



## Committee of the Whole Board Meeting

Monday, February 8, 2021

MS Teams

### AGENDA

- A - 1 **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session
    - (i) Legal Matters
    - (ii) Personnel Matters
  - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
  - (e) Agenda Additions/Deletions/Approval
  - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
  - (b) Managing the Pandemic
- D - 1 **New Business - Action/Decision Items**
- \* (a) Mileage Remuneration Review R. Wyszynski
  - \* (b) Pride of Place & Community Partnership Incentive Plan Report R. Wyszynski
  - \* (c) Draft Proposed School Year Calendar 2021-22 W. Baker
- D - 2 **New Business - Information Items**
- \* (a) Employee Assistance Program Annual Report (HR112) S. Sincerbox
- E - 1 **Bylaw/Policy Consideration - Action/Decision Items**
- \* (a) FT10 Green Schools Construction (A) R. Wyszynski
  - \* (b) FT11 Community Planning and Facilities Partnerships (A) R. Wyszynski
  - \* (c) SO02 School Councils (A) J. Roberto
  - \* (d) SO04 Distribution of Materials in Schools (A) J. Roberto
  - \* (e) HR06 Principal/Vice-Principal Selection Process (C) S. Sincerbox
  - \* (f) HR07 Replacement/Casual Principal/Vice Principal Selection Process (C) S. Sincerbox
  - \* (g) P02 Honoring Indigenous Cultures and Traditions (C) D. Martins
- E - 2 **Procedure Consideration - Information Items**
- \* (a) FT104 Reporting Vandalism & Unusual Occurrence Incidents (C) R. Wyszynski
  - \* (b) FT111 School Initiated Facility Upgrades (C) R. Wyszynski
  - \* (c) HR101 Fragrance/Scent-Safe Workplace (C) R. Wyszynski
  - \* (d) HR 113 Teacher Performance Appraisal (C) S. Sincerbox
  - \* (e) HR122 Cell Phones Mobile Devices (C) R. Wyszynski
  - \* (f) SO102 Student Admission/Registration (new procedure) (C) R. Wyszynski
  - \* (g) SO115 Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields (C) L. Thompson
  - \* (h) SO133 Signing Authority for Short Term Agreements (C) R. Wyszynski

*SUCCESS* for Every Student



## Committee of the Whole Board Meeting

Monday, February 8, 2021

MS Teams

- 
- F - 1      **Other Business**  
              (a) OPSBA Report      D. Werden
- G - 1      **Correspondence**  
              \* (a) Letter of Support – Teacher Education Program at Wilfrid Laurier      J. Roberto
- H - 1      **Adjournment**

---

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

Indigenous Education Advisory Committee (IEAC)	February 10, 2021	6:00 PM	MS Teams
Native Advisory Committee (NAC)	February 11, 2021	9:00 AM	MS Teams
Privacy and Information Management Committee (PIM)	February 11, 2021	3:00 PM	MS Teams
Special Education Advisory Committee (SEAC)	February 18, 2021	6:00 PM	MS Teams
Student Trustee - Election	February 18, 2021	10:30 AM	MS Teams
Chairs' Committee	February 22, 2021	5:45 PM	MS Teams
Board Meeting	February 22, 2021	7:15 PM	MS Teams
Pre-Budget Review Meetings	March 2, 2021	5:30 PM	MS Teams
Committee of the Whole	March 8, 2021	7:15 PM	Board Room
Special Education Advisory Committee (SEAC)	March 11, 2021	6:00 PM	MS Teams
Grand Erie Parent Involvement Committee (GEPIC)	March 11, 2021	6:30 PM	MS Teams
Audit Committee	March 23, 2021	4:00 PM	MS Teams
Safe and Inclusive Schools Committee (SIS)	March 25, 2021	1:00 PM	MS Teams
Chairs' Committee	March 29, 2021	5:45 PM	Norfolk Room
Board Meeting	March 29, 2021	7:15 PM	Board Room
Quality Accommodation Committee	March 30, 2021	2:00 PM	Board Room

*SUCCESS* for Every Student



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Mileage Remuneration Review**  
DATE: February 8, 2021

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the current mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer thereafter effective September 1, 2021.

### Background

1. The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board.
2. The last change to the mileage rate was effective September 1, 2020 when the Board approved an increase from \$0.58 to \$0.59 per kilometer.
3. The Canada Revenue Agency's (CRA) Automobile allowance rates are as follows:

The automobile allowance rates for 2021\* are:

- 59¢ per kilometre for the first 5,000 kilometres driven
- 53¢ per kilometre driven after that

The automobile allowance rates for 2020\* were:

- 59¢ per kilometre for the first 5,000 kilometres driven
- 53¢ per kilometre driven after that

\*In the Northwest Territories, Yukon, and Nunavut, there is an additional 4¢ per kilometre allowed for travel.

### Additional Information

The CRA considers a reasonable automobile allowance rate for 2021 to be 59¢ per kilometer for the first 5,000 kilometers, and 53¢ per kilometer thereafter. The rates did not change from 2020.

### Budget Implications

1. Travel remuneration in 2020-21 accounts for approximately \$550,000 of the Board's operating budget; however mileage expenses are not being utilized due to the restrictions the COVID-19 pandemic has had on travel.

**Next Steps**

The annual mileage remuneration report will be presented to the Board for approval in February every year.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **Pride of Place and Community Partnership Incentive Plan Report**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2020-21.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

In the Board's Multi-Year Plan, the Environment indicator goal is to "ensure that students and staff have a safe and welcoming environment in which to learn and work." At the November 9, 2020 Committee of the Whole meeting, Trustees were presented with a report that outlined a plan to allocate \$1,000,000 and \$190,000 to the Pride of Place (POP) and Community Partnership Incentive Program (CPIP) respectively.

### Additional Information

POP allocations address facility features that contribute to a more welcoming and safe environment for staff, students and the school community. Projects for 2020-21 have been prioritized and reviewed by Facility Services staff as set out in Policy FT13 Pride of Place and Community Partnership Incentive Programs. A detailed listing of the projects recommended for approval is attached in Appendix A.

Proposed CPIP projects have to meet the normal qualifications for work that is undertaken by the annual Facility Renewal Grant (FRG) budget process. The installation of creative playground equipment, swings, climbing equipment etc. is not funded through Facility Renewal budgets therefore 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. A detailed listing of the projects recommended for approval is attached in Appendix B.

Due to the COVID-19 pandemic, there were fewer CPIP applications received this year, directly as a result of reduced fundraising in schools.

Pending Board approval, Facility Services will notify all applicants of the approvals.

