

## 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](https://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](https://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

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Keith Penny, Chair