



Committee of the Whole Board Meeting

Monday, September 10, 2018
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Trustee Honoraria (F4) R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Enrolment Update R. Wyszynski
 - * (b) Supervised Alternative Learning (SAL) Annual Report (P104) D. Martins
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) SO124 Animals in Schools and Worksites (including Emotional Support, Therapy, and Service Animals) **(C)** L. Thompson
 - * (b) Bylaw 36 Municipal Elections Compliance Audit Committee **(A)** B. Blancher
- E - 2 **Procedure Consideration - Information Items**
- F - 1 **Other Business**
- G - 1 **Correspondence**
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, September 10, 2018
Board Room, Education Centre

Future Meetings (held at the Education Centre unless noted otherwise)

Audit Committee	September 18, 2018	4:00 PM	Brant Room
Special Education Advisory Committee	September 20, 2018	6:00 PM	Board Room
Chairs' Committee	September 24, 2018	5:45 PM	Norfolk Room
Board Meeting	September 24, 2018	7:15 PM	Board Room
Quality Accommodation Committee	September 27, 2018	2:00 PM	Board Room
Committee of the Whole	October 1, 2018	7:15 PM	Board Room
Safe and Inclusive Schools Committee	October 4, 2018	1:00 PM	Board Room
Native Advisory Committee	October 9, 2018	9:00 AM	Pauline Johnson Collegiate
Chairs' Committee	October 15, 2018	5:45 PM	Norfolk Room
Board Meeting	October 15, 2018	7:15 PM	Board Room
Special Education Advisory Committee	October 18, 2018	6:00 PM	Board Room
Student Trustee Senate	October 23, 2018	10:30 AM	Board Room
Indigenous Education Advisory Committee	October 24, 2018	6:00 PM	Board Room
Grand Erie Parent Involvement Committee	October 25, 2018	6:30 PM	Dogwood, Norfolk SSC
Student Transportation Services Brant Haldimand Norfolk	October 30, 2018	9:00 AM	Brant Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Honoraria**
DATE: September 10, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2018 to November 30, 2019 as presented.

Background

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria and Board Policy F4 was established after community consultation to set out procedures for the annual calculation of honoraria.

Additional Information

Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee was established by the regulation with adjustment for increases in the consumer price index for years beginning on or after December 1, 2010. The CPI as reported by Statistics Canada for July 1, 2010 was 116.0 and the index for June 30, 2014 was 126.9 which equates to an increase of 9.6%. This increase applies to the Base Amount and would increase this portion of the honoraria from \$5,900 to \$6,466.40.

The Public Sector Compensation Restraint to Protect Public Services Act 2010 (Restraint Act) does not provide for any increases in the maximum amounts set out for each of the components for the Period of Restraint (March 25, 2010 to March 31, 2012). Ontario Regulation 357/06, Section 13 extends the period of restraint to November 20, 2014.

In the Spring 2018 Grants for Student Needs (GSN) announcement, the Ministry indicated that the trustee honoraria formula would be increasing the base amount by an additional \$400. The new limit would now be \$6,300.

However, in a recently released memo from the Ministry titled B14, "Update: Education Funding for 2018-19", the compensation adjustments announced in the GSN were suspended until the new government conducts a review and puts into place an appropriate expenditure management strategy. As a result, the base amount will not be increasing for Trustees for the 2018-19 school year.

The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.

Trustee honoraria for the year from December 1, 2018 to November 30, 2019 are as follows: (honoraria approved effective December 1, 2017 are shown for comparison)

	December 2017	December 2018 <i>(proposed)</i>
Base Amount	5,900.00	5,900.00
Board Chair Allowance	5,000.00	5,000.00
Board Vice Chair Allowance	2,500.00	2,500.00
<u>Enrolment Amounts</u>		
All Trustees	4,475.61	4,472.10
Board Chair	1,278.75	1,277.74
Board Vice Chair	639.37	638.87
<u>Total Remuneration</u>		
Trustee	10,375.61	10,372.10
Board Chair	16,654.36	16,649.84
Board Vice Chair	13,514.98	13,510.97

Detailed calculations for the proposed honoraria effective December 1, 2018 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Remuneration Calculations

Effective 01-Dec-18

Ending 30-Nov-19

ADE per Sched 13, Line 3.9, 2017-18 Revised Estimates- Pupils of the Board**25,554.86****Enrolment Amounts**

Trustee	$25554.86 \times 1.75 / 10 =$	\$	4,472.10
Board Chair	$25554.86 \times 0.05 =$	\$	1,277.74
Vice Chairperson	$25554.86 \times 0.025 =$	\$	638.87

Trustee

Base Amount	\$	5,900.00	
Enrolment Amount	\$	4,472.10	
Total Annual Trustee Remuneration	\$	10,372.10	
Semi-monthly pay amount (1/24)	\$	432.17	Taxable \$ 288.11
			Non Taxable \$ 144.06

Board Chair

Base Amount	\$	5,900.00	
Enrolment Amount	\$	4,472.10	
Board Chair Allowance	\$	5,000.00	
Board Chair Enrolment Amount	\$	1,277.74	
Total Annual Board Chair Remuneration	\$	16,649.84	
Semi-monthly pay amount (1/24)	\$	693.74	Taxable \$ 462.49
			Non Taxable \$ 231.25

Board Vice Chair

Base Amount	\$	5,900.00	
Enrolment Amount	\$	4,472.10	
Board Vice Chair Allowance	\$	2,500.00	
Board Vice Chair Enrolment Amount	\$	638.87	
Total Annual Board Vice Chair Remuneration	\$	13,510.97	
Semi-monthly pay amount (1/24)	\$	562.96	Taxable \$ 375.31
			Non Taxable \$ 187.65

Prepared : September 4, 2018



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment Update Report**
DATE: September 10, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Enrolment Update Report as information.
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Rationale/Background:

Enrolment is reported to the Ministry of Education on two count dates, October 31st and March 31st, each year.