### 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 and Treasurer

## PRIDE OF PLACE 2021

Facility # 126Name: Agnes Hodge

Priority	Component Description	Component Deficiency	Estimate
1	Replace Blinds	Worn curtains, 135, 136, 149, 154, 155, 160, 162, 163, 203, 209, 210	\$ 10,000

Facility # 152Name: Banbury Heights

Priority	Component Description	Component Deficiency	Estimate
1	Outside Storage Shed	Secure Outside Play Items	\$ 10,000
2	Cameras	More indoor/ outdoor coverage	\$ 10,000

Facility # 101Name: Bellview

Priority	Component Description	Component Deficiency	Estimate
1	Renovate, refurbish and update student washrooms	Washrooms are outdated, 24,25,31,48	\$ 20,000
3	Replace Floor Tiles	Room 32, tiles in bad shape	\$ 5,000

Facility # 512Name: Bloomsburg

Priority	Component Description	Component Deficiency	Estimate
2	Paint Rooms	Rooms require paint 02,19,39,57,67	\$ 10,000
3	New Flooring	Old carpet needs to be replaced room 58	\$ 5,000
4	Window tinting	Ebase room 2, secretary windows need tinting due to glare	\$ 3,000

Facility # 513Name: Boston

Priority	Component Description	Component Deficiency	Estimate
1	Painting classrooms	Walls and radiators in bad shape 32,33,38, corridor 40	\$ 10,000
2	Counter tops and sinks	Replace worn sinks and counter tops 32, 33, 38	\$ 5,000

Facility # 156Name: Branlyn

Priority	Component Description	Component Deficiency	Estimate
1	Replace P/A System	Old and outdated	\$ 10,000

Facility # 106Name: Brier Park

Priority	Component Description	Component Deficiency	Estimate
1	Painting of Office Area	Update rooms to Match rest of School	\$ 10,000

Facility # 104Name: Burford

Priority	Component Description	Component Deficiency	Estimate
1	Painting Hallways	Update building	\$ 10,000

Facility # 713Name: Caledonia Centennial PS

Priority	Component Description	Component Deficiency	Estimate
2	Painting of all hallways	Uniform colour throughout the building	\$ 10,000

Facility # 108Name: Cedarland

Priority	Component Description	Component Deficiency	Estimate
2	Replace Lockers	Rusty and in poor condition	\$ 10,000

Facility # 109Name: Centennial Grand Woodlands

Priority	Component Description	Component Deficiency	Estimate
2	Cameras	NO DVD recording capabilities	\$ 15,000

Facility # 110Name: Central Brantford

Priority	Component Description	Component Deficiency	Estimate
1	Security cameras	replace old DVR to IR	\$ 15,000

Facility # 161Name: Cobblestone

Priority	Component Description	Component Deficiency	Estimate
1	Update student washrooms	Dirty, chipping walls and partitions	\$ 15,000

Facility # 539Name: Courtland

Priority	Component Description	Component Deficiency	Estimate
1	Painting classroom walls	Older paint rooms 25, 26, 28, 29, 17, 15	\$ 10,000

Facility # 543Name: Delhi Public

Priority	Component Description	Component Deficiency	Estimate
4	Painting	Corridor 52, paint peeling	\$ 5,000
5	Painting	Room 65	\$ 3,000
6	Door frame to courtyard	Construction done and area needs to be painted	\$ 2,000

Facility # 114Name: Dufferin

Priority	Component Description	Component Deficiency	Estimate
1	Painting- Lower Washrooms	Old, Dirty, Peeling	\$ 5,000
2	Cameras	More Building Coverage for Safety	\$ 5,000

Facility # 115Name: Echo Place

Priority	Component Description	Component Deficiency	Estimate
2	New interior doors and locks	doors are all scratched, peeling and have different locks.	\$ 5,000
3	Library floor	old and worn	\$ 10,000

Facility # 164Name: Ecole Confederation

Priority	Component Description	Component Deficiency	Estimate
1	Replace Hallway Flooring	Tiles are missing, broken, chipped	\$ 15,000
2	Basketball Standard	Difficult to operate (safety Concern)	\$ 10,000

Facility # 521Name: Elgin Ave.

Priority	Component Description	Component Deficiency	Estimate
1	Painting of classroom walls and cupboards	Walls peeling and need painted 007, 010	\$ 2,000

Facility # 103Name: GELA Rawdon

Priority	Component Description	Component Deficiency	Estimate
1	Replace open shelving with pantry cupboards	need enclosed storage for food items	\$ 7,000
2	Replace countertops in food lab	laminated counters are separating and damaged	\$ 5,000



Facility # 119Name: Glen Morris

Priority	Component Description	Component Deficiency	Estimate
1	Window Covering	School has original covering	\$ 10,000

Facility # 120Name: Graham Bell

Priority	Component Description	Component Deficiency	Estimate
1	Security Cameras	School safety, vandalism, security	\$ 10,000

Facility # 121Name: Grandview

Priority	Component Description	Component Deficiency	Estimate
1	Painting Classrooms	Multi-coloured rooms	\$ 10,000
2	Window Coverings	Replace old, broken or missing	\$ 5,000

Facility # 123Name: Greenbrier

Priority	Component Description	Component Deficiency	Estimate
1	Window Coverings	Replace old, broken or missing	\$ 10,000

Facility # 722Name: Hagersville ES

Priority	Component Description	Component Deficiency	Estimate
1	Paint office	walls peeling and need painting	\$ 5,000
3	Reface and paint 58 lockers	chipped, faded, scratched	\$ 10,000

Facility # 538Name: Houghton

Priority	Component Description	Component Deficiency	Estimate
1	Replace 12 x 12 ceiling tiles	Old tiles are falling, 9,8,7,6,5,2,1,44,42,41,27,38,39,36,37,26,25,24	\$ 10,000

Facility # 125Name: James Hillier

Priority	Component Description	Component Deficiency	Estimate
1	Gym Painting	Old, dull, worn out looking	\$ 10,000
2	Heating/Water line pipe Wrap	Old, cracked & discoloured	\$ 5,000

Facility # 718Name: Jarvis

Priority	Component Description	Component Deficiency	Estimate
2	Replace countertops in the J/I hallway classrooms	Countertops are peeling and flaking on the edges.	\$ 5,000

Facility # 719Name: JL Mitchener

Priority	Component Description	Component Deficiency	Estimate
1	Toilets, urinals and sinks upgraded in Bathrooms	1048-sink and urinals replaced, 1050 sink replaced (Bradley Sinks)	\$ 4,000
3	Painting	To update and make it welcoming	\$ 10,000

Facility # 129Name: King George

Priority	Component Description	Component Deficiency	Estimate
2	Classrooms painting	All classrooms are in need of fresh coat of paint	\$ 10,000
3	Multi-ball hoop	Replacement for primary, old one taken away for safety reasons	\$ 2,500

Facility # 542Name: Lakewood

Priority	Component Description	Component Deficiency	Estimate
1	Roller blinds	Continue throughout school	\$ 5,000
2	Replace Bradley Sink	2010 stained inner sink base due to age appears ugly and unkept	\$ 5,000
3	Foyer ceiling finish	1002	\$ 1,000

Facility # 534Name: Langton Public

Priority	Component Description	Component Deficiency	Estimate
1	Re-tile floors, rooms	Tiles are worn 42,31	\$ 8,000
2	Paint boys washroom, room	Walls peeling and require paint ebase 16	\$ 2,500
3	Closet in kindergarten room	Floor is damaged from water leaks ebase 47	\$ 3,000

Facility # 130Name: Lansdowne

Priority	Component Description	Component Deficiency	Estimate
1	Fencing	Fence in yard for Security	\$ 12,000

Facility # 527Name: Lynndale Hts.

