



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
 - (g) Student Showcase
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Rural and Northern Education Spending Report R. Wyszynski
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Year End R. Wyszynski
 - * (b) Consolidated Financial Statement – August 31, 2019 R. Wyszynski
 - * (c) Mileage Remuneration Review R. Wyszynski
 - * (d) Trustee Honoraria R. Wyszynski
 - * (e) Trustee's Travel and PD Expenses R. Wyszynski
 - * (f) Facility Renewal Plan 2019-20 R. Wyszynski
 - * (g) Approval to Tender: Central Public School Child Care Addition R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Annual Update Multi-Year Accessibility Plan 2017-22 L. Thompson
 - * (b) Grand Erie Graduation Report D. Martins
 - * (c) 2019 Indigenous Education Board Action Plan D. Martins
 - * (d) Student Suspension Report W. Baker
 - * (e) Student Expulsion Report W. Baker
 - * (f) Health and Safety Annual Report 2018-19 R. Wyszynski
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) BL7 Public Concerns (A) B. Blancher
 - * (b) F1 Supplier Exclusivity: Food Services & Vending Machines in Schools (A) R. Wyszynski
 - * (c) F3 Capital Related Funding and Community Donations (A) R. Wyszynski
 - * (d) FT15 Safe Work Practices (C) R. Wyszynski
 - * (e) HR9 Hiring, Supervision and Placement of a Family Member (A) S. Sincerbox
 - * (f) SO6 Student Suspensions (A) W. Baker
 - * (g) SO12 Code of Conduct (C) W. Baker
 - * (h) SO16 Voluntary Aboriginal Self-Identification (C) D. Martins

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Committee of the Whole Board Meeting

Monday, November 11, 2019
Board Room, Education Centre

- E - 2 Procedure Consideration - Information Items**
- * (a) FT107 Asbestos (C) R. Wyszynski
 - * (b) HR104 Employee Safety Protocol at Non-Board Locations (C) S. Sincerbox
 - * (c) HR114 Confidentiality of Medical Records (C) S. Sincerbox
 - * (d) HR115 Employee Absenteeism (C) S. Sincerbox
 - * (e) HR116 Return to Work Program and Workplace Accommodation (C) S. Sincerbox
 - * (f) P107 Home Schooling (C) L. De Vos
 - * (g) SO101 Pediculosis (Head Lice) (C) L. Thompson
 - * (h) SO107 Physical Intervention/Restraint (C) L. Thompson
 - * (i) SO109 Availability and Use of Naloxone in Schools (I) W. Baker
 - * (j) SO116 Pupils Return from Absence (I) W. Baker
 - * (k) SO117 Parental Request for Temporary Excuse from Attendance at School (I) L. Thompson
- F - 1 Other Business**
- * (a) OPSBA Report D. Werden
- G - 1 Correspondence**
- H - 1 Adjournment**

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

Privacy and Information Management Committee	November 14, 2019	3:00 PM	Norfolk Room
Special Education Advisory Committee	November 14, 2019	6:00 PM	Board Room
Chairs' Committee	November 25, 2019	5:45 PM	Norfolk Room
Board Meeting	November 25, 2019	7:15 PM	Board Room
Board Nominations and Organizational	December 2, 2019	6:30 PM	Board Room
Student Trustee Senate	December 3, 2019	11:00 AM	Board Room
Inaugural Board	December 9, 2019	7:15 PM	Board Room
Indigenous Education Advisory Committee	December 12, 2019	6:00 PM	Pine Tree Room, JBLC
Special Education Advisory Committee	December 12, 2019	6:00 PM	Board Room
Native Advisory Committee	December 16, 2019	12:00 PM	Pauline Johnson Collegiate

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GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Rural and Northern Education Fund Spending Report**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2018-19 Rural and Northern Education Fund Spending Report as information</p>
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Background

In June 2017, the Ministry announced new funding, through the Grants for Student Needs (GSN), dedicated for school boards to further improve educational opportunities for students from rural communities. Funding was allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the board.

School boards must use the funding for rural education based on local needs and report publicly on how the funding is used, such as:

- Improving programming and support services in rural schools
- Continuing the operation of rural schools; or
- Enhancing student transportation options such as late bus runs and mobile e-learning through tablets or Wi-Fi.

Schools must utilize the funding allocated to the Board using a preliminary school list from the Ministry. The list is comprised of schools in which at least half of their students are from rural communities.

Boards are required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent.

Grand Erie District School Board received \$584,719 for the 2018-19 school year.

Additional Information

The information below summarizes how the Grand Erie District School Board utilized this funding for the 2018-2019 school year.

Description	Budget	Actual
Maintain maintenance and operation costs at Grand Erie DSB's rural schools	\$484,747	\$490,051
Distribution to all schools on Ministry list <ul style="list-style-type: none"> • Support schools in: <ul style="list-style-type: none"> ○ Field trips (\$13,379) ○ Transportation (\$35,644) ○ Investment in technology/libraries (\$33,584) ○ Programming (\$12,061) 	\$99,972	\$94,668
Total Allocated	\$584,719	\$584,719

Respectfully submitted,

Raf Wyszynski
 Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **2018-19 Year End Report**
 DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the 2018-19 Year End Report as information.

Background:

Consistent with Board Policy F2, the Year End Report for the twelve months ended August 31, 2019 is attached as Appendix A.

Additional Information:

1. ACCUMULATED SURPLUS

Senior Administration is pleased to report that the target accumulated surplus as part of the Multi-Year Financial Recovery Plan (MYFRP) has been attained. The MYFRP required the board to accumulate, in its reserve, an amount equal or greater than 1% of its annual operating allocation. The 2018-19 school year was the second year of the MYFRP, and although there were many challenges with increased transportation costs, declining enrolment and global budget reductions, the in-year surplus amounted to just over \$1 million.

This surplus, recorded at \$1,042,998, will increase the Board's accumulated surplus from \$1,916,576 to \$2,959,574. The Board's annual operating allocation for 2018-19 was \$292,739,251 resulting in an accumulated surplus of 1.01%. School Boards report a list of accumulated surpluses annually to the Ministry when completing their financial statement submission through the Education Financial Information System (EFIS). The submitted report, known as **Schedule 5 - Detail of Accumulated Surplus/(Deficit)** is attached as Appendix B. The breakdown of these reserves are as follows:

Description	Balance at Aug 31, 2018	Increase / (Decrease)	Balance at Aug 31, 2019
Operating Surplus	\$520,029	\$651,627	\$1,171,656
WSIB	700,000	-	700,000
Local Priorities Funding	245,579	154,465	400,044
IT Reserve	150,000	337,900	487,900
School Budgets	186,799	4,175	190,974
Indigenous Education	106,669	(106,669)	-
Community Tennis Courts	7,500	1,500	9,000
Totals	\$1,916,576	\$1,042,998	\$2,959,574

2. UNSUPPORTED CAPITAL

Unsupported capital refers to a board's capital projects and their funding sources. Funding can be either Ministry funded (supported) or board funded (unsupported). Unsupported capital purchases will create in-year pressures to a board's operating budget as the board will need to support the annual amortization. This gap is referred to as the Deferred Capital Contributions – Amortization gap (or DCC Gap). Boards have access to certain strategies to draw down this balance, such as redirecting existing portions of School Renewal Allocation, or by utilizing proceeds from the sale of land or buildings. At the end of 2016-17, the Grand Erie District School Board had an unsupported balance of \$19,035,692; this was reduced to \$15,591,577 by the end of August 31, 2018. The schedule below summarizes activities related to the Unsupported Capital balance. The gap for 2018-19 was \$752,495, a slight decrease from the 2017-18 gap of \$798,961.

Unsupported Balance, September 1, 2018	15,591,577
Transfer of 2018-19 School Renewal	- 890,000
New Unsupported Capital - Mapleview	1,258,353
Annual DCC Gap Drawdown Pre-2010	- 481,111
Annual DCC Gap Drawdown Post-2010	- 271,384
Unsupported Balance, August 31, 2019	15,207,435

However, it should be noted that Grand Erie staff is still working with the Ministry of Education's Capital Branch to move the entire unsupported cost of Mapleview off of this schedule. Due to the timing, this above table is what was reported. The schedule below illustrates what will be reported once a funding strategy has been approved by the Ministry.

Unsupported Balance, September 1, 2018	15,591,577
Transfer of 2018-19 School Renewal	- 890,000
New Unsupported Capital - Mapleview	-
Annual DCC Gap Drawdown Pre-2010	- 481,111
Annual DCC Gap Drawdown Post-2010	- 271,384
Unsupported Balance, August 31, 2019	13,949,082

Based on these results, and the anticipated future reductions, it is anticipated that the unsupported balance will be eliminated by August 31, 2030.

3. DEFERRED REVENUE

Many of the current accountability and compliance mechanisms of the grant regulations and other regulations require boards to set aside unspent grant allocations until they are spent on their intended purpose. Additionally, sometimes third parties impose a restriction on how amounts can be spent. Under the Public Sector Accounting Board (PSAB) guidelines, these externally restricted amounts are reported as deferred revenue (a liability) until the restriction is fulfilled.

The table below illustrates the beginning balance, the ending balance and the change year-over-year in each of the Board's significant deferred revenue accounts.

Description	Sept 1, 2018	Aug 31, 2019	Change	Note
School Renewal	1,557,640	2,889,522	1,331,882	Increase due to utilization of SCI funds for capital
Proceeds of Disposition - Regular	-	424,181	424,181	Sale of Anna Melick Memorial School
Proceeds of Disposition - Other	1,016,793	1,016,793	-	Reserve held from sale of Education Centre Lands
Assets Held for Sale	476,997	-	- 476,997	Sale of Anna Melick Memorial School
Totals	3,051,430	4,330,496	1,279,066	

4. CAPITAL SPENDING

As per the changes introduced in Board Policy FT1: Major Construction, Trustees shall be provided a report November of each year summarizing the scope, cost and status all other capital projects for the prior fiscal year which were not subject to policy FT1. The summary of this work is listed in Appendix C.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A – Year End Financial Dashboard

Grand Erie District School Board
 2018-19 Year End Report
 For the Period Ended August 31, 2019

Summary Comparison of Revised Budget versus Estimates Budget

(\$Thousands)	Estimates (Budget)	Revised Estimates	Financial Statements	Variance from Rev	
				\$	%
Revenue					
Provincial Grants (GSN)	292,206	293,097	292,506	(591)	-0.2%
Grants for Capital Purposes	6,560	6,738	5,897	(841)	-12.5%
Other Non-GSN Grants	4,076	5,283	5,857	573	10.9%
Other Non-Grant Revenues	8,873	8,544	9,914	1,370	16.0%
Amortization of DCC	16,694	17,003	15,907	(1,096)	-6.4%
Total Revenue	328,409	330,665	330,080	(585)	-0.2%
Expenditures					
Classroom Instruction	229,353	230,022	229,099	(923)	-0.4%
Non-Classroom	27,082	27,727	28,701	974	3.5%
Administration	7,543	7,583	7,607	24	0.3%
Transportation	12,811	12,811	12,929	118	0.9%
Pupil Accommodation	47,784	48,415	48,470	55	0.1%
Contingency & Non-Operating	2,136	2,507	2,231	(276)	-11.0%
Total Expenditures	326,709	329,065	329,037	(28)	0.0%
In-Year Surplus (Deficit)	1,700	1,600	1,043	(557)	-
Prior Year Accumulated Surplus	1,917	1,917	1,917	-	0.0%
Accumulated Surplus (Deficit)	3,617	3,516	2,960	(557)	-15.8%

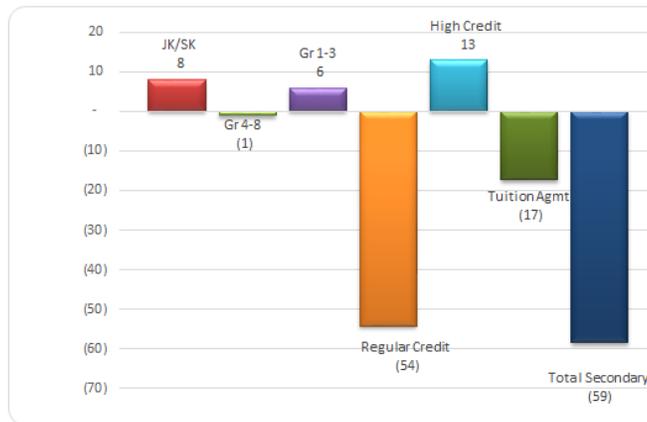
Summary of Enrolment

ADE	Estimates (Budget)	Revised Estimates	Actual	Variance from Rev	
				#	%
Elementary					
JK/SK	3,237	3,419	3,427	8	0.2%
Gr 1-3	5,367	5,394	5,400	6	0.1%
Gr 4-8	9,149	9,210	9,209	(1)	0.0%
Total Elementary	17,753	18,023	18,036	13	0.1%
Secondary <21					
Regular Credit	7,363	7,553	7,499	(54)	-0.7%
High Credit	50	31	44	13	25.9%
Tuition Agmt & Visa	540	504	487	(17)	-3.2%
Total Secondary	7,953	8,088	8,030	(59)	-0.7%
Total Board	25,706	26,111	26,066	(46)	-0.2%

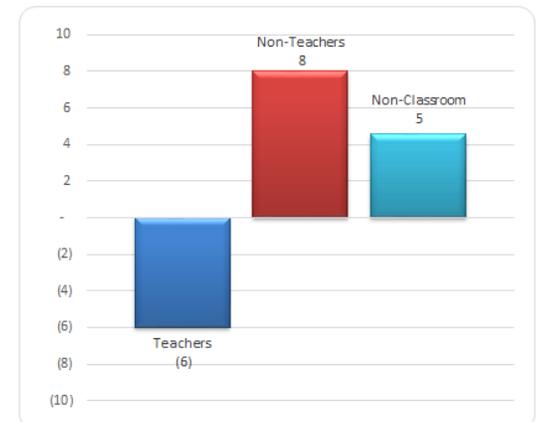
Summary of Staffing

FTE	Estimates (Budget)	Revised Estimates	Variance from Est	
			#	%
Classroom				
Teachers	1,683	1,677	(6)	-0.4%
Non-Teachers	455	463	8	1.8%
Total Classroom	2,138	2,140	2	0.1%
Non-Classroom	677	682	5	0.7%
Total	2,815	2,822	7	0.2%

Changes in Enrolment: Budget v. Actual



Changes in Staffing: Budget v. Actual



Grand Erie District School Board
2018-19 Year End Report
Revenues
For the Period Ended August 31, 2019

Budget Assessment						
Estimates	Revised Estimates	Financial Statements	Change		Material Variance Note	
			\$ Increase (Decrease)	% Increase (Decrease)		
Grant Revenues						
Pupil Foundation	140,764	143,396	142,961	(434)	(0.3%)	a.
School Foundation	20,022	20,074	20,100	27	0.1%	
Special Education	37,064	37,765	37,485	(281)	(0.8%)	b.
Language Allocation	4,056	4,056	4,219	164	4.0%	
Rural and Northern Education Funding	585	585	585	-	0.0%	
Learning Opportunities	7,192	7,205	7,319	114	1.6%	
Continuing and Adult Education	1,341	1,081	1,179	99	7.3%	
Teacher Q&E	28,047	26,186	26,061	(125)	(0.4%)	
ECE Q&E	1,945	2,043	2,011	(31)	(1.6%)	
New Teacher Induction Program	175	149	124	(25)	(14.1%)	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,663	13,702	13,779	77	0.6%	
Administration and Governance	8,679	8,731	8,718	(12)	(0.1%)	
School Operations	25,936	26,378	26,299	(79)	(0.3%)	
Community Use of Schools	375	375	375	-	0.0%	
Declining Enrolment	1,072	44	56	12	1.1%	
Indigenous Education	616	647	553	(93)	(15.2%)	c.
Safe Schools Supplement	491	500	498	(2)	(0.4%)	
Permanent Financing - NPF	262	262	262	-	0.0%	
Total Operating Grants	292,206	293,097	292,506	(591)	(0.2%)	
Grants for Capital Purposes						
School Renewal	3,151	3,154	3,154	-	0.0%	
Temporary Accommodation	330	330	323	(7)	(2.0%)	
Short-term Interest	200	200	522	322	161.1%	d.
Debt Funding for Capital	3,404	3,404	3,404	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(525)	(350)	(1,507)	(1,157)	220.4%	e.
Total Capital Purposes Grants	6,560	6,738	5,897	(841)	(12.8%)	
Other Non-GSN Grants						
Education Programming - Other (EPO)	2,272	3,476	3,460	(16)	(0.7%)	
Other Federal & Provincial Grants	1,804	1,807	2,397	590	32.7%	f.
Total Non-GSN Grants	4,076	5,283	5,857	573	14.1%	
Other Non-Grant Revenues						
Education Service Agreements	7,504	7,132	7,036	(96)	(1.3%)	
Other Fees	128	128	125	(3)	(2.4%)	
Other Boards	210	210	276	66	31.3%	
Community Use & Rentals	564	564	597	33	5.8%	
Miscellaneous Revenues	467	510	1,880	1,370	293.6%	g.
Non Grant Revenue	8,873	8,544	9,914	1,370	15.4%	
Deferred Revenues						
Amortization of DCC	16,694	17,003	15,907	(1,096)	(6.6%)	h.
Total Deferred Revenue	16,694	17,003	15,907	(1,096)	(6.6%)	
TOTAL REVENUES	328,409	330,665	330,080	(585)	(0.2%)	

Explanations of Material Grant Variances

- a. Change due to decrease in enrolment from Revised Estimates Projections
- b. Deferral of unspent Special Education Equipment (SEA) amount to 2019-20
- c. Decrease due to underspend in Board Action Plan; funds deferred to 2019-20
- d. Increase due to higher interest costs related to capital projects
- e. Increase due to higher proportion of purchases than budgeted for computers and equipment that qualify as minor tangible capital assets
- f. Increase due to timing of announcement of MTCU grant, matched with offsetting expenses
- g. Increase as a result of timing of third party grants as well as secondment revenue that was not included in original budget
- h. Decrease as a result of a review, and increase, of the remaining service lives of all buildings with significant renovations

Notes:

1. Estimates is the 2018-2019 Estimates Budget as approved by the Board in June 2018

Grand Erie District School Board
2018-19 Year End Report
Expenses
For the Period Ended August 31, 2019

	Budget Assessment					Material Variance Note
	Estimates	Revised Estimates	Financial Statements	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction						
Teachers	171,059	170,520	171,851	1,330	0.8%	a.
Supply Teachers	6,495	6,456	6,522	66	1.0%	
Educational Assistants	17,441	17,758	18,052	294	1.7%	b.
Early Childhood Educators	6,442	6,687	6,045	(642)	(10.0%)	b.
Classroom Computers	4,399	4,450	2,987	(1,462)	(33.2%)	c.
Textbooks and Supplies	7,020	7,476	6,852	(624)	(8.9%)	d.
Professionals and Paraprofessionals	9,713	9,847	9,648	(199)	(2.0%)	
Library and Guidance	5,577	5,574	5,994	420	7.5%	e.
Staff Development	731	978	905	(73)	(10.0%)	
Department Heads	476	275	242	(33)	(7.0%)	
Total Instruction	229,353	230,022	229,099	(923)	(0.4%)	
Non-Classroom						
Principal and Vice-Principals	13,810	13,983	15,085	1,102	8.0%	f.
School Office	7,560	7,688	7,544	(145)	(1.9%)	
Co-ordinators and Consultants	3,966	4,306	4,269	(37)	(0.9%)	
Continuing Education	1,745	1,750	1,803	54	3.1%	
Total Non-Classroom	27,082	27,727	28,701	974	3.6%	
Administration						
Trustees	289	290	239	(51)	(17.7%)	
Director/Supervisory Officers	1,258	1,237	1,232	(5)	(0.4%)	
Board Administration	5,996	6,055	6,136	80	1.3%	
Total Administration	7,543	7,583	7,607	24	0.3%	
Transportation	12,811	12,811	12,929	118	0.9%	
Pupil Accommodation						
School Operations and Maintenance	23,511	23,769	24,755	986	4.2%	g.
School Renewal	3,154	3,154	3,154	0	0.0%	
Other Pupil Accommodation	3,666	3,666	3,902	236	6.4%	h.
Amortization & Write-downs	17,453	17,826	16,660	(1,166)	(6.7%)	i.
Total Pupil Accommodation	47,784	48,415	48,470	55	0.1%	
Contingency & Non-Operating	2,136	2,507	2,231	(276)	(12.9%)	j.
TOTAL EXPENDITURES	326,709	329,065	329,037	(28)	(0.0%)	

Explanations of Material Grant Variances

- a. Slightly lower staffing salary costs offset by significant changes to WSIB portion of future liability costs
- b. Lower than anticipated salary costs for EAs and ECEs, partially due to unfilled jobs.
- c. Decrease due to reclassification of computers and equipment that qualify as minor tangible capital assets
- d. Deferral of Health and Safety supplies until 2019-20 combined with post-budget redistribution of EPO costs to other categories
- e. Benefits for librarians budgeted for in Teachers category
- f. Increase due to inclusion of secondments, higher temporary replacements costs and impact of future WSIB liability costs
- g. Increase due to significant changes to WSIB portion of future liability costs, higher than anticipated snow removal costs, minor increase to insurance costs, variances in billing for Walter Gretzky ES and overspend in maintenance supplies and repairs due to insufficient operating budget coupled with inability to capitalize certain preventative maintenance costs.
- h. Increase due to short-term interest costs (offset by supporting revenue)
- i. Decrease as a result of a review, and increase, of the remaining service lives of all buildings with significant renovations
- j. Small variance due to underspend in Local Priorities Funding (unspent revenue reallocated to Board reserves)

Notes:

1. Estimates is the 2018-2019 Estimates Budget as approved by the Board in June 2018

Appendix B

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1 Col. 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned Col. 2	Accumulated Surplus (Deficit) - In-Year Increase (Decrease) Col. 3	Accumulated Surplus (Deficit) - Balance at August 31 Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	520,029	-	651,627	1,171,656
1.2	Available for Compliance - Unappropriated	520,029	-	651,627	1,171,656
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	-	-	-	-
2.2	WSIB	700,000	-	-	700,000
2.3	School Renewal (previously included in pupil accommodation debt reserve)	0	-	-	0
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Local Priorities Funding carryforward	245,579	-	154,465	400,044
2.5	Information Technology Reserve	150,000	-	337,900	487,900
2.6	Community Tennis Court	7,500	-	1,500	9,000
2.7	School budget carryforwards	186,799	-	4,175	190,974
2.8	Indigenous Education carryforward	106,669	-	-106,669	0
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.2	Committed Capital Projects	0	-	-	0
from Schedule 5.5				
	Other Purposes - Capital:				
2.9		0	-	-	0
2.10	MOE Adj prior year	0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	Available for Compliance - Internally Appropriated	1,396,547	-	391,371	1,787,918
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	1,916,576	-	1,042,998	2,959,574
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-12,398,872		4,592,175	-7,806,697
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-963,785		240,946	-722,839
4.1.3	Employee Future Benefits - other than retirement gratuity	-3,101,179		-	-3,101,179
4.2	Interest to be Accrued	0		0	0
4.4	School Generated Funds	3,686,991	-	-25,347	3,661,644
4.7	Revenues recognized for land	4,098,051	-	0	4,098,051
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	-8,678,794	-	4,807,774	-3,871,020
5	Total Accumulated Surplus (Deficit)	-6,762,218	-	5,850,772	-911,446

Appendix C – Capital Expenditure Summary
b

2018-19 Capital Projects

Capital Project Category	2018-19 Committed	2018-19 Actuals	2018-19 Variance
Funding Available			
Balance Forward (From 2017-18)	\$ 18,041,384	\$ 18,026,704	\$ 14,680
2018-19 Grants	\$ 16,660,450	\$ 16,712,338	-\$ 51,888
Total Available	\$ 34,701,834	\$ 34,739,042	-\$ 37,208
Planned Projects			
Principal Building and Grounds	\$ 135,000	\$ 65,000	\$ 70,000
Pride of Place (POP)	\$ 650,000	\$ 729,700	-\$ 79,700
Community Partnership Incentive Program (CPIP)	\$ 150,000	\$ 200,000	-\$ 50,000
Learning Commons Fund	\$ 1,250,000	\$ 580,340	\$ 669,660
Capital Projects Identified by Facilities	\$ 14,656,925	\$ 11,908,353	\$ 2,748,572
Accessibility Upgrades	\$ 900,000	\$ 61,058	\$ 838,942
Committed Capital and Other	\$ 2,350,000	\$ 2,456,916	-\$ 106,916
Total Allocated	\$ 20,091,925	\$ 16,001,367	\$ 4,090,558
Total Unallocated	\$ 14,609,909	\$ 18,737,675	-\$ 4,127,766



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Consolidated Financial Statements – August 31, 2019**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Auditor’s Report for the year ended August 31, 2019, as recommended by the Grand Erie District School Board’s Audit Committee.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board direct the Board Chair and Vice Chair to sign the Consolidated Financial Statements dated August 31, 2019 on behalf of the Board; and THAT the Consolidated Financial Statements dated August 31, 2019 be forwarded to the Ministry of Education as required by the Education Act.

Background:

The Audit Committee has reviewed the attached Consolidate Financial Statements and Auditor’s Report for the year ended August 31, 2019 and passed a motion to recommend their approval at the meeting of the Audit Committee held November 5, 2019.

Dianne Latta of Millard, Rouse & Rosebrugh LLP will be present to review the report with the Board.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
Consolidated Financial Statements
August 31, 2019



Grand Erie District School Board
Index to Consolidated Financial Statements
August 31, 2019

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The accompanying consolidated financial statements for the Grand Erie District School Board (the Board) are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act as described in Note 1 to the consolidated financial statements, except for the qualified opinion regarding the completeness of revenue with respect to the school fundraising activities.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements and Board policies and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Millard, Rouse and Rosebrugh LLP, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Brenda Blancher, Director of Education

Rafal Wyszynski, Superintendent of
Business & Treasurer

Brantford, Ontario
November 11, 2019



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of Grand Erie District School Board

Qualified Opinion

We have audited the consolidated financial statements of Grand Erie District School Board (the Board), which comprise the consolidated statement of financial position as at August 31, 2019, and the consolidated statements of operations, changes in net debt and cash flow for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, except for the possible effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Board as at August 31, 2019, and the results of its operations and its cash flow for the year then ended, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

Basis for Qualified Opinion

In common with many school boards, individual schools derive revenue from fundraising activities the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of the Board. Therefore, we were not able to determine whether any adjustments might be necessary to school fundraising revenue, annual surplus, and cash flows from operations for the year ended August 31, 2019, financial assets and accumulated surplus as at August 31, 2019. Our audit opinion on the consolidated financial statements for the year ended August 31, 2018, was modified accordingly because of the possible effects of this limitation of scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements, which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian Public Sector Accounting Standards.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial

(continues)



Independent Auditor's Report to the Board of Trustees of Grand Erie District School Board *(continued)*

statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements. As part of an audit, in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Millard, Rowse & Rosebrugh LLP

November 11, 2019
Simcoe, Ontario

Chartered Professional Accountants
Licensed Public Accountants

Grand Erie District School Board
Consolidated Statement of Financial Position
As at August 31, 2019

	2019	2018
Financial assets		
Cash and cash equivalents	\$ 4,620,818	\$ 4,849,520
Accounts receivable (Note 2)	14,934,921	16,451,597
Accounts receivable - Government of Ontario (Note 3)	87,599,620	92,146,894
Assets held for sale (Note 4)	-	476,997
	\$107,155,359	\$113,925,008
Financial liabilities		
Temporary borrowing (Note 5)	\$ 2,225,252	\$ 15,047,274
Accounts payable and accrued liabilities (Note 6)	18,184,930	14,494,361
Deferred revenue (Note 7)	4,752,607	3,438,579
Deferred capital contributions (Note 8)	195,103,264	192,485,419
Long term debt (Note 9)	79,138,378	83,273,045
Retirement and other employee future benefits (Note 10)	24,981,009	26,029,789
	324,385,440	334,768,467
Net debt	(217,230,081)	(220,843,459)
Non-financial assets		
Prepaid expenses	1,626,790	1,623,098
Inventories of supplies	250,000	250,000
Tangible capital assets (Note 11)	214,441,846	212,208,143
	216,318,636	214,081,241
Accumulated surplus (deficit) (Note 13)	\$ (911,445)	\$ (6,762,218)

ON BEHALF OF THE BOARD

_____ Chair of the Board

_____ Vice-Chair of the Board

See accompanying notes



Grand Erie District School Board
Consolidated Statement of Operations
Year ended August 31, 2019

	Budget 2019	2019	2018
REVENUE			
Provincial grants - grants for student needs	\$ 315,460,796	\$ 314,309,927	\$ 308,410,230
Provincial grants - other	3,857,626	5,602,324	8,689,552
Federal grants and fees	7,722,277	7,290,311	7,659,190
Other revenue - school boards	210,000	275,675	207,736
Other fees and revenue	1,158,783	2,601,969	2,908,559
School fundraising	7,812,296	8,057,951	7,958,953
	336,221,778	338,138,157	335,834,220
Expenses (Note 14)			
Instruction	252,038,867	256,012,103	251,260,196
Administration	7,391,566	7,788,475	8,023,326
Transportation	12,811,088	12,929,172	11,908,870
Pupil accommodation	47,498,586	45,252,704	45,195,377
Other	2,136,254	2,221,632	5,137,202
School funded activities	7,957,500	8,083,298	7,484,268
	329,833,861	332,287,384	329,009,239
ANNUAL SURPLUS	6,387,917	5,850,773	6,824,981
Deficit - beginning of year	(7,519,222)	(6,762,218)	(13,587,199)
DEFICIT - END OF YEAR	\$ (1,131,305)	\$ (911,445)	\$ (6,762,218)

See accompanying notes



Grand Erie District School Board

Consolidated Statement of Cash Flow

Year ended August 31, 2019

	2019	2018
OPERATING ACTIVITIES		
Annual surplus	\$ 5,850,773	\$ 6,824,981
Items not affecting cash:		
Amortization of tangible capital assets	15,607,800	15,917,097
Revenue recognized from deferred capital contributions	(14,855,305)	(15,118,136)
Loss (gain) on disposal of tangible capital assets	1,051,834	(69,189)
	7,655,102	7,554,753
Sources and (uses):		
Accounts receivable	1,516,676	5,709,117
Accounts payable and accrued liabilities	3,690,569	928,009
Deferred revenue - operating	28,276	(157,201)
Retirement and other employee future benefits	(1,048,780)	(1,732,940)
Prepaid expenses	(3,691)	(223,721)
	4,183,050	4,523,264
Cash flow from operating activities	11,838,152	12,078,017
INVESTING ACTIVITIES		
Proceeds on disposal of property and equipment	424,180	70,702
Cash used to acquire tangible capital assets	(18,840,521)	(23,303,531)
Cash flow used by investing activities	(18,416,341)	(23,232,829)
FINANCING ACTIVITIES		
Accounts receivable - Government of Ontario	4,547,274	(3,310,449)
Increase (decrease) in temporary borrowing	(12,822,022)	(5,436,108)
Increase (decrease) in deferred revenue - capital	1,285,752	(621,340)
Additions to deferred capital contributions	17,473,150	25,471,689
Debt repayments	(4,134,667)	(4,001,093)
Cash flow from financing activities	6,349,487	12,102,699
Net change in cash and cash equivalents during the year	(228,702)	947,887
Cash and cash equivalents - beginning of year	4,849,520	3,901,633
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 4,620,818	\$ 4,849,520

See accompanying notes

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Grand Erie District School Board
Consolidated Statement of Change in Net Debt
Year ended August 31, 2019

	Budget 2019	2019	2018
ANNUAL SURPLUS	\$ 6,387,917	\$ 5,850,773	\$ 6,824,981
Tangible capital asset activity			
Acquisition of tangible capital assets	(22,153,650)	(18,840,521)	(23,303,531)
Amortization of tangible capital assets	16,886,266	15,607,800	15,917,097
Proceeds on disposal of property and equipment	424,180	424,180	70,702
Loss (gain) on disposal of tangible capital assets	939,476	1,051,834	(69,189)
Transfer to assets held for sale	-	(476,997)	476,997
	(3,903,728)	(2,233,704)	(6,907,924)
Other non-financial asset activity			
Acquisition of prepaid expenses	-	(1,708,726)	(1,567,428)
Use of prepaid expenses	-	1,705,035	1,343,707
	-	(3,691)	(223,721)
Decrease (increase) in net debt	2,484,189	3,613,378	(306,664)
Net debt - beginning of year	(220,843,459)	(220,843,459)	(220,536,795)
NET DEBT - END OF YEAR	\$ (218,359,270)	\$ (217,230,081)	\$ (220,843,459)

See accompanying notes

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Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below.

Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards commencing with their year ended August 31, 2004, and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian Public Sector Accounting Standards, which require that;

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board, which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues and expenses of various organizations that exist at the school level, which are controlled by the Board, are reflected in the consolidated financial statements.

Transportation consortium, which include the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium, which are controlled unilaterally by the participating Boards, are reflected in the consolidated financial statements.

Cash and cash equivalents

Cash and cash equivalents are comprised of cash on hand, demand deposits and short term investments. Short term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

Deferred revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues that were historically used to fund capital assets

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits, retirement gratuity, worker's compensation and long-term disability benefits (long-term disability is available, however, premiums are paid by employees).

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17, ETFO and OSSTF. The following were established in 2017-18, CUPE and ONE-T for non-unionized employees, including principals and vice-principals.

The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to August 31, 2019. These benefits are provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. The Board is no longer responsible to provide certain benefits to ETFO, OSSTF, CUPE and non-unionized employees including principals and vice-principals, effective June 1, 2018.

Upon transition of the employee groups' health, dental and life benefit plans to the ELHTs, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), additional ministry funding in the form of a Crown contribution, as well as Stabilization Adjustment.

Depending on prior arrangements and employee groups, the Board continues to provide health, dental and life insurance benefits for retired individuals that were previously represented by the following unions/federations: EFTO, OSSTF and CUPE.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (a) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates.

The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012, and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method pro-rated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (b) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period.
- (c) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

Trust funds

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which the events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations, which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

Investment income

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds, such as pupil accommodation, education development charges and special education, forms part of the respective deferred revenue balances.

Property tax revenue

Under public sector accounting standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of provincial grants.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Tangible capital assets

Tangible capital assets are recorded at historical, cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases, which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight line basis over their estimated useful lives, as follows:

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
Furniture and equipment	5-15 years
Computer hardware	5 years
Computer software	5 years
Capital leased assets	10 years
Vehicles	5 years

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets, are reclassified as "assets held for sale" on the Consolidated Statement of Financial Position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described earlier in this note, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these estimates.

2. ACCOUNTS RECEIVABLE

	2019	2018
Municipalities	\$ 9,562,325	\$ 9,284,455
Province of Ontario	975,600	539,523
Government of Canada	3,482,464	3,621,583
Other school boards	506,954	935,101
Other	407,578	2,070,935
	\$ 14,934,921	\$ 16,451,597

3. ACCOUNTS RECEIVABLE - GOVERNMENT OF ONTARIO

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. The Grand Erie District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs, which would be reflected in this account receivable.

The Board has an account receivable from the Province of Ontario of \$87,599,620 as at August 31, 2019, (2018 - \$92,146,894) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2019 is \$1,016,793.

4. ASSETS HELD FOR SALE

As of August 31, 2019, there were no buildings that were recorded as assets held for sale (2018 - \$476,997). During the year, net proceeds of \$424,180 were received on one school property that was sold, resulting in a net loss of \$52,817.



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

5. TEMPORARY BORROWING

Temporary borrowing is comprised of bank overdraft and short term bank loans as follows:

	2019	2018
Bank overdraft	\$ 2,225,252	\$ 7,647,274
Bankers' acceptances	-	7,400,000
	\$ 2,225,252	\$ 15,047,274

The Board has credit facility agreement consisting of revolving demand term facility with a limit of \$35,000,000. The bank overdraft bears interest at prime minus 0.65%.