Additional Information:

Details of the original enrolment projections, actual enrolment reported as at September 7, 2018 and enrolment history are set out on the attached report.

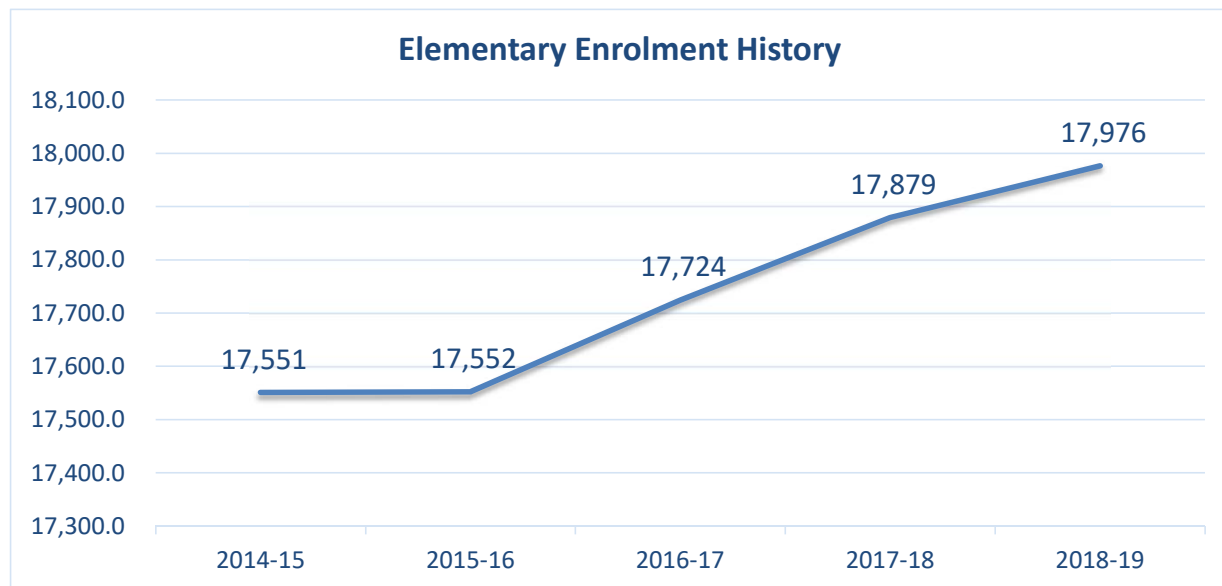
Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board 2018-19 Elementary Enrolment Update

	Enrolment History					Change over 2017-18
	2014-15	2015-16	2016-17	2017-18	2018-19	
JK/SK	3,373.0	3,380.0	3,407.0	3,362.5	3,416.0	53.5
Grade 1-3	5,257.0	5,292.0	5,371.0	5,379.0	5,328.0	(51.0)
Grade 4-8	8,623.0	8,558.0	8,629.0	8,808.0	8,926.0	118.0
Special Education (Ungraded)	298.0	322.0	317.0	329.5	306.0	(23.5)
ADE for Grant	17,551.0	17,552.0	17,724.0	17,879.0	17,976.0	97.0

	2017-18 Enrolment					Change over Budget
	Budget	Sept. 7 '18	Sept. 28 '18	Oct. 31 '18	Mar. 31 '19	
JK/SK	3,227.0	3,416.0				189.0
Grade 1-3	5,334.0	5,328.0				(6.0)
Grade 4-8	8,862.0	8,926.0				64.0
Special Education (Ungraded)	320.0	306.0				(14.0)
ADE for Grant	17,743.0	17,976.0	-	-	-	233.0



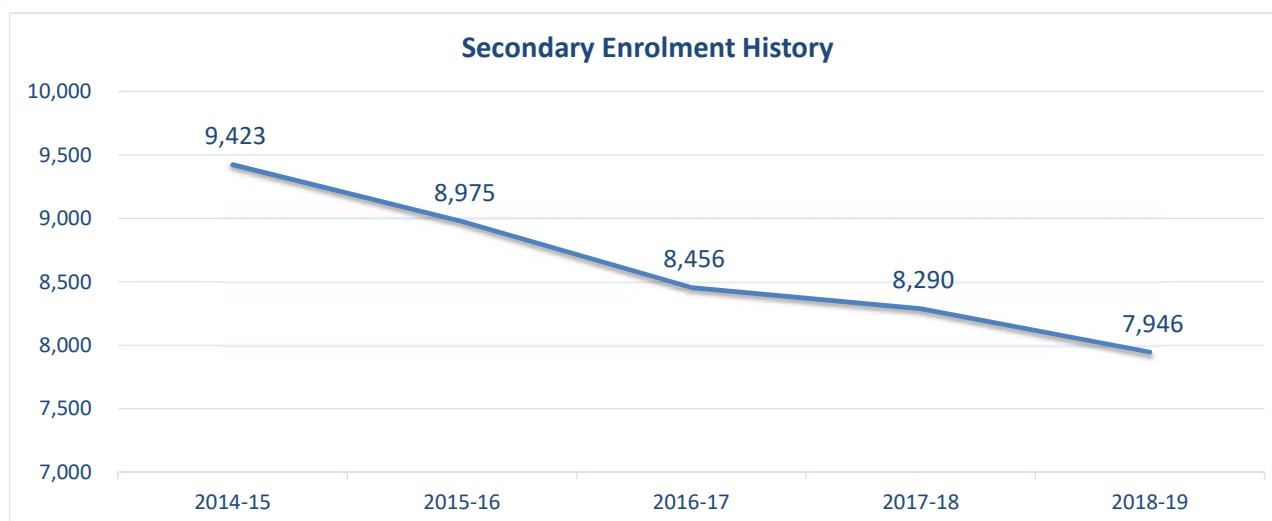
**Grand Erie District School Board
2018-19 Secondary Enrolment Update**