Priority	Component Description	Component Deficiency	Estimate
2	Tile in junior/int. girls washrooms	Room 70, tile is extremely soiled in stalls due to cleaning machine	\$ 5,000
3	Painting of Jr/Int. hall wing	From ebase 62 through corridor 63, walls are peeling	\$ 8,000

Facility # 132Name: Major Ballachey

Priority	Component Description	Component Deficiency	Estimate
1	Additional security cameras on playgrounds	Needed to address security concerns at the site	\$ 5,000
2	Additional security cameras in stairwells and hallways	To assist with supervision/security within the school	\$ 5,000

Facility # 728Name: Mapleview

Priority	Component Description	Component Deficiency	Estimate
1	New storage shed	was part of original build plan	\$ 8,000

Facility # 134Name: Mt. Pleasant

Priority	Component Description	Component Deficiency	Estimate
1	Staff washroom	Update area, very old looking	\$ 10,000
2	Front entrance Flooring	Tiles cracked and old	\$ 10,000

Facility # 136Name: North Ward

Priority	Component Description	Component Deficiency	Estimate
2	Outdoor cameras	Security	\$ 10,000

Facility # 148Name: Oakland - Scotland

Priority	Component Description	Component Deficiency	Estimate
2	Blinds for resource room	Room 12	\$ 1,000
3	New sand under play structure and long jump pit	Safety issues	\$ 10,000

Facility # 721Name: Oneida Central

Priority	Component Description	Component Deficiency	Estimate
2	Read-o-graph Lighted Outdoor School Sign	The existing sign is old and breaking with wear and tear	\$ 16,000

Facility # 139Name: Onondaga Brant

Priority	Component Description	Component Deficiency	Estimate
1	Painting of classroom	Walls peeling and need paint	\$ 3,500
2	Painting of gym	Walls peeling and look dirty	\$ 10,000

Facility # 140Name: Paris Central

Priority	Component Description	Component Deficiency	Estimate
1	Cameras	Security and more coverage	\$ 10,000

Facility # 537Name: Port Rowan

Priority	Component Description	Component Deficiency	Estimate
1	Painting of classroom walls	45, 18, 19, 16, 15, 46 (in order of urgency)	\$ 10,000
4	School sign- outdoor	Outdated wooden sign; need to enhance communication with parents and community.	\$ 15,000

Facility # 142Name: Prince Charles

Priority	Component Description	Component Deficiency	Estimate
1	Plumbing	Repair student washrooms	\$ 10,000
2	Baseball Diamond	Install new	\$ 10,000

Facility # 143Name: Princess Elizabeth

Priority	Component Description	Component Deficiency	Estimate
1	Painting of gym and various walls and frames	Ebase #10, 19, 04, 57, 58, 33, 32, 34, hallways , classroom door frames	\$ 10,000
3	Security: Installment of cameras	Outside vestibule 08 and on the outside wall of ebase #34	\$ 5,000

Facility # 723Name: Rainham

Priority	Component Description	Component Deficiency	Estimate
1	Shed - 10 x 10 or 12x 12	Storage Shed to store equipment for outdoor play areas	\$ 11,000

Facility # 733Name: River Heights

Priority	Component Description	Component Deficiency	Estimate
1	Replace windows in the staff room with operating	2 older style windows not energy efficient and don't open for ventilation	\$ 5,000
2	Paint the staffroom	Old paint	\$ 2,000
3	New flooring on all stairwells and staff room	Old worn stair treads and carpet	\$ 10,000

Facility # 146Name: Russell Reid

Priority	Component Description	Component Deficiency	Estimate
1	Remove lockers	Remove & replace with cubbies	\$ 5,000
2	Flooring refinish	Refinish concrete flooring	\$ 8,000

Facility # 160Name: Ryerson Heights

Priority	Component Description	Component Deficiency	Estimate
1	Kinder pen project	Address kinder pen surface issues, drainage, mud, etc.	\$ 10,000

Facility # 724Name: Seneca Central

Priority	Component Description	Component Deficiency	Estimate
1	New metal doors and frames	Old wooden doors that have different locks and difficult to open	\$ 5,000
2	Painting of classrooms and bulletin boards in hallway	Paint is peeling in classroom same colour for all boards in hall	\$ 5,000

Facility # 150Name: St. George - German

Priority	Component Description	Component Deficiency	Estimate
1	Cameras	Safety concerns and more coverage	\$ 10,000
2	Painting Areas 6,66,69	Chipping and peeling	\$ 5,000

Facility # 519Name: Teeterville

Priority	Component Description	Component Deficiency	Estimate
1	Floor in kindergarten bathroom area	16 and 46 Due to floor type it is difficult to clean and leaves an odour	\$ 5,000
2	Replace black trim throughout school	Hall 01, 22, 29 and 31	\$ 5,000

Facility # 715Name: Thompson Creek

Priority	Component Description	Component Deficiency	Estimate
1	Fencing for 2 adjoined areas at the front of the school	safe outdoor are for ASD class and outdoor classroom for all grades	\$ 10,000
2	30 armour stones for seating in outdoor classroom area	outdoor seating to support outdoor learning during COVID	\$ 6,000

Facility # 726Name: Walpole North

Priority	Component Description	Component Deficiency	Estimate
1	Replace all interior wooden doors	Veneer peeling, holes in doors, rough edges	\$ 10,000

Facility # 529Name: Walsh

Priority	Component Description	Component Deficiency	Estimate
1	Blinds, 46, 50, 53, 54, 57, 58, 75	Continue of roller blind installation	\$ 5,000
2	Painting door trims, 07, 19, 24	Paint is in poor shape and peeling	\$ 5,000

Facility # 162Name: Walter Gretzky

Priority	Component Description	Component Deficiency	Estimate
1	Painting of classroom walls	Rooms 10,11,12 walls peeling	\$ 8,500
3	Floor tiles	Tiles are worn and lifting due to being a high traffic area	\$ 5,000

Facility # 516Name: Waterford Public

Priority	Component Description	Component Deficiency	Estimate
1	Replace portable floor	P8111 floor has broken tiles, soft spots	\$ 4,500
2	Paint classroom walls	37,38,39,40,41,42 paint is chipped and worn	\$ 10,000
3	Paint Doors	Paint front door and back door, 44, 45	\$ 1,000
4	Paint radiators in the bathrooms	19a, 05 radiators are rusty, paint flaking off	\$ 1,000

Facility # 524Name: West Lynn

Priority	Component Description	Component Deficiency	Estimate
1	Blinds for classrooms 02, 07, 08, 09, 11, 13, 14	Blinds need replaced	\$ 5,000

Facility # 154Name: Woodman

Priority	Component Description	Component Deficiency	Estimate
4	Kindergarten sink appropriate to their height	Safer more efficient washing of hands	\$ 1,000
5	Electrical upgrade to staff room	makes possible to operate more than one appliance	\$ 1,500
7	New Boys washroom stalls	Needs updating due to damage. New, sturdy stalls will ensure safety & privacy	\$ 5,000

Facility # 271Name: Brantford Collegiate Institute

Priority	Component Description	Component Deficiency	Estimate
1	Boys changeroom showers	Partitions for boys showers	\$ 3,000
2	Painting 300 level classrooms	Freshening up rooms	\$ 10,000

Facility # 729Name: Cayuga SS

Priority	Component Description	Component Deficiency	Estimate
1	Ground improvements using stone screeds for fenced Special Education outdoor area and for Tech Wing Compound and area surrounding compound.	Currently mud or grass	\$ 10,000

Facility # 505Name: Delhi DSS

Priority	Component Description	Component Deficiency	Estimate
1	New outdoor school lettering	Letters are missing and or damaged. Has poor curb appeal	\$ 5,000
2	Painting of classrooms and hallway, 2nd floor	This hallway and classrooms have old paint that is wearing out. Corridor 2002, classrooms 2039, 2040, 2060, 2061, 2062, 2063	\$ 10,000