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2019	2018
Trade	\$ 17,513,876	\$ 14,169,709
Teachers wage deferral plan payable	671,054	324,652
	\$ 18,184,930	\$ 14,494,361

7. DEFERRED REVENUE

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue. Deferred revenue for specific purposes by legislation, regulation or agreement as at August 31, 2019, is comprised of:

	Balance as at August 31, 2018	Revenue received and interest earned	Revenue recognized in the period	Transfer to deferred capital contributions	Balance as at August 31, 2019
Provincial - operating	\$ 330,258	\$ 43,156,056	\$ (43,143,072)	\$ -	\$ 343,242
Third party - operating	56,891	709,162	(693,869)	-	72,184
Provincial - capital	1,557,640	17,730,925	(13,811,716)	(2,580,642)	2,896,207
Third party - capital	1,493,790	242,774	-	(295,590)	1,440,974
	\$ 3,438,579	\$ 61,838,917	\$ (57,648,657)	\$ (2,876,232)	\$ 4,752,607



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

8. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2019	2018
Balance - beginning of year	\$192,485,419	\$182,131,866
Additions	18,472,171	25,948,686
Revenue recognized	(14,855,305)	(15,118,136)
Transfers to deferred revenue	(999,021)	(476,997)
Balance - end of year	\$195,103,264	\$192,485,419

9. LONG TERM DEBT

	2019	2018
Demand loan payable to Royal Bank of Canada, bearing interest at 3.31%, repayable in blended monthly principal and interest payments of \$22,073, due January 10, 2025.	\$ 1,295,960	\$ 1,513,769
Demand loan payable to Royal Bank of Canada, bearing interest at 3.18%, repayable in blended monthly principal and interest payments of \$22,042, due July 8, 2025.	1,424,780	1,640,231
Demand loan payable to Royal Bank of Canada, bearing interest at 3.39%, repayable in blended monthly principal and interest payment of \$22,390, due December 23, 2025.	1,529,471	1,742,361
Loan payable to Royal Bank of Canada, bearing interest at 2.64%, repayable in the following blended monthly principal and interest payments of \$17,882, loan matured in 2019.	-	176,775
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.76%, repayable in blended semi-annual principal and interest payments of \$529,236, due November 15, 2029.	8,666,738	9,290,149
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.56%, repayable in blended semi-annual principal and interest payments of \$399,470, due November 15, 2031.	7,548,640	7,988,270

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

9. LONG TERM DEBT (continued)

	2019	2018
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.9%, repayable in blended semi-annual principal and interest payments of \$331,482, due March 3, 2033.	6,591,626	6,919,503
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 5.23%, repayable in blended semi-annual principal and interest payments of \$659,390, due April 13, 2035.	14,122,408	14,680,313
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.83%, repayable in blended semi-annual principal and interest payments of \$129,343, due March 11, 2036.	2,955,331	3,067,119
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive to Repair and Capital Priorities expenditures, bearing interest at 3.799%, repayable in blended semi-annual principal and interest payments of \$1,290,173, due March 19, 2038.	34,495,282	35,729,866
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive to Repair and Capital Priorities expenditures, bearing interest at 4.003% repayable in blended semi-annual principal and interest payments of \$18,692, due March 11, 2039.	508,142	524,689
	\$ 79,138,378	\$ 83,273,045

Principal repayment terms are approximately:

2020	\$ 4,129,425
2021	4,308,260
2022	4,495,020
2023	4,690,090
2024	4,893,820
Thereafter	<u>56,621,763</u>
	<u>\$ 79,138,378</u>



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

10. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

Retirement and other employee future benefit liabilities:

	2019	2018
Accrued employee future benefit obligations		
Retirement gratuity plan	\$ 18,719,561	\$ 21,644,056
Retirement life insurance and health care benefits	1,473,362	1,158,852
Workplace Safety and Insurance Board obligations	4,604,434	3,046,830
Sick leave top-up benefits	183,652	180,051
Total employee future benefit liability at August 31	24,981,009	26,029,789

Retirement and other employee future benefit expenses:

Current year benefit cost		
Sick leave top-up benefits	183,652	180,051
Workplace Safety and Insurance Board obligations	2,490,052	271,729
	2,673,704	451,780
Interest on accrued benefit obligation		
Retirement gratuity plan	579,159	576,762
Retirement life insurance and health care benefits	32,302	31,661
Workplace Safety and Insurance Board obligations	109,358	79,191
	720,819	687,614
Recognition of unamortized actuarial (gain) loss		
Retirement gratuity plan	14,087	87,201
Retirement life insurance and health care benefits	372,225	(48,141)
Sick leave top-up benefits	-	(4,771)
	386,312	34,289
Total employee future benefit expenses	\$ 3,780,835	\$ 1,173,683

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

10. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

Actuarial assumptions

The accrued benefit obligations for employee future benefit plans as at August 31, 2019 are based on on actuarial assumptions of future events determined for accounting purposes as at August 31, 2016, and based on updated average daily salary and banked sick days as at August 31, 2019. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2019	2018
	%	%
Inflation		
Retirement gratuity plan	1.5	1.5
Retirement life insurance and health care benefits	1.5	1.5
Workplace Safety and Insurance Board obligations	2	2
Wage and salary escalation		
Retirement gratuity plan	0	0
Insurance and health care cost escalation		
Health costs	7.75	7.75
Dental costs	3.75	3.75
Discount on accrued benefit obligations		
Retirement gratuity plan	2.00	2.90
Retirement life insurance and health care benefits	2.00	2.90
Workplace Safety and Insurance Board obligations	2.00	2.90

Retirement benefits

Ontario Teachers' Pension Plan

Teachers are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's financial statements.

Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$3,995,079 (2018 - \$4,288,269) to the plan. These contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

10. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Life insurance benefits

The Board sponsors a separate plan for retirees to provide life insurance benefits. The Board is responsible for the payment of life insurance premiums under this plan, however all or a portion of the cost are recovered from the employees as specified in their collective agreement. The premiums are based on the Board's experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, will no longer qualify for Board subsidized premiums or contributions.

Health care and dental benefits

The Board sponsors a separate plan for retirees to provide group health care and dental benefits. The Board is responsible for the payment of health care premiums under this plan, however all or a portion of the cost is recovered from the employees as specified in their collective agreement once a certain time period has been reached. Benefits provided by the Board are provided through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

Other employee future benefits

Workplace Safety and Insurance Board obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Plan changes in 2012 require school boards to provide salary top-up to a maximum of 4 1/2 years for employees receiving payments from the Workplace Safety and Insurance Board, where the previously negotiated collective agreement included such provision.

(continues)



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

10. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

Long-term disability life insurance and dental and health care benefits

The costs of salary compensation paid to employees on long-term disability leave are fully insured and are not included in the defined benefit plan.

Sick leave top-up benefits

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$183,652 (2018 – \$175,280).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2019 and was extrapolated from the results of the August 31, 2018 valuation without gains and losses.

11. TANGIBLE CAPITAL ASSETS

COST	2018	Additions	Disposals	2019
Land	\$ 4,131,147	\$ -	\$ -	\$ 4,131,147
Land improvements	12,355,049	3,091,521	141,876	15,304,694
Buildings	322,202,942	22,898,509	2,139,933	342,961,518
Portable structures	8,451,292	-	2,084,500	6,366,792
Furniture and equipment	4,535,723	714,511	224,122	5,026,112
Computer hardware	10,830,005	1,042,173	3,004,660	8,867,518
Computer software	89,079	-	89,079	-
Assets under construction	9,020,830	(9,020,830)	-	-
Capital leased assets	534,779	-	-	534,779
Vehicles	646,819	114,637	-	761,456
	\$372,797,665	\$ 18,840,521	\$ 7,684,170	\$383,954,016



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

AMORTIZATION	2018	Amortization	Disposals	2019
Land improvements	\$ 4,052,236	\$ 1,290,609	\$ 82,331	\$ 5,260,514
Buildings	140,681,497	11,411,211	1,200,457	150,892,251
Portable structures	6,032,326	375,160	2,084,500	4,322,986
Furniture and equipment	2,300,033	472,043	224,122	2,547,954
Computer hardware	6,453,423	1,969,752	3,004,660	5,418,515
Computer software	80,173	8,909	89,082	-
Capital leased assets	527,537	7,242	-	534,779
Vehicles	462,297	72,874	-	535,171
	\$160,589,522	\$ 15,607,800	\$ 6,685,152	\$169,512,170

NET BOOK VALUE	2019	2018
Land	\$ 4,131,147	\$ 4,131,147
Land improvements	10,044,180	8,302,813
Buildings	192,069,267	181,521,445
Portable structures	2,043,806	2,418,966
Furniture and equipment	2,478,158	2,235,690
Computer hardware	3,449,003	4,376,582
Computer software	-	8,906
Assets under construction	-	9,020,830
Capital leased assets	-	7,242
Vehicles	226,285	184,522
	\$214,441,846	\$212,208,143

Assets under construction having a value of \$0 (2018 - \$9,020,830) have not been amortized. Amortization of these assets will commence when the assets are put into service.

The Board has identified \$808,568 in buildings that qualify as assets permanently removed from service with a net book value of \$236,655 as at August 31, 2019.

12. DEBT CHARGES AND CAPITAL LOAN INTEREST

The debt charges and capital loan interest charges includes principal and interest payments as follows:

	2019	2018
Principal payments on long term debt	\$ 4,134,667	\$ 4,001,093
Interest payments on long term debt	3,557,905	3,726,789
	\$ 7,692,572	\$ 7,727,882



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

13. ACCUMULATED SURPLUS (DEFICIT)

Accumulated surplus (deficit) consists of the following:

	2019	2018
Surplus (deficit):		
Invested in non-depreciable tangible capital assets	\$ 4,098,051	\$ 4,098,051
Employee future benefits	(11,630,715)	(16,463,836)
School generated funds	3,661,644	3,686,991
Accumulated surplus	2,959,575	1,916,576
	\$ (911,445)	\$ (6,762,218)

The Board has approved a Multi-Year Financial Recovery Plan, which is executed over a 3 year period from 2017-18 to 2019-20. The purpose of the Multi-Year Plan is to provide the framework for achieving these goals. As part of the plan, the Board has adopted an improved budget monitoring and reporting model. The Board is on track to achieve the accumulated surplus targets established in the Multi-Year Financial Recovery Plan.

14. EXPENSES BY OBJECT

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	2019 Budget	2019 Actual	2018 Actual
Salary and wages	\$224,986,277	\$223,626,006	\$221,184,433
Employee benefits	33,563,152	38,612,865	35,736,553
Staff development	1,012,613	1,210,347	1,748,376
Supplies and services	28,716,728	29,047,111	30,538,576
Interest charges on capital	3,757,611	3,793,426	4,154,572
Rental expenses	131,128	170,015	251,090
Fees and contract services	19,213,136	18,676,496	16,808,253
Amortization and loss on disposal of tangible capital assets and assets held for sale	17,452,743	16,659,639	15,917,096
Remedy payments	213,443	246,251	2,277,130
Other	787,030	245,228	393,160
	\$329,833,861	\$332,287,384	\$329,009,239

15. TRUST FUNDS

Trust funds administered by the Board amounting to \$1,225,908 (2018 - \$1,041,611) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations.



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

16. CONTRACTUAL OBLIGATIONS

The Board has ongoing commitments under operating leases and efficiency services agreements. Anticipated payments over the next five years are as follows:

2020	\$ 3,264,900
2021	3,106,500
2022	3,046,000
2023	2,956,600
2024	2,893,400

\$ 15,267,400

The Board had \$567,000 in letters of credit outstanding with the bank as at August 31, 2019 (2018 - Nil), which were required for security on some of the construction projects.

17. EDUCATIONAL SERVICES TRANSFERS

Grand Erie District School Board has education services agreements with Indigenous Services Canada (ISC) and The Mississaugas of the Credit First Nations (MCFN). The agreements provide accommodation, instruction and special services for Indigenous pupils. Revenues earned by the Board during the year are as follows:

	2019	2018
Indigenous Services Canada (Six Nations)		
Educational services - secondary	\$ 5,062,306	\$ 5,512,537
Special services agreement - educational counsellor/native advisor	460,272	444,168
Special services agreement - high cost special secondary	600,000	600,000
Other	251,418	219,295
	6,373,996	6,776,000
The Mississaugas of the Credit First Nations		
Educational services - secondary	553,690	538,967
Special services agreements	99,021	102,078
	652,711	641,045
Total	\$ 7,026,707	\$ 7,417,045

18. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$27,000,000 per occurrence.



Grand Erie District School Board
Notes to Consolidated Financial Statements
Year ended August 31, 2019

19. REPAYMENT OF “55 SCHOOL BOARD TRUST” FUNDING

On June 1, 2003, the Board received \$3,520,453 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board’s debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt. As a result of the above agreement, the liability in respect of the NPF debt is no longer reflected in the Board’s financial position.

20. PARTNERSHIP IN TRANSPORTATION CONSORTIUM

	2019		2018	
	Total	Board portion	Total	Board portion
Financial position:				
Financial assets	\$ 104,750	\$ 104,750	\$ 29,117	\$ 29,117
Liabilities	(104,750)	(104,750)	(29,117)	(29,117)
<hr/>				
Accumulated surplus(deficit)	-	-	-	-
<hr/>				
Operations:				
Revenues	18,111,438	12,655,135	17,074,190	11,903,076
Expenses	(18,111,438)	(12,655,135)	(17,074,190)	(11,903,076)
<hr/>				
Annual surplus(deficit)	\$ -	\$ -	\$ -	\$ -

Transportation consortium

On October 14, 2010, Student Transportation Services of Brant Haldimand Norfolk was incorporated. On September 1, 2011, the Board entered into an agreement with Brant Haldimand Norfolk Catholic District School Board and CSC MonAvenir in order to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the boards. Under the agreement, decisions related to the financial and operating activities of Student Transportation Services of Brant Haldimand Norfolk are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro-rata share of revenues and expenses. The above provides condensed financial information, which is reported net of harmonized sales tax.

21. CONTINGENT LIABILITY

The Board has been named as the defendant in certain legal actions, in which damages have been sought. Not all legal actions may be covered by insurance and any losses arising from these actions are recorded in the year that the related litigation is settled or when any likely amounts are measurable. Where the outcomes of actions are not determinable as at August 31, 2019, no provision has been made in the consolidated financial statements.





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Mileage Remuneration Review**
DATE: November 11, 2019

Background

The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board. At the April 8, 2019 Committee of the Whole, it was recommended by senior administration that the annual mileage remuneration report be presented to the Board for approval in November every year as the Board should align its rate with the rate recommended by the Canada Revenue Agency for each calendar year not each school year.

Last week, after a detailed review of the Canada Revenue Agency' automobile allowance tables, it was discovered that the 2020 rates have not yet been released.

Next Steps

Senior Administration now recommends that this report be presented every December to align with the release of the upcoming rate for each calendar year.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Honoraria**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2019 to November 30, 2020 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 is established per regulation.
- The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.
- Until December 31, 2018, for income tax purposes, only 2/3 of the monthly honorarium was defined as income and subject to deduction for the Canada Pension Plan. The remaining 1/3 of the honorarium was exempt from income tax which is defined as Municipal Officers' allowance under the Income Tax Act.
- Commencing January 1, 2019, the federal government repealed subsection 81(3) of the Income Tax Act meaning that all allowances became fully taxable.
- The Honoraria shall be paid on a semi-monthly basis

Proposed Trustee honoraria for the year from December 1, 2019 to November 30, 2020 are illustrated in the table below. Honoraria approved effective December 1, 2018 are shown for comparison.

	December 2018	December 2019 (proposed)	Change
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	4,472.10	4,468.45	(3.65)
Board Chair	1,277.74	1,276.70	(1.04)
Board Vice Chair	638.87	638.35	(0.52)
<u>Total Remuneration</u>			
Trustee	10,372.10	10,368.45	(3.65)
Board Chair	16,649.84	16,645.15	(4.69)
Board Vice Chair	13,510.97	13,506.80	(4.17)

Detailed calculations for the proposed honoraria effective December 1, 2019 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Remuneration Calculations

Effective December 1, 2019

Ending November 30, 2020

Average Daily Enrolment as per Sched 13, Line 3.9, 2018-19 Financial Statements

25,533.99

Prior Yr Change

Enrolment Amounts

Trustee	$25533.99 \times 1.75 / 10 =$	\$ 4,468.45	\$ 4,472.10	\$ (3.65)
Board Chair	$25533.99 \times 0.05 =$	\$ 1,276.70	\$ 1,277.74	\$ (1.04)
Vice Chairperson	$25533.99 \times 0.025 =$	\$ 638.35	\$ 638.87	\$ (0.52)

Trustee

Base Amount	\$ 5,900.00		
Enrolment Amount	\$ 4,468.45		
Total Annual Trustee Remuneration	\$ 10,368.45	\$ 10,372.10	\$ (3.65)
Semi-monthly pay amount (1/24)	\$ 432.02		

Board Chair

Base Amount	\$ 5,900.00		
Enrolment Amount	\$ 4,468.45		
Board Chair Allowance	\$ 5,000.00		
Board Chair Enrolment Amount	\$ 1,276.70		
Total Annual Board Chair Remuneration	\$ 16,645.15	\$ 16,649.84	\$ (4.69)
Semi-monthly pay amount (1/24)	\$ 693.55		

Board Vice Chair

Base Amount	\$ 5,900.00		
Enrolment Amount	\$ 4,468.45		
Board Vice Chair Allowance	\$ 2,500.00		
Board Vice Chair Enrolment Amount	\$ 638.35		
Total Annual Board Vice Chair Remuneration	\$ 13,506.80	\$ 13,510.97	\$ (4.17)
Semi-monthly pay amount (1/24)	\$ 562.78		

Prepared: November 1, 2019



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee's Travel and PD Expenses**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Trustee's Travel and PD Expenses Report as information.</p>
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Background

Trustees are reimbursed for out of pocket expenses in accordance with Policy F3. The Policy requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the year ended August 31, 2019 and current year to date expenses for 2019-20 from September 1, 2019 to October 31, 2019.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report

For the year ended August 31, 2019

Trustee (Months Served)	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson (12)	-	2,872.74	1,930.92	4,803.66
Rita Collver (12)	-	3,498.99	1,692.87	5,191.86
David Dean (12)	1,341.01	517.95	1,198.76	3,057.72
Brian Doyle (12)	-	667.98	1,653.10	2,321.08
Alex Felsky (4)	-	-	900.00	900.00
Susan Gibson (8)	1,259.59	247.76	1,399.29	2,906.64
John Harris (4)		252.72	426.45	679.17
Don Werden (8)	1,771.53	1,457.24	-	3,228.77
James Richardson (12)	-	1,488.88	2,060.00	3,548.88
Karen Sandy (4)	-	350.89	540.00	890.89
Claudine VanEvery-Albert (8)	2,351.09	427.25	633.85	3,412.19
Carol Ann Sloat (12)	1,916.86	1,082.70	324.00	3,323.56
Diane Sowers (4)	-	484.27	423.06	907.33
Eva Dixon (8)	-	1,863.10	-	1,863.10
Tom Waldschmidt (4)	-	237.71	237.12	474.83
Christina Speers (8)	-	377.03	1,262.14	1,639.17
Alex Hauser (12)	2,625.00	1,312.63	-	3,937.63
Jayden Hsiao (12)	1,385.00	436.26	-	1,821.26
Allan St. Pierre (6)	-	-	-	-
Ashley Cattrysse (6)	-	338.47	-	338.47
Total All Trustees	12,650.08	17,914.57	14,681.56	45,246.21

Trustee Expense Report

For the two months ended October 31, 2019

Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Greg Anderson	-	246.04	173.34	419.37
Rita Collver	-	254.04	129.94	383.98
David Dean	-	-	-	-
Brian Doyle	-	-	-	-
Susan Gibson	-	-	-	-
Don Werden	-	-	-	-
James Richardson	-	-	-	-
Claudine VanEvery-Albert	-	-	-	-
Carol Ann Sloat	-	166.46	54.00	220.46
Eva Dixon	-	-	-	-
Christina Speers	-	238.50	170.25	408.75
Alex Hauser	1,315.00	-	-	1,315.00
Zachary Garbaty	-	-	-	-
la'teieká:nereh Doxtador-Swamp	-	-	-	-
Total All Trustees	1,315.00	905.04	527.53	2,747.57



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Facility Renewal Plan 2019-20**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2019-20.

Background

In the Board's Multi-Year Plan, our objective is to "ensure that students and staff have a safe and welcoming environment in which to learn and work." Facility Services maintains a building condition inventory that identifies building components that may need to be repaired or replaced. The Facility Services team reviews and prioritizes these needs guided by the objectives of the Multi-Year Plan. In 2018-19, Facility Services provided a report to Trustees in November outlining the spending plan for the upcoming school year. An annual summary will also be made to compare actual results to budget.

Renewal Plans for 2019-20

The following plan for capital related work has been developed by Facility Services to address high and urgent renewal needs and other commitments. The 2019-20 capital project plans for the board have been summarized in **Table 1** below.

Proposed 2019-20 Projects funded by the School Renewal Allocation (SRA), School Condition Improvement (SCI) allocations total \$16,426,630. This includes \$16,817,546 carried forward from prior years. Previously approved allocations for Building and Grounds budgets, Pride of Place, Community Partnership Incentive Projects and School/Program Improvement Fund Projects are included.

Table 1**2019-20 Capital Projects**

Capital Project Category	2019-20	Funding Source	
		School Renewal Allocation	School Condition Improvement
Funding Available			
Balance Forward (From 2018-19)	\$ 16,817,546	\$ 2,889,522	\$ 13,928,024
2019-20 Grants	\$ 20,554,844	\$ 5,525,942	\$ 15,028,902
Total Available	\$ 37,372,390	\$ 8,415,464	\$ 28,956,926
Planned Projects			
Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -
Pride of Place (POP)	\$ 1,000,000	\$ 500,000	\$ 500,000
Community Partnership Incentive Program (CPIP)	\$ 190,000	\$ 190,000	\$ -
Learning Commons Fund	\$ 1,250,000	\$ -	\$ 1,250,000
Capital Projects Identified by Facilities	\$ 11,285,000	\$ 10,000	\$ 11,275,000
Accessibility Upgrades	\$ 100,000	\$ 100,000	\$ -
Committed Capital and Other	\$ 2,466,630	\$ 2,466,630	\$ -
Total Allocated	\$ 16,426,630	\$ 3,401,630	\$ 13,025,000
Total Unallocated	\$ 20,945,760	\$ 5,013,834	\$ 15,931,926

Principal Building and Grounds (B&G)

This budget (\$135,000) is allocated to all schools to provide principals with a budget to address small facility related issues in their building. B&G projects would include the installation of an electrical outlet or some shelving or millwork.

Pride of Place (POP)

These allocations (\$1,000,000) address facility renewal concerns as well as features that contribute to a more welcoming environment for staff, students and the school community. Projects for 2019-20 will be prioritized and reviewed by facilities staff as set out in *Policy FT13: Pride of Place and Community Partnership Incentive Programs*.

The request for POP projects was distributed to our schools in October 2019 and submissions are due November 22, 2019. A detailed listing of the projects recommended will be provided in an updated report.

Community Partnership Incentive Plan

The 2019-20 Community Partnership Incentive Plan (CPIP) applications were distributed to Grand Erie schools in October 2019. This is the sixteenth consecutive year for this program and the Board has allocated \$190,000 from the School Renewal Allocation to match funding raised by schools up to \$10,000 for projects submitted and approved.

Proposed projects have to meet the normal qualifications for work that is undertaken by the annual Facility Renewal Grant budget process. The installation of creative playground equipment, swings,

climbing equipment etc. is not funded through the School Renewal Allocation. Money raised for playground equipment would not be eligible for CPIP matching funds. However, other outside work such as basketball standards, backboards and nets, baseball backstops and field upgrades would be eligible.

Applications are due back from school Principals by the November 22, 2019 deadline. The applications will be reviewed to ensure that all projects met the CPIP criteria and that all required information was submitted as required. Facility services staff will prepare a project estimate, ensuring building code compliance and reviewed other regulatory requirements. Schools that had not previously received CPIP funding are given higher priority than schools which have benefited from the program over the past few years. Compensatory schools are also taken into consideration having to contribute one-third of the overall estimated cost of the project compared to one-half for all other schools.

In 2018-19, many applications were received and **\$236,500** of SRA funding was approved so that all school requests and projects can be supported. If a similar approach needs to be taken in 2019-20, there will be an opportunity to do so within available SRA funds. A detailed listing of the projects recommended will be provided in an updated report.

Learning Commons Fund

In the 2018-19 Facility Renewal Plan, the Board allocated \$1,250,000 of its School Condition Improvement funding to a special fund intended to address emerging needs across the system to make improvements to learning spaces. The fund would provide capital resources to make changes to teaching and learning spaces with the intention of bringing them up to current standards. The recommendation is to replenish the fund for 2019-20 to \$1,250,000 amount and earmark the funds for future learning commons projects.

Not all the components required to complete the learning commons conversion qualify as capital expenditures, schools will need to augment the project with school budget funds (or other funding sources) to purchase durable goods such as furniture and equipment. Currently, schools have submitted proposals based on capital requirements, design, and availability of supporting funding. The Learning Commons Committee will review the cost of each proposal and select the successful projects for conversion for 2019-20.

Capital Projects Identified by Facilities

Proposed building renewal projects address renewal needs in four major categories;

- Major building components that are identified for replacement by the facility condition database and during annual building audits by facility personnel. These components ensure that the learning environment is warm, dry, has appropriate lighting and comfortable for staff and students. Examples are roofing, windows and doors, heating, masonry, and electrical systems.
- Life Safety, Intercom and Security Systems are critical to keeping our buildings safe for occupants. Because failure of these systems would likely result in the closure of a building, they are tested and monitored on a regular basis and when appropriate, identified for upgrade or replacement.
- Health and Safety upgrades, hazardous material removal including systematic removal of asbestos containing materials and underground storage tanks when appropriate and issues identified in monthly inspections.
- Accessibility Upgrades are considered any time a renovation or addition is made to a building as well as occupant requirements.

Projects recommended for approval are set out in **Appendix A**.

Committed Capital and Other

This group represents repayment of debt incurred in prior years for capital related projects, software licensing, permits and fees. The energy retrofit project is an example of committed capital. This also includes a commitment to drawn down the balance of historical unsupported capital items.

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A

Grand Erie District School Board - 2019-20 Capital Projects				
Project Category	Project Type	Projected Cost	Funding Source	
			Renewal	School Condition Improvement
Accessibility Upgrades	Accessibility Upgrades	\$ 100,000	\$ 100,000	\$ -
Capital Projects Identified by Facilities	Electrical	\$ 600,000	\$ -	\$ 600,000
Capital Projects Identified by Facilities	HVAC	\$ 680,000	\$ -	\$ 680,000
Capital Projects Identified by Facilities	Life Safety Systems	\$ 250,000	\$ -	\$ 250,000
Capital Projects Identified by Facilities	Masonry	\$ 3,000,000	\$ -	\$ 3,000,000
Capital Projects Identified by Facilities	Paving	\$ 2,330,000	\$ -	\$ 2,330,000
Capital Projects Identified by Facilities	Portable Water Systems	\$ 200,000	\$ -	\$ 200,000
Capital Projects Identified by Facilities	Renovations	\$ 10,000	\$ 10,000	\$ -
Capital Projects Identified by Facilities	Roofing	\$ 3,115,000	\$ -	\$ 3,115,000
Capital Projects Identified by Facilities	Security Systems	\$ 205,000	\$ -	\$ 205,000
Capital Projects Identified by Facilities	Site Work	\$ 115,000	\$ -	\$ 115,000
Capital Projects Identified by Facilities	Windows & Doors	\$ 780,000		\$ 780,000
Committed Capital and Other	Debt Repayment & Software Licencing	\$ 2,466,630	\$ 2,466,630	\$ -
Community Partnership Incentive Program	Community Partnership Incentive Program	\$ 190,000	\$ 190,000	\$ -
Learning Commons Fund	Learning Commons Fund	\$ 1,250,000	\$ -	\$ 1,250,000
Pride of Place (POP)	Pride of Place	\$ 1,000,000	\$ 500,000	\$ 500,000
Principal Building and Grounds	Principal Building and Grounds	\$ 135,000	\$ 135,000	\$ -
	Grand Total	\$ 16,426,630	\$ 3,401,630	\$ 13,025,000



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Approval to Tender Central Public School Child Care**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the design of the Central Public School Child Care Addition for release of tender documents.</p>

Background

In December 2017, the Grand Erie District School Board received an announcement indicating that it would receive \$2,057,016 in capital funding for a 4-room addition at Central Public School.

In June 2018, the Grand Erie District School Board received confirmation that the floor and site plan for a child care centre license have been reviewed and approved in principle by the Ministry of Education pursuant to Section 14 of O. Reg. 137/15 under the Child Care and Early Years Act, 2014.

In October 2019, the Ministry of Education provided the Board with an Approval to Proceed (ATP) to tender the project.

The general scope of the project is to create an addition onto Central Public School that will create a Child Care Program that will service 10 infants, 15 toddlers, 24 preschoolers and space to provide support for a family age group.

The Site plan application and related conditions and studies for this project as requested by the City of Brantford have been address. The Architect is currently applying for a building permit.

In accordance with Policy FT1 – Major Construction Projects, the Project Committee was struck and has met to review the proposed scope of work for child care centre and the architectural drawings for the project.

Project Scope

The new child care centre addition, which will include 5,673 square feet of constructed space, is being built where the North parking lot currently stands and will includes the following:

- activity room to service 10 infants
- activity room to service 15 toddlers
- activity room to service 24 preschoolers
- a room to provide support for a family age group
- multiple washrooms including a universal washroom
- improvements to enlarge the South parking lot to accommodate school staff parking.
- central air conditioning to all spaces, LED lighting and high efficiency mechanical systems.

The schematic drawings are attached as Appendix 1: Floor Plan and Appendix 2: Site Plan.

Budget Implications

A.W. Hooker cost consultants were engaged to review the project drawings developed by Grguric Architects and provided a Class A cost estimate to ensure the project cost is within the Ministry's ATP funding allowance. In the opinion of the architect, it is assumed that the Cost Consultant report utilized a relatively higher square foot construction cost estimate in their calculations when compared to similar projects in the sector.

Estimated project costs are slightly above the Ministry approved allocation but staff feels that lower construction costs are achievable through alternate pricing on certain building systems and finishes as well as competitive pricing during the tender process.

Description	Budget
Addition and related site work (Class A Estimate)	\$ 2,005,705
Allowance for design, permits, studies, Commissioning and contingency	152,207
Total estimated project cost (net of HST)	\$ 2,157,912
Variance to Funding	-\$100,896

Funding Strategy

This project has been funded through the Ministry of Education's Child Care Capital Funding Program. Currently, no additional reserves have been allocated to this project. However, should the tender results reveal a budget pressure, similar to the \$100,896 mentioned above, the Board will have three options:

1. Review alternate pricing and re-structure components so the project fits within the approved project funding.
2. Utilize internal, Board-appropriated reserves for any cost overruns. The balances of Board reserves as of August 31, 2019 are:

Reserve Fund	Balance	Notes
School Renewal Allocation	\$2,889,522	Not eligible for additions
School Condition Improvement	\$13,928,024	Not eligible for additions
Proceeds of Disposition - Regular	\$424,181	Requires Ministry Approval
Proceeds of Disposition – Other	\$1,016,793	Requires Ministry Approval
Accumulated Surplus	\$2,959,574	Requires Board Approval

3. Incur unsupported capital for any cost overruns.

Staff will have more information for Trustees regarding next steps during their review phase of the tender results.

Project Schedule

Pending Board approval of the designed project scope of work, staff can release the tender for this project in December 2019. The following schedule is subject to favorable tender pricing:

General Contractor Tender Posting	December 2019
Board to approve Tender Award	January 2020
General Contractor Tender Award	February 2020
Break Ground / Commence Construction Phase	April 2020
Occupancy	January 2021

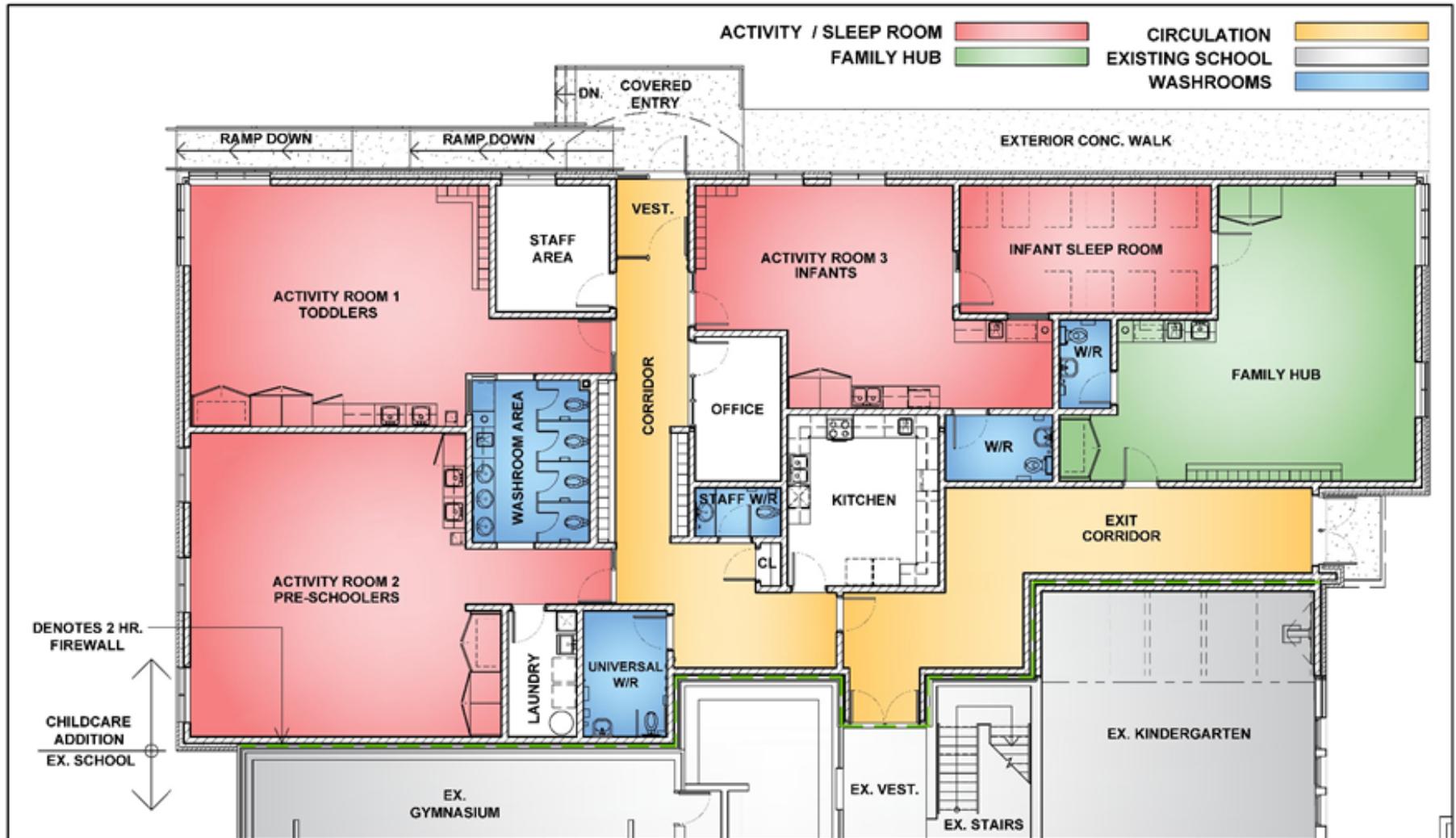
Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

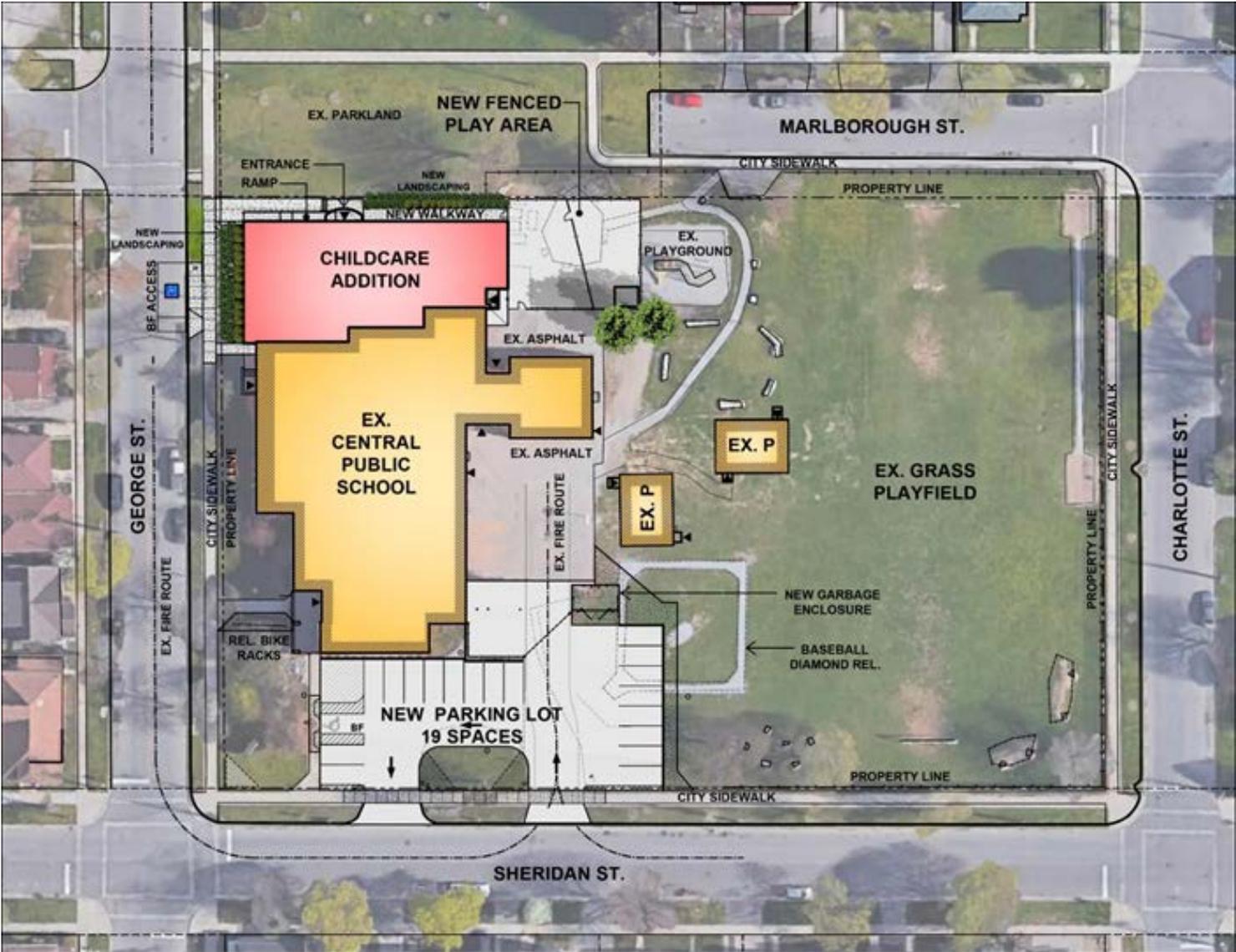
Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix 1: Central Child Care Floor Plan



Appendix 2: Central Child Care Site Plan





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Progress Report on the Multi-Year Accessibility Plan 2017-22**
DATE: November 11, 2019.