	Enrolment History					Change over 2017-18
	2014-15	2015-16	2016-17	2017-18	2018-19	
Pupils of the Board - Regular	8,388.86	8,337.08	7,850.84	7,692.52	7,492.19	(200.33)
Pupils of the Board - High Credit	71.34	64.43	66.16	44.77	32.73	(12.03)
Tuition Agreement Pupils	578.30	573.00	538.50	552.63	421.50	(131.13)
ADE for Grant	9,422.50	8,974.51	8,455.50	8,289.91	7,946.42	(343.49)

	2017-18 Enrolment					Change over Budget
	Budget	Sept. 7 '18	Sept. 28 '18	Oct. 31 '18	Mar. 31 '19	
Pupils of the Board - Regular Oct. 31	7,551.23	7,684.30				133.07
Pupils of the Board - Regular Mar. 31	7,173.67	7,300.09				126.42
Pupils of the Board - Regular ADE	7,362.45	7,492.19	-	-	-	129.74

Pupils of the Board - High Credit Oct. 31	22.53	14.75				(7.78)
Pupils of the Board - High Credit Mar. 31	77.47	50.72				(26.75)
Pupils of the Board - High Credit ADE	50.00	32.73	-	-	-	(17.27)
Pupils of the Board - Tuition Agreement Oct. 31	552.73	431.42				(121.31)
Pupils of the Board - Tuition Agreement Mar. 31	527.27	411.57				(115.70)
Pupils of the Board - Tuition Agreement ADE	540.00	421.50	-	-	-	(118.50)

Total FTE - October 31, 2017	8,126.49	8,130.47	-	-	-	3.98
Total FTE - March 31, 2018	7,778.41	7,762.38	-	-	-	(16.03)
ADE for Grant	7,952.45	7,946.42	-	-	-	(6.03)





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Supervised Alternative Learning (SAL) Report**
DATE: September 10, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the "Supervised Alternative Learning" Report as information.</p>

Background

While most students will attend, and successfully complete secondary school. A small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school or with an alternative learning experience as outlined in Ontario Regulation 374/10. An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals, where possible. This program helps to maintain a learning connection between the school and student throughout a planned period of time.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, Credit Recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

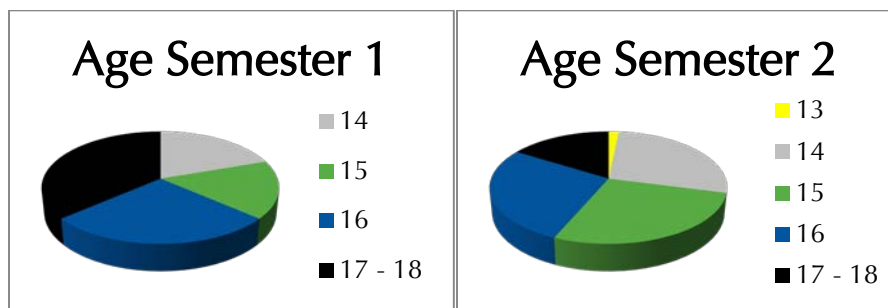
When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end on June 30 of each school year.

Additional Information

The following observations can be made regarding Semester 1 (September 5, 2017 to February 2, 2018) and Semester 2 (February 5 to June 29, 2018) in the school year 2017-18.

Data Source: SAL Module in LITE and March and June Taking Stock 2018 Reports.

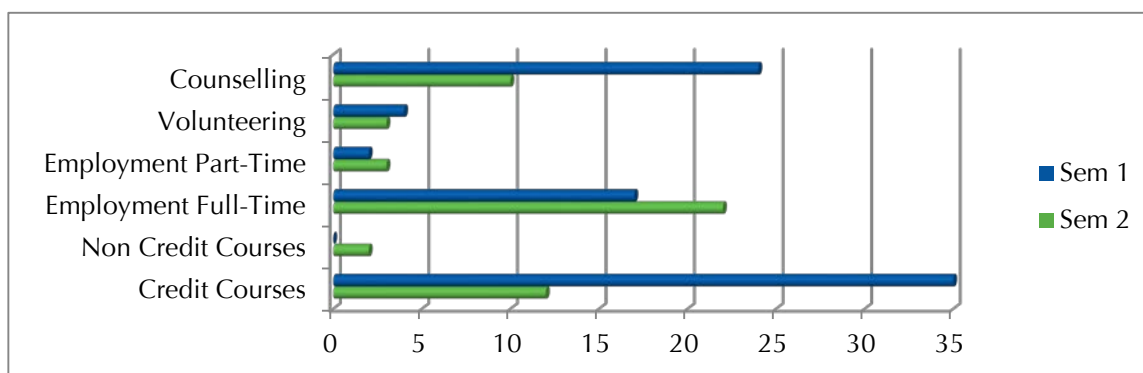
A. Percentage of Students by Age Profile (Age calculated as of December 31, 2017)