Facility # 730Name: Dunnville SS

Priority	Component Description	Component Deficiency	Estimate
1	Replace curtains with blinds	Curtains are not functioning and are in bad repair	\$ 10,000
2	Painting of cafeteria, classrooms, and exterior doors	Walls peeling and need painting	\$ 10,000

Facility # 731Name: Hagersville SS

Priority	Component Description	Component Deficiency	Estimate
2	Remove carpet in library and replace with "wood vinyl"	worn, stained	\$ 20,000

Facility # 732Name: McKinnon Park SS

Priority	Component Description	Component Deficiency	Estimate
1	Replace carpet in drama room with LVT	Carpet is worn and dirty	\$ 7,000
2	Paint main office	Paint is peeling, holes in wall, original paint	\$ 6,000
3	Replace carpet in music room with appropriate flooring	Carpet is worn and dirty	\$ 5,000

Facility # 274Name: North Park CVS

Priority	Component Description	Component Deficiency	Estimate
1	Upgrade family studies kitchen	Existing In bad shape, handles falling off, water damaged	\$ 10,000
2	Locker/ locker door replacement	Damaged, broken doors, paint chipping	\$ 10,000

Facility # 275Name: Paris DHS

Priority	Component Description	Component Deficiency	Estimate
1	Painting classrooms	Paint peeling	\$ 10,000
2	Display case	Old needs to be freshened up	\$ 5,000

Facility # 276Name: Pauline Johnson CVS

Priority	Component Description	Component Deficiency	Estimate
1	Replacement of asbestos floor tiles	Floor tiles are breaking apart and need to be replaced in many areas throughout the	\$ 10,000
3	Ceiling tile	Ceiling tiles are old and in poor condition throughout the school.	\$ 10,000

Facility # 501Name: Simcoe CS

Priority	Component Description	Component Deficiency	Estimate
1	New cameras	Replace old interior cameras	\$ 10,000
2	Painting of all classroom doors and hallway walls	Current paint is peeling, 2nd floor	\$ 10,000



Facility # 273Name: Tollgate TSC

Priority	Component Description	Component Deficiency	Estimate
2	Overhead doors	Doors broken, tired, dangerous	\$ 10,000
3	Washroom partitions	Worn out and damaged	\$ 10,000

Facility # 509Name: Valley Heights SS

Priority	Component Description	Component Deficiency	Estimate
1	Upgrade camera system	Safety and security, currently using an older analog system	\$ 20,000
2	False ceilings to cover previous sky light area	1062 and 1064 install new drop ceilings	\$ 5,000

Facility # 507Name: WDHS

Priority	Component Description	Component Deficiency	Estimate
1	Repair display cabinets in the cafeteria hall	Area that many of the public see and we need to ensure that it is presentable so it can be properly used.	\$ 5,000
3	Install blinds	1011 main office doors. 2066 Snoezelen room, 1113 Spec ed room, 1111 staff room, 1105 foods room	\$ 6,000
4	Staff room washroom updates	ebase 1111	\$ 7,500
6	Fans in upstairs classrooms	Carry over from last year fans are purchased	\$ 5,000
<b>Total</b>			<b>\$ 995,500</b>

Please note that each of these projects will be completed to the approved estimated value.

## Community Partnership Incentive Program (CPIP) 2021

SCHOOL	DESCRIPTION	APPLICATIONS			RECOMMENDATION	FINAL BOARD CONTRIBUTION	PRIOR CPIP FUNDING
		ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION			
Agnes G. Hodge Public School	Convert classroom into staffroom	\$20,000	\$10,000	\$10,000	Do not proceed with project	\$0	2020
Brantford Collegiate Institute & VS	Upgrade of boys changeroom shower area	\$20,000	\$10,000	\$10,000	Proceed with project	\$10,000	2017, 2019 and 2020
Bellview Public School (*)	Move existing school sign to new location	\$15,000	\$5,000	\$10,000	Do not proceed with project	\$0	2020
Caledonia Centennial Public School	Outdoor learning space	\$20,000	\$10,000	\$10,000	Proceed with project	\$10,000	2020
Hagersville Secondary School	New electronic sign	\$22,000	\$12,000	\$10,000	Proceed with project	\$10,000	2013-2019
J. L. Mitchener Public School	New school storage shed	\$8,000	\$4,000	\$4,000	Proceed with project	\$4,000	2017, 2018, 2019 and 2020
Lansdowne-Costain Public School	Fencing to close in school along Parkside Drive	\$10,000	\$5,000	\$5,000	Proceed with project	\$5,000	2017, 2018 and 2020
Mapleview Elementary School	New outdoor storage shed	\$8,000	\$4,000	\$4,000	Proceed with project	\$4,000	Never
Onondaga-Brant Public School	Repaint all game lines on school yard	\$5,000	\$2,500	\$2,500	Proceed with project	\$2,500	2017, 2018 and 2020
Onondaga-Brant Public School	Resurface track with new screenings	\$5,000	\$2,500	\$2,500	Proceed with project	\$2,500	2017, 2018 and 2020
Onondaga-Brant Public School	Resurface baseball diamond with gravel	\$5,000	\$2,500	\$2,500	Proceed with project	\$2,500	2017, 2018 and 2020
River Heights School	Additional painting throughout school	\$20,000	\$10,000	\$10,000	Proceed with project	\$10,000	2017, 2018, 2019 and 2020
Ryerson Heights Elementary School	Kinder Pen makeover replacing surface	\$30,000	\$10,000	\$20,000	Proceed with project \$10,000 carry over from 2020	\$20,000	2019 and 2020
St. George-German Public School	Additional cameras or security	\$6,750	\$3,375	\$3,375	Proceed with project	\$3,375	2017, 2018, 2019 and 2020
Walpole North Elementary School	New school sign	\$22,000	\$12,000	\$10,000	Proceed with project	\$10,000	2018 and 2020
Waterford District High School	New bleachers for school field	\$7,000	\$3,500	\$3,500	Proceed with project	\$3,500	2017, 2018 and 2020
<b>Total for all projects</b>		<b>\$ 223,750</b>	<b>\$ 106,375</b>	<b>\$ 117,375</b>		<b>\$ 97,375</b>	

\*Compensatory schools only need to contribute 1/3 to overall cost of project.



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Wayne Baker, Superintendent of Education  
RE: **Draft Proposed School Year Calendars 2021-22**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "Draft Proposed School Year Calendars 2021-22".</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

The Grand Erie School Year Calendar Committee met on January 19, 2021, to review and discuss proposed school year calendars that were circulated on January 7, 2021, for consideration by stakeholder groups. Committee members are: Brian Doyle (Trustee), James Richardson (Trustee), Zachary Garbaty (Student Trustee), Jennifer Faulkner (CUPE), Peter Ashe (Elementary Administrators), Tina Baker (Secondary Administrators), Nancy Carroll, (PSSP), Joe Tice (Native Advisor), Nancy Waldschmidt (School Council – Secondary), Sherry Marshall (School Council – Elementary), Maria Colitti (OSSTF President), Shawn Martin (ETFO President), Nancy D'Aurora (OSSTF), Amanda Baxter (Grand Erie Elementary Occasional Teachers), Sharon Armstrong (Secondary Occasional Teachers), Heather-Jo Causyn (Recording Secretary) and Wayne Baker (Chair).