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Annual Progress Report on the Multi-Year Accessibility Plan for 2017-22.</p>

Background

The Accessibility for Ontarians with Disabilities Act (AODA) 2005 and the Integrated Accessibility Standards Regulation 2011 require Boards of Education to prepare an accessibility plan that outlines strategies to identify, eliminate and prevent barriers to accessibility for persons with disabilities. Progress toward meeting the goals in the plan must be reported annually.

As per the legislative requirement, a Multi-Year Accessibility Plan for Grand Erie for the period 2017-22 has been developed and an annual report on the progress made towards the goals is outlined below.

Additional Information

The attached Annual Progress Report on the Multi-Year Accessibility Plan has been vetted through Executive Council and Grand Erie's Accessibility Committee. It was presented to the Special Education Advisory Committee for input on October 15, 2019.

Highlights from 2018-19

- On an on-going basis, personalized equipment needs are met through the Special Equipment Amount (SEA) process
- Student accessibility transportation needs are addressed individually
- Renovations and retrofits are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code
- Other accessibility upgrades are considered through the Pride of Place process or submission of a request through the Accessibility Request Form available on the staff portal
- Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's Return to Work programs
- Safe and Inclusive Schools Committee reviewed all policies out for comment through an Accessibility lens
- Professional learning for school administrators on the Ontario Human Rights Commission (OHRC) Policy on Accessible Education for Students with Disabilities.
- Migration of information and updating on newly developed accessible website and staff portal
- Explicit focus on accessibility features in teaching/learning software and understanding of universal (inclusive) lesson planning in professional learning opportunities

Planning for 2019-20

- Focus continues on the two outstanding AODA goals which include accessible formats in school libraries by 2020 and all facilities accessible by 2025
- Rolling out the *Ontario Human Rights Commission Policy on Accessible Education to Learning Resource Teachers*
- Accessibility Awareness Day continues to be recognized, partnering with the Rick Hansen Foundation
- Rolling out updated signage for all sites to advise of a service animal on site
- Updating the board procedure that outlines the process for student access to service animals in schools as per Policy/Program Memorandum 163: School Board Policies on Service Animals.

Next Steps

The annual progress report toward the goals laid out in the Multi-Year Accessibility Plan 2012-17 will be distributed in keeping with Board Bylaw BL9 and will be posted on the Board website.

Grand Erie Multi-Year Plan

This report supports the Equity and Environment indicators of Success for Every Student and the following statements: we will promote practices that help students, families and staff feel safe, welcomed and included and we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2017 to NOVEMBER 2022

Annual Progress Report-Update, November 1~~1~~², 201~~9~~⁸

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MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2017 – 2022

Prepared by
Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)
Accessibility for Ontarians with Disabilities Act (AODA)
Integrated Accessibility Standards Regulation (IASR)

Annual ~~Program Report~~Update, November 11~~2~~, 2019~~8~~

Plan Availability:

The Grand Erie District School Board's Accessibility Plan is posted on the Board website at www.granderie.ca <https://granderie.ca/board/community/accessibility> and hard copies will be made available upon request. The plan can be made in accessible formats by contacting:

Kimberly Newhouse, Manager of Communications and Community Relations

Grand Erie District School Board

349~~269~~ Erie Avenue, Brantford ON

Telephone: (519) 756-1601 or 1-888-548-8878 ext. 281147

E-mail: kimberly.newhouse@granderie.ca

Aim:

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (AODA), 2005*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's ~~Accessibility~~ Policy SO31 Accessibility.

1.0 Definitions and Terminology

Disability: Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

Barrier: A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”)

Accessibility: Accessibility is defined as that which enables people to achieve their full potential.

Accommodation: An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner – barriers that impede individuals with disability from participating fully in the services of the Board.

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 2.3 Describes the measures the Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 2.4 Makes a commitment to provide an annual progress status report on the Board’s implementation of the Multi-Year Accessibility Plan;
- 2.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6 Describes how the Board will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board’s Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board’s role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility

Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

- 3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

4.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It represents more than 26,000 students in 72 schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk. With a dedicated staff of 2,780, Grand Erie is committed to its goal that promotes *SUCCESS for Every Student*.

5.0 Board Multi-Year Plan

SUCCESS for Every Student.

We will achieve this through a focus on students and staff in a culture of high expectations.

6.0 Members of Accessibility Committee Working Group 2019-20

The Accessibility Committee met 4 times in 2018-19 to review and update the Multi-Year Accessibility Plan for 2017-22.

To access a list of the current members of the Accessibility Committee Working Group, please follow this link:

<https://granderie.ca/board/community/accessibility>

<u>Working Group Member</u>	<u>Department</u>	<u>Contact Information</u>
Anderson, Greg	Board of Trustees	519-446-0170 greg.anderson@granderie.ca
Bell, Sharon— Manager Human Resource Services	Human Resource Services	519-756-6301, ext. 281289 sharon.bell@granderie.ca
Boudreault, Lesley— Special Education Program Coordinator	Special Education	519-756-6301 ext. 287217 lesley.boudreault@granderie.ca
Crotta, Giancarlo— Principal, Houghton School	School Administration	519-875-2291, ext. 538001 giancarlo.crotta@granderie.ca
Erauw, Robert— Supervisor IT Support and Development	Information Technology	519-756-6301, ext. 287028 robert.erauw@granderie.ca
Forbes, David— Supervisor of Purchasing	Purchasing	519-756-6301, ext. 281194 david.forbes@granderie.ca
Jenny Gladish, Communications Assistant	Communications and Community Relations	519-754-1601, ext. 281161 jenny.gladish@granderie.ca
Hunt, Doug— Participation House	Community	519-756-1430 ext. 273 dhunt@participationhousebrantford.org
Krukowski, Tom— Division Manager Maintenance & Energy	Facilities Services	519-756-6301, ext. 281115 tom.krukowski@granderie.ca
Kuckyt, Philip— Manager of Transportation Services	Transportation	519-756-6301, ext. 282202 philip.kuckyt@granderie.ca

Mertins, Karin— School and Program Supports Lead (CHAIR)	Student Support Services	519-756-6301, ext. 287219 karin.mertins@granderie.ca
Senior, Jeff— Principal, Cobblestone School	School Administration	519-442-2500, ext. 102001 jeff.senior@granderie.ca
Thompson, Liana— Superintendent of Education	Senior Management Special Education/Student Support Services	519-756-6301, ext. 281122 liana.thompson@granderie.ca
Wong, Rob— Vice Principal, Cayuga Secondary School	School Administration	905-772-3301, ext. 729002 rob.wong@granderie.ca

7.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan progress status report process implemented under the *Ontarians with Disabilities Act, 2005*, the Grand Erie District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a renewed Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary Program, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with OSSTF, ETFO and CUPE, Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback: http://www.granderie.ca/board/community/accessibility
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Education Services Corporation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board’s Accessibility Committee for review and recommendations.

9.0 Recent Barrier Removal Achievements (2018-19 School Year)

The Renewed Multi-Year Accessibility Plan 2017-22 developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. On an on-going basis, personalized equipment needs are met through the Special Equipment Amount (SEA) process, and student transportation needs are addressed individually. Program staff in all portfolios are working to enhance the skills of all educators to deliver programs using universal design and differentiated instruction strategies in order to achieve the full participation of all students. Renovations and retrofits are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code. Other accessibility upgrades are considered through the Pride of Place process or submission of a request through the Accessibility Request form that is available on the staff portal. Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board’s Return to Work programs. The Grand Erie website and staff portal meet current accessibility standards.

The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Systemic	Board-wide	Safe & Inclusive Schools Committee reviewed all policies out for comment through an Accessibility lens
<u>Systemic</u>	<u>Board-wide</u>	<u>All volunteers participate in online accessibility training</u>
Attitudinal	Board-wide	<u>School volunteers and all board staff completed AODA training as part of annual Health & Safety training</u> <u>Professional learning for school administrators on the Ontario Human Rights Commission (OHRC) Policy on Accessible Education for Students with Disabilities.</u>
Attitudinal	Accessibility Awareness Day #AccessibleGE <u>December 3, 2018</u> <u>November 24, 2017</u>	Schools held events to celebrate diverse abilities <u>and to promote full participation of students</u>
Information and Communication	Board-wide	Migration of information and updating on newly developed accessible Website & Staff Portal
Technology	Board-wide through Ed Tech, Student Success, Elementary Program & Special Education	Explicit focus on accessibility features in teaching/learning software and understanding of universal (inclusive) lesson planning in all PD
<u>Physical</u>	<u>BCI & VS</u>	<u>Braille signage</u>
	<u>Delhi Public School</u>	<u>Accessible washroom</u>
	<u>Delhi Secondary School</u>	<u>Accessible washroom</u>
	<u>Dunnville Secondary School</u>	<u>Accessible main office entry</u>
	<u>Education Centre—Board Room Entrance</u>	<u>Walkway grading improvement and accessible door entrance</u>
	<u>Facilities Services Office</u>	<u>Accessible door entrance</u>

	GELA Rawdon	Parking lot
	Langton Public School	Accessible door entrance
	Walsh Public School	Parking lot
	Waterford District High School	Parking lot grading and second accessible washroom
Physical	Major Ballachey	Elevator Installation
	Major Ballachey	AODA Accessible washroom
	Joseph Brant	Entry door upgrade
	Prince Charles	New Accessible entry doors
	Cedarland	Paving and accessibility upgrades
	Courtland	Paving and accessibility upgrades
	Delhi Public	Paving and accessibility upgrades
	Delhi Secondary	Paving and accessibility upgrades
	Prince Charles	Paving and accessibility upgrades
	Princess Elizabeth	Paving and accessibility upgrades
	Valley Heights	Paving and accessibility upgrades
	Russel Reid	Sidewalk improvement
	Pauline Johnson	New main entry upgrade
	Thompson Creek	New main entry upgrade
	Waterford District	New busing entrance doors
	Burford	Paving and accessibility upgrades
	Houghton	Braille signage
	Mapleview	New School Construction

10.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2017-22

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2017-2022 Multi-Year Accessibility Plan, ~~the~~ Grand Erie ~~District School Board~~ intends to take action to address attitudinal barriers to accessibility with a special emphasis on raising awareness of individual differences. This is in addition to ongoing work with regard to identification and removal of barriers in the Board’s physical environment.

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Newly developed and revised policies/procedures will be reviewed by the Accessibility Committee or through the Safe and Inclusive Schools Committee to provide input from an accessibility lens.	Ongoing

Type of Barrier	Location	Action		Effective Date
Attitudinal	Board-wide	Provide training to all staff and volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure that third-party providers have similar training.	OHRC Policy an Accessible Education for Students with Disabilities for all Learning Resource Teachers.	On-going
Attitudinal		Rick Hansen Foundation School Partnership Initiative	Partner with the Rick Hansen Foundation to provide schools with an online platform to access resources to support the full participation of all.	Fall 2019
Attitudinal		Accessibility Awareness Day #AccessibleGE	December 3, 2019	Accessibility Awareness Day is held a Annually
Attitudinal		With the support of Elementary Program, Student Success and Special Education, school staff design course content, instruction and assessment in an inclusive (universal) design framework. Board supports and interventions will continue to be developed using a tiered approach. To achieve success for every student, Mathematics achievement and Literacy collaborative professional learning initiatives emphasize differentiated math instruction and assessment.		On-going
Information and Communications	School Libraries	Elementary Program and Student Success staff will continue to develop the capacity of school libraries to provide accessible or conversion-ready formats of digital or multi-media resources upon request	An initial Accessibility Committee meeting was held in June 2019 that included special education, technology, and program representatives from elementary and secondary. Goal to identify the system needs for accessible or conversion ready formats of a digital or multi-media resource. Second meeting to be held early fall to discuss and solidify an action plan to meet with the goal.	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Compliant	Board website compliant with this standard went live in August 2017, in anticipation

Type of Barrier	Location	Action		Effective Date
				of 2021 deadline
Information and Communications	Board-wide	Develop school/work site signage to invite requests for accommodation from the public, advise of elevator disruption, advise of service animal at work	Signage for elevator disruption and advising people there is a service animal at the site	September-Fall 2019 to Spring 2020
Information and Communications	Board-wide	Update Customer Service Feedback process on website	Reviewed our current process with the Communications Department and have determined there is no need to change the current process.	September 2019
Technology	Board-wide	Ed Tech and Special Education staff provide in-service to improve staff and student understanding of accessibility features available in Grand Erie software		On-going
Architectural	Board-wide	Facilities Services is working towards full compliance with AODA standards at all sites by 2025		On-going
Physical	Board-wide	Accessibility requests can be made through submission of information to the Accessibility Committee or Pride of Place		On-going

11.0 Review and Monitoring Process

The Accessibility Committee meets [four times regularly](#) during the [school](#) year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual ~~status~~ report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board’s Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-Year Accessibility Plan will be undertaken in 2021-22.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 3, the Grand Erie District School Board will post an annual update report on the progress of the Multi-Year Accessibility Plan on the Board’s website [at:-](#)

<https://granderie.ca/board/community/accessibility>

The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Grand Erie District School Board
349 Erie Avenue, Brantford, ON N3T 5V3
Or

info@granderie.ca



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Denise Martins, Superintendent of Education
 RE: **Graduation Rate Report**
 DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Graduation Rate Report as information.

Background

In 2003, the Ontario Government introduced the first component of a three-phase Student Success/Learning to 18 Strategy. The goal of the strategy encompassed Grades 7 to 12 and was developed to increase high school graduation rates and to have youth engaged in structured learning until age 18 or until graduation.

Since 2004, Ontario’s provincial high school graduation rates were released as a province-wide graduation rate. The rate of students graduating **within five years** of starting high school was 68% in 2004. The Ministry of Education set an 85% provincial graduation rate target.

In the spring of 2015, the government publicly released graduation rates for individual school boards for the first time. The goal was to ensure parents, students, teachers and boards had access to locally relevant, consistent data. This approach was implemented to inform and support efforts to improve students' success.

It should be noted that the province only releases the numbers of students that graduate within four and five years and that these graduation rates are based on a particular Grade 9 Cohort year.

Students are included in the 2013-14 Grade 9 Cohort based on the following rules:

Cohort	Includes
Student Age	Between 13 and 15 as of December 31, 2013
Grade	Grade 9 students only
Registration	Student's first year of registration in a secondary school in Ontario
Time Period	Enrolled at any time during the academic year of 2013-14, and did not become deceased or leave Ontario before the end of grade 12
School Type	Main school enrolment in a Publicly Funded Day School
Board Type	Public, Roman Catholic

Students in a Cohort are counted in a board's graduation rate in the following ways:

- Students that start in Grand Erie and graduate in Grand Erie count towards our graduation numbers.
- Students that start in Grand Erie and graduate in another board count towards our graduation numbers.
- Students that start in another board and graduate in Grand Erie are **not** included in our graduation numbers.

Note: Only students that receive an Ontario Secondary School Diploma (OSSD) count towards graduation numbers (e.g., although students that receive a Certificate of Accomplishment or

an Ontario Secondary School Certificate count in our total number of students in any particular cohort, they do not count as graduates).

Data used to calculate graduation rates for the province and school boards comes from information stored in the Ontario Student Information System (OnSIS) as derived from the Student Information System.

Graduation Data

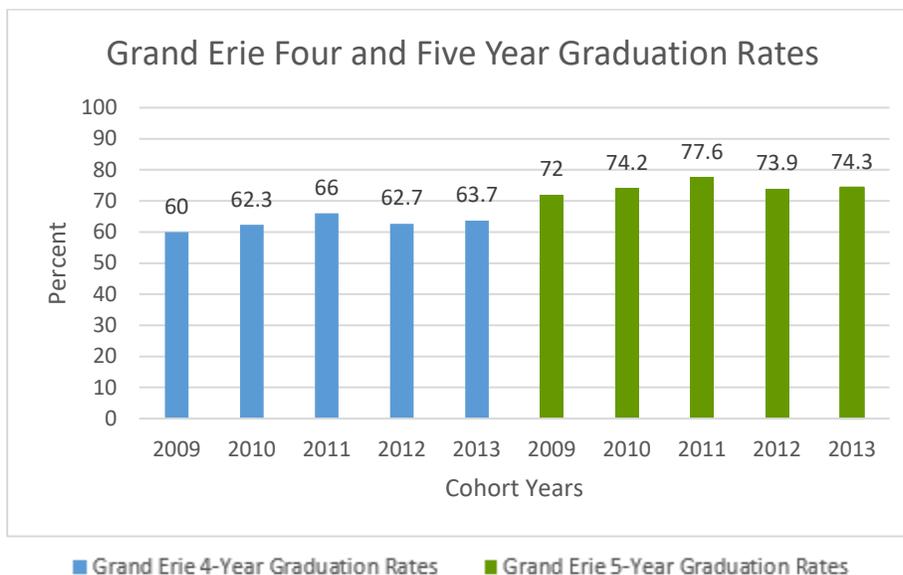
2018 Graduation Rates – 2013-14 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	81.2%	87.1%
Grand Erie	63.7%	74.3%

2017 Graduation Rates – 2012-13 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.8%	86.3%
Grand Erie	62.7%	73.9%

2016 Graduation Rates – 2011-12 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	79.6%	86.5%
Grand Erie	66%	77.6%

2015 Graduation Rates – 2010-11 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	78.3%	85.5%
Grand Erie	62.3%	74.2%

2014 Graduation Rates – 2009-10 Cohort		
	Four-Year Graduation Rate	Five-Year Graduation Rate
Province	76%	84%
Grand Erie	60%	72%



The 2013-14 cohort graduation rate is approximately 1% higher for 4-year graduates) and the same for 5-year graduates when compared with the average graduation rate over the previous 4 years. The average 4-year graduation rate was 62.9% and the average 5-year graduation rate was 74.4% for the 2014, 2015, 2016 and 2017 graduation years.

Our current graduation rate for the 2013-14 Cohort is approximately 77%, after including our six-year graduates.

Note: The adjusted graduation rate only includes six-year graduates that started and graduated in our board. Therefore, the total percentage could be even higher if we had students that started in our board and graduated in another board in their sixth year.

Boards across the province make OnSIS submissions annually to the Ministry in October, March and June.

The following steps continue to provide growth in the accuracy of the Grand Erie graduation data submitted to OnSIS:

- Collaboration between Student Success, PowerSchool and Grand Erie secondary schools to ensure that data entry is accurate.
- Training of clerical staff annually with an emphasis on the importance of accurate data entry particularly with regards to data fields that affect our board graduation rates.
- Completion of data entry in PowerSchool for June graduates by July 15th of each year.

Current Engagement Strategy:

1. Credit recovery programs continue to run in all schools coupled with additional supports and resources.
2. Responsiveness of Specialist High Skills Major (SHSM) and Dual Credit programming that offers an introduction and connection with college, apprenticeship and industry partners.
3. The implementation of the Transition Timeline for Grades 7 to 9 that emphasizes support and preparation for all students and specific transition planning for students being identified as potentially at-risk.
4. The implementation of Intermediate Itinerant Transition Teachers to support the transition of all students through grades 7 to 9.
5. An Experiential Learning Lead to support students in learning more about career life planning and post-secondary learning.
6. The continued support of Alternative Programming in secondary schools to support the unique learning needs of all learners.

Next Steps:

1. With the loss of the Indigenous Engagement teacher and System Re-Engagement teacher we have a Transition Teacher working with the Federal Schools in Mississaugas of the Credit and Six Nations to support the transition of students through Grades 7 to 9.
2. Secondary School-based Transition teachers will collaborate with the central team to provide additional support for students as they transition to secondary school.
3. A K-12 Math Facilitator and a Secondary Math Facilitator are supporting identified schools in high-yield math strategies to further ensure credit accumulation in Grade 9 mathematics.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statements: 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: Denise Martins, Superintendent of Education
RE: **2019-20 Indigenous Education Board Action Plan**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2019-20 Indigenous Education Board Action Plan as information.</p>

Background

On March 5, 2014, the Ministry of Education released the [Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan](#). The plan builds on progress to date in the implementation of the [Ontario First Nation, Métis and Inuit Education Policy Framework](#) (2007) and guides the work of the ministry and school boards. In support of district school boards' ongoing *Framework* implementation activities, the Indigenous Education Office provides funding to support boards with developing and implementing a *Board Action Plan on Indigenous Education* through the 2019-20 Indigenous Education Allocation of the Grants for Student Needs.

Indigenous education remains a key priority for the Ministry of Education with a commitment to ensuring that each First Nation, Métis and Inuit student has every opportunity for success. The Ministry continues to focus on meeting two primary objectives:

1. To improve student achievement and well-being among Indigenous students, and;
2. To close the achievement gap between Indigenous students and "all students".

Additional Information

Grand Erie's Achievement Plan: Success for Every Student is a plan for all students and Indigenous students are included in that plan. The Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis, and Inuit Framework and the performance measures contained in the framework.

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation's name will be used; otherwise the term Indigenous, Métis or Inuit will be referenced in print or otherwise.

The performance measures from the Indigenous Education Action Plan are linked to key statements as follows:

- Using data to support student achievement
 1. Increase in the percentage of First Nation, Metis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
 2. Increase in the number of First Nation, Metis, and Inuit teaching and non-teaching staff in school boards across Ontario
 3. Increase in the graduation rate of First Nation, Metis, and Inuit students
 4. Increase in First Nation, Metis, and Inuit student achievement

- Supporting students
 5. Improvement in First Nation, Metis, and Inuit students' self-esteem
 6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools
- Supporting Educators
 7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively
- Engagement and Awareness Building
 8. Increased participation of First Nation, Metis and Inuit parents in the education of their children
 9. Increased opportunities for knowledge sharing, collaboration, and issue resolution

For each performance measure there are related responsibilities of both the Ministry of Education and School Boards.

The total funding amount for this work for 2019-20 is \$124,524 not including funding from other areas. The Ministry allowed boards to carry over unspent funding from 2018-19 which is why our Board Action Plan total is higher than the funded amount.

The plan that has been submitted to the Ministry of Education is attached as Appendix A.

Grand Erie Multi-Year Plan

This report supports the Achievement and Equity indicators of Success for Every Student and the following statements: We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes. We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education

BOARD ACTION PLAN ON INDIGENOUS EDUCATION

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
<p>Sharing Our Voices</p> <ul style="list-style-type: none"> Indigenous Peoples Day (June 21) celebrated on the 20th. The day brings together community partners, staff and students both Indigenous and non-Indigenous to celebrate the day. These community partners are community resources that have worked in the schools with our students or are role models in the community at large. We have student performers and community partner performers attend/perform. This is the fourth year of the event. <p>Board Improvement Plan for Student Achievement states:</p> <ul style="list-style-type: none"> “Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.” <p>Teachers are working with community in a variety of ways (spoken word, drama, choir, dance etc.,) to develop and encourage student voice in a variety of ways.</p>	<ul style="list-style-type: none"> Calls to Action 63 (iii) the development of intercultural understanding between students. Significant improvement in First Nation, Metis and Inuit student’ self-esteem Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Metis, and Inuit peoples. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Improvement in student achievement 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$10,000
<p>Gahsdo:wah workshop BCI (NEW)</p> <p>To meet the Goals in the Multi-Year Plan under EQUITY: In accordance with the Ontario Education Equity Action Plan:</p> <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. The Native Education Counsellor creates programming based on students who self-identify and/or are non-resident students under the ESA. 	<ul style="list-style-type: none"> Significant improvement in First Nation, Metis and Inuit student’ self-esteem Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Metis, and Inuit peoples; Increased opportunities for knowledge sharing, collaboration, and issue resolution. 	<p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$4,000

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
<p>Student Leadership</p> <ul style="list-style-type: none"> Indigenous student groups to promote leadership and student voice at the secondary level. The Indigenous Student Associations support the Student Senate of Grand Erie. Ongoing, 3 years <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> Individual student needs: In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs. This program supports the development of leadership and student voice, building capacity for Student Senate and the Indigenous Student Trustee. 	<ul style="list-style-type: none"> Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities; Significant improvement in First Nation, Metis and Inuit student' self-esteem; Increased opportunities for knowledge sharing, collaboration, and issue resolution; Increase in First Nation, Metis, and Inuit student achievement. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$25,000
<p>Teacher Requests for Community Supports</p> <p>Funds that are set aside to support teachers/administrators to connect with community resources.</p> <ul style="list-style-type: none"> Ongoing, 4 years <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> Individual student needs: In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs. <p>Multi-Year Plan: EQUITY</p> <ul style="list-style-type: none"> In accordance with the Ontario Education Equity Action Plan, Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>Educators are able to access funding to support community coming into the classroom, students going out on to the land, into the community or engaging in experiential learning. This allows choice and opportunity for the educators and students in their learning.</p>	<ul style="list-style-type: none"> Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities; Calls to Action 63 (iii) the development of intercultural understanding between students. Calls to Action 62(iii) Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively; Increased opportunities for knowledge sharing, collaboration, and issue resolution. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well- being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$25,000

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
<p>Cultural Mentorship Working to create a partnership with local community members to have supports available to our urban/rural Indigenous, Métis, Inuit Students with culture, language and community role models.</p> <ul style="list-style-type: none"> Year 2 <p>Multi-Year Strategic Plan: EQUITY</p> <ul style="list-style-type: none"> In accordance with the Ontario Education Equity Action Plan, Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> Individual student needs: In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs. <p>The Cultural Mentorship program works to connect staff and students with leaders in the community to support the development of pride in self and identity in a culturally responsive and culturally safe environment.</p>	<ul style="list-style-type: none"> Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. Work in collaboration with community partners to identify and address topics relevant to health, including mental health, and well-being of First Nation, Métis, and Inuit students. Calls to Action 63 (iii) the development of intercultural understanding between students. Calls to Action 62(iii) Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. Improvement in First Nation, Metis, and Inuit students' self-esteem Increase in the graduation rate of First Nation, Metis, and Inuit students 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates: <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 		\$10,000

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING STUDENTS					
<p>Transition Plan</p> <ul style="list-style-type: none"> Supporting students under the ESA making the transition from the Federal Schools to the Provincial system. Ongoing <p>Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> Individual student needs: In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs. <p>Multi-year Plan:</p> <p>In accordance with the Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none"> To identify systemic barriers to students and staff feeling a sense of belonging. Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>The partnership between Grand Erie and the Federal School begins in grade 7 to build relationships with students and their families as they further their path to secondary. Early planning and intervention based on student need, supports the transition and meet the needs for students.</p>	<ul style="list-style-type: none"> Create strategic partnerships with First Nations to help students make a smoother transition from schools in First Nation communities to provincially funded elementary and secondary schools; Develop strategies and procedures to ensure smooth placement, and any necessary subsequent adjustments, for First Nation students with special education needs as they move between schools in First Nation communities and provincial school boards. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in graduation rates of Indigenous students Improvement in student achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates: <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 		\$10,000

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING EDUCATORS					
<p>Professional Development</p> <ul style="list-style-type: none"> The department is going to reach out and survey the needs of the Board at the different levels to assess what types of supports are needed and wanted. Non-curriculum based Year 2 <p>Cultural Competency Training (NEW) Possible multi-session PD series (4) to support the building of cultural safety in our system. Multi-year plan:</p> <ul style="list-style-type: none"> We will create equitable environments for all Grand Erie students. 	<ul style="list-style-type: none"> Calls to Action 63 (iv) Identifying teacher-training needs relating to the above. Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively; Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs; Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis and Inuit students more effectively 	<p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in the number of Indigenous teaching and non- teaching staff in school boards Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 		<p>\$24,000</p> <p>\$5,000</p>
<p>Understanding Haudenosaunee Philosophies and Guiding Principles (NEW) Lance Logan-Keye addresses the legacy of residential schools, intergenerational trauma, and the effects of colonization historically to present day. Board Improvement Plan for Student Achievement:</p> <ul style="list-style-type: none"> Teachers demonstrate a collaborative culture by co-planning, co- teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs. <p>Multi-Year Plan, EQUITY:</p> <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>Teachers voluntarily attended this session to further understand the Haudenosaunee history, understandings and guiding principles, as shared by Lance to build their own capacity and understandings to develop a culturally responsive classroom.</p>	<ul style="list-style-type: none"> Calls to Action 63 (iv) Identifying teacher-training needs relating to the above. Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively; Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs; Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction. 	<p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in the number of Indigenous teaching and non- teaching staff in school boards Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		<p>\$6,000</p>

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
SUPPORTING EDUCATORS					
<p>AQ Subsidies</p> <ul style="list-style-type: none"> Incentive program for Educators to engage in Additional Qualification courses in Native Studies and Languages with subsidies available. Year 2 <p>Board Multi-Year Strategic Plan: In accordance with the Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School Achievement Plan. <p>Board Improvement Plan:</p> <ul style="list-style-type: none"> Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth. <p>Through self-reflection, school identified needs or interests, incentive funding is available to support teachers in building their own capacity for teaching a Native Studies courses. It is the intention to broaden the courses being offered in the school while giving teachers the opportunity to find the supports they need and choose to do so.</p>	<ul style="list-style-type: none"> Calls to Action 63 (iv) Identifying teacher-training needs relating to the above. Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively; Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs; Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in the number of Indigenous teaching and non-teaching staff in school boards Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit education rates of Indigenous students Improvement in student achievement 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$5,000

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
ENGAGEMENT and AWARENESS BUILDING					
<p>Self ID Awareness Campaign</p> <ul style="list-style-type: none"> To increase awareness of the Voluntary Self Identification procedure in Grand Erie. Annual <p>Multi-Year Plan, COMMUNITY:</p> <ul style="list-style-type: none"> Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home. 	<ul style="list-style-type: none"> Engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Indigenous student self-identification and to increase the number of students/families that choose to self-identify. Encourage students who identified as Indigenous, Metis or Inuit in the student census to self-identify through our student information system. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$2,500
<p>Welcome Signs</p> <p>Signs were designed by students in the ISLI (Indigenous Student Leadership Initiative), using a number of greetings in a variety of languages to be displayed in the entrance of all Grand Erie buildings. It is important for students to see themselves and their languages reflected in their environment.</p> <p>Year 2: Elementary School Signage</p> <p>Multi-year plan:</p> <ul style="list-style-type: none"> Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home. 	<ul style="list-style-type: none"> Build strong positive connections with local First Nations and other Indigenous organizations, such as Friendship Centres; Calls to Action 63 (iii) the development of intercultural understanding between students. Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. 	<p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit education rates of Indigenous students 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$8,000
<p>IEAC</p> <ul style="list-style-type: none"> Indigenous Education Advisory Committee. This committee is made up of community partners, parents, both Indigenous and non-Indigenous and board personnel. They come together to hear the community perspective, give voice to the parents and partners in Indigenous Education. Annual <p>Multi-Year Plan, COMMUNITY: Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home</p> <p>Multi-Year Plan EQUITY: Goal: To identify systemic barriers to students and staff feeling a sense of belonging.</p>	<ul style="list-style-type: none"> Build strong positive connections with local First Nations and other Indigenous organizations, such as Friendship Centres; Engage in shared planning with First Nation, Métis, and Inuit families and communities with respect to student transitions, curriculum, resource materials, and student supports; Maintain continuous dialogue with First Nations regarding tuition agreements, thus ensuring transparency and accountability; Research and promote effective practices for helping First Nation, Métis, and Inuit students succeed in school. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) 		\$5,000

Initiative	Identified Need	Outcome Measures	Measurement Tool and Goals	Results	Budget
USING DATA TO SUPPORT STUDENT ACHIEVEMENT					
<p>Resources</p> <ul style="list-style-type: none"> Assess which resources educators feel they may need based on PD/Course assessment. Annual <p>Board Multi-Year Strategic Plan: In accordance with the Ontario Education Equity Action Plan,</p> <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools; Each school administrator will become familiar with the student census data relevant to their schools and include an equity component in their School-target possible resources needed in the school. 	<ul style="list-style-type: none"> Collect, analyse, and report on data for self-identified Indigenous students, to inform targeted strategies for increasing Indigenous student achievement and success. 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being <p>Supporting Educators</p> <ul style="list-style-type: none"> Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing and mathematics 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 		\$11,508
<p>Secondary/Elementary Lacrosse project</p> <ul style="list-style-type: none"> Teaching the fundamentals and history of Lacrosse through instructors and Knowledge Keepers to promote the development of a Lacrosse program for the school. To help build capacity for teachers/students in culture awareness and skill overall. <p>Year 2 Possible Secondary Schools: Pauline Johnson CVS, Delhi DSS, Simcoe CS</p> <ul style="list-style-type: none"> ongoing <p>Board Improvement Plan for Student Achievement:</p> <p>Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.</p> <p>Multi-Year Plan, EQUITY:</p> <ul style="list-style-type: none"> Utilize identity-based student data to identify gaps in sense of belonging and develop targeted equity strategies within schools. <p>This is based on schools who have shown an interest in building capacity through the collaborative nature with community and educators.</p>	<ul style="list-style-type: none"> Increase First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective 	<p>What is the intended outcome(s) of the initiative? <u>Please select one or more of the below</u></p> <p>Supporting Students</p> <ul style="list-style-type: none"> Improvement in Indigenous student well-being Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> Increase in participation of Indigenous parents in education Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples 	<p>PART 1: MEASUREMENT TOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> COPs (Conversations, Observations, Products) <input type="checkbox"/> Other (please specify) 		Secondary: \$25,000 Elementary: \$20,000

TOTAL BUDGET

Board Action Plan on Indigenous Education: \$196,008

TO BE COMPLETED IN FINAL REPORT - FINAL BAP BUDGET: \$



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Wayne Baker, Superintendent of Education
 RE: **Student Suspensions 2018-19**
 DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive Student Suspensions 2018-19 as information.

Background

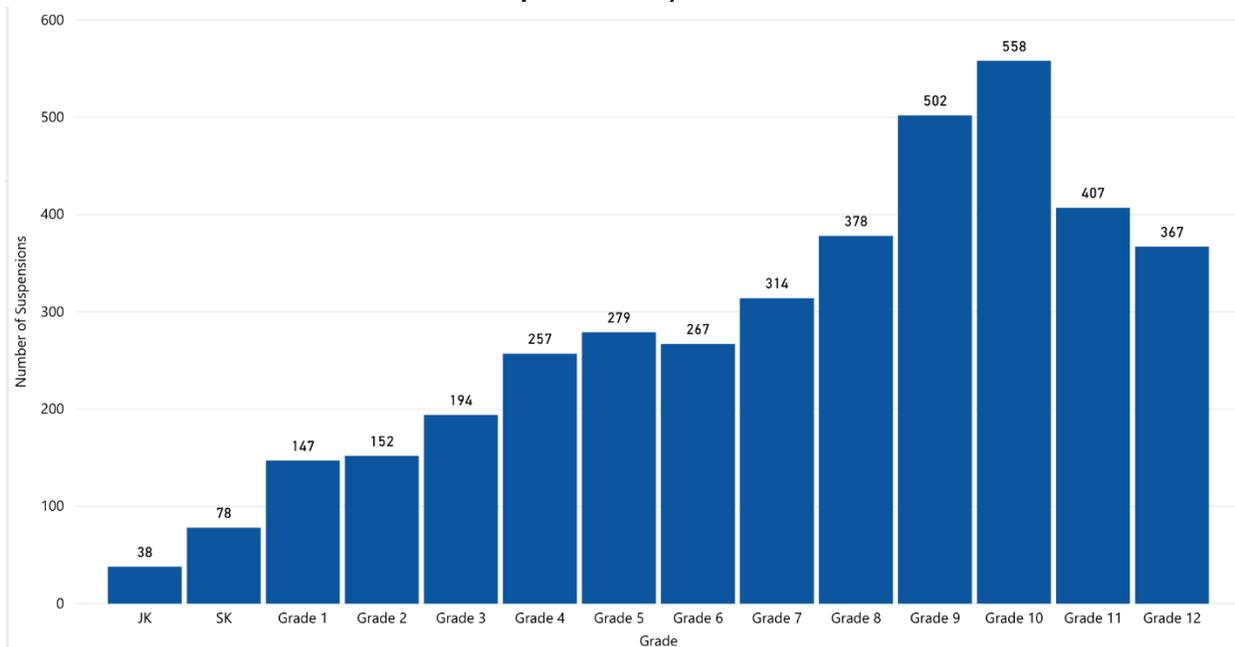
Regulation 298 states that *“Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends...”*. Principals have the authority – under s.306(1) of the Education Act – to suspend pupils for a variety of infractions. Suspensions can range from one to twenty days in length.