Semester 1: Ratio Males to Females - 30:36

Semester 2: Ratio Males to Females - 38:24

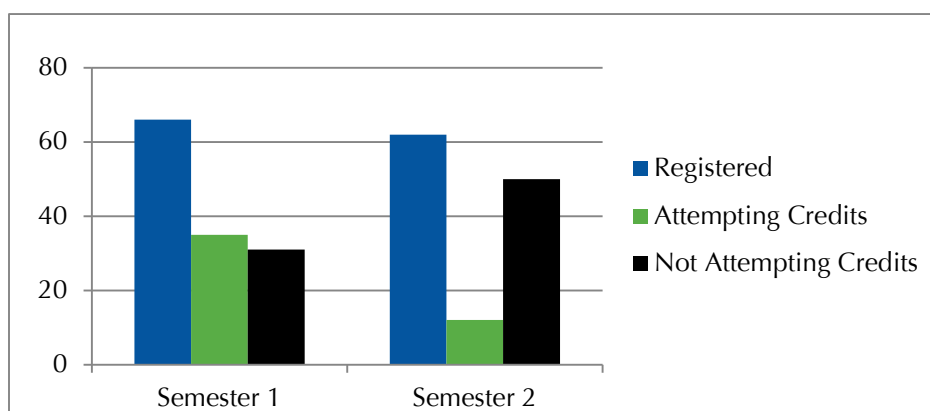
B. Number of Students by Activity Group



Semester 1: 35 Credit Courses, 0 Non-Credit Courses, 17 Full-Time Employment, 2 Part-Time Employment, 4 Volunteering, 24 Counselling

Semester 2: 12 Credit Courses, 2 Non-Credit Courses, 22 Full-Time Employment, 3 Part-Time Employment, 3 Volunteering, 10 Counselling

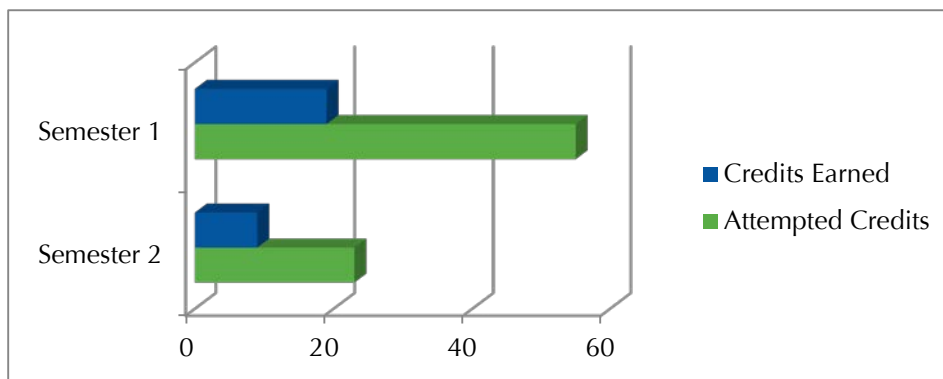
C. Student Enrolment



Semester 1: 66 Registered, 2 Declined, 35 Students Attempting Credits, 31 Not Attempting Credits

Semester 2: 62 Registered, 2 Declined, 12 Students Attempting Credits, 50 Not Attempting Credits

D. Credit Summary



Semester 1: 55 Attempted Credits, 19 Credits Earned (34.5%)

Semester 2: 23 Attempted Credits, 9 Credits Earned (39.1%)

TOTAL: 28 Credits Earned in SAL 2017-18

E. Cumulative Data Summary Analysis

Description	Sem. 1 (SAL) Sept. 2015 – Feb. 2016	Sem. 2 (SAL) Feb.-June 2016	Sem. 1 (SAL) Sept. 2016 – Feb. 2017	Sem. 2 (SAL) Feb.-June 2017	Sem. 1 (SAL) Sept. 2017 – Feb. 2018	Sem. 2 (SAL) Feb.-June 2018
Number of Successful New Applicants	140	100	226	75	66	51
Number of Declined Applicants	3	1	4	2	2	2
Ratio Male : Female	60:80	50:73	114:112	79:81	30:36	38:24
Credits Attempted	240	222	499.5	88	55	23
Credits Achieved	147	102	283	37	19	9
Total Credits Earned in School Year	249		320		28	

F. Summary

The data above demonstrates continued success for our students within the SAL program. This is a result of the combined efforts of families, students, school administrators, student success teams, attendance counsellors, and community agencies in developing appropriate SALP's that meet student needs with greater attention and accountability.

- In 2017-18, students approved for SAL earned on average 0.24 credits (28 credits for 117 students)
- In 2016-17, students approved for SAL earned on average 1.06 credits (320 credits for 301 students)
- In 2015-16, students approved for SAL earned on average 1.04 credits (249 credits for 240 students)

Next Steps

Below is the rationale for some of the changes in data/trends this year and for potential changes in data/trends in the future:

- There was a significant decrease in students participating in SAL compared to previous years. Schools are finding other options/alternative programs for students at/in risk and there was a concerted effort to place students on SAL for one semester at a time versus past practice of placing students on SAL for an entire year.
- The decrease in the number of credits earned per student on SAL was due to the elimination of the use of independent study credits last year and the decrease in students on SAL in Turning Point.
- As per Ministry SAL expectations and guidelines SAL is being used as a last resort for those students who are compulsory school age and will not attend regular or alternative programs.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Denise Martins,
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO124 – Animals in Schools and Worksites (including Emotional Support, Therapy, and Service Animals)**
DATE: September 10, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure SO124 – Animals in Schools and Worksites (including Emotional Support, Therapy, and Service Animals) to all appropriate stakeholders for comments to be received by December 7, 2018.

