plan Update	Regular status updates and monitoring of strategic plan	November 2020	
Board Work Plan	<ul style="list-style-type: none"> • Prepare draft plan • Board approval • Regular status updates and monitoring 	November 2020 Monthly Monitoring	
Director's Performance Evaluation/Planning	<ul style="list-style-type: none"> • Board approval • Ad Hoc Committee meeting (May 2021) to review job description and determine process 	December 2020	
Approval of 2021-2022 Budget	<ul style="list-style-type: none"> • Set budget meeting schedule • Board approval 	February 2021 April 2021 June 2021	
Academic Staffing Approval	Committee of the Whole and Board discussions Board approval	March 2021	
Electoral Zone Boundary Review	<ul style="list-style-type: none"> • Initiate review and research options • Community consultation • Board approval 	January 2021 November 2021 February 2022	
Monitor the 2020-2021 Budget with consideration of COVID-19 impacts	Regular status updates and monitoring	Ongoing	
Appoint an Integrity Commissioner	<ul style="list-style-type: none"> • Amend and re-issue Request for Proposal (RFP) • Evaluate and select proponents 	April 2021	
Board Comprehensive Evaluation	<ul style="list-style-type: none"> • Ad Hoc Committee meeting to determine process • Prepare and distribute survey • Evaluate results and use to inform 2021-2022 Plan 	March 2021 September 2021	
Succession Planning	Regular in-camera updates	February 2021	

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