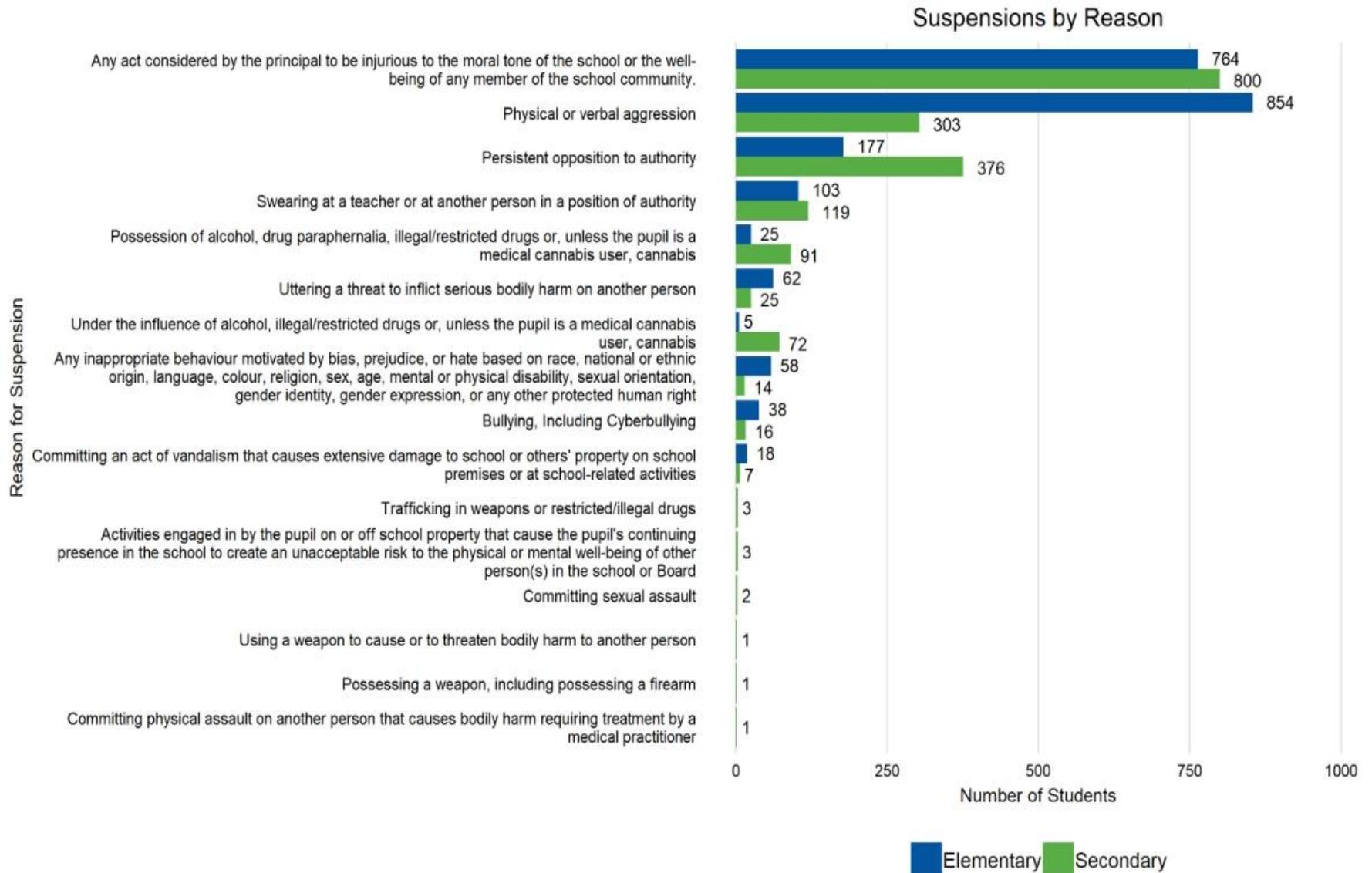
Additional Information

Total Suspensions

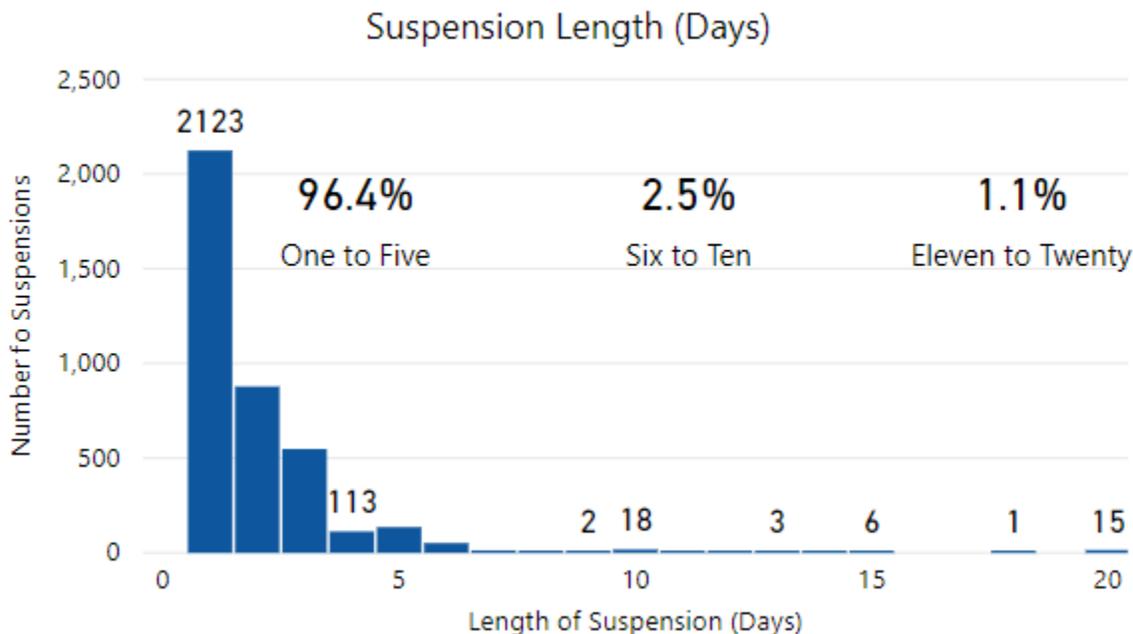
Year	Elementary	Secondary	Total
2014-15	1452	1945	3397
2015-16	1454	2131	3585
2016-17	1665	2111	3776
2017-18	1938	1987	3925
2018-19	2104	1834	3938

Suspensions by Grade



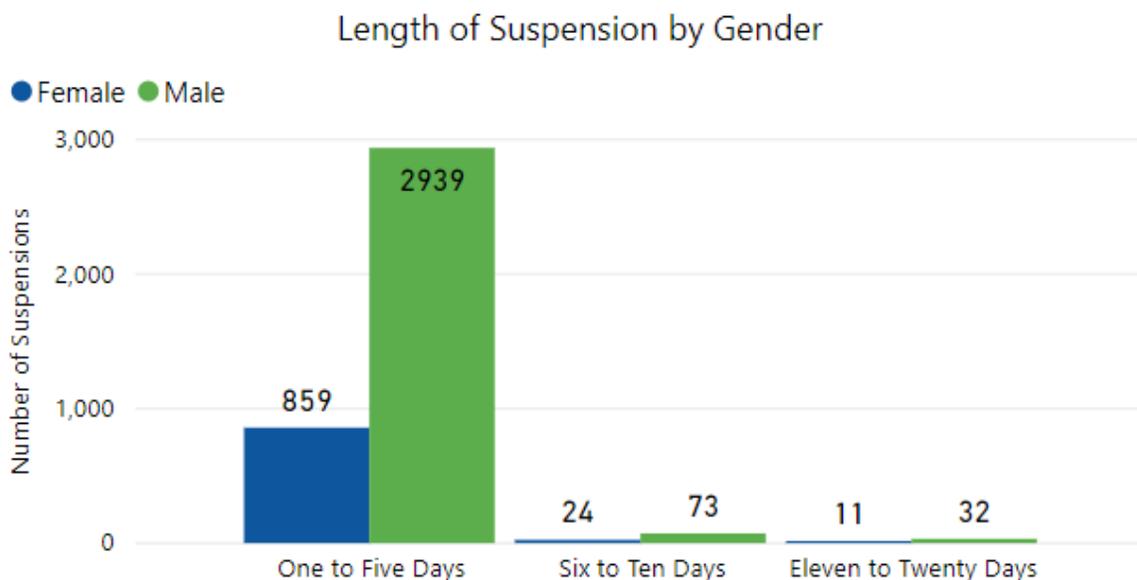


“Acts injurious to the moral tone of the school” generally characterize behaviours that reflect non-compliance and defiance by students.



Consistent with historical data, the large majority of 2018-19 suspensions were short-term, defined as less than six days; 54% of all suspensions were for one day. The school provides instructional materials for students on short-term suspension.

Long-term suspensions range from 6-20 days and qualify the student for Safe Schools supports. Students serving suspensions of 6-10 days are eligible to work with a Safe Schools teacher. Students serving suspensions of 11-20 days are also eligible for social work/CYW supports.



Suspensions for boys decreased by 15 in 2018-19 (3059 to 3044).
 Suspensions for girls increased by 28 in 2018-19 (866 to 894).

Observations

- Total Suspensions (3938): 47% secondary; 53% elementary
 - Student enrolment: 31% secondary; 69% elementary
- Total Suspensions (3938): Elementary 2104 (increase of 166); Secondary 1834 (decrease of 153)
- Elementary suspensions (2104): 83% boys; 17% girls
- Secondary suspensions (1834): 71% boys; 29% girls
- Increase in 2018-19: grades 5-8 boys had 133 more suspensions; grades 8 & 10 girls had 118 more suspensions; grades 9-12 boys had 153 fewer suspensions; grades 11 and 12 girls had 61 fewer suspensions.

Next Steps

- The suspension report will be shared with administrators.
- Administrators will be directed to review their schools' historic suspension data and make their observations – in conjunction with Our School and Count Us In! results – a focus of their School Improvement/Achievement Plans.
- Superintendents can use PowerBI to explore historic suspension data to support school administrators.

Grand Erie Multi-Year Plan:

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Wayne Baker, Superintendent of Education
 RE: **Student Expulsions 2018-19**
 DATE: November 11, 2019

Recommended Action: Moved by _____, Seconded by _____
 THAT the Grand Erie District School Board receive "Student Expulsions 2018-19" as information.

Background

For very serious infractions, students may be expelled by the Board. All expulsions are preceded by a 20-day suspension, while information is gathered concerning the incident in question. In 2018-19, there were 14 20-day suspensions pending expulsion.

Expulsion is the responsibility of a group of trustees comprising the Student Discipline Committee.

Additional Information

There were 6 expulsions in 2018-19, 4 secondary-school males and 2 secondary-school females.

Expulsions	Elementary	Secondary
2011-12	0	2
2012-13	0	6
2013-14	0	6
2014-15	0	6
2015-16	1	4
2016-17	0	2
2017-18	0	1
2018-19	0	6

The reason for the expulsions were as follows:

- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Trafficking in weapons or restricted/illegal drugs (3)
- Committing sexual assault
- Possessing a weapon, including possessing a firearm

Next Steps

The report will be shared with Executive Council, Trustees and school administrators.

Grand Erie Multi-Year Plan:

This report supports the Well-being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
 Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Health and Safety Annual Report 2018-2019**
DATE: November, 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Health and Safety Annual Report for 2018-2019 as information

1. Introduction

1.1 Occupational Health and Safety Services operates to:

- offer advice to Senior Administration and Trustees on ways in which the Board can strengthen its efforts to provide a healthy and safe environment in support of the entire range of educational activities.
- coordinate the activities of the Joint Occupational Health and Safety Committee (JOHSC).
- liaise with regulatory agencies and other organizations to keep the Board informed of developments which could impact the Board's Health and Safety Program.
- ensure that policies and procedures are in place for inspections, testing and training and that they are carried out as required by legislation.

In 2018-19 the Occupational Health and Safety office, under the direction of the Division Manager of Operations and Health and Safety, operates with a staff of 1.5 FTE – the Health and Safety Officer and a Human Resources Assistant.

2. Program Administration

2.1 Joint Occupational Health and Safety Committee (JOHSC)

2018-2019 Joint Occupational Health and Safety Membership

❖ Employee Group Appointees

- Andrea Murick OSSTF Teachers (Certified Member)
- Liz Armstrong CUPE Clerical/Technical
- Jennifer Orr GEETF (Certified Member)
- Ian Smith CUPE Facility Services
- Nancy Hondula CUPE Educational Assistants (Certified Member)
- Dan McDougald OSSTF PSSP (Certified Member)
- George Wittet OSSTF Occasional Teachers (Co-Chair & Certified Member)
- Amanda Baxter GEETF Occasional Teachers (Certified Member)
- Laura Mels Non-Union (Certified Member)
- Angela Korakas Early Childhood Educators (Certified Member)

❖ Board Appointees

- Tom Krukowski Facility Services
- Griffin Cobb Secondary Administration (Certified Member)
- Cheryl Innes Elementary Administration (Certified Member)
- Lena Latreille Business Services (Co-Chair & Certified Member)
- Phil Kuckyt Transportation

With the exception of a break during the summer months, the Committee meets monthly. Over the course of the 2018-2019 school year, major items considered by the Committee included:

- Ministry of Labour Safe at Work Ontario
- Ministry of Labour visits
- Approval of JOHSC Terms of Reference with the Ministry of Labour
- Ministry of Labour Workplace Violence Consultation
- Asbestos concerns and program updates
- Indoor Air Quality including mould
- Updating certification training for site safety reps and JOHSC members
- Workplace Inspections
- Workplace Hazardous Materials Information System (WHMIS) Regulations 2015 for Globally Harmonized System (GHS) compliance
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation

3. Accidents/Incidents Statistics

3.1 The statistics are set out in the table attached as Appendix A

3.2 Summary of Incident/Accidents (does not include aggressive behavior)

Employee Group	FTE	Slips, Trip, & Falls	Strains/ Sprains	Struck by Object & caught on	Workplace Violence & Aggression**	Other	Total 2018- 2019		Total 2017- 2018	
							#	Incidents per 100 employees	#	Incidents per 100 employees
Non- union/Admin	174	3	1	1	21	1	27	15.5	18	8.59
Elementary Teachers	1119	43	8	30	267	4	352	31.5	233	21.30
Secondary Teachers	586	14	3	5	12	3	37	6.3	32	5.13
PSSP	60	0	1	1	29	0	31	51.2	8	14.29
Clerical/Technical	189	1	4	5	2	1	13	6.9	16	8.23
Educational Assistants	345	14	7	26	603	18	668	193.9	357	103.93
Facilities	192	10	15	9	2	5	41	21.4	51	24.48
ECE	119	2	0	0	48	0	50	42.0	60	52.17
Elementary Occasional Teachers	318	0	1	1	30	2	34	10.7	22	5.84
Secondary Occasional Teachers	214	0	0	3	0	0	3	1.4	1	0.44
Casual Educational Assistants	96	1	0	0	31	1	33	34	3	2.59
Casual Early Childhood Educators	46	0	0	0	3	0	3	6.5	34	65.38
Casual Caretakers /Seasonal workers	30	2	2	1	0	2	7	23	5	15.63
Total	3488	90	42	82	1048	37	1299		840	

** Last Year aggression was separated to an individual section item

3.3 Student Aggression/Workplace Violence

With legislation in place related to workplace violence, there continues to be growing concern regarding personal safety amongst workers in an educational setting. Workers are entitled to a safe and healthy workplace and they can reasonably expect to leave their place of employment in the same state of health as they arrived. The legislation provides the worker with the right to refuse unsafe work when there are concerns of workplace violence. Comprehensive programs are in place and must be adhered to in order to protect all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

4. Management of Hazardous Materials

4.1 Asbestos

The Asbestos Management program continues to be followed and updated on a regular basis. Asbestos surveys, status reports and floor plans are available online for all locations including portables. This is accessible to all staff. It is updated as any asbestos remediation is done (such as removal). The latest update will also be posted on the system to keep it current. Asbestos Regulations were updated in November 2005 which resulted in additional testing requirements for Clearance Certificates in asbestos abatement as well as upgrades in asbestos removal and management.

4.2 Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to occur. This is completed annually in the summer. A disposal contractor is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

5. Compliance with Health and Safety Legislation

The Occupational Health and Safety Act requires an employer to co-operate with the Committee to develop a written Health and Safety Policy. The policy was developed by Health and Safety and accepted by the Committee and the Board.

The overriding philosophy in the Occupational Health and Safety Act is known as Internal Responsibility. This philosophy is an expectation that employers and workers will cooperate to control health and safety hazards in the workplace.

The Education Act and Regulations govern most activities in schools in Ontario. The Act and Regulations pay particular attention to duties of principals and teachers with regard to the safety of students and the cleanliness of schools. The Occupational Health and Safety Act is concerned with the safety of employees in the school. This overlap should ensure a safe and healthy environment.

For the Board to meet its health and safety responsibilities, the site supervisors/principals must take a more active role in ensuring compliance with Laws and Regulations; therefore, they must be provided with ongoing support and training as well as policies/procedures for health and safety and be held accountable to those. When this is provided the responsibility and liability for health and safety rests with the supervisor/principal.

In 2018-19 the Ministry of Labour received 3 complaints related to employee health and safety concerns at the Board which resulted in 8 orders to the Board. There were 7 investigations into critical injuries conducted at the Board, three related to student injuries and four related to employee injuries. No orders were received by the Board for any of these investigations. There was one investigation into a noise induced hearing loss claim, this resulted in 2 orders to the Board,

The Board had one Stage 2 work refusal during 2018-19 that resulted in one order issued to the Board. The order was to complete some mould remediation.

6. Indoor Air Quality

This continues to be a major issue in some areas. Protocols have been developed to address this issue in a timely manner. Mould concerns continue to be raised in several locations and mould was remediated in a number of locations in 2018-19.

7. Harassment and Objectionable Behaviour

The Grand Erie District School Board is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment or objectionable behaviour. Policy HR5: Harassment and Objectionable Behaviour is the policy which addresses this issue and outlines the process for investigation and resolution.

Definitions

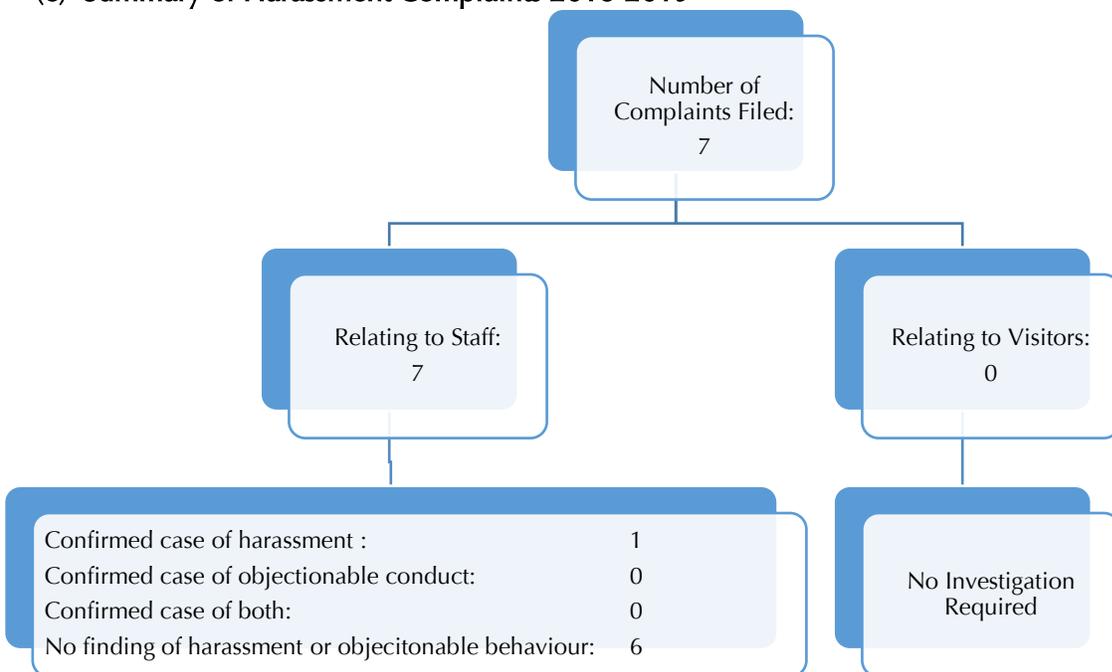
(a) Harassment/Workplace Harassment

Harassment/Workplace Harassment means engaging in a course of vexatious comment or conduct which is known or ought reasonably to be known to be unwelcome pursuant to the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHSA)*. Harassment/Workplace Harassment can include sexual harassment.

(b) Objectionable Behaviour

Objectionable Behaviour is often, but not always, persistent, ongoing vexatious conduct towards an individual in the workplace which might reasonably be known to be unwelcome. A single serious act or expression can constitute objectionable behaviour.

(c) Summary of Harassment Complaints 2018-2019



8. Priorities for 2019-2020

(a) Workplace Violence and Student Aggression

Workplace Violence with student aggression continues to be a concern in several schools in our Board. The Special Education Department, Special Education focus group and JOHSC continue to work on improvements and strategies in this area. Continued training, updating and maintaining safety plans, improved personal protective equipment and continued communication will be the focus of this year.

(b) Slips, Trips and Falls, Strains and Sprains

Slips, trips, falls, strains and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The committee focus this year will be on continued education of preventing slips and falls through; proper foot wear, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The committee will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs children to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services in conjunction with the Accident Prevention, Products and Methods Committee continue to consider more ergonomically friendly tools for cleaning purposes to decrease strain and sprain injuries.

(c) Workplace Hazardous Materials Information System

We will continue to ensure compliance with all aspects of the Workplace Hazardous Materials Information System Regulation. Our training program for staff includes information on the new WHMIS 2015 hazard classifications, pictograms, Safety Data Sheet, labels etc.

(d) Machine Guarding in Technology Classes

We continued with safety upgrades in 2018-19 with upgrades and improvements made to a total of \$200,000. The improvements will continue in September of 2019 with a Board allocated budget amount of \$200,000.

(e) Training and Development

Training continues to be a significant component of Occupational Health and Safety activities. The focus in 2019-2020 will be on:

- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators
- Student Injury Prevention Initiative
- Accident Investigation training for Administrators
- Safe Lifting Techniques for staff working with special needs students
- Continuing Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training
- Workplace Violence and Harassment
- WHMIS 2015
- Working at Heights training

(f) Chemical Management Program

MSDSOnline provides online access and a management tool for the Board's Safety Data Sheets (formerly Material Safety Data Sheets). Inventories continue to be maintained for all schools and support locations. Access to the data base is through the Staff Portal.

(g) Ministry of Labour: Safe at Work Ontario and Education Initiative

The Ministry of Labour *Safe at Work Ontario* program continues.

The plan allows Ministry inspectors to be flexible and strategic in determining which businesses require their attention based on a number of factors including:

- injury rates and associated costs
- compliance history
- hazards inherent to the work
- new businesses

- size of businesses
- specific events or incidents (e.g., critical or fatal injuries, or violence)
- new and/or vulnerable workers.

The new direction seeks to continue to improve the health and safety of Ontario's workplaces. Ministry of Labour inspections will focus on the Internal Responsibility System (IRS).

The Ministry of Labour will continue to conduct an enforcement strategy in the Education Sector in 2019 and 2020.

The purpose of the initiative is to continue to raise awareness of health and safety hazards in this sector and promote compliance with the OHS Act and its regulations.

The Education Sector initiative will focus on hazards at secondary schools with technological education labs and shops (i.e., auto body, construction, and manufacturing courses) and science labs and will include an audit of the Internal Responsibility System at the Board.

Ministry of Labour inspectors will focus on the following:

- Information: Inspectors will check that employers are providing workers with information, instruction and supervision to protect their health and safety.
- Protective Equipment: Inspectors will check that appropriate personal protective equipment (safety glasses, goggles, gloves, etc.), eye wash stations and safety showers are available for workers and are being maintained.

Province wide sector and hazard-specific inspection blitzes will continue and are an important feature of the *Safe at Work Ontario*. This means that a business could receive a visit from an inspector even if they have a zero-injury rate but have a hazard inherent to the work that is part of the blitz. At this point there is nothing set specifically for the Education Sector however this does not prevent visits related to the blitzes below.

- September 1 to December 27, 2019 Healthy workers in healthy workplaces
- October 1 to December 27, 2019 musculoskeletal disorders
- January 20 to March 31, 2020 Machine Guarding

It will be a focus of the Joint Occupational Health and Safety Committee this year to continue to improve our accident statistics and make recommendations on training that is needed to improve the safety of all staff.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A – Accident Statistics

	<u>2018-2019</u> %	<u>2017-2018</u> %	<u>2016-2017</u> %	<u>2015-2016</u> %
Slips, Trips, Falls	90 6.9% (57 First Aid, 6 Health Care, 15 Lost Time, 2 Reoccurrence, 10 No Treatment)	90 10.72% (54 First Aid, 15 Health care, 12 Lost Time, 9 No Treatment)	108 11.4% (62 First Aid, 13 Health care, 18 Lost Time, 15 No Treatment)	88 22.8% (45 First Aid, 15 Health care, 12 Lost Time, 15 No Treatment, 1 Reoccurrence)
Sprains/Strains	42 3.2% (15 First Aid, 12 Health Care, 12 Lost Time, 3 Reoccurrence)	44 5.24% (18 First Aid, 12 Health Care, 13 Lost Time, 1 Reoccurrence)	45 4.7% (20 first Aid, 13 Health Care, 12 Lost Time)	46 11.9% (19 first Aid, 12 Health Care, 13 Lost Time, 2 Reoccurrence)
Struck by/Caught on Object	82 6.3% (53 First Aid, 9 Health Care, 16 Lost Time, 1 Reoccurrence, 3 No Treatment)	105 12.50% (72 First Aid, 22 Health Care, 8 Lost Time, 2 No Treatment, 1 Reoccurrence)	133 14.0% (86 first Aid, 17 Health Care, 18 Lost Time, 12 No Treatment)	76 19.7% (47 First Aid, 15 Health Care, 11 Lost Time, 3 No Treatment)
Workplace Violence and Aggression (Aggression was in a separate section last year)	1048 80.7% (314 First Aid, 30 Health Care, 14 Lost Time, 690 No Treatment)	552 65.71% (14 First Aid, 1 Health Care, 5 Lost Time, 531 No Treatment, 1 Reoccurrence)	612 64.4% (31 first Aid, 8 Health Care, 1 Lost Time, 572 No Treatment)	123 31.9% (12 First Aid, 5 Health Care, 106 No Treatment)
Other	37 2.85% (14 First Aid, 13 Health Care, 4 Lost Time, 6 No Treatment)	49 5.83% (19 First Aid, 12 Health Care, 8 Lost Time, 10 No Treatment)	53 5.6% (32 first Aid, 4 Health Care, 7 Lost Time, 9 No Treatment, 1 Reoccurrence)	53 13.7% (28 First Aid, 8 Health Care, 8 Lost Time, 9 No Treatment)
Totals	1299 100% (453 First Aid, 70 Health Care, 61 Lost Time, 6 Reoccurrence, 709 No Treatment)	840 100% (177 First Aid, 66 Health Care, 46 Lost Time, 552 No Treatment, 3 Reoccurrence)	951 100% (231 first Aid, 55 Health Care, 56 Lost Time, 608 No Treatment, 1 Reoccurrence)	386 100% (151 First Aid, 55 Health Care, 44 Lost Time, 133 No Treatment, 3 Reoccurrence)

Classification of accidents/incidents shows the major contributions are workplace violence/aggression, slips, trips, falls, struck by/caught on an object, sprains and strains. This analysis will provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2019/2020.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 7 – Public Concerns**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 7 – Public Concerns.
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Background

Bylaw 7 – Public Concerns was received in November 2015 and has been identified for review.

Based on the comments received, draft revisions to the Bylaw have been made for Trustee consideration.

Comments Received

1. Comment: Procedure. Better word for graphic – chart?
Response: Revised with the word flowchart.
2. Comment: Classroom concern – last line – remove community member as not part of this section
Response: Reference to community member removed.
3. Comment: Board wide concern – his/hers to theirs – or rewrite the whole first sentence – “The Superintendent...will respond to the concern” – second sentence – website. Under the “About” tab
Response: Changes made.
4. Comment: Role of Trustee – Trustee can greatly assist “with” communication “The Trustee can facilitate communication with the appropriate person”
Response: Change made.
5. Comment: Role of Trustee - second paragraph – suggest – Trustees may be contacted at any time. – Would be nice to suggest trustees listen to concerns and help get them resolved, not just tell you who to call
Response: Change made.
6. Comment: Role of Trustee - ...granderie.ca under the About tab
Response: Change made.
7. Comment: Resource – will have to check where this chart is located and update this bylaw (can't find it on the website)
Response It is under the Elementary and Secondary – Parent Info tab and this has been stated in the Bylaw.

8. Comment: Does Success for Every Student belong on this document, or should it be left off as it may change in a year's time?

Response: The revised flowchart graphic has the Grand Erie logo.

Next Steps

Bylaw 7 will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Public Concerns

Board Received: _____

Review Date: _____

Context

Grand Erie District School Board is committed to developing strong relationships with [parents/families](#), students and the community. Together, we create safe, positive climates for learning and working. The Grand Erie District School Board will address public concerns in a fair, respectful and effective manner.

Procedures

If a parent/guardian/community member has a concern about a school matter, they are advised to follow the process below, also outlined in the graphic provided on page 2, in resolving the issue. At all times, the parent/guardian/community member is encouraged to speak to the local Trustee who can assist in reviewing school matters and provide explanations of Board policies and procedures. The Trustee can also assist in referring the parent/guardian/community member to appropriate Board personnel for resolution of the matter. In the case of a concern expressed by a community member, contact should be initiated with the Principal of the school rather than classroom teachers.

Classroom Concern: Review the issue with the child's teacher

The parent/guardian should discuss a concern or issue with the classroom teacher at a mutually convenient time. If the parent/guardian and the teacher are not able to resolve the issue, it should be discussed with the school principal (or designate). If the parent/guardian/[community member](#) and the school principal are not able to resolve the issue, they may request that the matter be reviewed by the Family of Schools Superintendent.

School-Wide Concern: Review the issue with the school Principal

The principal (or designate) will gather facts from everyone involved to clarify the problem and work to resolve the matter as quickly as possible. Basic to every investigation is the Board's expectation that employees and students will follow school and Board policies and procedures. If the parent/guardian/community member and the school principal are not able to resolve the issue, they may request that the matter be reviewed by the Family of Schools Superintendent.

Board-Wide Concern: Review the issue with the Superintendent

The superintendent will review the matter as it relates to established policies and procedures and will respond to the [parent/guardian/community member about his/her](#) concern. A list of Superintendents with contact information and areas of responsibility can be found on the Grand Erie website www.granderie.ca under the [Board>About](#) tab.

Role of Trustees

As elected representatives of their communities and advocates for students, parents and community members, [the Trustee can facilitate communication with the appropriate person](#) ~~Trustees can greatly assist to facilitate communication between the parent/guardian and the appropriate staff member~~ at the school or Board level. In the case of community member issues, the Trustee can facilitate communication directly with the Principal.

Parents/guardians/community members may contact trustees at any time. Trustees can listen to concerns and help to resolve issues as well and can~~will~~ direct the parent/guardian/community member to the process which should be followed in resolving any concerns or to the appropriate person or step in the process (dependent on the steps the parents/guardians/community member have already undertaken to resolve the concerns at the time the trustee is contacted). A list of Trustees with their contact information can be found on the Grand Erie website www.granderie.ca under the [Board About](#) tab.

Resource

The following information is available on the Grand Erie website under the [Contact Us Elementary and Secondary – Parent Info](#) tab.