Background

Procedure SO124 – Service Dogs in Schools was approved by the Board in June 2018. Although it has not been identified for review through the Board's cyclical review process, new information regarding emotional support, therapy and service animals requires updates to the existing procedure. Also, information from the Administrative Memo "Animals in Schools" is included in the new procedure.

Additional Information

The revisions to the existing procedure are extensive. A draft proposed procedure SO124 – Animals in Schools and Worksites (Including Emotional Support, Therapy and Service Animals) with these revisions, as well as the current procedure SO124 – Service Dogs in Schools are attached for circulation to stakeholders for comment.

Communication Plan

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education

**Animals in Schools and Worksites
(Including Therapy, Emotional Support, and Service Animals)****Board Received:** June 11, 2018**Review Date:** January 2020**Accountability**

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Proper documentation provided to the school/Board
 - Animal behaviour is consistent with the needs of the student/employee
 - The introduction or continuing presence of any animal into a classroom, school or worksite must take into account and mitigate for wherever possible any allergies, asthma or phobia concerns.

Definition

The word “animal” or “animals” in this memo is used to include birds, fowl, reptiles, snakes, amphibians, mammals, or, generally, any living thing that is not human or plant.

Procedure – Animals in Schools

Living things can enhance the education of students. Through caring for animals, students learn about their needs and characteristics, and begin to recognize the great variety of living beings that exist in the world.

Animals in schools refer to general animals brought in to school on an individualized basis to support or enhance educational programming. The study of specific animals and their habitats may take place in classrooms or in whole school presentations.

In order to foster concern and respect for living things, it is essential that all animals be properly cared for and their habitats well maintained. There must always be proper planning for the correct care and maintenance of them, including the potential difficulties of providing care on weekends and holidays.

In order to allow for a positive learning experience with animals, teachers must obtain approval from the Principal and create a plan for the practice of responsible animal management before bringing animals into a classroom or school.

The following checklist must be reviewed before bringing an animal into a school or classroom:

- ☐ Do students or staff have any allergies to certain types of animals?
- ☐ Are there any students or staff fearful of a certain type of animal?
- ☐ Are there religious beliefs that may impact on the presence of a living thing in a classroom or school?
- ☐ Are there appropriate habitats for the animals?
- ☐ Is all electrical equipment, in good condition, proper working order, Canadian Standards Association (CSA) approved and used in a method that does not create a trip or electrical hazard?
- ☐ Are classroom teachers aware of the responsibility to clean and maintain animal enclosures?

- ☐ Are appropriate steps in place to ensure a clean and healthy environment for animals over weekends and holidays?

If any one of the above cannot be positively resolved before the animal is brought into the school/classroom, it will not be permitted.

General Precautions

1. Avoid keeping turtles, birds or fowl, as they are prone to parasite infections.
2. A limited number of animals should be kept in the school at any time.
3. All cages/habitats must be located in a well ventilated area and should not be exposed to
4. extreme weather conditions.
5. Do not let animals roam freely in classrooms.
6. Animals must be well fed and must have a constant supply of fresh drinking water.
7. All animal waste and soiled bedding material must be removed by the responsible staff member at least daily and replaced with fresh bedding. Waste material must be placed in a sealed plastic bag for disposal, following local regulations for animal waste disposal.
8. Caretakers or Custodians are not responsible for the care or clean-up of animals in schools.
9. If an animal scratches or bite breaks the surface of the skin, immediately clean the affected area and report the incident to the Principal.
10. ALWAYS wash hands thoroughly after handling animals.
11. Cats, dogs (with the exception of service dogs), snakes and other reptiles are not to be kept in schools but may be welcomed as occasional supervised visitors only after approval of the Principal.
12. The exhibition of exotic animals, including poisonous amphibians, requires approval of the Family of Schools Superintendent.

Procedure – Emotional Support, Therapy and Service Animals in Schools and Worksites

Emotional support animals provide comfort and support to people with emotional concerns. Emotional support animals are not specifically trained to perform particular tasks to assist with a disability.

Therapy animals are generally understood to be animals with specific training, although the training is focused on allowing the animal to interact with many people other than its handler. Therapy animals may be present in schools or worksites at particular times to provide comfort to people with psychological, emotional or social challenges. All protocols regarding interaction with the working animal must be adhered to.

Service animals assist their handlers with a wide range of disabilities. In Ontario, there are four statutory regimes that address the use of service animals:

- The Blind Persons' Rights Act applies to guide dogs for people who are blind, low vision, or have vision loss, and provides public access and housing protections for the users of these animals.
- The Human Rights Code protects people with various disabilities from discrimination, harassment, and reprisal in all of the areas covered by the Code, including services, goods and facilities, accommodation, contracts, employment, and vocational associations. The definition of disability includes people who rely on guide dogs and service animals.
- The Integrated Accessibility Standards regulations under the Accessibility for Ontarians with Disabilities Act (AODA) contain protections for the users of both guide dogs and service animals, by allowing service animal teams to access premises where goods, services, or facilities are provided to members of the public or third parties.

- The Food Premises regulations under the Health Protection and Promotion Act allows guide dogs and service dogs (but not service animals) into premises where food is served, sold, or offered for sale.

Guide dogs are trained specifically to guide people who are blind or partially sighted. The guide dog is qualified via a regulated training program. For all other service animals, including service dogs, there is no certification requirement for training.

An animal is defined as a service animal or service dog if it can be “readily identified” as assisting a person with a disability, or if the person using the animal provides documentation from a medical professional that confirms they require a service animal or require the animal for reasons relating to a disability.