The proposed calendars presented to the committee for consideration were developed in collaboration with the Brant Haldimand Norfolk Catholic District School Board and received input from Executive Council. They were also vetted through the Indigenous Education department.

### Additional Information

**Note: no direction has been received from the Ministry with respect to the development of the school year calendars for 2021-22. The draft calendars were developed by following past practices.**

There are two significant considerations in the development of the 2021-22 school year calendars.

#### Creating Calendars Specific to Norfolk County

For the 2020-21 school year, Trustees – upon the recommendation of the School Year Calendar Committee – approved the creation of specific school calendars for Norfolk schools. The Norfolk calendars were unique in only one respect: Young Canada Day at the Norfolk County Fair (Tuesday, October 6) was designated as a PA day. Haldimand and Brant County schools, instead, had a corresponding PA day on Friday, October 9. The draft 2021-22 Norfolk calendars, likewise, have a PA day on Young Canada Day (Tuesday, October 5), while, again, Haldimand and Brant County schools have a corresponding PA on Friday, October 8.

#### Starting the School Year Prior to Labour Day 2021

The school year encompasses 194 days and – without Ministry approval – must fall between September 1 and June 30, inclusive. In most years, the school year can start after Labour Day and still achieve the 194 school days. In 2021-22, however, there are only 193 school days from Labour

Day until June 30. Achieving the full school year involves scheduling one school day prior to Labour Day; that can be done using a combination of Board-designated holidays and a Professional Activity day. The School Year Calendar Committee recommends designating September 2 as a PA day, and September 1 and 3 as Board-designated holidays.

#### Ministry Communication

On January 27, 2020, the Ministry of Education sent a communication to Boards with respect to the development of school year calendars for 2020-21. It stipulated: the school year (September 1 to June 30); the minimum number of school days (194); the minimum number of instructional days (187); the number of mandatory professional activity days (3); the maximum number of optional Board-designated professional activity days (4); and the maximum number of examination days (10). These specifications were included in the draft 2021-22 calendars.

#### Professional Activity Days

In compliance with *Regulation 304, "School Year Calendar, Professional Activity Days"*, three mandatory professional activity days must be designated for provincial priorities; these priorities have yet to be shared.

The Board-designated PA days will be coordinated by Elementary Program, Student Success, Special Education and Safe Schools, and will support the professional development of elementary teachers, secondary teachers, DECEs and Educational Assistants.

#### Calendar Specifications:

- The school year has been set at 194 days.
- All calendars designate 7 Professional Activity days (3 mandatory Ministry days; 4 optional Board days), resulting in 187 instructional days.
- 10 instructional days will be designated as exam days in secondary school.
- All calendars share common PA days on September 2, November 12, April 22, and June 30.
- The Secondary calendar is balanced by semester in terms of school days (97) and examination days (5). Semester 1 four PA days; semester 2 has three PA days.

#### **Next Steps**

All information on the draft calendars will be confirmed upon receipt of direction from the Ministry; descriptors for professional activity days will be added as appropriate.

Upon approval by the Trustees, the School Year Calendars will be forwarded to the Ministry of Education. Upon approval by the Ministry, the calendars will be shared with all stakeholder groups.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



# 2021-22 SCHOOL YEAR CALENDAR

## Brant/Brantford/Haldimand Elementary

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			B	P	B	H	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					4	5	1	2	3	P	H	4	5	1	2	3	4	5	1	2	3	4	5	1	2
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
	3	4	5	1	2	3	4	5	1	P	2	3	4	5	1	2	3	4	5	1	2	3			
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
			4	5	1	2	3	4	5	1	2	3	4	5	1	B	B	B	B	H	H	B	B	B	B
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	2	3	4	5	1	2	3	4	5	1	P	2	3	4	5	1	2	3	4	5	1				
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
		2	3	4	5	1	2	3	4	5	H	1	2	3	4	5	1	2	3	4	5				
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
		1	2	3	4	5	1	2	3	4	B	B	B	B	B	5	1	2	3	4	5	1	2	3	
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					4	5	1	2	3	4	5	1	2	3	H	H	4	5	1	P	2	3	4	5	1
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	H	2	3	4	5	1	2			
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			3	4	5	P	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P	

The 2021-22 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.

The first day of school will be September 2, 2021.



School Holiday



Board Designated Holiday



Professional Activity Day

- Sept. 2/21 •
- Oct. 8/21 •
- Nov. 12/21 •
- Jan. 17/22 •

- April 22/22 •
- June 3/22 •
- June 30/22 •



# 2021-22 SCHOOL YEAR CALENDAR

## Norfolk Elementary

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			B	P	B	H	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					4	5	P	1	2	3	H	4	5	1	2	3	4	5	1	2	3	4	5	1	2
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
	3	4	5	1	2	3	4	5	1	P	2	3	4	5	1	2	3	4	5	1	2	3			
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
			4	5	1	2	3	4	5	1	2	3	4	5	1	B	B	B	B	H	H	B	B	B	B
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
	2	3	4	5	1	2	3	4	5	1	P	2	3	4	5	1	2	3	4	5	1				
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
		2	3	4	5	1	2	3	4	5	H	1	2	3	4	5	1	2	3	4	5				
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
		1	2	3	4	5	1	2	3	4	B	B	B	B	B	5	1	2	3	4	5	1	2	3	
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
					4	5	1	2	3	4	5	1	2	3	H	H	4	5	1	P	2	3	4	5	1
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	H	2	3	4	5	1	2			
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			3	4	5	P	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P	

The 2021-22 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.

The first day of school will be September 2, 2021.



School Holiday



Board Designated Holiday



Professional Activity Day

- Sept. 2/21 •
- Oct. 5/21 •
- Nov. 12/21 •
- Jan. 17/22 •

- Apr. 22/22 •
- June 3/22 •
- June 30/22 •



# 2021-22 SCHOOL YEAR CALENDAR

## Brant/Brantford/Haldimand Secondary

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			B	P	B	H																			
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
										P	H														
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
										P															
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																B	B	B	B	H	H	B	B	B	B
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																		E	E	E	E				
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
		E	P	P							H														
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
											B	B	B	B	B										
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
															H	H			P						
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																H									
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		E	E		E	E	E	P	

The 2021-22 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.

The first day of school will be September 2, 2021.



School Holiday



Board Designated Holiday



Professional Activity Day

- Sept. 2/21 •
- Oct. 8/21 •
- Nov 12/21 •
- Feb. 2/22 •

- Feb. 3/22 •
- April 22/22 •
- June 30/22 •



# 2021-22 SCHOOL YEAR CALENDAR

## Norfolk Secondary

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
			B	P	B	H																			
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							P				H														
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
										P															
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																B	B	B	B	H	H	B	B	B	B
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																		E	E	E	E				
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
		E	P	P							H														
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
											B	B	B	B	B										
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
															H	H			P						
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																H									
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		E	E		E	E	E	P	

The 2021-22 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.

The first day of school will be September 2, 2021.



School Holiday



Board Designated Holiday



Professional Activity Day

- Sept. 2/21 •
- Oct. 5/21 •
- Nov 12/21 •
- Feb. 2/22 •

- Feb. 3/22 •
- Apr. 22/22 •
- June 30/21 •





## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)  
RE: Employee Assistance Program Report – 2019-2020 School Year  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2019-2020, as information.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 1.0 Rationale/Background

An Employee Assistance Program (EAP) can support employees with personal problems through early identification and referral to appropriate community resources. This applies whether the problem is one of physical, mental or emotional illness, family distress, financial concerns or substance abuse. These issues, if left untreated or ignored, often affect not only home life but also the ability of the individual to maintain an acceptable level of performance at work. The EAP continues to be utilized by employees and assists them in resolving issues in a supportive environment with qualified providers.