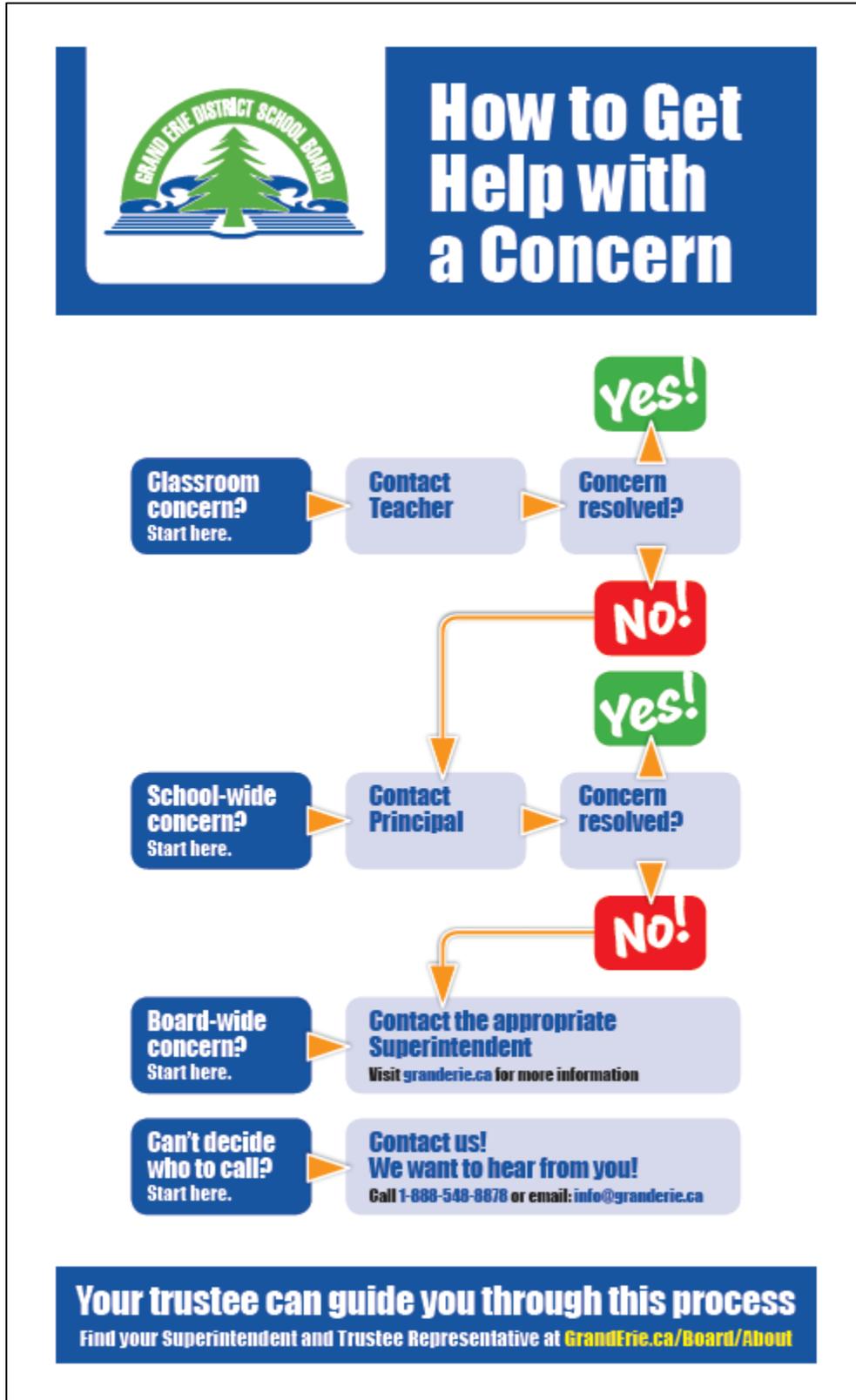


HOW TO GET HELP WITH A CONCERN

```
graph TD; C1[Classroom Concern STARTS HERE] --> T1[Contact Teacher]; T1 --> R1[Concern Resolved?]; R1 -- YES --> R1; R1 -- NO --> C2; C2[School-wide Concern STARTS HERE] --> T2[Contact Principal]; T2 --> R2[Concern Resolved?]; R2 -- YES --> R2; R2 -- NO --> C3; C3[Board-wide Concern STARTS HERE] --> T3[Contact Appropriate Superintendent]; T3 --> R3[Concern Resolved?]; R3 -- YES --> R3; R3 -- NO --> C4; C4[If you cannot determine whom to call START HERE] --> C5[CONTACT US. We want to hear from you. 1.888.548.8878 or email: info@granderie.ca];
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YOUR TRUSTEE CAN GUIDE YOU THROUGH THIS PROCESS.
Find your Superintendent and Trustee Representative at granderie.ca

Engage, support and inspire all learners to achieve and succeed.





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F1 Supplier Exclusivity: Food Services and Vending Machines in School**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy F1 - Supplier Exclusivity: Food Services and Vending Machines in School.</p>

Background

Policy F1 - Supplier Exclusivity: Food Services and Vending Machines in School was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

1. Comment: 1b. Does the board share revenue with the Schools?
Response: The board has not shared revenue with schools for a number of years due to the impact on utility costs with respect to both equipment and vending machines. The policy has been amended to include more clarity.
2. Comment: 1d. Should this be SO4 distribution of materials in school or F104 advertising?
Response: Amended.
3. Comment: 2b. Should it be “will include” not “may”? Suggest removing voting member since it is listed right after
Response: Amended.
4. Comment: 2d. length of term up to a maximum – Is three months sufficient to go for an RFP if the Board turns down the extension?
Response: Amended to six months.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Supplier Exclusivity: Food Services and Vending Machines in Schools

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board supports open and fair treatment of all approved suppliers. On occasion, the Board may deem it necessary or beneficial to enter into an exclusive agreement with a supplier, in accordance with approved procedures.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Quality of Foods/Services
 - Competitive Pricing Benefits
 - Customer Satisfaction
 - Compliance with Ministry of Education Guidelines

Procedures

1. Guiding Principles:

- a) Vending Machines: The Grand Erie District School Board will recoup its operating costs and the balance of revenue will remain with the participating school.
- b) Food Services: The Grand Erie District School Board will share ~~in~~ revenue with each participating school, based on a rate of return negotiated with suppliers when revenues exceed the anticipated incremental operating costs.
- c) Food services and vending machine contract will be reviewed separately and may be sourced in separate competitive bids where appropriate.
- d) Food Service and Vending Machine providers who are awarded contracts with the Grand Erie District School Board will be expected to guide their operations in schools in accordance with Policy S04: Distribution of Materials in School and F104: Advertising in Schools.
- e) Food Service and Vending Machine providers will be offered exclusive rights to all participating schools within Grand Erie District School Board.
- f) All Food Services and Vending Machine Contracts will include provisions that ensure compliance with Canada Revenue Regulations with respect to the proper collection and remittance of HST.

2. General Procedures:

- a) To ensure all stakeholder interests are considered in these revenue generating contracts, a supplier selection committee will be created at the outset of each project.
- b) Committee membership ~~may~~ will include five or more voting members including the following:
 - Voting Members
 - o Secondary School Administrators -Brantford/Brant and Haldimand/Norfolk
 - o Elementary School Administrators
 - o Trustee
 - o Student Trustee
 - o School Council Representatives
 - o Manager of Facility Services
 - o Superintendent of Business & Treasurer

Advisory Members

- o One representative from the Brant County Health Unit
- o One representative from the Haldimand-Norfolk Health Unit
- c) Bid documents will be in the form of a request for proposal (RFP) and will include wording that requires companies to address areas of concern relating to performance level, service area, nutritional value of products, with compliance to current Government of Ontario Policy/Programs for School Food and Beverage Policy and catering for other school-related functions.
- d) Contracts will have a reasonable length of term for a maximum of five years and may include options for extensions. All contract extension options will be presented to the board for consideration no later than ~~three~~ six months prior to the expiration of the contract term.
- e) Principals shall have the option of selecting which products from the contracted supplier will be made available in their school.
- f) Principals will be permitted to arrange and participate in small ventures with independent suppliers.
- g) Participating schools will receive a copy of the awarded contract for information and dissemination purposes.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F3 Capital Related Funding and Community Donations**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy F3 - Capital Related Funding and Community Donations.**

Background

Policy F3 - Capital Related Funding and Community Donations was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

1. Comment: 4.1.1.1. Should the policy state who approves at the IT department?
Response: Amended.
2. Comment: 4.1.1.2. Remove administrative
Response: Amended.
3. Comment: 4.1.1.3. title of SO25 visual identity should be added. Also requires approval of Manager of Communications and Community Relations (SO25. Page 25)
Response: Amended.
4. Comment: Related Resources: add reference to SO25 Visual Identity
Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Capital Related Fundraising and Community Donations

Board Received: _____

Review Date: _____

Statement of Policy

The Grand Erie District School Board supports, facilitates and encourages the development of authentic, mutually beneficial relationships between schools and the larger community, including business and non-business sectors, with due sensitivity and regard for the legitimate needs of all parties involved.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Contributions for Capital Donations meet the criteria
– Public input recognized

1. Ethical Guidelines

The Grand Erie District School Board subscribes to the following ethical guidelines from the Conference Board of Canada.

Partnerships are supported which:

- enhance the quality and relevance of education for learners
 - must be appropriate for the school setting
 - health and safety of students must be protected
 - must not compromise the student achievement strategy.
 - mutually benefit all partners
 - treat fairly and equitably all those served by the partnership
 - provide opportunities for all partners to meet their shared social responsibilities toward education
 - acknowledge and celebrate each partner's contributions through appropriate forms of recognition
 - are consistent with the ethics and core values of all partners
 - are based on the clearly defined expectations of all partners
 - are based on shared or aligned objectives that support the goals of the partner organizations
 - allocate resources to complement and not replace public funding for education
 - measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
 - are developed and structured in consultation with all partners
 - recognize and respect each partner's expertise
 - identify clearly defined roles and responsibilities for all partners
 - involve individual participants on a voluntary basis
 - are aligned with the Grand Erie District School Board multi-year plan
2. Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners

Principles for fundraising activities

There may be times when fundraising is proposed to support capital items. These might include *capital items* such as computers, furniture, facility signage or creative playgrounds. There might also be occasions when there will be fundraising for a *capital project*—such as a school auditorium, theatre, gymnasium or sports complex.

For both *capital-items* and *capital projects*, the proposal for such fundraising may come from a parent group, community organization or at the request of the Grand Erie District School Board. Such fundraising must meet the Guidelines and Principles of this policy and for all *capital project* fundraising, a Viability Review is a required part of the process.

The Viability Review is not required for capital items, as described above.

The principles, which are outlined below, are intended to provide guidance to schools in the area of acquiring resources from non-Grand Erie District School Board sources. These may be financial, human, or material in nature.

Arrangements are supported which:

- reflect a philosophy of support and assistance to schools and students
- are consistent with Grand Erie District School Board values
- include consultation with the local school community
- are legal, ethical, and benefit school communities (example: no tobacco, vaping, cannabis or alcohol products)
- are subject to the discretion of principal and staff in the use of donated materials, resources and services
- do not require students to listen to or read commercial advertisements (i.e. avoids commercialization)
- are subject to normal audit process and system accountability
- involve specified time frames and include a regular review of arrangements/agreements
- involve cooperative (consortium) efforts to achieve maximum commercial advantage (e.g. multi-school and/or multi-board) wherever possible
- allow for recognition by board and school, including display of corporate symbols where acceptable and appropriate
- involve widespread sharing of best practice, expertise and creative ideas to achieve maximum benefits to the system
- do not require direct endorsement of products or services

3. Operational definitions

To assist with clarity of communications the following definitions are used:

advertisements: the provision of advertising space on behalf of a commercial concern in exchange for revenue or goods in kind (e.g. yearbook ads). This should not be confused with the display of corporate logos as sponsorship recognition.

capital projects: Capital Projects are larger in scale and usually involve construction –such as an auditorium, theatre or sports complex.

capital- items: Capital-items are those which are smaller in scale and include computers, creative playgrounds, facility signs, furniture, etc.

donation: a gift of funds, equipment, materials or services which may involve the provision of a charitable donation receipt as appropriate.

fundraising: the acquisition of resources from other than Grand Erie District School Board sources. These include proceeds from sales of various items (e.g. food, materials) donations (e.g. money, equipment) or advertisements (e.g. yearbook).

partnership: the collaborative effort of schools, community, and businesses to prepare students to function productively in society as workers, consumers, citizens and lifelong learners through the exchange of human, intellectual and/or material resources to the mutual benefit of all involved.

school-generated funds: all revenues and assets acquired by schools from other than school board budgets. These are still subject to audit and there is full accountability for disposition.

sponsorship: the provision of funds, price reductions, equipment, materials or services in exchange for some form of exclusivity and/or product recognition for a specified period to time. This might include cross promotions. (e.g., chocolate bar sales).

viability review: Viability Review is a defined process for determining approval of Capital Projects as outlined in Section 4.2.

4. Procedures

4.1 Capital Item Fundraising:

4.1.1 Capital item fundraising would include items such as computers, furniture, playgrounds or facility signage. In such cases, fundraising is performed by a school council in consultation with the school principal. In addition to the fundraising guidelines and principles in Policy SO1, Fundraising, the school principal needs to ensure that system standards and requirements are met. These include:

4.1.1.1 Computers and Computer Equipment - the fundraising/donation must provide equipment that meets the current Grand Erie District School Board technical standard for information technology. The equipment must be approved by the Manager of the IT Department **prior** to initiating a fundraising plan or accepting donations of equipment.

4.1.1.2 Creative Playgrounds - all playground equipment donations must meet the criteria defined in FT 105 Playground Equipment Administrative Procedures.

4.1.1.3 School Signage - The Grand Erie District School Board Visual Identity standards as set out in Policy SO25 Visual Identity must be adhered to for displaying signs, illuminated signage, etc., and must be pre-approved by both the Manager of Communications and Community Relations to ensure adherence to Policy SO25 and the Manager of Facility Services to ensure construction requirements, signage standards and municipal bylaw requirements are met.

4.2 Capital Project Fundraising

4.2.1 Capital Project fundraising, would generally involve construction of an item such as an auditorium, theatre or sports complex. If a group - such as a School Council - wishes to fundraise for a capital project, on its own or at the request of the Board, there are additional considerations. In these cases:

- 4.2.1.1 If a school council or other group/organization has an interest in capital project fundraising, they should begin with the previously identified capital needs which align with the Multi-Year Plan of the Grand Erie District School Board. This is the preferred starting point. This should begin with a discussion with a school principal and superintendent of education and local trustee(s) to determine the recommended course of action for capital project fundraising.
- 4.2.1.2 Any group or individual with a capital project proposal then needs to bring the proposal for consultation to the superintendent of education, school principal, school council and local trustee(s). Depending on the proposal, there may need to be consultation with the parent community beyond the school council.
- 4.2.1.3 If supported, the capital project proposal would then be referred by the superintendent of education for a review, in terms of viability, by Planning and Facility Services in consultation with other Service areas such as Business Services and School Program
- 4.2.1.4 A Viability Review will be conducted by the appropriate Superintendent of Education, the Superintendent of Business and other senior administration as determined by the scope of the project and related donation. The Viability Review will include examination of the Capital Plan to identify if the proposed construction is already planned and funded, whether fundraising for the project would free-up funds to use for other capital projects, any implications on capital funding from the Ministry of Education, and alignment with Grand Erie District School Board and Ministry of Education curriculum priorities. The review would also measure the value of the fundraising compared to the staff time required to implement the project. A timeline for review would be established at the beginning of the process.
- 4.2.1.5 For all capital projects, the Viability Review will include careful examination of the long-term impact of the project such as utility costs, costs of maintenance, enrolment projections, and the condition of the existing structure.
- 4.2.1.6 The Viability Review will either recommend or not recommend that the project progress. If the recommendation is for the project to progress, the Superintendent of Education will bring a report to Executive Council that provides an overview of the project and also addresses issues such as school-to-school equity.
- 4.2.1.7 There may be times when such a project will also be taken to the Ministry of Education for review/approval.
- 4.2.1.8 There may be specific proposals which will require consultation with the broader community - such as installation of outdoor lighting.
- 4.2.1.9 Should a project be approved, it must comply with existing Grand Erie District School Board policies and procedures as well as Ministry of

Education Regulations and directives including procurement regulations for tendering and purchase, conflict of interest, fundraising and financial management, construction standards and health and safety requirements.

5. Approval and Agreement

- 5.1 Prior approval by the principal is required for fundraising activities within the school community, and by the Superintendent of Education for activities beyond the school community.
- 5.2 Senior administration and Board of Trustees approval is required for any region-wide fundraising activities or campaigns for funds by outside organizations
- 5.3 Board of Trustees approval is required for all capital projects funded by donations above \$50,000 in a year.
- 5.4 If approved, capital projects will require a written agreement to proceed. The agreement would cover such areas as collection and holding of funds, the process for tax receipts, long-term maintenance and operation issues, etc.
- 5.5 All funds would need to be raised and in place before the design and construction process begins.
- 5.6 The agreement would reinforce that the Grand Erie District School Board retains governance over decision making, design and construction details and that all capital construction, once completed, remain the property of the Grand Erie District School Board.

6. Reporting

- 6.1 A full report on the project outcomes including funds raised and project expenditures will be provided to the Board upon completion of the approved project. Interim reports will be provided annually, in June for approved projects that span more than one school year.

Related Resources:

- Grand Erie DSB Multi-Year Plan.
- SO1 Fundraising Policy
- SO4 Advertising and Material Distribution in Schools
- SO8 Community Partnerships
- SO25 Visual Identity
- FT1 Major Construction Projects
- FT105 Playground Equipment



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT15 Safe Work Practices**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy FT15 Safe Work Practices** to all appropriate stakeholders for comments to be received by January 10, 2020.

Background

Policy FT15 Safe Work Practices was approved by the Board in October 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Safe Work Practices

Board Received: October 26, 2015 Review Date: November 2019

Policy Statement

The Grand Erie District School Board is committed to preventing occupational illness and injury to staff by implementing and maintaining a safe and healthy working and learning environment. In support of this commitment the following Operating Standards will be followed by all Grand Erie Staff and contractors.

- Operating Standards FS – 11 Hot Work and Hot Work Permits
- Operating Standards FS – 12 Lockout, Tagging and Test
- Operating Standards FS – 13 Working on Live Electrical
- Operating Standards FS – 14 Restricted and Confined Space

Facility Services Standard Operating ~~Standards~~ Procedures (FSOP) are posted on the Grand Erie Portal under by clicking on "Facilities" under the Departments heading. ~~>Departments~~ >Facilities Services ~~>Resources for Facilities~~ >FS Standard Operating Procedures (SOP)

Where an employee fails to comply with this Policy or respective Operating Standards, the Board's progressive discipline Procedure HR119 will be applied.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Workplace safety is enhanced

Operating Standards - Hot Work and Hot Work Permits

"hot work" is defined as any welding, cutting, grinding, application of torched on roofing materials or any other activity involving open flames, sparks or other ignition sources, which may cause smoke or fire or which may trigger detection systems.

- This Operating Standards applies to all personnel (including contractors) who are involved in construction and maintenance activities and/or who may be involved in "hot work" activities at any Grand Erie District School Board site.
- If the hot work can be performed outside the facility, a hot work permit will not be required. However, if hot work is performed inside of a facility or on the roof of a building, a hot work permit is required and must be approved prior to the start of work. If determined necessary by the appropriate Supervisor during pre-inspection, a manned fire watch may also be required.

Responsibilities

Division Managers

The responsibility for compliance with the Grand Erie hot work permit program rests with the Division Managers. It is their responsibility to ensure that the hot work permit program is carried out within their area of authority.

Supervisors, Project Coordinators, Project Managers

Supervisors, Project Coordinators, Project Managers have the authority to authorize a hot work permit. It is their responsibility to ensure that:

- Individuals working under their direction are trained and understand the applicable provisions of the hot work program and that all requirements of any hot work permit ~~is~~ are fulfilled before work is performed.
- An approved Hot Work Permit is completed prior to the commencement of any hot work.
- A completed copy of the Hot Work Permit is returned upon completion of the work.
- Properly trained fire watchers are assigned when required by the Hot Work Permit.

Hot Work Site Pre-Inspection

It is the responsibility of the individual having supervisory responsibility over the work being done to perform a pre-inspection of the area where work is to be done. They are required to:

- Assess the risks associated with the work area, i.e. whether the work area is cluttered, houses combustible materials or flammable liquids.
- Determine whether additional safeguards may be required.
- Determine whether a fire watch is necessary.

Individuals Performing Hot Work

Individuals are responsible for:

- Obtaining an approved hot work permit from the appropriate supervisory personnel for the hot work to be conducted on Grand Erie property or from their supervisor for hot work conducted in shop areas.
- Ensuring that conditions are safe before commencing the hot work.
- Ensuring that the hot work permit is posted in a conspicuous area at the work site.
- Being prepared to contact supervisory personnel should conditions change or warrant reassessment during the hot work project.
- Using appropriate personal protective equipment (PPE) while performing hot work (welding helmets, gloves, jackets, etc.).

Firewatchers

Firewatchers are responsible for:

- Being aware of the inherent hazards involved in the hot work.
- Ensuring that safe conditions are maintained during the hot work.
- Ensuring that appropriate fire extinguishers are readily available.
- Knowing how to report a fire or other emergency situation.
- Maintaining the watch for at least 60 minutes after the work is completed.
- Using the appropriate personal protective equipment (PPE)
- Completion of the appropriate sections of the hot work permits.
- Returning the completed hot work permit to the person who issued the permit

Managers

Managers shall be responsible for:

- Establishing designated areas for welding, cutting, brazing and torch soldering and grinding operations where the potential fire danger is limited.
- At the manager's discretion, hot work conducted in these areas may occur under a general hot work permit, to be reissued monthly.
- Establishing procedures for hot work in other areas.
- Designating at least one trained individual responsible for issuing the hot work permit in areas not specifically designed for such operations.
- Requiring supervisors and employees performing hot work to be suitably trained in the safe operation of the equipment.
- Advising all contractors about flammable materials or hazardous conditions of which they may not be aware in areas where they will be working.

Supervisors and or Facility Staff coordinating projects

Supervisors and or Facility Staff coordinating projects are responsible for:

- Maintaining cutting or welding equipment in a safe operating condition.
- Obtaining a Hot Work Permit for any cutting, welding, brazing, torch soldering, grinding or open flame, heat or spark producing operations occurring outside of the designated area(s).
- Ensuring the precautions listed on the Hot Work Permit are understood by the person(s) performing the permitted cutting, welding or brazing operations.
- Informing outside contractors and service personnel of the expectation that they will follow all OSHA requirements.
- Verifying that outside contractors have a Hot Work Permit if one required is for the work being conducted.

Training and Review

All employees who are required to perform hot work shall be trained on Operating Standards Hot Work and Hot Work Permits. At least once per year, this procedure shall be reviewed with each employee. The training and review of the procedure will be documented on a form entitled "Hot Work and Hot work Permit Review".

The form will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor.

Operating Standards Lockout, Tagging and Test

Where the starting of a machine, transmission machinery, device or thing may endanger the safety of a worker,

1. control switches or other control mechanisms shall be locked out, and
2. other effective precautions necessary to prevent such starting shall be taken

Responsibility

This Operating Standards shall be followed by all employees and contractors.

Each employee is responsible for his/her own safety. No employee shall rely on someone else for lockout protection.

Each employee performing work that requires locking-out shall apply his/her own safety lock to each source of power. If more than one employee is working on the equipment, each employee shall apply his/her own lock, e.g. one employee – one lock; three employees – three locks; five employees – five locks, etc. ON EACH POWER SOURCE.

Training and Review

All employees who are required to lock out a machine or piece of equipment shall be trained on the lockout procedure. At least once per year this procedure shall be reviewed with each employee. The training and review of the procedure will be documented on a form entitled "Lockout Procedure Review".

The form shall provide:

- Identification of the employee,
- Equipment checklist,
- Space for the supervisor's and employee's remarks.

The form will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor.

Operating Standards Working on Energized Electrical Equipment

This procedure will apply during any work on, testing, troubleshooting or verification that involves exposed energized electrical parts where a person, their tools, or test probes could come into contact with power.

No Grand Erie District School Board employee will carry out work on exposed energized equipment except for the purpose of testing, troubleshooting or verification.

Responsibility

It is the responsibility of any person assigned to test, verify, troubleshoot or otherwise work on any exposed energized electrical equipment to comply with the Operating Standards Working on Energized Electrical Equipment

For all other work on electrical equipment the Operating Standards Lockout, Tagging and Test will be followed to ensure the equipment is de-energized.

Management will

- allow only qualified employees to perform work on or near exposed live equipment
- provide suitable personal protective equipment and departmental devices to ensure full compliance with these procedures
- provide and ensure regular testing of protective gloves in accordance with applicable standards and good industry practices
- maintain documentation of glove assignment and testing
- provide training including a copy of this procedure to employees who are required or likely to require them to work on or perform testing, verification or troubleshooting on live exposed electrical equipment, the training shall be specific to this procedure.
- maintain documentation of above training

Person in Charge will

- ensure energized electrical work practices are followed
- inform employees of known energy sources, voltages and the required protection procedures when assigning work
- apply appropriate corrective action when these work practices are not followed
- report violations of these procedures to the facility services supervisor

Qualified Employees will

- follow the Procedure at all times when working on exposed live electrical equipment
- use any personal protective equipment required by this procedure
- use only approved meters as specified in this procedure under Testing Equipment and Tools
- inform the project supervisor of any problems or concerns related to the procedures immediately
- inspect voltage rated rubber gloves prior to every use
- report any damage or events such as arcs or flash that may affect the performance of meters, gloves or other safety equipment
- ensure any damaged equipment shall be put out of service, and the supervisor shall be informed, and related work discontinued
- sign-off that they have received a copy of the Operating Standards Electrical Safety and understand it
- apply the Operating Standards Lockout, Tagging and Test when possible instead of working on exposed energized equipment.

Training

Training will be provided to all staff as required who will be testing, troubleshooting or verifying on exposed energized electrical equipment. In addition, all Persons in Charge shall receive training.

Only employees who have successfully completed the training program will be considered qualified to apply this Procedure. Only qualified personnel who have been trained in their use may use electrical test equipment and special tools.

Training in the procedures above will be provided to;

- Electricians and apprentice electricians
- Heating, Ventilation and Air-Conditioning (HVAC) Technicians
- Persons in Charge
- Others as determined by the Grand Erie District School Board

The content of the training will include the;

- applicable legislation and codes
- hazards likely to be encountered working on energized electrical equipment
- Safe Work Practices
- Use of gloves and other PPE
- inspection and maintenance of gloves and other PPE
- common errors and misconceptions
- correct application and use of meters and tools
- limitations of meters and tools
- inspection of the meters and tools
- understanding of instrument indication or information provided
- proper inspection, maintenance and storage of meters and tools

Successful completion of training requires;

- Full attendance of the course with no interruptions or temporary absences
- Completion and passing of a comprehension test at the end of the course
- The Instructor is satisfied the participant has learned and understood the procedures
- A certificate of training will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor

Operating Standards Restricted and Confined Space

Board employees are **PROHIBITED** from entering confined space areas, these spaces will **ONLY** be entered by trained contractors.

Contractors are required to develop and implement their own Confined Space program, along with specific entry and rescue plans, which meet the criteria set out in Ontario's Occupational Health and Safety Act and its Regulations. Contractors are responsible for ensuring that their workers have been properly trained in entering Confined Spaces as well as any specific plans that may exist in accordance with the Act. This shall include the potential hazards, precautionary measures, use and maintenance of required personal protective equipment and rescue techniques. Written procedures shall be developed and posted. The Contractor is responsible for ensuring that workers understand and abide by these procedures and that permits are used.

Authorized Board employees will **ONLY** be allowed to enter a restricted space as long as **NO** hot work activity is being conducted.

Definitions:

"confined space" means a fully or partially enclosed space:

- (a) that is not both designed and constructed for continuous human occupancy, **and**
- (b) in which atmospheric hazards may occur because of its construction, location or contents or because of the work that is being done in it.

If you have a space that is fully or partially enclosed, the two conditions - (a) and (b) above - must both apply before the space can be considered a "confined space".

"restricted space" means a tank, vat, vessel, duct, vault, boiler or other space from which egress of a worker is restricted, limited or impeded because of the construction, design, location or other physical characteristics of the space.

Restricted spaces are designated where access and/or egress to or from the space was limited or restricted but where the hazardous atmosphere characteristics of a confined space (given in Section 1 of Regulation 632) were not fulfilled. If a task is performed in a restricted space that changes the character of the atmosphere so as to render it hazardous (welding, chemical or solvent based product use) RESTRICTED spaces must be treated as confined spaces

"assessment" means an assessment of hazards with respect to one or more confined or restricted spaces in a workplace or at a project.

“atmospheric hazards” means any of the following, in isolation or in combination:

- (a) an oxygen content in the atmosphere that is less than 19.5 percent or more than 23 percent by volume; or
- (b) the accumulation of flammable, combustible or explosive agents; or
- (c) the accumulation of atmospheric contaminants, including gases, vapours, fumes, dusts, or mists, that could,
 - (i) result in acute health effects that pose an immediate threat to life, or
 - (ii) interfere with a person’s ability to escape unaided from a confined space.

“cold work” means work that that is not capable of producing a source of ignition.

“competent person” means a person who,

- (a) is qualified because of knowledge, training and experience to organize the work and its performance,
- (b) is familiar with the Act and the regulations that apply to the work, and
- (c) has knowledge of any potential or actual danger to health or safety in the workplace.

“competent worker” means a person who,

- (a) is qualified because of knowledge, training and experience to perform the work; and
- (b) is familiar with the Act and with the provisions of the regulations that apply to the work; and
- (c) has knowledge of all potential or actual danger to health or safety in the work.

“emergency work” – means work performed in connection with an unforeseen event that involves an imminent danger to the life, health or safety of any person.

“hot work” any work or operation involving open flames or producing heat and/or sparks including welding, soldering, cutting, brazing, grinding, use of asphalt/tar kettles, operation of electrical tools (corded and battery powered).

“Supervisor” – means a person who has charge of a workplace or authority over a worker.

“worker” means a person who performs work or supplies services for monetary compensation.

Responsibilities

The Grand Erie District School Board – Shall be responsible to:

- ensure that every precaution reasonable in the circumstances is being taken to protect the health and safety of a worker with respect to restricted space entry;
- pre-qualify any contractors that are required to perform confined space entry or related work;
- ensure that all restricted and confined spaces are competently identified and assessed, this includes assessments in new buildings and new additions as required;
- maintain an inventory list of the locations of all restricted spaces within the Board and annually review the inventory and update as necessary;
- ensure no worker enters into a confined space

Facility Services Manager or Designate – Shall be responsible to:

- Implement and coordinate the restricted space program
- Ensure Supervisors and staff have completed necessary training and are adhering to this restricted Space Program;

- Ensure all areas within their departments that meet the definition of a restricted space are identified;
- Develop and maintain departmental/divisional restricted space entry procedures which are consistent with this Program.

Facility Services Division Managers and Supervisors

Have the authority to authorize a restricted space entry

Shall be responsible to:

- Ensure workers do not enter confined spaces
- Ensure that only authorized employees enter restricted spaces
- Ensure an adequate hazard assessment is conducted of each potential restricted space;
- Ensure that the hazard assessment is reviewed as often as is necessary to ensure that the relevant plan remains adequate;
- Ensure adequate measures to control hazards identified in the hazard assessment are identified and implemented;
- complete the necessary job site training to any new, or untrained, or transferred worker as per this program, and that appropriate training records of such are maintained;

Workers – The worker shall be responsible for ensuring that:

- they do not enter a confined space,
- they complete only work and activities in a restricted space that are permitted,
- they are fully aware of the contents of this program
- any hazard, potential hazard, contravention of this program, Occupational Health and Safety Act, or its Regulations that they are aware of is immediately reported to their supervisor;

Health and Safety Officer – Shall:

- monitor legislative changes impacting this procedure

Training Requirements

General Training

All positions named need to be made aware of their responsibilities under this procedure.

Training for supervisors and workers required to implement restricted space entries or perform related work shall contain a minimum of the following elements:

- recognition, definition, and identification of a restricted space;
- safe work practices to be followed for working in restricted spaces and for performing related work;

Supervisors are responsible to identify workers in need of training. Training will be a departmental expense. Records of qualification of the trainer and copies of the training program will be maintained by Facility Services Staff.

A training review will be conducted on an annual basis to ensure that restricted space training is adequate. Where the review determines that training is not adequate, additional training will be provided. Additional retraining shall also be conducted whenever a periodic inspection reveals, or whenever there is reason to believe that there are deviations from or inadequacies in the workers knowledge or compliance with the restricted space program.

Refresher training for restricted space supervisors and workers or workers performing related work will be re-assessed annually or whenever there is a change in their job assignments requiring training, or a change in condition, equipment or processes that presents a new hazard, or when there is a change in the restricted space program. Every worker must successfully complete this course.

A certificate of training will be signed and dated by both parties and is to be retained for a period of 2 years as a record by the employee's supervisor

Identification

Method for Restricted Space Identification

The Grand Erie District School Board requires that:

- Confined Spaces and Restricted Spaces encountered on Grand Erie District School Board property or by Grand Erie District School Board workers, contractors, or sub-contractors must be identified in a restricted and confined space inventory. Inventory will be reviewed on an annual basis and updates made as new locations are created.
- Placards will be placed on all areas clearly identifying Confined space area as "DO NOT ENTER CONFINED SPACE" , Restricted space area will be clearly identified as "Restricted Space - Entry by authorized personnel only"
- Workers will be trained in accordance with this identification.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR9 Hiring, Supervision and Placement of a Family Member**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy HR9 – Hiring, Supervision and Placement of a Family Member.**

Background

Policy HR9 – Hiring, Supervision and Placement of a Family Member was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

No comments were received.

Additional Information

Revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



Hiring, Supervision and Placement of a Family Member

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board is committed to a policy of employment and advancement based on qualifications, merit and principles of equity. As such, situations in which a family member is a direct supervisor, and participates in any board process which involves decisions about hiring, promotions or evaluations of another family member, may result in perceptions of nepotism or favoritism.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Effective and transparent hiring, supervision and transfer/placement procedures

Definition

For the purpose of this Policy, a family member shall be defined as a person’s spouse/partner, parents, brother and sister (including step–brother and step–sister), daughter-in-law, son-in-law, sister-in-law, brother-in-law and child.

Procedures

1. An employee of the Board shall not participate in a decision to appoint or hire any family member.
2. A new hire, appointment, transfer, or promotion shall not be made if a candidate would be placed in direct supervision of, or supervised by, a family member.
3. Employees will avoid placing themselves in situations where their personal interests, actually or potentially, conflict with the interests of the Board, or may affect the real or perceived ability to exercise skill and good judgment.
4. This policy will not affect situations where an existing relationship pre-dates the approval of this policy (November 2011).
5. In limited circumstances, there may be situations where an exemption may be granted by the Director of Education or designate.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO6 Student Suspensions**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO6 – Student Suspensions.

Background

Policy SO6 – Student Suspensions was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

1. Comment: page 3 school work – provided by school personnel Page 4 GESSP school work provided by principal.
Response: Consistent usage will be “school personnel”.
2. Comment: Suspension notice – retention. Does the notation at the bottom mean the principal may remove with the guidelines of 1 and 3 years, or is it a must?
Response: Removal of documents must occur at the retention expiry dates.
3. Comment: Under the subtitle 'Other Factors to be Considered' (p. 2) - add periods at the end of items 3 and 4.
Response: Revisions made.
4. Comment: Under subtitle 'Progressive Discipline' (p. 3), section 2, final paragraph - there is an extra space after the word 'discipline' before the comma.
Response: Revision made.
5. Comment: Under subtitle 'Consultation' (p. 3) - Why include the sentence, 'As well, before imposing suspensions of fifteen (15) days or longer, the Superintendent...must also be consulted.'? The sentence before this sentence already states that the Superintendent of Education must be consulted prior to a suspension of ten days or longer. Why the need to repeat the requirement for consultation for suspensions longer than 15 days since 15 days is longer than 10 days?
Response: When the Principal is considering a suspension of 15 days or longer, they must also consult with the Superintendent of Education responsible for Safe Schools.
6. Comment: Under subtitle 'Procedural Steps When Imposing a Suspension' (p. 4) please consider amending item 2 to read: The principal must inform the pupil's teacher(s) of the suspension no later than one school day following the decision to suspend;
Response: Revision made.

7. Comment: Under subtitle 'Suspension Appeal Process' (p. 6) consider deleting the word 'parties' in section (c).
Response: "Parties" is the appropriate term to refer to the individuals and/or organizations representing the two sides of the appeal.
8. Comment: Item 2. in the same section, why capitalize the word 'Suspensions'?
Response: Revision made.
9. Comment: Item 12 (d) why capitalize 'In Camera'?
Response: Revision made.
10. Comment: Item 15. consider deleting the words, 'or to be submitted by'. The reason for this suggestion is that if the Appellant is submitting documents, this would have happened prior to the start of the Student Discipline Committee meeting. How can the Director of Education distribute copies of documents not yet submitted?
Response: Revision made.
11. Comment: Item 21 (b) add the word 'if' at the end of the opening sentence, 'The Student Discipline Committee will consider...and shall determine:
Response: The decisions that the Discipline Committee could reach are not conditional.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised Policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Student Suspensions

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board will create a safe, caring and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including student suspension.

Accountability

1. Frequency of Reports – Annual
2. Criteria for Success – Enhanced student safety
 - Increased opportunity for students to continue their education
 - Improved student performance

Procedures

This document outlines the procedures and process which may result in the suspension of a pupil or the appeal of a suspension. It has been created in accordance with the Education Act, the Education Amendment Act, Progressive Discipline and Safety, 2007, Regulation 472/07, and the Cannabis Act.

A principal's investigation of an incident should include consultation with the parent/guardian and the pupil involved (or the adult pupil). [As per PPM 141, an adult pupil is a student who is eighteen (18) years of age or older or a sixteen (16) or seventeen (17) year old student who has withdrawn from parental control.] If it is determined that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended. Mitigating and other factors must be taken into account.

The principal will also contact the police, consistent with the Grand Erie police protocol, if the alleged infraction requires such contact. When in doubt, the principal will consult with their Superintendent of Education and/or the Superintendent of Education responsible for Safe Schools.

Circumstances in Which a Principal May Consider Suspending a Student

1. Threatening to inflict serious bodily harm on another person;
2. Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
3. Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
4. Swearing at, or in reference to, a teacher or another person in a position of authority;
5. Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities;
6. Bullying, including cyberbullying;
7. Physical or verbal aggression;
8. Persistent opposition to authority;

9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
10. Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

The minimum duration of a suspension is **one (1) school day** and the maximum is **20 school days**.

Factors to Consider Before Deciding to Impose a Suspension

Before deciding whether to impose a suspension, or some other form of discipline, a principal will make every effort to consult with the parent/guardian and pupil involved (or adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

Mitigating Factors

The following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control their behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of their behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

If a pupil does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, alternative discipline and/or other interventions may be considered by the principal. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with their Superintendent of Education or the Superintendent of Education responsible for Safe Schools regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of staff and pupils.

Other Factors to be Considered

Where the pupil is able to control their behaviour and is able to understand the foreseeable consequences of their behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the pupil;
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation;
4. How the suspension would affect the pupil's ongoing education;
5. The age of the pupil;
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Progressive Discipline

The principal shall review the following in the context of progressive discipline:

1. Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counseling.
2. Whether the principal has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;
 - detentions;
 - withdrawal of privileges;
 - withdrawal from class;
 - restitution for damages;
 - restorative practices; and/or
 - transfer.

In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.

Consultation

Consultation must occur between the Principal and the Family of Schools Superintendent of Education before imposing a suspension of ten (10) days or longer. As well, before imposing suspensions of fifteen (15) days or longer, the Superintendent of Education responsible for Safe Schools must also be consulted. In both circumstances, consultation must be regarding:

1. the investigation undertaken;
2. the circumstances of the incident;
3. whether or not one or more of the factors outlined above are applicable in the circumstances; and
4. the appropriate length of the suspension.

School Work

A pupil who is subject to a suspension of **under six (6) school days** must be provided with school work by school personnel to complete at home while serving the suspension.