The following checklist must be reviewed before bringing an emotional support, therapy or service animal into a classroom, school or worksite;

- ☐ Have handlers disclosed any incidents of aggressive behaviour displayed by the animal?
- ☐ Have handlers submitted formal documentation confirming annual vaccines?
- ☐ Have handlers provided a letter from a medical professional recommending the use of the animal?
- ☐ Do students or staff have any allergies to certain types of animals?
- ☐ Are there any students or staff fearful of a certain type of animal?
- ☐ Are there religious beliefs that may impact on the presence of a living thing in a classroom/school/worksite?
- ☐ Are there appropriate spaces for the animals for feeding and care?
- ☐ Are handlers aware of their responsibility to clean and maintain animal care spaces?
- ☐ Have students and staff members been made aware of how to interact appropriately with the animal?
- ☐ Have handlers made transportation arrangements for the animal, either privately or with school board transportation?

If any one of the above cannot be completed or positively resolved before the animal is brought into the school/classroom/worksite, it will not be permitted.

A sign alerting visitors to the service animal’s presence will be placed on the doors of the school/worksite.

It is recommended that parent(s)/guardian(s)/staff member refer to their home or tenant insurance policy to determine whether it covers any liability in the event of a claim pertaining to the service animal. If no such coverage exists, consideration should be given to amending the policy.

On an annual basis, the principal will inform the Superintendent of Education responsible for Special Education that the animal will be present at the school. The site supervisor will inform the Superintendent of Human Resources that the animal will be present at the worksite.

Exclusion of Animals from Schools/Worksites

An animal may be excluded from access to the premises or parts of the premises where:

1. Exclusion is required by another statute, such as *the Health Protection and Promotion Act* and/or the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service animals are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
2. The animal is of a breed that is prohibited by law. An example would be the Ontario Dog Owner's Liability Act, which places restrictions on pit bull terriers.
3. Where there is a risk to the health and safety of another person as a result of the presence of the animal that cannot be addressed by providing reasonable accommodations.
4. There has been a material change in the circumstances that led to the original approval of the use of the animal in the school or worksite.
5. Exclusion is otherwise required by law.

When a request for a service animal to accompany a student to school/employee to worksite is not approved, the Board will continue to provide reasonable and appropriate accommodations to the student/employee.

References

[Lending a Helping Paw: An Overview of the Law of Service Animals in Ontario](#), May 2017, (Doctor, Kelly, Meggs, Caitlin, Goldblatt Partners LLP



PROCEDURE

SO124

Use of Service Dogs

Board Received:

Nov 23, 2015

Review Date:

January 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success –
 - Dogs are properly certified
 - Proper documentation provided to the school/Board
 - Dog behaviour is consistent with the needs of the student/employee

Definition

A service dog is a working animal trained by a recognized service/training facility, currently defined under Ontario Regulation 58 – Guide Dogs. A certified service dog is allowed full public access in the province of Ontario and is trained to perform the skills required to meet the needs of the student/staff with whom it has been partnered. These animals provide a number of services to the persons who are diagnosed with disabilities such as Physical, Blind or Low Vision, Deaf/Hearing Impaired, Physical Disability, Autism Spectrum Disorder or a seizure disorder. Service dogs may be used by individuals to support them with daily living and accessibility.

Background

The *Human Rights Code* and *Ontarians with Disabilities Act* describe disability to mean:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defects or illness and without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 (handicap).
- f) This list is not exhaustive.

Service Dogs

A Service Dog provides independence, dignity, and confidence to the handler. These dogs become part of the family. Praise and reward is given by the client to establish a loving working relationship

Students/staff can sometimes wait up to two (2) years for a service dog. Ideally, once a person or the parents /guardians have been informed that they have been offered the opportunity to have a service dog, they should inform the work site /school so that the work site /school can prepare for the arrival of the dog.

Service dogs can provide support to students in schools if they are required to access a meaningful education. Service dogs can provide support to staff members if they are required to access their work duties.

Procedures

1. Parents/adult students/ employees will provide notice to the school and include reasons, descriptions of activity and proposed duration of the need for the service dog.
2. The parent/adult student/employee member must provide a Certificate of Insurance naming the Grand Erie District School Board as additionally insured for \$2 million liability coverage. This Certificate of Insurance must be updated annually or for the duration of the Service Dog is attending a Grand Erie District School Board or facility.
3. In order to develop the best possible entry plan for the service dog,
 - a) parents will be requested to provide, to the school principal, a letter from a member of the College of Physicians and Surgeons or the College of Psychologists, confirming the student's diagnosis, as well as a recommendation for the use of a service dog.
 - b) employees will be requested to provide, to the Board's Health and Disability Officer, a letter from a member of the College of Physicians and Surgeons or the College of Psychologists, confirming recommendation for the use of a service dog in the workplace.
4. The parent/adult student/employee member is informed that a certificate of training for the dog from a recognized training agency must be provided and that all costs related to the service dog, including, but not limited to food, equipment, health care, remain the financial responsibility of the parent/adult student/staff member.
5. Information regarding the service dog, as well as the student's medical diagnosis will be retained in the student's OSR (Ontario School Record). If the service dog is for a staff member, information regarding the service dog will be retained in the employee's health and disability file in Human Resources.
6. The school will coordinate the needs or other information contained in a student's IEP (Individual Education Plan) with the use of the service dog.
7. The principal will meet with the parent/adult student to discuss the potential impact of the request on the school community. The principal/supervisor will meet with the employee and the Board's Health and Disability Officer as part of the employee's Accommodation Plan and to discuss the potential impact of the request on the school community or worksite. The principal will inform the Superintendent of Education responsible for Special Education that a service dog will be present at the school.
8. The principal will have extensive information sessions with support staff, school staff, the school council and community prior to the service dog arriving at school. During the information sessions with the broader school community, the anonymity of the student and the family or staff member will be maintained. A plan for entry of the service dog will be created, including provisions for daily bio-breaks in designated areas and proper waste disposal. In the case of a non-school site, the site supervisor will consult with the staff assigned to that location.
9. The Superintendent of Education responsible for Special Education will send a letter to the parent/guardian/adult student/employee indicating that the service dog is welcome after entry plans are completed. School staff will be supportive of the service dog. If the student is entering school, the service dog should be included in the transition plan; if the student is currently in attendance at a school, observation of the student with the service dog prior to entry will be part of the plan.
10. A student's/staff member's plan for entry with a service dog will include a case conference involving the parents/guardians (for a student), the involved staff member, the Principal, Classroom Teacher (for a student), the Learning Resource Teacher (for a student), the Health & Disability Officer (for staff), a representative of recognized service dog training agency, the