### 2.0 Additional Information

#### 2.1 Cost of the Employee Assistance Program

Employees are eligible for up to four, one hour, counselling sessions per school year of which the Board pays 75% of the cost.

#### 2.2 Utilization of the Program and Statistical Summary

Budget for 2019-2020	\$60,400.00
Total expenditure for 2019-2020	\$46,176.67
Utilization of the available budget	77%

Year	EAP Appointments Subsidized by Board	EAP Appointments Paid by Employee
2019-2020	556	145
2018-2019	573.5	111
2017-2018	678	143
2016-2017	638	133
2015-2016	535	40
2014-2015	494	85

There was a decrease in the number of sessions billed to the employer, however there was an increase in the number of sessions paid fully by the employee. Employees pay the full cost of sessions after they have utilized the four per year Board-subsidized sessions.

As per the chart below, the number of appointments increased by 16.5 from last school year. There was also a decrease in the number of employees accessing the EAP of 23.

It is of note that the Ministry of Education closed school boards on March 14, 2020 due to COVID-19. Schools remained closed until June 30, 2020. The changes in the statistics for 2019-20 may, in part, be due to this period of time and the impact COVID-19 has had on the Board's employees.

Year	Number of Employees Utilizing Program	Number of Appointments
2019-2020	198	701
2018-2019	221	684.5
2017-2018	244	821
2016-2017	246	771
2015-2016	199	575
2014-2015	175	579

The following shows usage of the EAP as a percentage of the number of permanent employees.

Year	Employee FTE on Oct. 31, 2019	% of Employees Accessing Service	Average No. Visits per Employee
2019-2020	2759	7.2%	2.81
2018-2019	2822	7.8%	2.60
2017-2018	2848	8.5%	2.78
2016-2017	2806	8.8%	2.59
2015-2016	2837	7.0%	2.69
2014-2015	2861	6.1%	2.82

The following shows the breakdown by union group of the number of employees who accessed EAP services.

Year	EFTO- Elementary Teachers	ETFO – ECEs	OSSTF – Secondary Teachers	OSSTF – PSSP	CUPE – Clerical	CUPE – Facility Services	CUPE – EA/CDA/ Food Tech	Non-Union
2019-2020	85	8	49	7	19	8	14	9
2018-2019	112	1	48	5	15	5	23	12
2017-2018	119	4	49	10	16	6	30	10
2016-2017	110	0	62	16	11	5	27	15
2015-2016	74	2	61	10	12	7	25	8
2014-2015	82	0	65	7	20	8	21	7

### 2.3 Presenting Problems

The five major presenting problems that emerged were: marital/relationship conflict, stress management, anxiety/depression (not related to grief), child behaviours and grief/loss. It is noted that no new issues were presented to the service providers during this past school year.

### 2.4 Committee Activities

Two new organizations are being considered to become an EAP provider with the School Board. They are Lux Counselling and BSL Counselling. Two of our current providers have changed their names. Family Counselling of Brant has become Willow Bridge Community Services and Human Solutions has become Homewood Health Inc. The EAP brochure will be revised to reflect the changes and distributed in early 2021.

### 2.5 EAP Participant Survey

Eight (8) Participant Surveys were received, representing a 4.0% response rate. Overall, comments were positive. Seven (7) respondents indicated that they learned of the EAP through the brochure, two (2) indicated co-worker and one (1) indicated supervisor. One survey indicated three ways in which they learned about the EAP.

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education (Human Resources)



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **FT10 Green Schools Construction and Renovation**  
DATE: February 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy FT10 Green Schools Construction and Renovation.**

### Background

Policy FT10 Green Schools Construction and Renovation was circulated to all appropriate stakeholders for comments to be received by January 8, 2021.

### Comments Received

1. Comment: 1.6 GEDSB to Grand Erie  
**Response:** Amended.
2. Comment: 1.7 – Would a basement be a viable option for classrooms?  
**Response:** No change required. A basement, with proper ventilation, natural lighting with windows and complaint with all municipal codes, can be a viable option for classrooms.
3. Comment: 2.1 and others – the use of the word consider (many places) - who decides what is considered? Staff, Board, contractor, architect? Why would we only consider using grey water when it is a viable option?  
**Response:** No change required. Ultimately the decision would rest with the design committee with input from staff as to what products or greening options to use on a specific project. There are many variables such as site, the cost of implementing, municipal requirements and operational impact that need to be weighed before committing to any enhancements.
4. Comment: 4.2 – maintaining 50% - not always a viable option, and tying in an old building has its own challenges  
**Response:** Slightly amended. This is only a guideline; each construction project would require a detailed assessment to further determine the extent of reuse or demolition.
5. Comment: 4.4 – should it say Use materials ...if available?  
**Response:** No; there may be products with recycled content that are suitable for construction material or building finishes.
6. Comment: 6.5 – inspections – by whom?  
**Response:** Amended. Inspections would be conducted by the project manager or retained consultants.

7. Comment: Appendix A - Why are certain items from the policy in the appendix A – should not all items be discussed when a new school or a major renovation is planned?

**Response:** These are just additional guidelines for the design. They are part of the policy but due to their technical nature, are listed in the Appendix.

8. Comment: Divert a minimum of waste – should that not be a maximum?

**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



# POLICY

FT10

## Green School Construction and Renovation

Board Received: \_\_\_\_\_

Review Date: \_\_\_\_\_

### Policy Statement:

The Grand Erie District School Board is committed to the development of green and healthy education facilities that contribute to a sustainable future. All school construction, renovation projects and related contract documents will consider the Board's Green School Construction and Renovation Guidelines which are intended to achieve green and healthy facilities.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – All construction projects (if feasible) meet or exceed Green Construction objectives

### Procedures:

The following Grand Erie District School Board Green Building and Renovation Guidelines provide an overview of the targets established for developing greener building projects. The Green Building and Renovation Guidelines illustrate the Board's intent, and commitment to green and healthy education facilities.

All school construction and renovation projects will consider Green School Construction and Renovation Guidelines as set out in this policy. The guidelines are formatted for use as a checklist for quick reference. Final Major Construction Project Reports (FT1) will include a section outlining Green School Construction features included in the completed project. The Grand Erie District School Board will recognize school green achievements with special commemoration at the official opening or celebration.

Six categories have been developed to provide flexibility in achieving green and healthy facilities:

- 1.0 Land Use Development
- 2.0 Water Efficiency
- 3.0 Energy Performance
- 4.0 Resource Management
- 5.0 Air Quality
- 6.0 Innovation in School Design

A list of Action Items for Contract Documents for achieving Green Building standards is attached as Appendix 'A'. It provides a list of criteria for the consulting team.

### 1.0 Land Use Development

#### 1.1 Site Selection

Site Acquisition Criteria:

- Avoid ecologically sensitive land:
  - o Carolinian forests and wetlands
  - o Natural habitats of endangered species
- Avoid prime farmland
- Avoid sites with a minimum development density

- Target Brownfield Development and/or Damaged Site (Habitat) Restoration when it is a viable option.
- Locate site near public transit when possible to encourage alternative transportation.