In addition to receiving school work for the **first five (5) school days** of suspension, a pupil who is subject to a suspension of **over five (5) school days** must be offered an academic program through the Grand Erie Safe Schools Team.

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, they shall take the following steps:

1. Within 24 hours of the decision, the principal must make all reasonable efforts to inform the parent/guardian (or adult pupil) of the suspension;
2. The principal must inform the pupil's teacher(s) of the suspension within 24 hours of its issuance;
3. The principal, in conjunction with the pupil's teacher(s), must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
4. The principal is responsible for the prompt written notification of the suspension to the parent/guardian (or adult pupil) and the Family of Schools Superintendent of Education;
5. The written notice of suspension will include:
 - a) The reason for suspension;
 - b) The duration of the suspension;
 - c) Information about the Grand Erie Safe Schools Program (GESSP), where the pupil is suspended for **six (6) or more school days**;
 - d) Information about the right to receive an informal review of the suspension by the Superintendent of Education and the right to appeal the suspension.
6. Every effort should be made to include the school work with the letter of suspension on the day the pupil is suspended. If it is not possible to provide the letter because the pupil and parent/guardian are not available, the letter should be mailed, couriered, faxed or e-mailed to the home address that day and the parent/guardian (or adult student) should be notified that school work will be made available for pick-up from the school the following school day.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

Grand Erie Safe Schools Program (GESSP)

Where a pupil has been suspended for **over five (5) school days**, the pupil will be provided with school work by the principal/school personnel for the **first five (5) school days** and will be offered a Safe Schools Program.

A pupil cannot be compelled to participate in this program. Should the parent/guardian (or adult pupil) choose not to have the pupil participate, the pupil will continue to receive school work consistent with the pupil's program, to be completed at home for the duration of the suspension. This school work will be available at the school for pick-up during the suspension period.

A **Student Action Plan (SAP)** will be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in a Grand Erie Safe Schools Program.

Agreement or refusal to participate in a GESSP may be communicated to the school orally by the parent/guardian (or adult pupil). Where the parent/guardian (or adult pupil) declines the offer to participate, the principal shall record the date and time of such refusal.

Planning Meeting

For pupils subject to a suspension **for over five (5) school days** who choose to participate in the GESSP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

The parent/guardian and the pupil (where appropriate), (or adult pupil), as well as any appropriate teaching and support staff, including members of the Safe Schools Team, will be invited to participate in the planning meeting.

- The Principal will strive to schedule a planning meeting to occur **within three (3) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
- If the parent/guardian (or adult pupil) is not available to participate in the planning meeting, the meeting will proceed, and a copy of the SAP will be provided following the meeting.
- During the planning meeting the principal will review the issues to be addressed in the pupil's SAP.

Student Action Plan (SAP)

A pupil subject to suspension for **eleven (11) or more school days** will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of **fewer than eleven (11) school days** may be offered non-academic supports where such supports are appropriate and available.

1. The SAP will be developed under the direction of the principal with assistance from the Safe Schools Team.
2. The principal will make every effort to complete the SAP **within three (3) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
3. This timeline will be communicated to the parent/guardian (or adult pupil).
4. Once completed, the SAP will be shared with the parent/guardian and the pupil (or adult pupil) and all necessary staff to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a) the incident for which the pupil was suspended;
 - b) the progressive discipline steps taken prior to the suspension, if any;
 - c) any other disciplinary issues regarding the pupil that have been identified by the school;
 - d) any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - e) any program(s) or service(s) that might be provided to address those learning or other needs;
 - f) the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 - g) where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 - h) the non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
 - i) the measurable goals the pupil will be striving to achieve during the period of suspension.

Re-Entry

Following a suspension of **six (6) or more school days**, a re-entry meeting will be held to provide positive and constructive redirection for the pupil. Where the pupil has participated in a long-term suspension program, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the parent/guardian and pupil (or adult pupil). Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.

Informal Review Process

An informal review by the Family of Schools Superintendent of Education may be requested by the parent/guardian (or adult pupil) - prior to an appeal. If, after consulting the Superintendent of Education, the parent/guardian (or adult pupil) wishes to appeal the suspension under section 309 of the *Education Act*, the appellant must provide written notice of intention to appeal to the Director of Education **within ten (10) school days** of the commencement of the suspension.

A request for review does not stay the suspension.

Suspension Appeal Process

1. The Suspension Appeal shall be held in accordance with the *Education Act* and the Board's Suspension Policy. All suspension appeals will be received by the Director of Education. Please note that:
 - a) An appeal of a suspension does not stay the suspension.
 - b) A person who intends to appeal a suspension must give written notice of the intention to appeal **within ten (10) school days of the commencement of the suspension**.
 - c) The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal unless the parties - school principal and parent/guardian (or adult pupil) agree to an extension.
2. Appeals of Ssuspensions will be heard by the Student Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Student Discipline Committee. Appeals will be scheduled by the Director of Education.
3. A suspension may be appealed by a parent/guardian (or adult pupil) or any third party with legal decision-making authority for a student.
4. The Director of Education will act as Secretary to the Student Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Student Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Student Discipline Committee at the beginning of the Appeal.
5. A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent responsible for Safe Schools. If prior notice is not provided, the Suspension Appeal may be rescheduled by the Student Discipline Committee.
6. The Student Discipline Committee and/or the Principal may exercise the right to legal counsel.
7. The Principal will prepare a report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
8. When making its determination the Student Discipline Committee shall consider:
 - a) the Principal's Report and submissions;
 - b) the submissions and any other information provided by the Appellant; and
 - c) the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
9. The Student Discipline Committee may give such directions or make such orders at a Suspension Appeal as it considers necessary for the maintenance of order at the Appeal. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.

10. The Student Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Suspension Appeal. If the Appellant(s) or their representative have not yet attended and notice that they may be late has not been provided, the Student Discipline Committee may proceed to hear the Appeal or dismiss the Appeal in the absence of the Appellant.
11. The Director of Education will invite the parties into the Student Discipline Committee meeting room and will introduce the parties to the Student Discipline Committee.
12. The Chair of the Student Discipline Committee will introduce the committee and indicate:
 - a) that they have been appointed by the Board to hear the matter;
 - b) that they are not connected as Trustees to the school in question;
 - c) that they have had no prior involvement with the matter that has come before them;
 - d) that this matter will be heard ~~In Camera~~ in camera (in private); and
 - e) that the decision of the Discipline Committee is final.
13. The Chair of the Student Discipline Committee will call the Suspension Appeal meeting to order.
14. The Chair of the Student Discipline Committee will outline:
 - a) the process to be followed during a Suspension Appeal;
 - b) the matter on appeal before the Student Discipline Committee, including the Suspension that was imposed and the infraction for which the pupil was suspended.
15. The Director of Education will distribute copies of the Principal's Report and any documents submitted by ~~or to be submitted by~~ the Appellant to the Student Discipline Committee. The Student Discipline Committee may choose to have a brief recess in order to read the reports and documents.
16. The Appellant will be invited to make an oral presentation.
 - a) Trustees may ask questions of clarification through the Chair.
 - b) The Administration may ask questions of clarification through the Chair.
17. The Principal will be invited to make a presentation.
 - a) Either the Principal, the Family of Schools Superintendent of Education, or the Superintendent of Education responsible for Safe Schools will review the Report provided to the Student Discipline Committee and the Appellant, and provide any response to the Appellant's presentation.
 - b) Trustees may ask questions of clarification through the Chair.
 - c) The Appellant may ask questions of clarification through the Chair.
18. The Appellant will be invited to respond to the Administration's presentation, but only with respect to issues the Appellant has not previously addressed.
19. At the conclusion of both presentations, the Appellant and the Administration will be invited to make summary statements but may not introduce new issues. The Student Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
20. Trustees may ask final questions of clarification.
21. The Chair of the Student Discipline Committee will explain that:
 - a) all persons, except the Student Discipline Committee and the Secretary of the Board, will be asked to leave the room while the Student Discipline Committee deliberates and makes its decision;
 - b) The Student Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed were reasonable in the circumstances, and shall determine:
 - i. the Suspension was justified and should be upheld; or
 - ii. the Suspension was justified but that the number of days imposed was too many, in which case the Student Discipline Committee may reduce the length of the Suspension and amend the record of suspension accordingly; or

- iii. the Suspension was justified, but that the record of Suspension be removed after a period of time if there are no further incidents requiring discipline; or
 - iv. the Suspension was not justified, in which case the record of Suspension will be expunged, and the pupil will be permitted to return to school, if the Suspension remains outstanding.
 - c) At the conclusion of the hearing, the Chair of the Student Discipline Committee calls back all the participants of the hearing and delivers the decision.
22. The Director of Education will inform the Appellant, in writing, of the decision of the Student Discipline Committee.



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• One to Five Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

<input type="checkbox"/> Threatening to inflict serious bodily harm on another person; <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Swearing at, or in reference to, a teacher or another person in a position of authority; <input type="checkbox"/> Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities; <input type="checkbox"/> Bullying, including cyberbullying; <input type="checkbox"/> Physical or verbal aggression; <input type="checkbox"/> Persistent opposition to authority; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.
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Additional Information:

This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return School work is available from the school during the suspension.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext
 If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension

Sincerely,

Principal's Signature



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Six to Ten Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

<input type="checkbox"/> Threatening to inflict serious bodily harm on another person; <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Swearing at, or in reference to, a teacher or another person in a position of authority; <input type="checkbox"/> Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities; <input type="checkbox"/> Bullying, including cyberbullying; <input type="checkbox"/> Physical or verbal aggression; <input type="checkbox"/> Persistent opposition to authority; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.
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Additional Information:

This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Eleven to Twenty Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

<input type="checkbox"/> Threatening to inflict serious bodily harm on another person; <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Swearing at, or in reference to, a teacher or another person in a position of authority; <input type="checkbox"/> Committing an act of vandalism that causes significant damage to Board or personal property on school premises or any school-related activities; <input type="checkbox"/> Bullying, including cyberbullying; <input type="checkbox"/> Physical or verbal aggression; <input type="checkbox"/> Persistent opposition to authority; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.
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Additional Information:

This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the Superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO12 – Code of Conduct**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **SO12 – Code of Conduct** to all appropriate stakeholders for comments to be received by January 10, 2020.

Background

SO12 – Code of Conduct was approved by the Board in October 2015 and has been identified for review.

Additional Information

On November 12, 2018, out-of-cycle revisions to SO12 – Code of Conduct were approved as a result of the enactment of Ontario's *Cannabis Act, 2017*. Specifically, recreational cannabis remained prohibited on school property and at school-related activities.

In August 2019, the provincial Code of Conduct was revised to include a restriction on the use of personal mobile devices during instruction time.

These revisions are reflected in the draft Policy that is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Code of Conduct

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of reports - as needed
2. Criteria for Success - Safe climates exist in all schools of the Board.
- All members of the school community are aware of, and adhere to, the Board and Provincial Codes of Conduct.

Policy Statement

The Grand Erie District School Board believes that, in addition to academic excellence, a school promotes responsibility, respect, and civility in an environment that is safe, inclusive, caring, and accepting. This maximizes student potential and encourages a positive school climate for all members of the school community.

This Policy defines the standards of behaviour for all members of the Grand Erie community in all Board settings. The standards are consistent with the Provincial Code of Conduct as outlined in Policy/Program Memorandum 128.

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights, but, more importantly, they accept responsibility for protecting their rights and the rights of others.

Procedures

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community, or any other person attending on Board property, while on school buses, at school-related events or activities, or in any other circumstances that could have an impact on the climate of a school, must, in consideration of the Grand Erie Character Traits:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, gender identity, gender expression, marital status, family status, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during

instructional time for educational purposes, health and medical purposes, and to support special education needs;

Safety

Any person attending on Board property for any reason, while on school buses, at school-related events or activities, or in any other circumstances that could have an impact on the climate of a school must not:

- Engage in bullying behaviours, including cyber-bullying;
- Commit sexual assault;
- Traffic weapons or illegal/restricted drugs;
- Give alcohol or cannabis to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object intentionally or recklessly;
- Be in possession of, or be under the influence of, alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal/restricted drugs;
- Provide others with alcohol, illegal/restricted drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- Be in possession of, under the influence of, or provide others with, alcohol;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda or other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes damage to school property or to property located on the premises of the school; or
- Create a disturbance in a school, on school property, or at a school-sanctioned event which disrupts the operation of a school or the learning environment.;

Roles and Responsibilities

Grand Erie

The Grand Erie District School Board provides direction to schools to ensure opportunity, academic excellence, and accountability in the education system. Specifically, the Board will:

- develop policies that set out the manner in which schools will promote and support respect, civility, responsible citizenship, and safety;
- review these policies by seeking input from all staff, student, parent and community stakeholders, including the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Committee;
- establish a process that clearly communicates the provincial Code of Conduct and Board Code of Conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- ensure that its code of conduct is up to date and consistent with the provincial Code of Conduct;
- ~~review these policies by seeking input from all staff, student, parent and community stakeholders;~~
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe and inclusive learning and teaching environment; ~~and~~
- whenever possible, collaborate to provide coordinated prevention and intervention programs and services, and;

- arrange for appropriate training of staff.

Principals

Under the direction of the Board, principals will provide leadership by:

- taking every reasonable precaution for the health and safety of all staff and students;
- advising staff of the existence of any potential or actual danger to the health or safety of staff;
- facilitating appropriate training of staff;
- investigating, documenting, and reporting to parents about all violent incidents involving their children;
- arranging for academic and non-academic supports for suspended or expelled students,
- fulfilling any other responsibilities that the Board may delegate to them;
- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for ~~his or her~~ their behaviour and actions;
- empowering students to be positive leaders in their school and community; and
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all members of the school community;
- prepare students for the full responsibilities of citizenship;
- understand the nature of bullying and harassment, and refrain from engaging in any conduct of this nature.

Students

Students must demonstrate respect for themselves, for others, and for those in positions of authority, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- refrains from bringing anything to school that might compromise the safety of others;
- follows the established rules and takes responsibility for ~~his or her~~ their own actions;
- attends classes punctually and regularly;
- come to school prepared, on time, and ready to learn;
- is diligent in attempting to master such studies as are part of the program in which the student is enrolled;
- accepts such discipline as would be exercised by a kind and judicious parent, and;
- understands the nature of bullying and harassment, and refrains from engaging in any conduct of this nature.

Parents/Guardians

Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians fulfil their role when they understand the nature of bullying and harassment, and encourage and assist their child(ren) in behaving responsibly and refraining from any acts of violence, including bullying and harassment of any sort. They should:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- ~~be~~ become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the School's code of conduct;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., ~~Aboriginal~~ Elders, Senators, and Knowledge Keepers) may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. (For example, the School and Community Threat/Risk Assessment Protocol and the CAS Protocol)

The police play an essential role in making our schools and communities safer. The police investigate school-related incidents in accordance with the protocol developed between them and the Grand Erie District School Board.

School Codes of Conduct

All Principals of Grand Erie will establish Codes of Conduct for their schools governing the behaviour of all persons in the school. The code must be consistent with the *Provincial Code of Conduct* and the Board's Code of Conduct, as well as with the requirements of Policy/Program Memorandum 128. School Codes of Conduct may take into account local circumstances which apply to a particular school.

Communication of Code of Conduct

The Board's Code of Conduct will be communicated to members of the school community in the following manner:

- A copy of the Board's Code of Conduct will be posted on the Board's web site (Programs – Safe Schools).
- Newly hired Board employees, school volunteers, and contractors providing services to the Board will be directed to view the Board's Code of Conduct on the Board website.
- ~~Schools~~ Principals will send home with each student, at the outset of each school year, a copy of the School's Code of Conduct.
- All ~~schools~~ Principals will develop programs within their schools, in consultation with ~~administration~~ staffs, which promote and support respect, civility, responsible citizenship and safety and which brings the School's Code of Conduct to the attention of students.

Programs Promoting "Respect, Civility, Responsible Citizenship and Safety"

~~Schools~~ Staffs, in consultation with and under the direction of Administration, will develop and implement programs which promote respect, civility, responsible citizenship and safety. Each ~~school~~ Principal shall establish a Safe Schools team to monitor and evaluate individual school climate and safety issues.

Reference: Policy/Program Memorandum 128



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **SO16 Voluntary Indigenous Self-Identification**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO16 – Voluntary Indigenous Self-Identification to all appropriate stakeholders for comments to be received by January 10, 2020.</p>
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Background

SO16 – Voluntary Aboriginal Self-Identification was approved by the Board in October 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Denise Martins
Superintendent of Education



Voluntary ~~Aboriginal~~ ~~Indigenous~~ Self-Identification

Board Received: October 26, 2015

Review Date: November 2019

Policy Statement

The Grand Erie District School Board believes in establishing strong partnerships with ~~Indigenous~~ ~~Aboriginal~~ families, organizations and communities both on and off-reserve, First Nation, ~~Six Nations~~ governments, and ~~Aboriginal Affairs and Northern Development~~ ~~Indigenous Services~~ Canada with a goal to improving academic achievement for all First Nation, ~~Six Nations~~, Metis and Inuit (FNMI) students. The Grand Erie District School Board recognizes that the learning aspirations and learning potential of FNMI students in the Board can be best attained through a transparent, responsive, accountable and pro-active policy that focuses on improved services and programs for FNMI youth attending schools in the Board.

Rationale

The Board is required, by the Ministry of Education, to collect data on FNMI student achievement to determine if programs currently delivered are successful and to provide information for the development of future programs and courses to better meet the needs of FNMI students. In order to collect this data, the Board needs to ensure that all parents/guardians for FNMI students under the age of 18 and students over the age of 18 have the ~~right opportunity~~ to voluntarily self-identify as ~~Indigenous~~ ~~Aboriginal~~. The data collected will be shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving First Nation, Metis and Inuit student achievement.

Definitions

Under this policy, ~~“Aboriginal” identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “Aboriginal peoples” include “Indian, Inuit, and Métis.”~~

~~These~~ These groups include the following categories:

First Nation, Métis and Inuit students who live in the jurisdiction of and attend provincially funded elementary or secondary schools; and First Nation students who live in First Nation communities and attend provincially funded elementary or secondary schools under a ~~tuition~~ Reciprocal Education agreement.

Accountability

1. Accountability: - Annual Report
2. Criteria for Success: - Increase number of self-identified students through implementation of the Self-Identification Policy
 - Students, parents and First Nation Communities are aware of Policy
 - ~~Student Achievement measurements are included in the annual Board Improvement Plan~~

Procedures

1. Outcomes of the Voluntary Self-Identification Process

The Grand Erie District School Board has two primary outcomes for ~~Aboriginal~~ ~~Indigenous~~ Education. To attain higher levels of student achievement and close the gaps between ~~Indigenous~~ ~~Aboriginal~~ and ~~non-Aboriginal~~ ~~non-Indigenous~~ students in the areas of literacy, retention of students in school, graduation rates and advancement to post-secondary studies.

The Grand Erie District School Board has established the following outcome statements of the Voluntary Self-Identification Process:

- a) to provide high-quality, learner-oriented, culturally and historically-relevant teaching and learning experiences for all students
- b) to provide learning opportunities that are responsive, flexible and accessible for FNMI students
 - ~~e) to set high expectations for student achievement in supported learning environments~~
 - ~~d)c) to improve the success of FNMI students in elementary and secondary school courses and programs~~
 - ~~e) to improve retention rates for FNMI students~~
 - ~~f)d) to improve literacy and mathematics EQAO (Education Quality and Accountability Office) scores for FNMI students~~
 - ~~g)e) to increase the graduation rates for FNMI students~~
 - ~~to ensure that FNMI students are well prepared for post secondary education or the world of work when they complete their secondary education~~
 - ~~h)f) to provide access to services and supports for students~~
 - ~~i) to promote effective, respectful working relationships between FNMI students and all staff members~~
 - ~~j) to promote effective, respectful working relationships and partnerships between FNMI parents, communities and schools~~

2. Implementation

Parents/guardians for FNMI students under the age of 18 and students over the age of 18 will be given the opportunity to self-identify as FNMI. Schools will include an annual ~~newsletter~~ verification process insert and self-id cards available for parents and visitors and ensure information about voluntary self-identification is provided during the Kindergarten registration and new student to board registration process. School Principals will be responsible for ensuring that all students, and their parents, who wish will have the opportunity to self-identify in one of the following two categories:

- a) First Nation, Métis and Inuit students who live in the jurisdiction of and attend provincially funded elementary or secondary schools;
- b) First Nation students who live in First Nation communities and attend provincially funded elementary or secondary schools under a ~~tuition~~ Reciprocal Education Agreement.

3. Data Collection, Storage, Use and Protection

The Grand Erie District School Board is responsible and respectful in all matters relating to collection, storage, use and protection of students' information. All data collected under this Self-Identification process will be securely stored. Electronic data in Board's student ~~data~~ information system will be used as a means to achieve the Board's outcomes. The data collected will be shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving First Nation, Six Nations, Metis and Inuit student achievement.

All student information in the Board's ~~data~~ student information system is confidential within the Board and is protected under the Education Act R.S.O., 1990, the Ontario Student Record Guideline, Provincial Freedom of Information and Protection of Privacy Act, and the Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT107: Asbestos**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure FT107: Asbestos to all appropriate stakeholders for comments to be received by January 10, 2020.</p>
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Background

Procedure FT107: Asbestos was approved by the Board in October 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Procedure

FT107

Asbestos

Board Received: October 26, 2015 Review Date: November 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced safety in workplace

Background

The Grand Erie District School Board is committed to taking every reasonable precaution to protect the health and safety of its employees and students through its Health and Safety Policy and the general provisions of the *Occupational Health and Safety Act of Ontario*. Further, work liable to disturb asbestos is governed by the “Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05” which specifies the strict conditions under which asbestos work can be performed. This legislation is a minimum standard of care that must always be respected and, in certain instances, exceeded in order to meet the needs of the Grand Erie District School Board.

Every Grand Erie District School Board building may contain asbestos in the form of floor tile, pipe wrap, [transite](#) pipe or wall panels, acoustic or texture plaster, any ceiling tile this can include 2x2 and 2x4 suspended tile in grid, drywall compound and possibly in other building materials.

Where an employee fails to comply with this procedure, the Board’s progressive discipline Procedure HR119 will be applied.

Definitions:

Asbestos—is a generic term describing a number of naturally occurring fibrous, hydrated mineral silicates that differ in chemical composition and are suitable for use as non-combustible, non-conducting and chemically resistant materials. Different types of asbestos which may be found in buildings are chrysotile, crocidolite, amosite, tremolite, actinolite or [anthrophyllite](#).

Asbestos Abatement/Remediation— Corrective action taken to minimize or eliminate the hazards associated with asbestos-containing materials, including repair, encapsulation, enclosure or removal.

Asbestos-Containing Material—Any material found to contain 0.5% or greater content of asbestos by dry weight.

Asbestos Survey Report— The Asbestos Survey Report is a record of the location of all asbestos-containing materials present within a building, or those suspected of containing asbestos. The Survey Report is available to any employee or contractor whose work may result in the disturbance of such materials. The Survey Report will be made available online at <http://gedsb.ebasefm.com/login>.

Friable Material— Asbestos containing materials may be classified as friable or non-friable. A friable material is defined as; material that, when dry, can be crumbled, pulverized or powdered by hand pressure. This category includes material that falls apart at the slightest touch, as well as products with a relatively hard surface.

Friable materials present a greater hazard of releasing asbestos fibres than non-friable materials. Common friable asbestos-containing building materials include sprayed fibrous fireproofing, thermal pipe insulation, and decorative or acoustic texture plasters. Common non-friable asbestos-containing building materials include asbestos cement boards, ceiling tiles and vinyl floor tiles.

Non-Friable Material — A non-friable asbestos product is one in which the asbestos fibres are bound or locked into the product matrix, so that the fibres are not readily released. Such a product would present a risk for fibre release only when it is subject to sanding or cutting with electric power tools. Examples of non-friable asbestos products include vinyl asbestos floor tiles, acoustic ceiling tiles, and asbestos cement products.

Responsibilities:

Manager of Facility Services or Designate will:

1. Act as the Asbestos Coordinator for the Grand Erie District School Board.
2. Ensure that pertinent construction project managers, supervisors and employees are notified of their responsibilities for working with asbestos.
3. Ensure that all Facility Services employees who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos
4. Ensure that procedures, equipment and materials appropriate for the specific work locations under their authority is provided to protect the health and safety of all employees.
5. Ensure that the components of this Procedure and the *Occupational Health and Safety Act* and Regulations are implemented in all Grand Erie District School Board facilities.
6. Ensure Administrators and Building Managers are advised when updated copies of the Asbestos Survey report are available on line.
7. Ensure that all Facility Services employees are informed about the online Asbestos Survey Report and can access the database.

Facility Division Managers, Facility Supervisors and IT Managers will:

1. Managers and Supervisors must be knowledgeable about the locations of, hazards and standard operating procedures associated with working with asbestos, the education and training requirements for working with asbestos, the appropriate standard operating procedures for all such locations under their authority.
2. Ensure that all employees under their authority are familiar with the hazards and the standard operating procedures for working with asbestos and act in accordance with the standard operating procedures for asbestos.

3. Ensure that employees and building occupants are notified of all asbestos work within their workplace.
4. Ensure that all employees under their authority are informed about the location of asbestos-containing materials that may be disturbed in the course of their duties.
5. Ensure that all employees under their authority who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos and only perform work in accordance with the level of training received.
6. Ensure that all employees use appropriate equipment and materials for working with asbestos at all times.
7. Arrange for the cleanup, sealing, enclosure or removal of any fallen or deteriorated asbestos.
8. Ensure that no employee of the Grand Erie District School Board is assigned to perform Type 2 or Type 3 asbestos work.
9. Prior to the commencement of any construction related activity or repair work on any building component, equipment or machinery by board employees or qualified contractors, engage a qualified consultant to provide a designated substance report for the building area(s) to be affected by the planned work.
10. Prior to calling for tenders for any construction-related activity, or repair work on equipment or machinery, determine whether any asbestos containing material will be disturbed. Building asbestos containing material and suspect asbestos containing material is identified in the online Asbestos Survey Report database at <http://gedsb.ebasefm.com/login>. Material that has been identified as “suspect” will require sampling by the Board’s Asbestos Consultant.
11. Prior to any building demolition, ensure that all designated substances including asbestos have been removed from the structure.
12. Provide any contractor, in advance of receiving tenders, a copy of all drawings, plans or specifications showing the location of asbestos containing material from the current Asbestos Survey Report.
13. Classify all asbestos work under his/her/their jurisdiction as Type 1, Type 2 or Type 3, in consultation with the Board’s Asbestos consultant.
14. Ensure that any Type 2 or Type 3 Asbestos work is done by qualified external contractor, who specializes in such work and has a well-established reputation for quality workmanship in the field of asbestos control and remediation. (Contractor Qualifications are outlined in Appendix A of this Procedure).
15. Provide notification via email or phone call to the appropriate building Administrator/Manager and the Health and Safety Officer prior to the commencement of asbestos removal and repair operations.
16. Provide assistance and information to the Board’s Asbestos Consultant regarding the location of, or removal of, asbestos-containing material in Board buildings to be used in the

development and updating of the Asbestos Survey Report.

17. In the event that previously unidentified asbestos-containing material is discovered in the course of work, ensure that employees immediately stop all work and notify the Asbestos Coordinator and Health and Safety Officer.

Administrators or Department Managers will:

1. Be familiar with; the hazards associated with asbestos, this Procedure and the location of asbestos within their building environment. Ensure an up-to-date copy of your Asbestos Survey Report is accessible to all.
2. Ensure that all employees under their supervision who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos.
3. On an annual basis review the contents of your Asbestos Survey Report with ALL staff and ensure they know the location of the report. Ensure ALL staff works in manner that does NOT DISTURB OR DAMAGE ANY product that does or may contain asbestos.
4. Promptly report any damage to known or suspected asbestos-containing material that you are aware of or that is reported to you immediately to Facility Services Dispatch [at extension 281282](#) or the Maintenance Supervisor for your location.

The Health and Safety Officer will:

1. Provide guidance and training options to each department on their responsibilities under this Procedure.
2. Review this Procedure annually in conjunction with the Joint Occupational Health & Safety Committee [\(JOHSC\)](#) to ensure that it meets all legislative requirements and make recommendations as necessary.
3. Share copies of all testing done in relation to asbestos sampling or asbestos clearance reports with the JOHSC.
4. Liaise with Facility Services on issues involving accidental release of asbestos fibres and any involvement with the Ministry of Labour.

Facility Services Operations, Maintenance Employees and IT Employees:

1. Be familiar with the hazards associated with working with asbestos, the pertinent standard operating procedures for asbestos. Work in accordance with written [Policy-policy](#) and procedures for asbestos.
2. Ensure [you have](#)-reading and [acknowledgmented of the](#)-asbestos reports in the work order system.
3. Use the appropriate equipment and materials provided for working in the proximity of known or suspected asbestos containing material.
4. Promptly report any known or suspected asbestos-containing material to [his or her](#)**their** supervisor.

Teaching, Office and All Other Support Staff will:

1. Be familiar with; the hazards associated with asbestos, this Procedure and the location of asbestos within their work environment by checking the current Asbestos Survey Report for their facility.
2. Work in manner that does NOT DISTURB OR DAMAGE ANY product that does or may contain asbestos.
3. Promptly report any damage to known or suspected asbestos-containing material to ~~his or her~~their supervisor.

External Contractors will:

1. Review the current Asbestos Survey Report before starting any work.
2. Provide written acknowledgement that they have read and will comply with the requirements of the “Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05” and the Grand Erie District School Board Asbestos Procedure
3. Ensure that all employees under their control are trained in asbestos hazards and control procedures prior to conducting any work which may disturb asbestos, and provide documentation of training to the department which is contracting the work.
4. Provide documentation of training for all employees and supervisors under their control, who are involved in Type 3 asbestos removal. The training must meet the requirements of “Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05” under the *Occupational Health and Safety Act* and be approved by the Ministry of Training, Colleges and Universities (MTCU) effective November 1, 2007.
5. Ensure that all employees under their control are informed about the location of asbestos-containing materials that may be disturbed.
6. In the event that previously unidentified asbestos-containing material is discovered in the course of work, ensure that employees immediately stop all work and notify the department contracting the work.
7. Only perform Type 2 and Type 3 Asbestos work as authorized under approved contract.
8. Ensure that all asbestos waste is safely packaged and properly disposed of in accordance with legislative requirements.

Awareness:

1. All Board employees who work around and who may disturb friable asbestos containing material shall receive awareness training and education commensurate with their degree and risk of exposure.
2. Prior to commencing such activities, all Board employees who will be responsible for managing, overseeing or coordinating work that may disturb asbestos-containing material shall receive appropriate training and education in keeping with the level of asbestos work they may be involved with.
3. Annual asbestos awareness sessions, designed to make employees aware of the uses,

locations and hazards of asbestos, work practices around asbestos and asbestos management policies in the workplace is mandatory for all Facility Services, and Information Technology Service employees who may come into contact with asbestos through the course of the work, and may be required to perform Type 1 procedures.

4. Annual asbestos management, designed to provide information on the uses, locations and hazards of asbestos, discuss the different impacts of friable and non-friable asbestos materials, outline work practices around asbestos and asbestos management in the workplace, is mandatory for all management employees responsible for both day--to--day management of the facility and for ongoing modifications, renovations or ultimately demolition of facilities. This will include all Facility Services Division Managers, Health and Safety Officers, Maintenance Supervisors, Operations Supervisors and [Information Technology Services \(ITS\) Managers and Supervisors](#).

Air Testing:

1. Additional testing not required under the Regulation can be authorized at any time by the Division Manager of Operations/Health and Safety or the Health and Safety Officer.

Communications:

1. All communications related to work on asbestos must be transparent and open to the Grand Erie District School Board community. Prior to conducting any asbestos work it is Grand Erie District School Board Policy to inform the building occupants by way of advising the Administrator/Manager of the work to be done, the methods to be used, the precautions to be followed, what to do if problems are observed, and the schedule of the work to be performed. All test results and reports of the work are to be made available on a timely basis to the Administrator/Manager and any other members of the community who ask for information. Prior to any formal release of information or document (i.e. letters to parents, or media release) it shall be reviewed by the Board's Manager of Communications and Community Relations.

Record of Training and Information Shared with Staff and Contractors.

1. A record of training required under this procedure will be signed and dated by both parties and is to be retained for a period of two years as a record by the employee's supervisor
2. Distribution and sharing of reports and documents and other acknowledgements required under this procedure will be tracked in eBase and retained for a period of two years.

Asbestos Management Plan:

1. The Board must maintain an Asbestos Management Plan that includes a Survey Report of the locations of known or suspected Asbestos-containing material, the condition of this material, and detailed procedures that must be followed to reduce the health risk of asbestos exposure to staff students and others.
2. Information for the Asbestos--Survey Report will be compiled from a room-by-room survey conducted by a specialized consultant, recognized for expertise in the field of asbestos.
3. The Asbestos [Management Plan and](#) Survey Report will be accessible online to Grand Erie District School Board employees, building occupants, and contractors.
4. The Survey Report for each building will contain the following information:
 - building address

- location within the building of the material and its condition
 - indication of if it is known to be asbestos, or suspect
5. Inspections will be conducted annually as per the Board's Asbestos Management Plan and the online Survey Report will be updated annually or as required.

Applicable Legislation

- Occupational Health and Safety Act
- ~~Designated Substance Regulations: Asbestos R.R.O. 1990, Reg. 837~~ O. Reg. 490/09:

Designated Substances

- Asbestos on Construction Projects and in Buildings and Repair Operations R.R.O. 278/05
- Canadian Standards Association (CSA) Z94.4-02

Reference:

Policy F6 - Purchasing

~~Procedure F107 - Purchasing~~

APPENDIX A

CONTRACTOR QUALIFICATIONS

Only those contractors with established reputations for quality workmanship in the field of asbestos control and remediation will be considered for work at any Board owned or occupied facility.

Before a contractor may be considered for work at any Board owned or occupied facility, the contractor must first be able to demonstrate compliance with all of the following requirements.

- The firm and all supervisory staff must have a minimum of three (3) years prior experience in the field of asbestos control and remediation.
- All supervisory staff must have a recognized certificate proving attendance at an asbestos removal training course (2 day minimum duration).
- The firm must carry and/or be able to provide Commercial General Liability Insurance endorsed specifically to provide coverage in respect of any claim arising from the exposure, clean-up, removal, containment, testing or monitoring of asbestos. Said Policy must provide coverage in an amount not less than two (2) million dollars (\$2,000,000.00) per occurrence and must also be issued on an Occurrence-based form.
- The firm must provide a valid WSIB Clearance Certificate for the period of time that the work is occurring.
- The firm must provide information outlining the company's Health and Safety Program including an indicator of their accident frequency in comparison to their WSIB Rate Group.
- Be licensed to transport asbestos waste and/or demonstrate that sufficient arrangements have been secured with a licensed waste hauler to ensure proper handling and final disposal of all waste at a licensed landfill site.
- Provide proof that all employees have had instruction on the hazards of asbestos exposure, the use of respirators and training on all other aspects of asbestos controls and procedures.
- Provide proof that all employees (workers and supervisors) who will be involved in Type 3 Asbestos work have received training in accordance with O. Regulation 278/05 under the Occupational Health and Safety Act.
- Provide written acknowledgement that they have read and will comply with the requirements of the Ontario Regulation respecting Asbestos on Construction Projects and in Building and Repair Operations and the Grand Erie District School Board Procedure FT107.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR104 Employee Safety Protocol at Non-Board Locations**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward HR104 – Employee Safety Protocol at Non-Board Locations to all appropriate stakeholders for comments to be received by January 10, 2020.</p>
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Background

