



Capital, School Renewal and School Condition Improvement Projects for 2020-2021

For the last several years, the Ministry of Education has provided significant investment in school renewal and school condition improvement funds allocated to school boards to respond to the results of the province-wide school condition assessment program. In addition, a significant investment has been made to improve ventilation/air quality in schools due to the COVID-19 global pandemic. The funds are to be used to cover the repair and replacement of existing building systems (e.g. HVAC and plumbing), major building components (e.g. foundations, roofs, windows), and building interiors and surrounding site components (e.g. utilities, parking and pavement). In 2020-2021, the Federal and Provincial governments have made significant investments under the COVID-19 Resiliency Infrastructure Stream (CVRIS) to improve air quality in school facilities. This funding was used for new and/or upgraded HVAC and building automation systems, HEPA filters and water bottle filling stations.

James Proulx, Acting Manager of Plant Operations and Maintenance presented details of the work that was completed withing CDSBEO facilities during the 2020-2021 school year. The Plant & Maintenance Department, with input from senior administration and school principals, develops a prioritized list of projects to be completed across the jurisdiction. The 2020-2021 year presented several challenges related to COVID-19, however, despite this, the CDSBEO Plant Department completed over \$10 million in projects. This was a record number of larger school renewal, school condition improvement and CVRIS projects.

"In total, the board completed approximately 2,700 work orders, added or replaced 66 roof top units (RTUs), and more than 74 projects under School Renewal, School Condition Improvement, Air Quality Improvements, Capital and AODA. It is important to note that, in a typical year the board would install approximately 15 new roof top units, so we are very pleased with the number of projects we were able to complete this past year."

The largest project, which was completed in June, was the Gananoque Daycare and EarlyON Centre, at a total cost of \$2.32 million. The addition, which was made to St. Joseph's Catholic School, provided a three-room daycare for infants, toddlers and preschoolers, as well as other amenities for the daycare such as an office, staff room, kitchen, laundry room and additional parking. The Earlyon Centre portion of the project added a play area for 10 children, an office and washroom.

The fire rebuild at St. Luke Catholic High School was implemented through a three-phased approach. Phase one included the demolition of the damaged interior infrastructure and roof at a cost of \$312,000, phase two, the cleaning and sealing of remaining infrastructure at a cost of \$193,000, and phase three, the rebuild, which totaled \$4.76 million. The project will be complete in July 2022.



Several other large projects included:

- an HVAC and lighting project at Bishop Macdonell Catholic School in Cornwall, which received five new roof top units for improved ventilation and air conditioning, new lighting, and the removal of old lockers (\$843,000)
- an HVAC and roofing project at St. Mary Catholic School in Chesterville which supplied 5 new RTUs, air conditioning and new roofing (\$1.2 million),
- an HVAC project at St. Mary Catholic School in Carleton Place (\$403,000)
- an HVAC, lighting and electrical installation at St. Joseph's CSS in Cornwall including four new roof top units, replacement of six old roof top units, replacement of two cooling coils and upgrades to the building automation system, electrical and lighting (\$857,000)
- new HVAC and roof replacement at St. Michael CHS in Kemptville, including six new roof top units, upgrades to the facility's building automation system, and replacement of approximately 18,000 square feet of roofing (\$1.3 million)
- an HVAC, automation, and roofing upgrades at St. John CHS in Perth including the replacement of seven roof top units and roofing replacement to approximately 10,500 square feet (\$704,000)

Additional Plant projects to support upgrades for COVID-19 included upgrades of all facility filters media to MERV13, increased frequency of routine inspections, third-party assessments of school ventilation systems, and deployment of 343 HEPA units to improve air quality in partially ventilated areas and Kindergarten classrooms.

Additional roofing and school renewal projects were completed at many locations.

"I would like to extend sincere thanks to the Plant and Maintenance Department, for their professionalism and dedication in completing a record number of projects this past year. It was certainly a challenging year, and I appreciate all of their hard work," noted Mr. Proulx.