## 1.2 Site Design

- Stormwater management (controlling rate and quantity of flow)
  - Cisterns and drywells are encouraged
- Limit site disturbance during construction
- Eliminate light trespass from the site
  - Photocell and timer control of lighting
- Encourage stacking of floors to reduce building footprint

## 1.3 Erosion & Sedimentation Control

- Prevent loss of soil during construction by stormwater runoff and/or wind erosion, including protecting topsoil by stockpiling for reuse
- Prevent sedimentation of storm sewer or receiving streams
- Prevent polluting the air with dust and particulate

## 1.4 Stormwater Management (SWM)

- Include SWM plan in Contract Documents (Specifications).
- Implement a stormwater management plan demonstrating that the peak discharge rate and quantity do not exceed predevelopment rates.
- Provide pervious surface instead of impervious:
 

*Water that can dissipate into the earth creates less demand on infrastructure systems.*
- Examples of pervious surfacing:
  - Porous paving
  - Grid paving filled with aggregate or vegetation
  - Unit pavers spaced apart
  - Granular surfacing

## 1.5 Minimize Parking Capacity

- Number of parking spaces shall not exceed local zoning minimum requirements +10%
- Preferred parking for carpools for 5% of parking spaces.
 

*Show calculations on drawings.*

## 1.6 Bicycle Storage

- Bicycle storage facilities/ parking should be located in a protected area.
 

*To reduce the load of automobile use and promote healthy communities ~~GEDSB~~ Grand Erie encourages the use of active transportation.*

## 1.7 Open Green Space

- Exceed the local zoning requirement for open green space where possible.
 

*Show calculation on site plan.*
- Stack floors to reduce the building footprint
 

*Introduce basement or second floor to reduce building footprint area.*

## 1.8 Heat Island Effect

- Provide heat reduction through highly reflective roof for minimum of 90% of roof area.
- Consider other factors for heat reduction such as:
  - o Provide trees to shade parking lot
  - o Shade east, south and west building facades with deciduous trees
- Consider utilization of "Living Roof" to reduce heat island effect and energy consumption/demand for HVAC systems
- Ensure design incorporates continuous vapour barrier membrane system to reduce infiltration of air/water.

## 1.9 Building Envelope

- Minimize environmental impact on building.
  - o Consider at least one of the following:
    - Provide shading devices on south/west exposures to minimize heat gain such as shade devices, louvers, roof overhangs
    - Exceed Ontario Building Code (OBC) thermal-resistance requirements
    - Specify soy-based spray-on insulation
    - Provide insulated roof panels of light-weight concrete
    - Caulk all interior and exterior joints to "pick proof", to prevent air infiltration & leakage
- Encourage effective use of window design:
  - o Use Low E, argon-filled windows
  - o Use daylighting techniques or products to achieve even, diffused, natural light to the building's interior using windows that disperse light, light along with shelves.
  - o Provide operable windows for individual environmental control

## 1.10 Light Pollution

- Eliminate light trespass to neighbouring sites and nighttime glare

## 1.11 Landscaping

- Provide perennial planting species that are native to the region and microclimate.
- Provide environmentally friendly land use:
  - o Maintain wetlands
  - o Retain existing special features
  - o Use drought-tolerant plant material
- Provide sustainable vegetation and planting beds, where and when appropriate
- Provide adequate shade for playground occupants.

## 1.12 Joint Use of Facilities

- Make the school a more integrated part of the community  
*Community Use of Schools Program*

## 2.0 Water

## 2.1 Irrigation

- No potable water use for irrigation
- Consider use of grey water cisterns to irrigate planting beds where feasible



- 2.2 Water Use Reduction
  - Use low-flow, high-efficiency or metered plumbing fixtures
  - Consider use of rain or grey water for:
    - o Toilet flushing
    - o Cooling tower make up water
  - Plumbing fixtures
    - o Water closets: 1.3 GPF Pressure-assist
    - o Urinals: 0.125 - 1.0 GPF
    - o Lavatories & Wash Fountains: 0.5 GPM aerators or metered
    - o Clothes Washers: 7.5 gallons/ft<sup>3</sup>/cycle
    - o Dishwashers: 1.0 gallons/rack
- 2.3 Water Filling Stations
  - Installation of a minimum of one water filling stations to discourage use of bottled water
- 3.0 Energy
  - 3.1 Energy Performance
    - Comply with ASHRAE 90.1-2004 or MNECB
    - Install LED lighting
    - Use only Energy Star rate appliances
    - Use enhanced energy-saving technologies, such as but not limited to:
      - o Heat recovery from exhaust air
      - o Occupancy sensors in all rooms to control lighting and radiation valves
      - o Condensing boilers
      - o Pre-heat system
      - o Variable speed pumping for heating boilers
      - o Photocell control of lighting in areas that are daylight intensive
      - o Multiple switching for classrooms
        - Four switches per classroom:
          - Outside row x 2
          - Inside two rows x 2
  - 3.2 Daylighting
    - Design the building to maximize interior daylighting:
      - o Strategize Building Orientation
      - o High Performance Glazing
      - o Automatic Photocell-based Controls
  - 3.3 On-site Renewable Energy
    - Consideration for Renewable Energy Sources:
      - o Solar Photovoltaics
      - o Wind Turbine(s)
      - o Geothermal
  - 3.4 Ozone-Friendly Equipment
    - Zero-use of Hydro chlorofluorocarbon (HCFC) based refrigerants for equipment

- 3.5 Smart-Building Automation
  - Utilize sensors for better control of lights, windows, security
- 3.6 Commissioning
  - Use third party commissioning for optimizing building systems operations
- 4.0 Resource Management
  - 4.1 Storage & Collection of Recyclables
    - Locate area for storage and collection of recyclable materials compliant with local recycling program.
  - 4.2 Building Reuse
    - Encourage building re-use:
      - o Maintain ~~50% of~~ existing building's structure and shell where feasible to renovate
      - o Reuse of Existing Materials when possible
  - 4.3 Construction Waste Management
    - Implement a waste management plan that includes recycling/salvaging of most construction waste  
*Include Waste Management Schedules in specifications.*
  - 4.4 Recycled Content
    - Consider using materials with recycled content of a minimum 10% of the total value of materials.  
*Include in Sustainable Product Requirements selection in specifications.*
  - 4.5 Durable Materials
    - Walls to be constructed of durable materials with fewer joints  
Specific materials include:
      - o Loadbearing concrete
      - o Vinyl Quartz Tile
    - Floors to be finished with durable materials. Specific materials include:
      - o Ceramic tile
      - o Epoxy coating
  - 4.6 Wood Materials
    - Consider use of certified wood (i.e. Forestry Stewardship Council Certified)
- 5.0 Air Quality
  - 5.1 Carbon Dioxide Monitoring
    - Control fresh air into building via carbon dioxide sensors, in areas of varying occupancy.
    - LED HVAC purification devices
    - Increase Natural Ventilation
  - 5.2 Indoor Air Quality (IAQ) during Construction
    - Implement an Indoor Air Quality Management Plan  
*Include IAQ Management Schedules in specifications.*  
Strategy examples:

- o Schedule construction activities to minimize absorption of VOCs by porous materials
- o Protect all building materials from moisture damage
- o Isolate clean or occupied areas from areas under construction
- o Implement cleaning procedures to ensure that the facility is kept tidy during construction
- o Cover return air ducts during construction
- o Include testing allowance for air infiltration, vapour barrier & insulation value
- Replace HVAC construction filters upon completion of projects

### 5.3 Low-Emitting Volatile Organic Compounds (VOC) Materials

- Low VOC materials
  - o Paints and Coating
  - o Adhesives and Sealants
  - o Carpets
- Consider use of green wall.
- Conduct a pre-occupancy building flush out.  
*It is recommended that a flush-out period be part of the Air Quality Management Plan.*

### 5.4 Mould-resistant materials

- Specify products and furnishings that are mould resistant

## 6.0 Innovation in School Design

### 6.1 Building Envelope

- Performance Review including testing for air infiltration, vapour barrier and insulation value.  
*[Include in testing and inspection allowance]*

### 6.2 Building Systems & Components - Best Practices

- Exposed ceiling - reduces amount of materials used by 50%
- Provide ceiling radiation panels
- Acoustic deck - used on all exposed ceilings
- Consider Green Roof systems to improve energy efficiency.