HR104- Employee Safety Protocol was approved by the Board in October 2015 and has been identified for review.

Additional Information

No revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Employee Safety Protocol at Non-Board Locations

Board Received: October 26, 2015

Review Date: November 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced safety of employees working in non-Board buildings

Background

Employees may be required to work at other locations before, during and after school hours (e.g., home interview, workplace interview with parent etc.). Employees are expected to be vigilant about personal safety at all times. Employees must review all safety concerns with their supervisor at the earliest opportunity, which must result in an assessment of the immediate and future needs to ensure their safety.

Procedures

In fulfilling this commitment, the Board will provide and maintain a safe workplace and healthy environment, as indicated by accepted safety practices and in compliance with legislative requirements of the Acts, Regulations, and Codes.

An employee who feels unsafe should leave the situation immediately and report to their supervisor. The supervisor must review general safety measures annually with staff. A record must be kept of any training that has taken place, as well as the employees participating in the training. This record will be kept on site for one year.

Limitations

Teachers employed under the *Education Act* and governed by the *Teaching Profession Act* have a responsibility to supervise students and cannot remove themselves from an area if the life, health or safety of a student is placed in imminent jeopardy (*Teaching Profession Act* RSO 1990 Reg. 857).

A. Procedures to Ensure Staff Safety on Home Interviews and on Board Business

1. Prior to community or in-home contact and where possible, assess risk based on information available through referral source and telephone screening interview with the family member and or collaterals, to determine family's situation and any question as to the safety of staff. Employees should also consider the existence of any animals that may create a risk or threat to the employee due to aggressive nature or allergy concerns.
2. Discuss all situations with question of risk with your supervisor prior to intervention and develop a safety plan based on the level of risk. The visit may need to be cancelled, or more than one person may be required to attend.
3. A cellular phone must be utilized for all in-home community interviews. Check phone functioning prior to entering the interview locations. Cell phones should be turned on and programmed for emergency assistance. Be aware, if you are using the cell phone and are calling police, you must give your location verbally, as a cell phone location cannot always be traced by police.
4. Employees shall maintain an up-to-date record of their whereabouts which shall be made available to their supervisor at all times.

B. Incident Reporting

1. All incidents involving physical or emotional injury **MUST** be reported immediately to the Supervisor.
2. Other incidents, unexpected events or occurrences that could have resulted in a threatened physical or emotional situation or injury must also be reported to the Supervisors.
3. The Employee will ensure that the specifics regarding work related injuries are reported.
4. The Supervisor will ensure that all incidents are reported in accordance with Administrative Procedure HR121- Injury/Incident/Disease Investigation and Reporting Procedures and Policy HR8 Workplace Violence.

C. General Safety Guidelines

1. Get to know the building and area where work is performed.
2. Be aware of animals residing at the location. If at any time you feel threatened by an animal, leave the area immediately.
3. If in unfamiliar areas, arrive before dark. If this is not possible, park in well lit area.
4. Where possible, avoid underground parking lots, isolated areas, or deserted alleyways, even though you may have to walk farther.
5. Make sure work and/or family know your schedule.
6. When traveling, set up a prearranged check in time, and in pre-arranged circumstances notify supervisor upon departure.
7. It is recommended that valuables and/or purses should not be worn or carried openly. Waist packs could be considered.
8. Be alert to any passengers sitting in parked cars and where possible walk on the side of the street opposite to where cars are parked.
9. Lock your car; leave no valuables or equipment in sight.
10. Have your keys in your hand before leaving a residence or building in order to avoid any delay in entering your car.
11. Check the back seat before getting into your car.
12. Keep your doors locked at all times when you are in your car.
13. Use care and caution when using elevators or stairs.

See also: Policy HR5 – Harassment/Objectionable Behaviour
Policy HR8 – Workplace Violence



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR114 Confidentiality of Medical Records**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward HR114 – Confidentiality of Medical Records to all appropriate stakeholders for comments to be received by January 10, 2020.</p>

Background

HR114- Confidentiality of Medical Records was approved by the Board in October 2015 and has been identified for review.

Additional Information

No revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR114

Confidentiality of Medical Records

Board Received: October 26, 2015 Review Date: November 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – To ensure the confidential storage of employee medical records

Procedures

Responsibilities

Responsibilities of the Health and Disability Officer, or Designate:

- i) Employee medical records received by the Health and Disability Officer, or designate, are kept in confidence by the Health and Disability Officer or designate.
- ii) Employee medical records, whether active or in storage, are maintained separately from the Human Resources file.
- iii) The Health and Disability Officer, or designate, is solely responsible for, and has access to, all employee medical records.
- iv) An employee may request information contained in their medical records by contacting the Health and Disability Officer or designate. Photocopies or specific information shall be given to the employee upon written request.
- v) No information from an employee's medical records is given to a third party without the employee's written consent, unless required by law. If required by law, the Health and Disability Officer, or designate, shall notify the employee.
- vi) All aspects of the Health and Disability Management Program will be held in confidence by all involved parties.
- vii) The medical records of former employees are normally retained for seven years. Records of employees exposed to regulated substances are retained for the longer of: (a) 40 years from the date the record(s) of the employee was/were created; or (b) 20 years from the most recent entry into the record(s) of the employee.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR115 Employee Absenteeism**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward HR115 – **Employee Absenteeism** to all appropriate stakeholders for comments to be received by January 10, 2020.

Background

HR115 – Employee Absenteeism was approved by the Board in October 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR115

Employee Absenteeism

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Effective management of employee absenteeism

Procedures

1. Definitions

a) Innocent (Non-Culpable) Absenteeism:

- i) Innocent (Non-Culpable) Absenteeism relates to absences as a result of disabilities that arise due to circumstances beyond the employee's control. These absences are not dealt with through a progressive discipline model; instead the employee is supported through the Health and Disability Management Program.
- ii) The Board reserves the right to consider the termination of an employee for continuous, non-culpable absenteeism, greater than 24 months.

2. Illness/Injury Statistics Reporting

a) The Board has established a standard frequency rate of absenteeism of two percent (2%) or less, and a standard severity rate of absenteeism of two percent (2%) or less. The definition of these two measures is as follows:

- i) Frequency – the total number of days of absence as a percentage of an employee's total scheduled work days per school year.
- ii) Severity – the number of occurrences of absences as a percentage of an employee's scheduled work days per school year.

iii) Examples:

For full-time, 12-month employees:

- five days of absence over a school year is a frequency rate of 2% (5/260 days)
 - five consecutive days of absence in a school year is one occurrence and a severity rate of .4% (1/260 days)
 - five separate days of absence over a school year represents 5 occurrences and severity rate of 2% (5/260 days)

For full-time, 10-month employees and teachers:

- four days of absence over a school year is a frequency rate of 2% (4/194 days)
 - four consecutive days of absence in a school year is one occurrence and a severity rate of .51% (1/194 days)
 - four separate days of absence over a school year represents 4 occurrences and a severity rate of 2% (4/194 days)

b) Employee absence data for schools/services, Families of Schools and the Board, may include frequency and severity rates.

DEFINITIONS	INCLUDES
Absences	<ul style="list-style-type: none"> • Illness • Injury unrelated to work
Not considered absences under the definition of this Procedure	<ul style="list-style-type: none"> • Vacation • Compensatory • Pre-approved leave of absence • Bereavement leave • Personal day • Jury or subpoena leave • Pregnancy/parental leave • Workplace illnesses or injuries • Union business leave • Examinations and convocations • Quarantine • Observance of recognized religious holy days • Urgent personal day • Hazardous weather day • Moving day • Approved Long Term Disability Benefit claims

An Administrator/Supervisor must exercise discretion in each case in determining whether to ask for a medical certificate in sections 3, 4, 5, or 6.

3. In a school year, absences of five consecutive working days for 12-month employees, OR Four consecutive working days for 10-month employees and teachers:
 - a) Employees are required to advise their Administrator/Supervisor immediately following any illness or accident that prevents them from working in order to discuss a return to work date.
 - b) If the return to work date is five (four) consecutive working days or less, documentation from the appropriate treating medical practitioner(s) may be requested by, and submitted to, the Administrator/Supervisor, to be forwarded to the Health and Disability Officer, or designate, as per 9(g).
 - c) The documentation shall consist of the following:
 - i) medical restrictions and/or limitations that are preventing the employee from working and which may require accommodation upon return to work, if any;
 - ii) expected date of recovery and/or return to work date.
 - d) If restrictions and/or limitations have been documented by the employee’s appropriate treating medical practitioner(s), the employee will contact the Health & Disability Officer, or designate.
 - e) Any form developed by the Board for use by the Health & Disability Officer, or designate, to send to the appropriate treating medical practitioner(s) shall be consistent with the requirements of 3(c) in this Procedure. The Health & Disability Officer or designate may give a copy of the form to the employee and advise the employee that they may provide a copy to their union representative.

4. In a school year, absences of six to ten consecutive working days for 12-month employees, OR Five to ten consecutive working days for 10-month employees and teachers:
 - a) When an employee will be absent from six (five) to ten consecutive working days, the employee notifies the Administrator/Supervisor immediately of the absence and the expected return to work date.

- b) The employee may be required to obtain documentation from the appropriate treating medical practitioner(s), as requested by and submitted to, the Administrator/Supervisor, to be forwarded to the Health and Disability Officer as per 9(g). Documentation as outlined in 3(c) of this Procedure shall be required.
 - c) The Health and Disability Officer will be advised by the Administrator/Supervisor if an employee has been requested to provide medical documentation.
 - d) The Health & Disability Officer, or designate, shall contact the employee should documentation or information regarding an employee's restrictions and/or limitations be received directly from the appropriate treating medical practitioner(s).
5. In a school year, after the sixth separate occurrence of an absence for 12-month employees, OR After the fifth separate occurrence of an absence for 10-month employees and teachers AND on each subsequent occurrence of an absence within the same school year:
- a) When an employee is absent for six (five) separate occurrences within the school year, the Administrator/Supervisor must meet with the employee to discuss the absences.
 - b) The employee may be required to provide documentation, if any, as outlined in 3(c) of this Procedure.
 - c) The employee has a responsibility to notify the Health & Disability Officer, or designate, as outlined in 4(c) of this Procedure.
 - d) The Health & Disability Officer, or designate, has responsibilities as outlined in 4(d) of this Procedure.
6. Absences of more than ten consecutive working days:
- a) When an employee is going to be absent for more than ten consecutive working days, the employee notifies their Administrator/Supervisor immediately of the absence.
 - b) The Administrator/Supervisor shall indicate to the employee that the Health & Disability Officer, or designate, will be notified of the employee's absence to enable early intervention and to facilitate a safe and timely return to work.
 - c) The Administrator/Supervisor will notify the Health & Disability Officer, or designate, in one of three ways:
 - i) via e-mail
 - ii) via fax - 519-759-5362
 - iii) via phone - 519-756-6306 or 888-548-8878, ext. 281130
 - d) The Health & Disability Officer, or designate, may require the employee to provide documentation completed by the appropriate treating medical practitioner(s) that includes the following information:
 - i) functional abilities form that describes the medically supported restrictions and/or limitations the employee is experiencing in relation to the essential duties of their position;
 - ii) confirmation that the employee is participating in the appropriate treatment to expedite the employee's safe and timely return to work;
 - iii) expected date the employee could participate in a Return to Work Program with appropriate modifications/accommodations based on restrictions and/or limitations;
 - iv) expected return to work date at regular hours and duties;
 - v) any other information required to safely return the employee to work in a timely manner;
 - vi) treating medical practitioner's name, signature, address, phone number and fax number;
 - e) Unless otherwise arranged, this documentation must be submitted by the employee or appropriate treating medical practitioner(s) to the Health & Disability Officer, or designate, within ten working days of the date of the request.

7. Sick Leave Benefit:

- a) As outlined below, an employee is entitled to sick leave benefits if they become injured or ill and have a credit of unused sick leave.
- b) An employee is entitled to sick leave if they are disabled, which is defined as a state of incapacity which is due to bodily injury or sickness, preventing the employee from working for the Board for remuneration.
- c) Sick leave benefits are not payable:
 - i) in cases which are compensable by the Workplace Safety & Insurance Board, ~~excluding top-up~~;
 - ii) for 12-month employees during scheduled vacation unless the illness requires hospitalization;
 - iii) when an employee is on an authorized unpaid leave of absence;
 - iv) when an employee does not have a bank of sick days;
 - v) for the percentage of time an employee is receiving Long Term Disability Benefits
 - vi) when appropriate medical documentation has not been received. Appropriate medical documentation refers to, but is not limited to, medically supported restrictions and/or limitations as they relate to the employee's ability to perform the essential duties of their position. It is the employee's responsibility to submit appropriate documentation to the Principal/Vice-Principal, Immediate Supervisor, Health & Disability Officer, or designate, as applicable.
- d) To be eligible for sick leave benefits, the employee must follow the Board's procedures for reporting absences related to illness or injury and for returning to work, as referred to under section 8 of this Procedure.
- e) The Board will endeavour to accommodate the return to work and placement of partially disabled employees in accordance with HR116 Return to Work Program and Workplace Accommodation Procedure.
- f) In order to maintain access to sick leave benefits, the Health & Disability Officer, or designate, may request the employee to attend an Independent Medical Evaluation (IME) and/or Functional Abilities Evaluation to determine the employee's restrictions and/or limitations and the employee's capacity to perform the duties of their position, as well as providing return to work and/or accommodation option(s). In requesting the IME, the following Protocol will apply:
 - i) if the Health & Disability Officer, or designate, reasonably requires medical documentation to determine whether an employee is able to return to work or should properly remain off work and in receipt of sick leave benefits, the Health & Disability Officer, or designate, shall so advise the employee and request that such documentation be provided;
 - ii) the employee is to provide medical documentation to the Health & Disability Officer, or designate, in response to the request;
 - iii) The Health & Disability Officer, or designate, will review the documentation provided by the employee. If the Health & Disability Officer, or designate, is not satisfied with the adequacy of the medical documentation provided, the Health & Disability Officer, or designate, will clearly identify to the employee why the documentation is not adequate;
 - iv) The employee will be given an opportunity to provide the Health & Disability Officer, or designate, with further medical documentation;
 - v) The Health & Disability Officer, or designate, will review any further documentation provided by the employee. If the entirety of the medical documentation provided does not reasonably permit the Health & Disability Officer, or designate, to determine whether the employee should return to work or remain off work, the employee may be requested to submit to an IME;

- vi) If the employee fails to attend the IME or does not, prior to the IME, provide the Health & Disability Officer, or designate, with further medical documentation to reasonably permit the Health & Disability Officer, or designate, to determine whether the employee should return to work or remain off work, the employee's access to sick leave benefits may be discontinued.
8. Responsibilities of the Employee:
 - a) To personally call in to report an absence, unless the employee is incapacitated and unable to do so. Failure to report absences at the first opportunity in accordance with these Procedures may result in denial of pay or benefits.
 - b) To indicate, in general terms, the reason for the absence, ie. due to accident, illness, bereavement, etc.
 - c) To call in directly to their Administrator/Supervisor. Unless otherwise arranged with the Administrator/Supervisor, the employee is to call in on each day of absence.
 - d) To assume responsibility for the costs associated with the initial documentation from the appropriate treating medical practitioner(s) in relation to the absence. Costs associated with subsequent request(s) for medical documentation by the Health & Disability Officer, or designate, will be borne by the Board.
 - e) To be entitled to sick leave benefits, employees may be required to provide satisfactory medical documentation in the form of a medical certificate or on forms provided by the Board to be completed by the appropriate treating medical practitioner(s), as referred to in sections 3, 4, 5 and 6 of this Procedure.
 - f) To maintain regular contact with their Administrator/Supervisor and/or the Health and Disability officer during their absence when they are unable to perform the essential duties of their position due to illness or disability.
 - g) To participate in appropriate treatment, as determined by the appropriate treating medical practitioner(s), to ensure a safe and timely return to work. To participate in the development of their Return to Work Plan, including taking the proposed Return to Work Plan (including appropriate accommodations and/or modifications) to the appropriate treating medical practitioner(s) for approval, if necessary.
9. Responsibilities of the Administrator/Supervisor:
 - a) To ensure the daily maintenance of accurate, up-to-date records in the absence sub-system.
 - b) To monitor individual employee absenteeism records by accessing the absence sub-system.
 - c) To identify, by accessing the absence sub-system, absenteeism trends or patterns, such as the following:
 - i) frequent absences of short duration of ten days or less;
 - ii) absences of more than ten days;
 - iii) absences due to doctor appointments or scheduled treatment;
 - iv) due to workplace injury and/or illness;
 - v) unauthorized absences;
 - vi) a pattern of repeated days of absence taken in proximity to weekends, scheduled days off and statutory holidays;
 - vii) absenteeism in excess of the severity and frequency rates identified above;
 - viii) as identified by the Health & Disability Officer, or designate, absences in excess of standard recovery time, in accordance with Canadian Medical Association, for an employee's illness or injury.
 - d) To receive call-ins or return employees' calls should a message be received from employees and determine the reason for absence.

- e) To ensure employee confidentiality in relation to absences and medical documentation received from an employee's appropriate treating medical practitioner under sections 3 to 6 of this Procedure.
 - f) To contact Human Resources or the Health & Disability Officer, or designate, for assistance when restrictions and/or limitations have been documented by the employee's appropriate treating medical practitioner.
 - g) To forward all medical documentation directly to the Health & Disability Officer, or designate, in a secure and confidential manner.
 - h) To advise employees of their obligation to provide medical restrictions and/or limitations, as required. However, Administrators/Supervisors shall not require an employee to sign a release to authorize collection of medical documentation.
 - i) To meet with the employee to discuss attendance issues when the employee has been absent in accordance with sections 3, 4, 5, and 6 of this Procedure.
 - j) To participate in the development of the employee's Return to Work Plan, including providing accommodations and/or modifications to the employee's duties and/or hours, based on recommendations from the Health & Disability Officer, or designate.
 - k) To notify the Health and Disability Officer of any absence greater than five days in length.
10. Responsibilities of the Health & Disability Officer, or Designate:
- a) To request medical documentation from employees in accordance with this Procedure.
 - b) To receive all medical documentation required from the employee, or their Administrator/Supervisor, or the employee's appropriate treating medical practitioner(s) and provide support to the employee during their time of disability.
 - c) To assess the medical documentation received to ensure it is appropriate and consistent with the requirements of this procedure. Medical documentation that is not appropriate may not be accepted.
 - d) To assist the Administrator/Supervisor by maintaining contact with employees disabled for ten (10) or more consecutive working days, verifying that the employee is under the active care of the appropriate medical practitioner(s) and following an appropriate treatment plan, and advise the Administrator/Supervisor of the expected return to work date, when known.
 - e) To develop an appropriate Return to Work Plan (including appropriate accommodation and/or modification recommendations) based on the employee's medically-supported restrictions and/or limitations.

For further direction beyond this Procedure, refer to HR116 Return to Work Program and Workplace Accommodation Procedure.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR116 Return to Work Program and Workplace Accommodation**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward HR116 – **Return to Work Program and Workplace Accommodation** to all appropriate stakeholders for comments to be received by January 10, 2020.

Background

HR116 – Return to Work Program and Workplace Accommodation was approved by the Board in October 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR116

Return to Work Program and Workplace Accommodation Workplace Accommodation and Return to Work Program

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Process adheres to Board procedure and facilitates the successful return to work and accommodation of the employee.

Procedures

1. Background
 - a) The Board's Workplace Accommodation and Return to Work Program ~~is~~ are an integrated partnerships among employees, administrators/supervisors and health care providers. ~~This program that~~ fosters a widespread understanding that the way to reduce the incidence and duration of an employee's absences is through early intervention and support.
2. Purpose of the Program
 - a) Workplace Accommodation and the Return to Work Program facilitates a safe and timely transition from illness/injury to active employment.
 - b) When appropriate, the ~~program~~ may assist employees by providing assistive devices, rehabilitation support, gradual return to work and/or modified work prior to returning to regular full-time, part-time or occasional work.
 - c) When a permanent disability exists, the Board shall modify both the work and the workplace to accommodate the needs of the permanently disabled employee, based on medically supported restrictions and/or limitations, provided that it does not cause undue hardship to the Board.
3. Temporary Disability
 - a) Limitation Assessment
 - i) An employee who becomes ill or is injured and it appears that an absence from work will result, is responsible for providing medical restrictions and/or limitations documented by the appropriate treating medical practitioner(s) or specialist for assessment by the Health and Disability Officer, or designate. The restrictions and/or limitations shall be shared with the Administrator/Supervisor, and at the discretion of the employee, their union representative.
4. Permanent Partial Disability
 - a) An employee who becomes permanently disabled as a result of an illness or injury, such that they are unable to return to their former position, may be accommodated based on their physical, mental and vocational capabilities.
 - b) The conditions for providing such work are:
 - i) The employee provides current medical restrictions and/or limitations from the appropriate treating medical practitioner(s) and/or by submitting Functional Abilities Evaluation (FAE) documentation.

- ii) The employee participates in a vocational assessment approved by the employer, as needed.
- iii) The Board will facilitate the re-training of injured employees as circumstances warrant.
- iv) Employees who have a permanent partial disability may be given preference for suitable job postings, subject to mutual agreement by the employer and the relevant union(s).
- v) Employees are accommodated on the basis of availability of positions, ability to perform the essential duties of the job and terms and conditions as outlined by the relevant collective agreement, individual contract and/or relevant legislation.

5. Responsibilities

- a) The Health and Disability Officer, or designate:
 - i) on initial contact, informs the employee that, should they desire, they may have a union representative attend any meetings
 - ii) will contact the employee directly in one of two ways:
 - phone to discuss Workplace Accommodation and/or the Board's Return to Work Program; and/or
 - send a letter to the employee outlining Workplace Accommodation and/or the Board's Return to Work Program.
 - iii) works with employees to assess restrictions and/or limitations;
 - iv) assesses the employee's work capabilities in conjunction with medically supported restrictions and/or limitations provided by the appropriate treating medical practitioner(s);
 - v) informs the employee's Administrator/Supervisor of the work restrictions and/or limitations and initiates the development of a Workplace Accommodation and/or a Return to Work Plan;
 - vi) performs a workplace assessment with the Administrator/Supervisor, and as required, with the employee, and/or Health and Safety Officer, or designate, to ensure compatibility of work restrictions and the duties to be performed within the work environment:
 - co-ordinates the modification of the work or workplace, as needed, in conjunction with medically supported restrictions and/or limitations
 - reviews proper body mechanics with the employee and provides instruction, as required
 - assesses need for change in location and/or assignment
 - vii) coordinates the development of a Workplace Accommodation and/or a Return to Work Plan with the employee, ~~his/her~~ their Administrator/Supervisor, the appropriate treating medical practitioner(s), the employee's union representative, Workplace Safety and Insurance Board, LTD Insurance Carrier, Human Resources and other Superintendents, as appropriate;
 - viii) shall distribute a copy of the Workplace Accommodation and/or the Return to Work Plan to the above involved parties and the employee;
 - ix) maintains regular contact with the employee and ~~his/her~~ their Administrator/Supervisor, for the duration of the Workplace Accommodation and/or the Return to Work Plan;
 - x) maintains an ongoing assessment of the accommodation and/or the Return to Work Plan;

- xi) arranges regular follow-up during the accommodation and/or the Return to Work Plan to modify the Plan as required.
 - b) The Administrator/Supervisor:
 - i) participates in the development of the employee's Workplace Accommodation and/or Return to Work Plan;
 - ii) modifies the work or workplace, as outlined in the Workplace Accommodation and/or the Return to Work Plan;
 - iii) assigns work or duties according to the employee's Workplace Accommodation or Return to Work Plan;
 - iv) closely monitors the progress of the employee through the accommodation and/or the Return to Work Plan and immediately reports any problems or concerns to the Health and Disability Officer or designate.
 - c) The Employee:
 - i) engages in medical rehabilitation and/or treatment that can be expected to facilitate a timely return to work;
 - ii) participates in development of the Workplace Accommodation and/or the Return to Work Plan and recovery goals;
 - iii) maintains regular contact, as identified in the Return to Work Plan, with the Health and Disability Officer, or designate, to provide updates on status, changes in condition and review progress through the Return to Work Plan;
 - iv) must provide appropriate documentation as required by the Health and Disability Management Program as per HR115 Employee Absenteeism Procedure.
6. Development of Individualized a Workplace Accommodation and/or Return to Work Plans
- a) Workplace Accommodation and/or Return to Work
 - i) Identification of likely candidates for participation in a Workplace Accommodation and/or a Return to Work Plan shall be made initially by the Health and Disability Officer, or designate, based on documentation received from the appropriate treating medical practitioner(s) and, when appropriate, representatives of the Workplace Safety and Insurance Board and Long-Term Disability (LTD) Insurance carrier.
 - ii) Workplace Accommodation and/or Aa Return to Work Plan, in general may include, but areis not restricted to, some or all of the following:
 - reduced work hours
 - provision of workplace assistive devices
 - modification of duties
 - workplace modifications
 - removal of physical barriers
 - job sharing
 - reassignment to another position, if available, if the employee has the necessary skills and abilities to perform the essential duties of that position.
 - iii) The employee may be provided with a letter to be given to the appropriate treating medical practitioner(s) that outlines a Return to Work Plan and which indicates that modified work is available. The letter may also include documentation regarding the employee's job description and physical demands analysis. A release of medical documentation consent form may also be provided.
 - iv) Modified work is provided within the employee's own school or service area wherever possible.

- v) While participating in an accommodation and/or ~~the~~ Return to Work Plan, the employee's status will be monitored by the Health and Disability Officer, or designate, Administrator/Supervisor, in consultation with the appropriate treating medical practitioner(s).
- vi) Ongoing reviews of the employee's accommodation and/or Return to Work Plan will be conducted with any necessary adjustments made to support the employee's successful re-entry into the workplace. The frequency of these reviews is established prior to the placement of an employee in the Plan.
- vii) The Board shall modify both the work and the workplace to accommodate the needs of permanently disabled employees provided that it does not cause undue hardship to the Board.
- viii) All documentation will be maintained by the Health and Disability Officer, or designate, filed separately from the personnel file and will not be further released without the employee's written permission or unless required by law. The documentation is collected for the sole purpose of assisting the employee with a successful re-entry into the workplace.
- ix) The Health and Disability Officer, or designate, will review the documentation and then contact the employee to discuss the employee's participation in a Workplace Accommodation and/or ~~an Individualized~~ Return to Work Plan.
- x) The Health and Disability Officer, or designate, and the employee will develop a Workplace Accommodation and/or a Return to Work Plan based on the medically supported restrictions and/or limitations. The initial meeting must include the employee's supervisor and, should the employee desire, union representative. A written Return to Work Plan must be shared with the employee and the immediate supervisor. It may be shared with the appropriate treating medical practitioner. Should the employee desire, it may also be shared with their union representative.
- xi) Any necessary changes to the work environment will take place prior to the employee's commencement of the accommodation and/or a Return to Work Plan.
- xii) Should the employee not be medically cleared to participate in a Workplace Accommodation and/or a Return to Work Plan, the employee and the Health and Disability Officer, or designate, will maintain regular contact. Ongoing updated medical documentation will be obtained from the appropriate treating medical practitioner(s) to determine when participation in a Workplace Accommodation and/or a Return to Work Plan will be feasible.
- xiii) The employee may be required to participate in an ~~F&E and/or~~ Independent Medical Evaluation, conducted by a third party, to determine restrictions and/or limitations and the employee's capacity to perform the duties of their position, and to assist in the development of a Workplace Accommodation and/or ~~an Individualized~~ Return to Work Plan.
- xiv) A Workplace Accommodation and/or ~~The~~ ~~Individualized~~ Return to Work Plan may include the following information:
- essential job duties/tasks;
 - specific physical requirements;
 - restrictions and/or limitations;
 - work schedule;
 - follow-up work assessment date(s) by the Health and Disability Officer, or designate;
 - a gradual resumption of duties assigned under the Return to Work Plan;

- a gradual increase in hours worked;
- expected date of completion of Plan;
- next meeting date;
- conditions for withdrawal of the individual from the Plan.

A Workplace Accommodation and/or The Individualized Return to Work Plan will contain signatures of employee, Health and Disability Officer, or designate, Administrator/Supervisor, appropriate treating medical practitioner(s) and/or union representative (where appropriate)

- xv) Regular follow up meetings will occur during a Workplace Accommodation and/or a Return to Work Plan to ensure that the employee's needs are being met and to make any necessary changes to the modifications or accommodations should there be a change in the employee's restrictions and/or limitations.
- xvi) The employee continues to participate in the Plan until they have reached maximum medical recovery and are working at full capacity within any restrictions and/or limitations, including those that may be permanent in nature.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **P107 Home Schooling**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward P107 – Home Schooling to all appropriate stakeholders for comments to be received by January 10, 2020.</p>
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Background

P107 – Home Schooling was approved by the Board in October 26, 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



PROCEDURE

P107

Home Schooling

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Parental requests are submitted in writing.
 - Board provides adequate investigation re: quality of home schooling.
 - Students/parents encouraged to stay connected with schools.

Procedures

Background

Children between the ages of 6 and 18 are required to attend school. A child may be excused from attendance at school if “the child is receiving satisfactory instruction at home or elsewhere” [Education Act, S.21(2)(a)]

Home ~~s~~Schooling is an option available to children of compulsory school age. It is one of the legitimate excuses from compulsory attendance.

Parents/Guardians who wish to school their children at home are required to notify the Board of their intention to do so.

Home ~~s~~Schooling is not to be confused with “Home Instruction”.

Purpose

The purposes of this procedure are:

- to outline the limited responsibilities of Board staff regarding home schooling,
- and to support a positive home schooling experience for home schooled children.

Comments and Guidelines

1. **Legislation:**

- a) “Elsewhere” commonly refers to a school setting. Most private secondary schools are inspected by the Government; few, if any, private elementary schools are inspected by the Government.
- b) “Satisfactory instruction” is not defined in the Education Act or its Regulations. The courts have not defined it. However, the Ministry of Education website www.edu.gov.on.ca contains information for parents/guardians.
- c) “Home schooling” is a commonly accepted term which is generally understood to mean that one (or more) of the parents/guardians is providing instruction to one or more of their children.
- d) Home schooling is a choice any parent/guardian may make for a child. A board has no power to deny the exercise of this choice.

2. Home School Procedures:

a) Procedures for Parents/Guardians

Parents who decide to provide home schooling for their child(ren) ~~must~~ ~~should~~ notify the Superintendent of Education with responsibilities for home schooling of their intent in writing. Parents/guardians should provide the name, gender, and date of birth of each child who is receiving home schooling, and the telephone number and address of the home. The letter should be signed by the parent(s). Appendix A is ~~the a sample~~ letter ~~that~~ parents/guardians ~~must~~ ~~can~~ use to notify the Superintendent of Education with responsibilities for home schooling.

If parents/guardians decide to continue to provide home schooling in subsequent years, they should give notification each year in writing prior to September 1 to the Superintendent of Education with responsibilities for home schooling. ~~Appendix A~~ ~~The letter~~ should contain the same information as that in the initial letter described above.

b) Procedures for the School Board

Upon receiving written notification from parents/guardians expressing their intent to provide home schooling for their child, the board will consider the child to be excused from attendance at school, in accordance with section 21(2), clause (a), of the Education Act. The board will accept the written notification of the parents/guardians each year as evidence that the parents/guardians are providing satisfactory instruction at home. A letter each year to the parents/guardians from the Superintendent of Education with responsibilities for home schooling (Appendix B) will acknowledge receipt of the parent/guardian notification.

3. Board Investigation of Home Schooling:

a) Reasons for an Investigation

Where a school principal, social worker, school attendance counselor or ~~area~~ Superintendent ~~of~~ Education has reasonable grounds to be concerned that the instruction provided in the home may not be satisfactory, the board will investigate the matter.

The following is a list of some of the reasons that may give a board cause to investigate a particular instance of home schooling:

- refusal of a parent/guardian to notify the board in writing of the intent to provide home schooling
- a credible report of concern by a third party with respect to the instruction being provided in the home
- evidence that the child was removed from attendance at school because of ongoing conflicts with the school, not for the purpose of home schooling
- a history of absenteeism by the child prior to the parent/s/guardian notifying the board of the intent to provide home schooling.

b) Guidelines for Conducting an Investigation

In conducting an investigation, the Principal will meet with the family or ask the parent/guardian to submit information about the home schooling in writing (Appendix C).

Determining whether instruction is satisfactory should therefore focus on the following:

- a plan for educating the child
- plans to ensure literacy and numeracy at developmentally appropriate levels
- plans for assessing the child's achievement.

The following questions and requests may be used as a guide for the discussion:

- Do you have an instructional plan, regularly planned instructional time, and a daily work schedule? Please provide details.
- What subjects are you teaching?
- What do you expect to accomplish with your child in English, mathematics, and other subjects this year?
- Is your instructional program based on the Ontario curriculum or on a different curriculum?
- If you follow the Ontario curriculum, which documents do you use?
- If you do not use Ontario curriculum documents, please describe the curriculum documents you do use.
- Please describe the typical kinds of activities that you provide for your child in the subjects you are teaching. Please provide samples of your child's work in each subject area.
- What types of materials do you use to assist you in accomplishing your plans (e.g., encyclopedias, textbooks, magazines, newspapers, television programs, materials on the Internet, computer programs)?
- Please describe the techniques you use to assess your child's learning.
- Do you use community resources to support your instruction? If so, which ones?
- Do you network with other parents who provide home schooling? How?
- Please feel free to provide any other information that would help the board determine whether instruction is satisfactory.

If the Principal is unable to determine from this investigation whether the child is receiving satisfactory instruction at home, the Superintendent of Education with responsibilities for home schooling may take further action by making an inquiry to the Provincial School Attendance Counsellor (see Section 6 of this procedure).

c) The Role of Home Schooling Support Associations in an Investigation

When the Principal is conducting the investigation, a member of a recognized support group for parents who provide home schooling may be present. These support groups include the Ontario Federation of Teaching Parents, the Ontario Christian Home Educators' Connection, and the Home School Legal Defence Association of Canada.

4. **Access to Resources for Parents/Guardians Providing Home Schooling:**

a) Assessments and Tests Administered by the Education Quality and Accountability Office

Parents/Guardians providing home schooling may wish their child(ren) to participate in assessments for students in Grades 3, 6, and 9, and/or the Ontario Secondary School Literacy Test. These parents/guardians must contact the Superintendent of Education with responsibilities for home schooling by September 30 of the year in which the assessments/tests are being conducted for information about the dates, times, and locations. No fees may be levied against parents/guardians for their children's participation in any of these EQAO assessment/tests. Schools that have been notified by the Superintendent of Education with responsibilities for home schooling will provide space for these children at the time and on the dates when assessments/tests are being administered to the school's regular day students. The school will request sufficient assessment/test materials from the EQAO so that the children who are receiving home schooling can participate. The school will also inform the parent/guardian of the date, time, and location of the assessment/test. It is the responsibility of the parent/guardian to provide transportation for the child to and from the site.

EQAO will send the results of children who are receiving home schooling to the school where they participated in the assessment/test. Schools will send these children's results directly to the children's homes. The results of children who are receiving home schooling will not be included in school and board reports generated by the EQAO or by the schools and boards.

b) Courses Offered Through the Independent Learning Centre

Parents/Guardians may wish to enrol a child of compulsory school age in courses offered through the Independent Learning Centre (ILC). To enrol the child with the ILC, the parent/guardian must submit the enrolment form to the ILC, along with a letter from the school board (Appendix B) indicating that the child is receiving home schooling and is excused from attendance at school.

c) Ministry of Education Curriculum Material

Parents/Guardians may download curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the ministry's website, at www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Parents may contact Publications Ontario by calling its toll-free telephone number, 1-800-668-9938.

d) Support Services Offered by the Ministry of Health and Long-Term Care

Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the local community care access centres (CCACs) of the Ministry of Health and Long-Term Care. Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. Again parents/guardians must provide the local CCAC with a letter from the school board (Appendix B) indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

5. **Clarification of Related Policy:**

a) Prior Learning Assessment and Recognition (PLAR)

Section 7.2.5 "Prior Learning Assessment and Recognition (PLAR)", of *Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011* will also apply to students enrolled in an Ontario secondary school, other than mature students (*as defined in Ontario Schools Kindergarten to Grade 12, 2011*), who are entering secondary school after having received home schooling.

b) Funding for Part-Time Attendance

The Ministry of Education provides funding to boards for students who attend school on a part time basis. The per-pupil grants are pro-rated according to the amount of time the student is in attendance at the school.

c) Enrolment Registers

A school will not record a child who is receiving home schooling on a full-time basis in the enrolment register for full-time day school students. If, however, a student is receiving some instruction at a school operated by a board, the student's enrolment for this instruction will be recorded in the appropriate register. Refer to the Instructions section of the appropriate register for details.

6. **Clarification by the Provincial School Attendance Counsellor:**

When a Principal is unable to determine whether a child is receiving satisfactory instruction, a request to the Provincial School Attendance Counsellor can be made by the Superintendent of Education with responsibilities for home schooling. The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct an inquiry. If the inquiry determines that the child is not receiving

satisfactory instruction and the Provincial School Attendance Counsellor orders that the child attend school, the school board must determine the appropriate action to be taken.

Before requesting an inquiry by the Provincial School Attendance Counsellor, the board should ensure that it has:

- Taken appropriate steps to determine whether the child is receiving satisfactory instruction;
- Retained documentation of its communication with the parents/[guardians](#), including written communication, notes on telephone calls and other verbal communication, a record of types of communication (e.g. telephone calls, registered letter), and a record of the number of attempts to communicate;
- Retained documentation on the nature of the information and material provided by the parent/[guardian](#) in response to the board's investigation;