"After seeing the immense number of projects that have been tackled this past year, we are all genuinely appreciative of the work that has been completed to improve our schools and facilities. Thank you so much for this thorough report this evening," concluded Chair Lalonde.

Principal Connections Magazine

Showcasing the great work that is being done across the Catholic District School Board of Eastern Ontario was the purpose of writing two articles for the Principal Connections Magazine. Heather Gerber, Superintendent of School Effectiveness, and Pascale Michaud, Vice-Principal of Notre Dame Catholic High School, provided an overview of their recently published articles, how they came to be and the important role they play for CDSBEO student



learning. The two-part presentation looked at the importance of providing trauma informed support to students, as well as details on the Notre Dame Greenhouse Project.

Every year, Construction Technology students from the Catholic District School Board of Eastern Ontario participate in a board-wide skills competition. Last year, the competition project was to work as a school community to build a large shed that could be sold or donated locally. Working within the parameters of the rules for the skills competition, two Notre Dame CHS teachers, Tyler Soares (Construction Technology) and Nicole Jobson (Special Education Resource Teacher), created a plan to transform the original shed design into a working greenhouse, which also received some minor modifications to improve accessibility. The project included collaboration between the Construction Technology class, the Multi-Exceptionality class and outreach to the community.

Planning for the modified design of the greenhouse included considerations for the shed to be used by students in the Life Skills program.

“The door threshold of the greenhouse was lowered and a ramp was added, so that all students could easily enter the greenhouse,” explained Vice-Principal Michaud. “Additionally, interior potting benches of different heights were designed and installed so that students would be able to work from either a standing or seated position.”

“The beautiful part of this project was that students in our Life Skills program were included in every aspect of the project. They obtained quotes for materials by making phone calls to local building suppliers, they kept track of all the invoices, and they even filmed and produced several short, progress videos that were shared on a variety of social media platforms.”

With guidance from the Construction Technology class, students in the Life Skills program also helped with the construction of the greenhouse. They learned how to drill holes, how to fasten boards with screws, how to measure with a measuring tape, and even how to cut boards with a miter saw.

Michaud noted that the greenhouse would continue to provide many benefits to the Notre Dame Catholic High School community including lessons on inclusion and belonging, life skills acquisition (through budgeting, ecology, marketing and customer service skills), connections to local community partners including Ramsay Creek (a local nursery), school fundraising through an annual plant sale, in addition to workplace skills obtained through hands-on horticultural experience.

“The greenhouse will also provide a natural sensory room for students who struggle with self-regulation or who are dealing with stress or trauma. Teachers and educational assistants will be able to bring students to the greenhouse when they need a quiet space. Its warmth, natural light and greenery will provide a calming environment where students can care for the plants and refocus their thoughts,” explained Michaud.



Superintendent Gerber's submission, which was entitled Making a Difference: Trauma-informed Support, focused on the importance of educators having the necessary tools to provide students with trauma-informed support, where needed.

"Adverse childhood experiences or developmental trauma occur when a child feels intensely threatened by an event they were involved in or witnessed," explained Superintendent Gerber. "This could include such things as witnessing violence, being abused, or neglected, or even falling out of a tree, just to name a few but it is important to appreciate that what is traumatic for one person may not be traumatic for another and how that trauma manifests itself in every individual is different."

For children and youth, trauma may manifest itself as aggression, difficulty concentrating, social isolation, increased relational difficulties, regression in daily living skills, increased repetitive or stereotypical behaviours, or even a child not knowing why any of these behaviours have occurred.

"As children move into adolescence and adulthood, untreated trauma can impact educational achievement, physical or mental illness, cause higher rates of self-harm, substance use, impact future work life and even potentially lead to incarceration," noted Superintendent Gerber. "So that is why our work, our response and our advocacy are so important as it can impact a child's life trajectory."

"I would like to congratulate you both on this outstanding accomplishment. Through sharing the information in these articles, I am sure that many other educators across the province will be inspired to see the possibilities in their own school communities," concluded Chair Lalonde.