student where appropriate, Principal Leader - Special Education and Teacher Consultant – Special Education. Topics to be addressed will include:

- the purpose/function of the dog;
- care of the dog (rests 100% with student and parent/guardian or the staff member);
- personal care of the dog, i.e., where the dog's water bowl is kept; who will fill the water bowl ensure appropriate employees are informed; and
- examine the seating arrangements and lay-out of classroom

11. Following the student's case conference, the following steps will occur:

- letter is sent home to the school community about the arrival of the service dog (see Appendix A);
- meeting arranged with the School Council to inform them about service dogs;
- inform Union Stewards/Branch Presidents about service dogs and the arrival of the specific dog;
- liaison and professional development for staff, students and the school council with the appropriate service dog agency;
- problem-solving regarding potential concerns from staff, students and the community, including anticipated treatment of the service dog by the student;
- protocol for dog and student during school day and in emergency situations is established, including the appropriate fire exit plan, which is reviewed by the Fire Dept.;
- arrangement for dog and student, accompanied by parent, to visit the school before or after students are present in order for the dog to become familiar with the school environment
- observation, either live or on video, of specific techniques used with the student and dog; training of staff by the appropriate service dog agency;
- a sign alerting visitors to the dog's presence will be placed on the doors of the school.
- an assembly arranged for the student body involving a service dog training agency and the dog handler to explain the role of the dog.

12. If needed, transportation must be arranged for a student and his/her service dog. Under the Human Rights Code and the Blind Persons' Rights Act, the Board must allow the service dog to ride the bus.

13. The following protocol for students is suggested for a safe ride with service dogs:

- STSBHN (Student Transportation Services Brant Haldimand Norfolk) will obtain proof from the school principal that the service dog is a licenced, trained animal and will travel on a vehicle with other students;
- the bus operator will ensure there is documentation about the guide dog/service dog with the route information, so there are no surprises for a spare driver;
- the service dog should not sit in the aisle of the bus. Whenever possible, it should be in the seat compartment and/or on the floor away from the aisle to prevent it from becoming a projectile or tripping hazard;
- the bus operator will request some basic training from the parent/guardian and/or the service dog provider for the driver, and other students on board the bus to ensure there is an understanding of what is allowed or not allowed with all parties
- Principal will consult STSBHN Procedure 39 Transportation with Service Animals to ensure all forms and directions are provided to parents/guardians or adult students.

14. The school's/worksite's protocol regarding the service dog will be reviewed annually (within the first thirty school days of each school year) or as deemed necessary by school administration, site supervisor, the Health & Disability Officer, or the student's parent/guardian or staff member.

Appendix A

School Letterhead

Date

Dear Parent/Guardian,

This letter is to inform you that there will be a Service Dog in our school assisting one of our students. This dog is a highly trained companion for our student and is able to assist him/her in many of the routine activities which may pose some challenges for him/her.

Service Dogs are included in every aspect of life for the handler. The right to access to a service dog is protected under Human Rights legislation, and, as such, the dog has the right to be with the handler wherever he/she goes (e.g., public buildings, transportation). There are some exceptions to this right based on public health requirements.

There will be information sessions planned here at school to integrate the dog into our school routines and all our students will be instructed as to the proper procedure around the dog.

As always, we will respect the interests of all our students in providing a safe and effective learning environment here at (name of school).

Sincerely,

Principal

Appendix B

School Letterhead

Date

Insert Contact Information

Attention: Contact Name

Re: GEDSB Requirements for Use of Service Dogs

Dear Insert Name,

The Grand Erie District School Board supports certified service dogs to meet the needs of our students/staff. In order to provide a safe experience for all students/staff and to ensure the proper coverage of insurance we request the following:

- Proof of liability insurance in the amount of \$2 million (either homeowners' policy or commercial policy)
- Proof of Property Insurance to cover the costs of the service animal if the animal were to get stolen or injured.

Insurance certificates must be current and it is the dog owner's responsibility to provide the school board with renewed certificates upon their expiry.

Please provide proof of the required insurance to the school administration or site supervisor.

Kind Regards,

Principal Name/Site Supervisor
Title



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 36 – Municipal Elections Compliance Audit Committee**
DATE: September 10, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 36 – Municipal Elections Compliance Audit Committee.</p>

Background

Under the *Municipal Elections Act, 1996*, as amended, a Municipal Elections Compliance Audit Committee (MECAC) must be established by October 1st in an election year.