- Prepared a factual summary of its investigation, including a conclusion, which will be forwarded to the Provincial School Attendance Counsellor (PPM 131).

~~Sample Letter~~ **LETTER** Indicating Notification of Intent to Provide Home Schooling

To the Grand Erie District School Board:

I/We herewith provide the names, gender and date of birth for *each child* of compulsory school age for whom I/we intend to provide home schooling.

First and Last Name	<u>Date of Birth</u>	Gender	Last School <u>Name/</u> <u>Last Month/Year Attended</u>

Name of parent/guardian(s):
(please print)

Home address

Mailing Address (if different from home address):

Communication Preference (check one):

Email

Correspondence Address: Email Address:

Paper Correspondence

Telephone: _____ Cell Phone: _____

I/We wish to notify the Grand Erie District School Board that I/we will be providing Home Schooling for our child(ren) starting in _____ (D/M/Y) I/We understand our responsibility under the Education Act to provide satisfactory instruction for our school-age child(ren) and do hereby declare our intent to do so.

Signature of parent/guardian: _____

Date _____

Please send to: Superintendent of Education (with responsibilities for Home Schooling)
Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

Sample Letter **LETTER** in Response to a Parent/Guardian's Notification

Dear _____,

Thank you for notifying the Grand Erie District School Board of your intent to provide home schooling for your child(ren):

Your child(ren) is/are excused from attendance at school for the school year _____ under subsection 21 (2), clause (a), of the Education Act, because you have indicated that you understand your responsibility under the Education Act to provide satisfactory instruction for your child(ren) and that you have declared your intent to do so.

If you would like your child(ren) to participate in the assessments for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to students in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), you should contact the school board by September 30 for information about the dates, times, and locations.

Enclosed/attached -please find a copy of Policy/Program Memorandum No. 131, "Home Schooling", issued by the Ministry of Education.

Sincerely,

Signature of School Board Official: _____

Name of School Official: _____

Title of School Board Official: _____

Copy to: Home School Principal; OSR
Attendance Counsellor

Attachment

Sample of Form **FORM** for Gathering Information in an Investigation

Name of Student: _____ Date of Birth: _____

Address: _____

Name of Parent/s/Guardians: _____ Telephone: _____

Please complete this form and return it to the school board, along with the additional material requested below. If you need more space, attach additional sheets.

Program Planning

This section is intended to give the board information on your short- and long-range plans for your child’s education.

Please describe your plan for your child’s learning by answering the following questions:

Do you make instructional plans? YES NO

Do you spend regularly planned instructional time with your child? YES NO

Do you have a daily work schedule for your child’s home schooling? YES NO

If yes, please describe it.

What subjects are you teaching?

What do you expect to accomplish with your child in English, mathematics, and other subjects this year?

Instructional Program

This section is intended to give the board information on the curriculum you follow.

Is your instructional program based on any of the elementary or secondary curriculum policy documents published by the Ontario Ministry of Education? YES NO

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

Language

Mathematics

Science & Technology

Social Studies/History and Geography

The Arts

Health & Physical Education

French as a Second Language

Secondary Curriculum Policy Document

Please specify course(s) name(s):

Note: Ministry of Education curriculum policy documents and curriculum support material may be downloaded free of charge from the ministry’s website, at www.edu.gov.on.ca This material may also be obtained through Publications Ontario. Contact Publications Ontario by using its toll-free telephone number, 1-800-668-9938, or visit its website, at www.publications.gov.on.ca for more information.

Other Materials

Please list any other curriculum documents that you use to help you design your instructional program.

Instructional Activities

This section is intended to give the board information on the types of planned activities that you provide for your child to help him or her meet the learning expectations you have established.

Please describe the typical activities you use to help your child learn. For example, what types of activities does your child do while learning English, mathematics, and other subjects? Please include samples of your child’s work in each subject area.

Instruction Materials

This section is intended to give the board information on the types of materials you use to help your child meet the learning expectations you have established.

Please indicate the resources you use to support your instruction. Encyclopedias/reference books (please list):

Textbooks:

English



Mathematics



Other Subjects



—Please list:

Names of textbooks used:

Supplementary materials used:	Very Often	Often	Seldom	Never
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models/mock-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Apps</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Websites</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other supplementary materials (please specify):

Assessment of Student Learning

This section is intended to give the board information on how you evaluate your child’s progress in learning: What techniques do you use to assess student learning? Please describe them.

Resources

This section is intended to give the board information on the resources you use to support your instructional program.

Please indicate the community and other resources you use.

- Public library G
- YMCA/YWCA G
- Community centre G
- Local gym facilities G
- Public swimming pool G
- Museums G
- Art galleries G
- Recreational/educational/social groups (e.g., Scouts, Guides) G
- Nature interpretive centres G
- Camping areas
- Youth groups Please specify:

Networking with other families that provide home schooling can offer valuable support. Please indicate if you are a member of any of the following provincial associations.

- Ontario Federation of Teaching Parents G
- Ontario Christian Home Educators' Connection G
- Other organizations or groups Please specify:

Other Information

Please provide below any other information that would help the board determine whether the instruction is satisfactory.

Parent(s)/Guardian(s) Name: _____

Date: _____

Please send completed forms to: Superintendent of Education (with responsibilities for home schooling)
Grand Erie District School Board
349 Erie Avenue
Brantford, Ontario N3T 5V3



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO101 – Pediculosis (Head Lice)**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure SO101 – Pediculosis (Head Lice) to all appropriate stakeholders for comments to be received by January 10, 2020.</p>
--

Background

Procedure SO101 – Pediculosis (Head Lice) was approved by the Board in November 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO101

Pediculosis (Head Lice)

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Proper screening procedure in accordance with Regional Health Dept.
 - Clear communications with parents/guardians and employees.

The Grand Erie District School Board recognizes ~~that most outbreaks of pediculosis (head lice) occur in school children, particularly those of elementary school age.~~ Pediculosis is not a health or education issue, but is a community concern and a social nuisance. Pediculosis ~~which~~ needs to be managed in the best interest of students through the partnership of parent(s)/guardian(s), students and the school community. The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility.

"Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice." (Centres for Disease Control and Prevention).

Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.
~~Students with head lice or nits will be excluded from school for the purpose of receiving a head lice treatment.~~

Procedures

This procedure will provide a consistent school response which is necessary to control this social nuisance. Each school is required to have an action plan in place to respond to cases of head lice; with the following requirements:

1. An annual, regular procedure for informing parents about pediculosis; utilizing the information provided by the Brant County Health Unit or the Haldimand-Norfolk Health Unit.
2. Recognition of the sensitive/personal nature of checking for head lice/nits with children. The dignity and well-being of students shall be given the highest priority. Every attempt will be made to respect the student's privacy and self-esteem. All who assist in this process must maintain confidentiality.
- ~~2.3.~~ A process for checking for head lice and informing parents/guardians about ~~the exclusion,~~ treatment, and re-entry requirements. ~~Students will be excluded from school if lice or nits are present.~~
- ~~3.4.~~ Students will be re-admitted to school after appropriate treatment has begun. A clear re-admission procedure, requiring that the student is "nit free".
- ~~4.5.~~ Provision for school work to be provided where a student's re-admission is delayed.

~~5.1. Recognition of the sensitive/personal nature of checking for head lice/nits with children. The dignity and well-being of students shall be given the highest priority. Every attempt will be made to respect the student's privacy and self-esteem. All who assist in this process must maintain confidentiality.~~

6. The principal has the final decision regarding the ~~re-admission of students.~~presence of lice/nits.

Resources

<https://www.cdc.gov/parasites/lice/head/schools.html>

<https://hnhu.org/health-topic/head-lice-prevention-treatment/>

<https://hnhu.org/health-topic/advice-on-lice/>

<https://www.bchu.org/ServicesWeProvide/InfectiousDiseases/FactSheets/Documents/PDF%20version-1.pdf>

~~on Pediculosis, provided by the local health units, are contained in this procedure. Additional information can be obtained through local health units. Brant County Health Unit www.bchu.org or the Haldimand Norfolk Health Unit <https://hnhu.org>~~

Appendix A

(School Letterhead)

CONFIRMATION OF TREATMENT FORM

(Date)

Your child, _____, has been found to have head lice and/or nits in ~~their~~his/her hair. ~~Consequently he/she will be excluded from attendance at school until treatment is completed and all head lice and/or nits have been removed.~~

Once treatment has been completed ~~and you have removed all the nits and egg cases~~, your child may return to school. Please complete this form and return it with your child and continue to carry out ~~your~~ daily checks.

Thank you for your support in this matter. I hope that by working together we can eliminate head lice and nits from our school.

- | | | |
|---|-----|----|
| 1. I have read the information provided. | YES | NO |
| 2. A prescribed pediculosis treatment has been used.
Name of product: _____ | YES | NO |
| 3. Nit (egg) removal has been done. | YES | NO |
| 4. A daily nit check will be done for 10 days. | YES | NO |
| 5. A repeat of the treatment after 7 days has been done or is planned. | YES | NO |
| 6. Environmental treatment has been done.
(You should wash bed linens, recently worn clothing, toys, combs and brushes of the person with head lice) | YES | NO |

If you need assistance with the treatment instructions, please call the Brant County Health Unit or the Haldimand-Norfolk Health Unit and ask ~~the Intake Nurse~~ for information.

Signature of Parent/Guardian

Date

Appendix B

(School Letterhead)

(Date)

Dear Parents/Guardians:

It has been reported that children in this school have ~~nits~~ (head lice). Please do not be alarmed by this notice. Head lice is not a health or education issue but is a community concern and a social nuisance. It is by no means a statement regarding the cleanliness of any child, their family or their household.

Please examine the head of your child(ren) for head lice/nits every night for the next three to four weeks. If head lice/nits are found, all other family members should be checked. Follow the directions below to get rid of head lice.

What to Look For:

Nits are very tiny eggs, half the size of a pinhead and oval in shape. They may look like dandruff, but they are firmly glued to the hair and cannot be flicked off. New eggs, which are close to the scalp, are tan coloured and are difficult to see. Nits that are farther away from the scalp appear white. Nits are most often found above and behind the ears, at the nape of the neck at the crown of the head.

How to Get Rid of Head Lice:

Treating head lice requires at least two treatments one week apart. Get a head lice shampoo, cream rinse or lotion from your drugstore. Read the directions carefully and follow them exactly. **Remove all of the nits.** Head lice products kill many of the nits, but not all of them. **Apply a second treatment in one week.** Continue to check the head and remove any remaining nits.

To Remove Nits:

Work in a brightly lit area – bright sunlight is best. After treatment, comb and part the hair in small sections. Use your thumbnail against your first finger to strip the nits from the hair starting from the roots right down to the tips. Place the nits in a bag and throw them out. You can also comb out the nits holding a fine-tooth comb on a downward angle. Special combs are available at the drugstore.

Please notify the school if head lice or nits are found.

I hope that by working together we can avoid or eliminate this nuisance from our school.

(Signature of Principal)

Appendix C

How to Check for Head Lice

- Examine the head under natural bright light. Head lice may be hard to detect because they move quickly and are very small.
- It is helpful to examine the head from different angles or light. This is easily achieved by moving around the child/adult while examining. Newly laid eggs are almost transparent.
- Part the hair and closely examine the scalp, especially the nape of the neck, behind the ears, and the crown of the head.
- To find the eggs, look for small white or yellowish-brown specks that are about the size of a poppy seed. You may see lice quickly moving away from the sunlight.
- To tell the difference between eggs and dandruff, try to dislodge them from the hair shaft. If they are not easily removed, they are probably eggs.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO107 – Physical Intervention (Restraint)**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure SO107 – Physical Intervention (Restraint)** to all appropriate stakeholders for comments to be received by January 10, 2020.

Background

Procedure **SO107 – Physical Intervention (Restraint)** was approved by the Board in November 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment. The revised procedure includes information about the use of personal protective equipment by staff members.

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO107

Physical Intervention/~~Restraint Student and Staff Safety - Personal Protective Equipment and Physical Intervention/~~Restraint Techniques

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All other non-physical interventions have been unsuccessful up to and including the use of personal protective equipment;
 - Implemented only when the student's ~~—~~behaviour presents an imminent risk of injury to ~~the student~~elf or others
 - Physical intervention presents less of a risk of injury than the inappropriate behaviour.

Procedures:

~~*Definition:* —“Physical restraint” refers to physical intervention techniques used when there is a realistic concern that a student may present an imminent safety risk to him/herself or others. Physical interventions can take the form of a block, a release, or a containment. A physical restraint involves a containment.~~

~~*Background:*~~

- ~~1. The Board recognizes that some students display a level of behaviour which is not always controllable or alterable by the use of non-intrusive procedures.~~

Background

Occasionally there are students who may direct intentional or unintentional aggression towards staff and students that may result in injury. The Board has a duty to respect the rights and ensure the safety and dignity of students and staff. The Grand Erie District School Board's Accessibility Plan requires “the identification, removal and prevention of barriers to enhance accessibility for individuals who work, learn and participate in the School Board community and environment”.

The Occupational Health and Safety Act requires employers to take all precautions reasonable in the protection of a worker. This protection may include the implementation and use of personal protective equipment as part of a plan to increase employee safety. **The Act also provides a duty to workers to use or wear protective devices or clothing as required by their employer.**

In the event of student aggression, regardless of whether it has resulted in an injury, administrators should refer to Procedure HR107 Maintaining Employee Safety While Working with Students. The following process should be followed for the implementation and use of Personal Protective Equipment (PPE) for increasing employee safety.

Process

A. Implementation of PPE

1. When an incident occurs that results or may result in injury, the employee promptly notifies the Principal and the Health and Safety site representative and the union Joint Occupational Health and Safety Committee (JOHSC) Representative.

2. The Principal contacts the appropriate Teacher Consultant - Special Education who will contact the Applied Behaviour Analysis (ABA) Coordinator to issue the appropriate equipment.
3. The Teacher Consultant – Special Education, Lead Educational Assistant or ABA Coordinator will deliver PPE equipment to the school and distribute to the appropriate staff member(s) to ensure proper fit and coverage. Records of the PPE distributed to the necessary staff member(s) will be maintained by the Special Education Department. It is the responsibility of the staff member using the PPE to return it to the appropriate Special Education – Teacher Consultant when it is deemed no longer necessary, or requires a replacement.
4. All appropriate staff will be provided with instruction and training on the care, use, maintenance and limitations of the protective equipment. Training will be coordinated through the Health and Safety Officer and documentation of training will be kept in the health and safety office for as long as the equipment is issued to the employee.
5. The Teacher Consultant – Special Education coordinates the prompt involvement of the assigned Behaviour Counsellor, who will collaborate with the Principal and appropriate school employees to develop or revise Behaviour and/or BeSafe Plans, which include specific direction regarding the wearing of PPE.
6. All staff working with the student must read and understand the current Behaviour and/or BeSafe plan.
7. Staff in the classroom will record behaviour data and provide regular updates, as requested by the Behaviour Counsellor.

The Principal will ensure that there is a regular PPE update at Resource Team meetings in schools where equipment has been assigned. The Teacher Consultant Special Education will track and ensure the return of equipment to a central board location when it has been determined it is no longer necessary (see removal process below).

B. Adjustment or Removal of PPE

The Behaviour Counsellor, in consultation with the Principal, the Teacher Consultant – Special Education, Health and Safety Officer, union JOHSC representative, special education support staff and ALL classroom staff directly involved with the student, will participate in a meeting to discuss any proposed adjustment or removal of personal protective equipment being used. The Behaviour and/or BeSafe Plans must be revised to reflect any changes to the need for PPE if it occurs.

Before considering removal or adjustment of personal protective equipment the following needs to be in place and considered:

1. Staff members working directly with the student are trained and current in Behaviour Management Systems.
2. Behaviour plans and/or BeSafe plans are in place and being followed by all appropriate employees. These plans outline how to prevent and respond to the student's behaviour and what PPE, if any, is required.

3. Injury and behaviour data indicates that incidents of aggression are decreasing or are occurring at a low level (frequency and intensity) and staff members are confident that they can minimize injury through use of BMS strategies.
4. Injury and behaviour data will continue to be monitored and behaviour and/or BeSafe plans including PPE will be modified as needed following the process described above.

C. Steps to Adjustment or Removal of PPE

The removal of PPE should first occur in the student's classroom environment. Removal of PPE in other areas of the school should not begin until classroom staff are confident that they can manage behaviour in the classroom without equipment.

When possible, start the process of removing equipment by first having staff wear the prescribed equipment under clothing so it is not visible to the student (i.e. arm guards, shin pads) or have face guards on helmets raised.

Staff remove one piece of equipment at a time. Begin with equipment that, if removed, would result in the least amount of risk to staff if an aggressive incident occurred, i.e. wrist guards, arm guards, shin guards, body protectors, and then neck and head gear. All equipment must be easily accessible to staff if needed.

Staff members will consult with the Principal, the Teacher Consultant- Special Education and the Health and Safety Officer if incidents of injury decrease and student behaviour data indicates that behaviour incidents are decreasing or at a low level (intensity, frequency and duration). After consultation, staff members may begin to move outside of the classroom without the equipment. Equipment must continue to be accessible. Staff members will carry necessary equipment with them when they are out of the classroom. If it is not possible for staff to carry equipment, they must have two-way radios or cell phone with them to call for equipment if required.

Movement to activities in the community without safety equipment should be considered with caution. Staff members need to feel confident that they can prevent injury and manage student behaviour in a community setting. In the Behaviour and/or BeSafe plan there should be a clear plan for managing behaviour if the student's behaviour escalates in the community (access to equipment and transportation if needed etc.).

Physical Intervention Techniques

~~2.~~ Staff members are expected to use early prevention and intervention strategies whenever possible in order to respond to a situation well before it escalates to the point where physical intervention techniques ~~restraint~~ would be required. Early intervention includes the recognition of a student's early symptoms of anxiety or agitation. During this phase a supportive and empathetic approach by staff may defuse or de-escalate the potential crisis.

~~3.~~ Students whose behaviour escalates beyond the anxiety or agitated level may display defensive behaviour or a loss of rational control. During this phase staff should maintain a controlled and professional manner while setting behavioural limits that are clear, concise and enforceable, and allow the student time to respond.

4. Approaches such as these may reduce the likelihood that a student will demonstrate ~~aggressive and assaultive~~ behaviour that is unsafe toward themselves or others which may require a

~~physical_restraint~~containment.

The use of physical intervention techniques, as outlined in the principles of Behaviour Management Systems (BMS), may be required on some occasions as a short-term solution to immediate danger to people. Occasions could include situations when:

~~5.~~

- staff are required to intercede in a physical dispute between students;
- a student requires assistance in following directions from staff to release an object in his/her possession (i.e., in danger of harming ~~themselves~~ ~~him/herself~~ or others);
- staff are required to intervene in an attempt to minimize personal injury to ~~themselves~~ ~~him/herself~~, other staff or students when a student is being physically aggressive;
- staff are required to intervene when a student is harming ~~themselves~~ ~~him/herself~~.

For most students, early prevention and intervention strategies, as well as appropriate responses during escalated situations (e.g. the use of physical containment), will be documented in the student's Behavior and/or BeSafe plan.

Guidelines for Physical ~~Restraint~~ (Containment)

~~1. Physical restraint is a safety procedure employed to protect staff and students.~~ "Behaviour Management Systems" (BMS) is used in Grand Erie as the primary means of behaviour management support. This program has been developed by educators through the Ontario Education Services Corporation and is sanctioned by the Ministry of Education. Training in BMS is offered by trained Grand Erie employees.

~~1.2. Physical containment is a safety procedure approved by BMS and employed to protect staff and students.~~

~~2.3.~~ To ensure that these techniques are used in a visibly constructive manner, the staff members need to maintain personal self-control and composure throughout the application.

~~3.4.~~ Staff may counsel students to help them understand how their actions could escalate to a containment ~~s~~~~restraint~~ situation. However, the use of ~~restraint~~ a ~~containment~~ must not be used as threat.

~~4.5.~~ Other students must not be involved in the application of a physical ~~restraint~~ containment and should be removed from the situation when possible. Every attempt should be made to remove other students from the immediate area.

~~5.6.~~ During any ~~restraint~~ physical intervention, staff should reassure the student that the intervention ~~restraint~~ is being used for reasons of safety until the immediate safety risk has passed. Under circumstances where such communication could intensify the student's ~~emotional outburst~~ unsafe behaviour, the staff may choose to reassure the student after self-control has been recovered.

~~6.7.~~ Appropriate follow-up and debriefing should occur with all staff and students involved subsequent to the use of physical ~~containment~~ ~~restraint~~ in an effort to resolve conflict and avoid the need to utilize physical ~~containment~~ ~~restraint~~ in the future. ~~This may include recognition of feelings, counselling, the discussion of alternative courses of action, with the Resource Team, and development of a safety plan and behaviour plan.~~

~~7.8.~~ The school principal must consider ~~appropriate~~ if disciplinary action is appropriate with regard to the student.

Reporting Procedures

1. Parents must be informed in the circumstances where a physical ~~restraint~~ containment could be a possibility (e.g., Strategies classes). This information must also be included in the student's Behaviour and/or BeSafe~~safety~~ plan.
2. When a physical ~~restraint~~ containment has been employed, the parents/guardians of the student must be notified ~~that the restraint has been employed~~. Notification may be in person, by phone, using the daily communication log, or by any mutually acceptable means. A copy of the completed "Physical ~~Restraint Incident~~ Containment Report" will be sent to parents by regular mail and/or email as soon as possible following the incident.

~~2.3.~~ The Physical Containment Report will be maintained in the Ontario Student Record....

GRAND ERIE DISTRICT SCHOOL BOARD
 349 Erie Avenue
 Brantford, ON N3T 3V5
 Telephone: (519) 756-6301 Fax: (519) 756-9181

PHYSICAL ~~RESTRAINT INCIDENT~~ CONTAINMENT REPORT
 STUDENT INFORMATION

NAME:	D.O.B.: (yr/mo/day)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code Lot Con.)	TELEPHONE:	SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	SCHOOL:	GRADE/PROGRAM:

DESCRIPTION OF INCIDENT

Date:	Time:	Location:
Staff Member(s) Involved:		
Witnesses (if any):		
Prior Events and Circumstances:		
Restraint Procedures <u>Containment</u> Employed and Duration:		
Resolution:		
Description of any Injuries or Damage:		
Follow-up Strategies:		

Report Completed by:	Date:
<input type="checkbox"/> Parent/Guardian Notified	Person Notifying Parent:
<input type="checkbox"/> telephone <input type="checkbox"/> meeting <input type="checkbox"/> letter <input type="checkbox"/> other	Date:

Principal's Signature: _____

Date: _____

cc: School Office File
 Superintendent of Education
 Parent/Guardian



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO109 Availability and Use of Naloxone in Schools**
DATE: November 11, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO109 - Availability and Use of Naloxone in Schools as information.</p>

Background

Procedure SO109 - Availability and Use of Naloxone in Schools was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

1. Comment: 1.0 Should it say presumed overdose?
Response: The intent of the emergency response is to be prepared for an actual overdose.
2. Comment: 3.8 should this be expanded on to give details?
Response: Each school's process of distributing naloxone kits will reflect its uniqueness; it would be impossible to have a single method of distribution for all schools.
3. Comment: 4.1 Is this an expectation of all staff administer naloxone or just trained staff?
Response: 4.1 speaks to the commitment that each school makes to have naloxone on site and staff trained to administer it. There is no expectation that all staff members be trained.
4. Comment: 4.3 Why is this statement included, we do not have any other places where we state what services the local health units will provide?
Response: This is not an issue of what services a health unit will provide, but rather a service the health unit is permitted to provide. The health units within the Grand Erie catchment have been given permission to distribute – on school property – naloxone kits to their clients.
5. Comment: Should there be language of who is responsible for ensuring the kit is replaced in a timely manner?
Response: Procedure 3.3 assigns that responsibility to the Division Manager of Operations and Health and Safety.

Additional Information

A draft Procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Availability and Use of Naloxone in Schools

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – naloxone is available in an emergency
– naloxone is administered properly

Procedures

1.0 Purpose

To establish emergency response procedures in the event that an individual experiences an opioid-related overdose on school property.

2.0 Background

- 2.1 Opioids are a class of psychoactive drugs that are often used for pain management. These include fentanyl, morphine, heroin, and oxycodone. While opioids are effective for pain relief, and many individuals can use them for short periods of time without concern, this class of drugs has contributed to many overdose deaths across Canada.
- 2.2 The Board recognizes the potential need for the emergency administration of medication to a student or other individual who becomes ill, injured or unconscious as a result of an opioid-related overdose while on school property.
- 2.3 The Board recognizes that, in the event that an emergency administration of medication is required, the Good Samaritan Act (2017) protects any individual who administers such medication by stipulating that such individual cannot be held liable for any harm or damage resulting from their actions, as long as they have acted in good faith in administering the medication.

3.0 Procedures

- 3.1 School first responders in Grand Erie will administer naloxone in response to opioid overdose.
- 3.2 The Board will ensure that each school has at least one naloxone kit available at all times. The Principal will immediately communicate the need for a replacement kit to the Division Manager of Operations and Health and Safety.
- 3.3 The Division Manager of Operations and Health and Safety will monitor expiry dates of all naloxone kits and replace them in a timely manner.
- 3.4 Each Principal will ensure that all staff members are aware of the locations of naloxone kits within the school.
- 3.5 Each school will have at least two staff members trained in the administration of naloxone. The Board will ensure that naloxone administration is a component of all first aid training.
- 3.6 Each school will prominently display overdose-response materials, e.g., “S.O.S. Opioid Overdose” poster, “Be a Lifesaver” poster. In elementary schools, the office area would be an appropriate location, as would elementary washrooms. In

secondary schools, appropriate locations would be the office area, washrooms, and guidance offices.

3.7 The Principal will ensure that each administration of naloxone is recorded. An OSBIE Incident Report will be used in situations where the victim is a student or visitor; an Employee Injury Report will be used where the victim is a Grand Erie employee.

3.8 Each Brantford/Brant County school will – in conjunction with the Brant County Health Unit – maintain an effective means of distributing naloxone kits to students, staff or parents.

4.0 Dispensing of Naloxone

4.1 Grand Erie school staff will administer naloxone in the event of an opioid-related emergency on Board property.

4.2 Grand Erie school staff will not dispense naloxone kits proactively to students or staff, even if they are clients of the Haldimand Norfolk Health Unit or the Brant County Health Unit.

4.3 The Brant County Health Unit and the Haldimand Norfolk Health Unit may dispense naloxone kits proactively to students or staff on Board property.

5.0 Signs and Symptoms of Opioid Overdose

The school's first responder will identify opioid overdose in the course of standard first aid assessment. The following are signs and symptoms of opioid overdose:

- Unresponsive to stimuli (shake their shoulders and shout their name)
- Slow or no breathing
- Bluish lips and fingernails
- Body is limp
- Deep snoring or gurgling sounds
- Vomiting
- Pinpoint pupils

6.0 Emergency Response

If the individual is unresponsive and/or experiencing any of the opioid-related overdose signs and symptoms, staff will:

- Call 911 immediately
- Access a naloxone kit from the nearest location
- Administer naloxone
 - Peel back the tab of the naloxone nasal spray container
 - Place thumb on plunger and one finger on each side of the nasal applicator (do not press plunger/do not prime)
 - Insert tip of nozzle into one nostril
 - Support the victim's neck
 - Press plunger into nostril
- If the individual wakes up and/or breathing is restored, place the person into recovery position and stay with them until EMS arrives
- If individual does not wake up and is not breathing, begin CPR
- After 2-3 minutes, give the second dose of the naloxone Nasal Spray kit into the other nostril
- If the individual wakes up and/or breathing is restored, place the person into recovery position and stay with them until EMS arrives

- If individual does not wake up and isn't breathing, continue with CPR until EMS arrives
- Once ambulance has arrived, staff will provide paramedics with a verbal report of care provided.

Post-Emergency

- Staff will complete an OSBIE Incident Report (if the victim was a student or a visitor) or an Employee Injury Report (if the victim was a Grand Erie employee) and submit it to their manager
- Principal or designate will immediately contact their supervisory officer
- As soon as appropriate after experiencing an opioid-related incident, the principal will de-brief with staff, who should be made aware of available supports (e.g., EAP). The Principal should also consult with the Traumatic Events Response Team.

Resources:

1. Brant County Health Unit Memo of Understanding – Naloxone
2. Link to Employee Injury Report
3. Link to OSBIE form

BE A **Lifesaver** IN 5 STEPS

1



SHAKE at the shoulders
SHOUT their name

2



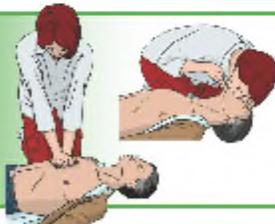
CALL 9-1-1
If unresponsive

3



NALOXONE
- Give Naloxone at any time
- Insert tip of nozzle into one nostril and press the plunger firmly

4



PERFORM RESCUE BREATHING AND/OR CHEST COMPRESSIONS

5



IS IT WORKING?
If NO improvement after 2-3 minutes:
- Administer a second dose of Naloxone
- Continue with chest compressions



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ont., N3T 5V3
Telephone: 519-756-6301 | Toll Free: 1-888-548-8878
Email: info@granderie.ca | www.granderie.ca

Information courtesy of Hastings Prince Edward Public Health

Follow and join the conversation @GEDSB on Twitter and Facebook, @granderie.dsb on Instagram.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO116 Pupil's Return from Absence**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure SO116 – Pupil's Return from Absence** as information.

Background

Procedure SO116 – Pupil's Return from Absence was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

1. Comment: 2. Change "truancy" to "unexcused absence"
Response: Revision made.
2. Comment: 3. Change "Legitimate reasons" to "Unexcused absence"
Response: The reasons for absence listed in #3 are considered legitimate.
3. Comment: 3. Add the following:
 - h) The day is a cultural day for the pupil*
 - i) Bereavement*
 - j) Pupil is participating in the non-academic component of a SAL plan*
 - k) Pupil is a Kindergarten pupil who is excused from class during a period of staggered entry*
 - l) Pupil is participating in a short term educational exchange program*
 - m) Public transit strike*
 - n) Pupil has been excused from writing the OSSLT*
 - o) Pupil is under suspension*
 - p) Medical reasons and has provided supporting medical documentation*
 - q) Pupil is absent for reasons of safety during a period when services have been withdrawn by board employees***Response:** Revisions made.
4. Comment: Revise 4. to read as:

4. If the pupil's absence is unexcused, the absence would be recorded as "A". Once the Principal has taken all steps to address the attendance concerns and the pupils pattern of attendance continues, refer to the Attendance Counsellor.

Response: Revision made.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised Procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Pupil's Return from Absence

Board Received: October 26, 2015 Review Date: November 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Parental request in writing
– Accurate records of excused students are evident in OSRs

Procedures

1. Principals are required to obtain the reason(s) - either orally or in writing - for a pupil's absence when the pupil returns to school. The principal shall inform parents/guardians and adult pupils of the preferred method of notification
2. A pupil's absence from school under the conditions of Regulation 298, S.23(2) will be either a "legitimate reason" or "~~truancy~~ unexcused absence" depending on the principal's evaluation of the reason given for the absence.
3. "Legitimate reasons" for the purposes of this section would include:
 - a) failure of transportation arrangements due to Board-declared inclement weather*;
 - b) Board-declared inclement weather*;
 - c) sickness;
 - d) medical/dental appointments;
 - e) other unavoidable cause;
 - f) a day regarded as a holy day by the church or religious denomination or creed to which the child belongs*.
 - g) music lessons*
 - h) cultural day*
 - i) bereavement*
 - j) participation in a non-academic component of a SAL plan*
 - k) a Kindergarten pupil who is excused from class during a period of staggered entry*
 - l) participation in a short-term educational exchange program*
 - m) public transit strike*
 - n) excusal from writing the OSSLT*
 - o) suspension or exclusion*
 - p) medical reasons with supporting documentation*
 - q) absence for reasons of safety during a period when services have been withdrawn by board employees*
 - r) -serving in the Ontario Legislature as a legislative page. *
 - s) participation in a short-term educational exchange program.* 📌
 - t) unable to attend school because of a public transit strike.*
 - u) not scheduled for an examination during the examination period.*



* recorded as "G" in the Register of Daily Attendance. All other absences are recorded using the prescribed attendance codes.

~~If the pupil does not have a "legitimate reason" for an absence, the pupil would be considered to be truant. The absence would be recorded as "A" and a report forwarded to the appropriate Attendance Counsellor if the principal considers the pupil's pattern of attendance to be of concern.~~

4. If the pupil's absence is unexcused, the absence would be recorded as "A". Once the Principal has taken all steps to address the attendance concerns and the pupil's pattern of attendance continues, refer to the Attendance Counsellor.

4.——



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO117 – Parent/Guardian Request for Temporary Excuse from Attendance at School**
DATE: November 11, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure SO117 – Parent/Guardian Request for Temporary Excuse from Attendance at School** as information.

Background

Procedure SO117 – Parental Request for Temporary Excuse from Attendance at School was circulated to all appropriate stakeholders for comments to be received by October 24, 2019.

Comments Received

1. Comment: 1. Add the sentence after "...during their absence." A referral to the attendance counsellor is not required.
Response: Amended
2. Comment: 8. Remove "the absence should be considered to be "truancy", and report to the appropriate Attendance Counsellor. Replace with "The register of daily attendance should record the pupil's daily attendance as "A" and if the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence.
Response: Amended
3. Comment: add 9. If the pupil does not return to school on the date specified in the letter, mark their absence with an "A." If the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence.
Response: Amended
4. Comment: Should there be a notification period so that the school can put together a study plan?
Response: Amended to include, where possible notification of temporary absence at least one week prior to the planned absence.
5. Comment: Appendix A: Section B. (E) May restrict the teacher's ability not the school's
Response: Amended

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Parent/~~Guardian~~ Request for Temporary Excuse from Attendance at School

Board Received: _____

Review Date: _____

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Parent/~~guardian~~ requests in writing
– Accurate records of excused students are evident in OSRs

Procedures:

Requests from parents/~~guardians~~ to excuse pupils from school temporarily for more than 15 consecutive days must be received in writing using the Request for Temporary Absence Form. Whenever possible, the parent/guardian should provide notification of intention to withdraw the student at least one week in advance of the period of absence.

1. If the request is approved, school personnel will collaborate with parent/~~guardian~~ to develop a study plan for the student's use during their absence. A referral to the Attendance Counsellor is not required.
2. Because excusing a pupil from attendance at school in response to parent/~~guardian~~ request represents a discretionary exercise of power, and because the parental request must be in writing, principals must respond in writing using the Request for Temporary Absence form.
3. The written response of the principal must contain a clear statement as to the decision in response to the parent/~~guardian~~ request.
4. Pupils will not be excused to work at parent/~~guardians~~ request.
5. The written response of the principal should contain a clear statement which confirms the importance of attendance at school and/or acknowledges the possible detrimental effect on student achievement as a result of absence. (A form suitable for the purposes of items #1 through 4 is attached as Appendix A.)
6. The request of the parent/~~guardian~~, the principal's response and the study plan must be filed in the Ontario Student Record (O.S.R.) folder.
7. In the event the principal's response to the parent/~~guardian~~s request is positive, the Register of Daily Attendance should record the student's absence as "G" in accordance with the "General Absence" section of the instructions which accompany the Register of Daily Attendance.
8. In the event the principal denies the parent/~~guardian~~s request and the student is absent nevertheless, the Register of Daily Attendance should record the student's absence as "A". If the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence the Register of Daily Attendance should record the student's absence as "A", the absence should be considered to be "truancy", and reported to the appropriate Attendance Counsellor.

9. If the pupil does not return to school on the date specified in the letter, mark their absence with an "A." If the pupil is absent for 15 consecutive school days, follow the procedures required for prolonged absence.

8.



GRAND ERIE DISTRICT SCHOOL BOARD

REQUEST FOR TEMPORARY ABSENCE

A. STUDENT INFORMATION:

Student Name: Surname, Give names DOB: mm/dd/yy

School: _____ Grade: _____

Address: _____

Parent/Guardian: _____

Telephone: _____

B. REQUEST:

Date of Absence: From mm/dd/yy To: mm/dd/yy

Reason for absence: _____

We, the undersigned:

- a) request that our child be excused from school temporarily in accordance with Regulation 298 S.23(3)
- b) realize that the school may or may not give permission for the absence;
- c) accept the responsibility for any lack of school progress or failure that may result from the absence;
- d) acknowledge that absence from school may be detrimental to the educational progress and achievement of the student;
- e) realize that school work, assignments or tests missed during such absence may restrict the school's educator's ability to fully evaluate a student's performance.

Parent's/Guardian's Signature

Student's Signature (secondary only)

C. **PRINCIPAL'S RESPONSE:**

I, the undersigned;

acknowledge receipt of your request to temporarily excuse your child from attendance at school for the specified period

AND

give permission for your child to be temporarily excused from attendance at school for the specified period; provided the attached required program of study components are completed and submitted upon return from or throughout the temporary absence period

Courses(s) where applicable: _____

OR

do not give permission for your child to be temporarily excused from attendance at school for the specified period.

Principal's Signature

Date:

Distribution: Original -- O.S.R. Copy -- Parent/ Teacher(s)



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

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F-1-a

Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

**OPSBA Regional Meeting: Preliminary Discussion regarding
Grants for Student Needs (GSN) 2020-21**

Background Information:

Last year the Ministry of Education released its Education Funding Engagement Guide on November 16, 2018. The Guide included four areas identified by the ministry as areas of possible efficiencies: Efficient Price Setting, Outcomes-Based Funding, Accountability and Value-for-Money, and Other Education Funding Efficiencies. Our submission focused on the feedback we obtained from school boards regarding their funding priorities, pressures, and concerns. The top 3 funding pressures were: Special Education and Supports for Mental Health; Student Transportation; and Facilities/Capital-related costs. In addition to these areas, OPSBA's submission also included funding support for: Indigenous Education, Skilled Trades and Apprenticeships, Classroom Technology, increasing Utility costs and the restoration of the Local Priorities Grant that was separate from funding connected to labour agreements.

GSN 2022-21:

We expect the ministry to release this year's Guide in a similar manner to last year with stakeholders being asked to respond and provide comments through written submissions. We are aware that the Council of Directors of Education (CODE) has begun asking Directors of Education for their feedback and to share current areas of funding that require additional funding and to identify areas that were eliminated in last year's budget that are creating challenges.

OPSBA Consultation Process:

- Discussion and input at regional meetings
- Input sought from Northern region member boards
- Input sought from Indigenous Trustees' Council
- All trustee input sought via survey monkey questionnaire (should we do this?)
- Connections with CODE, Ontario Principals' Council (OPC), Student Trustees, other stakeholders
- Connections with member board senior business officials

This is also an agenda item at upcoming meetings of OPSBA's Education Program and Policy Development Work Teams. OPSBA will prepare a submission to be shared with the Board of Directors at their November meeting.

Regional Meeting Questions:

Please answer the following questions and give to the OPSBA staff person.

_____ District School Board

Q. Does Special Education and Supports for Mental Health; Student Transportation; and Facilities/Capital-related costs remain top funding pressures for your board?

Q. What other areas do you require additional funding and why?

Q. Do you foresee your board struggling to produce a balanced budget next June?

Q. Does your local board budget process include gathering public feedback and what is the process?

Other comments regarding Education Funding, GSN, Priorities and Partnerships Fund (PPF) – formerly called Education Program Other (EPO) Grants.