This function may be organized and implemented by the City of Brantford in collaboration with the County of Brant, Haldimand County and Norfolk County and the members of the City of Brantford MECAC can also serve in this capacity for concerns brought forward regarding school board trustee candidates. In the event that some applicants for the City of Brantford MECAC opt out of performing this function for the school board, it is incumbent on Grand Erie to form its own MECAC.

In order to ensure that the Board is aware of its obligation in this area, a Bylaw has been created to direct the work of this committee in a municipal election year.

Additional Information

A draft Bylaw recommended for approval is attached for the review of Trustees.

Next Steps

Bylaw 36 will be distributed in accordance with Bylaw 9.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Municipal Elections Compliance Audit Committee

Board Received: _____ Review Date: June of an election year

Context

Under the Municipal Elections Act, 1996, as amended, a Municipal Elections Compliance Audit Committee (MECAC) must be established by October 1st in an election year.

This function may be organized and implemented by the City of Brantford in collaboration with the County of Brant, Haldimand County and Norfolk County and the members of the City of Brantford MECAC can also serve in this capacity for concerns brought forward regarding school board trustee candidates. In the event that some applicants for the City of Brantford MECAC opt out of performing this function for the school board, it is incumbent on Grand Erie to form its own MECAC.

Additional Information

The terms of office for this committee is four years beginning on December 1, 2018. The powers and functions of MECAC are set out in subsections 88.33 through 88.36 of the Municipal Elections Act, 1996. The requirements of the Grand Erie MECAC are as follows:

MECAC will be required to:

1. review and consider a compliance audit application submitted by an elector and decide whether it should be granted or rejected;
2. if the application is granted, appoint an auditor to conduct a compliance audit;
3. receive the auditor's report;
4. consider the auditor's report and if the report concludes that the candidate appears to have contravened a provision of the Municipal Elections Act, 1996, as amended, relating to election campaign finances, the committee may commence legal proceedings against the candidate for the apparent contravention
5. review and consider any reports prepared by the Clerk pursuant to subsection 88.34 or 88.36 of the Act.

In accordance with the Act, Subsection 88.37(2), membership shall not include:

1. employees or officers of the municipality or local school board;
2. members of the council or local school board;
3. any persons who are Candidates in the election for which the committee is established; or
4. any persons who are registered third parties in the municipality in the election for which the committee is established.

In addition to the legislated restrictions established for the composition of this committee, in order to avoid a conflict of interest, an individual shall be deemed ineligible to be a member of the committee if the individual:

1. gives financial advice or prepares the financial statements of a candidate in an election for which the committee is established;
2. is a family member or employee of a candidate in an election for which the committee is established, or any person connected to a candidate through an employment, contractual, business or partnership relationship; or

3. is a volunteer or seeks employment to assist any candidate in the election for which the committee is established.

MECAC is a quasi-judicial body and does not report to the Board.

Reference Documents

- Grand Erie Municipal Compliance Audit Committee Terms of Reference
- *Municipal Elections Act, 1996*

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Municipal Elections Compliance Audit Committee Terms of Reference

1.0 Mandate

- 1.1 The powers and functions of MECAC are set out in subsections 88.33 through 88.36 of the *Municipal Elections Act, 1996*, as amended (Act). MECAC is a quasi-judicial body and does not report to the Board. MECAC will be required to:
- (a) review and consider a compliance audit application submitted by an elector and decide whether it should be granted or rejected;
 - (b) if the application is granted, appoint an auditor to conduct a compliance audit;
 - (c) receive the auditor's report;
 - (d) consider the auditor's report and if the report concludes that the candidate appears to have contravened a provision of the Municipal Elections Act, 1996, as amended, relating to election campaign finances, the committee may commence legal proceedings against the candidate for the apparent contravention;
 - (e) review and consider any reports prepared by the Clerk pursuant to subsection 88.34 or 88.36 of the Act;
 - (f) in the case where the Clerk's report identifies that a contributor has contravened the Act as described in subsection 88.34 or 88.36, the committee may commence legal proceedings against the contributor for the apparent contravention.

2.0 Committee Composition

- 2.1 MECAC will consist of 3 (three) members.
- 2.2 In accordance with the Act, Subsection 88.37(2), membership shall not include:
- (a) employees or officers of the municipality or local board;
 - (b) members of the council or local board;
 - (c) any persons who are Candidates in the election for which the committee is established; or
 - (d) any persons who are registered third parties in the municipality in the election for which the committee is established.

- 2.3 In addition to the legislated restrictions established for the composition of this committee, in order to avoid a conflict of interest, an individual shall be deemed ineligible to be a member of the committee if the individual:
- (a) gives financial advice or prepares the financial statements of a candidate in an election for which the committee is established;
 - (b) is a family member or employee of a candidate in an election for which the committee is established, or any person connected to a candidate through an employment, contractual, business or partnership relationship; or
 - (c) is a volunteer or seeks employment to assist any candidate in the election for which the committee is established.
- 2.4 The Superintendent of Business and Director of Education will meet to review the applications and to recommend committee membership. The approved names will be put forward to the Board for appointment to the committee.

3.0 Term of the Committee

- 3.1 The term of MECAC shall be equivalent to the term of Trustees.

4.0 Committee Operating Procedures

- 4.1 MECAC will meet as needed, with meetings scheduled by the Superintendent of Business or his/her designate when a municipal election compliance audit application is received.
- 4.2 Members of the MECAC shall be paid a per diem rate of \$150 plus the applicable mileage rate as set by the Grand Erie District School Board. The mileage rate shall be applied from the member's home to the Board office location and return trip.
- 4.3 Expenses related to each meeting will be paid by the Board.

5.0 Role of the Board

- 5.1 Appoint MECAC committee members.