### 6.3 Building Efficiency

- Provide calculations for green design targets
  - o Corridor/ classroom floor area ratio

### 6.4 Health Awareness

- Planning and educating on common health issues in buildings such as mould, air particulate, allergens

### 6.5 Procedures and Practice

- Preventative practise measures:
  - o Inspections, conducted by Project Manager or Consultant during fabrication process such as:
    - Precast Panels

6.6 Maintenance

- Low-impact cleaning practices
  - o Use of chemical-free, water-reduction floor scrubbers

## Appendix A

## LIST OF ACTION ITEMS FOR CONTRACT DOCUMENTS

## Architectural

- Outdoor bicycle storage to be provided
- Provide recycling area
- Erosion & Sedimentation Control Plan must be specified
- Specify Construction Waste Management Plan:
  - divert a ~~minimum~~ maximum amount of waste from landfill sites
  - recycle/salvage most of the construction waste
- 10% of materials by value shall be recycled
- Specify an IAQ management plan
- Specify a building flush-out prior to occupancy
- Specify low VOC paints, coatings, adhesives, sealants and carpets

## Structural

- Specify as much recycled content as possible in concrete, steel etc.

## HVAC

- Specify 400-series refrigerants for all equipment
- Specify an IAQ management plan

## Plumbing

- Storm Water Management Plan to be implemented
- Provide low flow plumbing fixtures, for example:
  - Water closets: 1.3 GPF Pressure-assist
  - Urinals: 0.125-1.0 GPF
  - Lavatories & Wash Fountains: 0.5 GPM aerators or metered

## Electrical

- All exterior luminaires shall be full cut-off

## Landscaping

- Provide perennial planting species that are native to the region and microclimate



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **FT11 Community Planning and Facilities Partnerships**  
DATE: February 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy FT11 Community Planning and Facilities Partnerships**.

### Background

Policy FT11 Community Planning and Facilities Partnerships was circulated to all appropriate stakeholders for comments to be received by January 8, 2021.

### Comments Received

1. Comment: Background – change several to many  
**Response:** Amended.
2. Comment: Guideline #2 - Maintenance – thinking changing will to may makes it appear the partner can do their own maintenance, which I do not think is the intent of the change  
**Response:** Amended.
3. Comment: #3 - 200 or more excess spaces – vs 60% or less utilization – what if it is a smaller school and less than 60% does not equal 200 PP?  
**Response:** Amended to mirror Ministry language in the Community, Planning and Partnership Guide.
4. Comment: Procedures – 1.1 – isn't the Quality Accommodations Committee and the Board part of this discussion?  
**Response:** No change required. This just speaks to the identification of potential spaces.
5. Comment: 1.4 – should be an annual report to the board (as outlined in 2.3)  
**Response:** Amended.
6. Comment: 3.5 – formally documented – how is this done and how is it made available to the public? How long retained?  
**Response:** Minutes should be kept from the meeting and retained for 2 to 3 years.
7. Comment: 6.2 – This belongs to the Board, and required Board approval since it affects the Board's budget  
**Response:** The recommendation to modify this section of the policy to Superintendent approval is strongly recommended. Although the Trustees approve the annual budget, the management of the budget and its operational components (i.e. negotiation of lease rates) should rest with Senior Administration.

8. Comment: 6.5a – states term of 2-5 years with no mention of renewal, while 7.5a and 7.8 say 5-10 years with a possibility of renewal. Why are these treated differently?

**Response:** No change required. 6.5a speaks to partnerships that can utilize existing space with minimal renovations or improvements. 7.5a speaks to partnerships where significant capital investments are required.

9. Comment: 7.8 – is redundant as it is covered in 7.5a

**Response:** Agreed and 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



## Community Planning and Facility Partnership

Board Received: \_\_\_\_\_

Review Date: \_\_\_\_\_

### Policy Statement:

The Grand Erie District School Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. Grand Erie District School Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Community Partnerships are encouraged

### Background:

The Grand Erie District School Board owns and operates ~~several~~many educational facilities. The Board may, from time to time, have unused space in one or more facilities and recognizes the need for co-operative use of facilities. Offering space in a school to partners can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community. The intent of this policy is to:

- Improve services and supports available to students;
- Reduce facility operating costs for the Board;
- Strengthen relationships between the Board and community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

### Guidelines:

Where available space has been identified for partnership opportunities or where co-build opportunities have been identified, the following principles will be the primary consideration when identifying suitable partnerships.

1. Partnerships will be encouraged if they meet the following criteria:
  - 1.1. Health and safety of students and staff is protected and not compromised;
  - 1.2. The Board student achievement strategy is not compromised;
  - 1.3. The partnership will respect the values of the Board;
  - 1.4. The partnership provides value to students/community
  - 1.5. The Partnership is in compliance with local bylaws, Board policies and the Education Act
  - 1.6. The Partnership is appropriate for a school setting
  - 1.7. The Partnership will not increase facility operating costs for the Board.
2. Operation and maintenance of the space ~~may will~~ be carried out by the Board and should operate on a full cost recovery basis ~~or will be unless~~ mutually beneficial and reciprocal to the Board and the partner. Any renovations required by the partner to effectively use the space must be approved by the Superintendent of Business & Treasurer and funded by the partner.



3. Entities that provide competing education services such as tutoring, JK-12 private schools or private colleges, and credit-offering entities that are not government-funded are not eligible.

### Selection of Space in Schools:

Through the Quality Accommodations Committee planning process, Grand Erie DSB will be able to forecast which facilities may be suitable for facility partnerships.

In order for schools to be able to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years and/or:-
- The facility is at 60% utilization or less for the next two years:-
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised
- Accessibility needs of the partner can be accommodated
- The partners use is permitted by zoning and site use restrictions
- Any other criteria as determined by the Board.

### Community Planning and Facility Partnership Notification Process:

Potential space available for partnership consideration will be identified from analysis within the Board's Quality Accommodations Planning. Available space will be identified on the Grand Erie DSB website and circulated to entities including, but not limited to, those listed in Ontario Regulation 444/98 and Grand Erie's community partners. Information will include timelines for facility partnership agreements.

Grand Erie District School Board will hold a public meeting annually to discuss potential planning and partnership opportunities with the public and community organizations. In addition to the annual public meeting, Grand Erie DSB will continue discussions with municipalities within the geographic area of the Board and other community partners to explore options to address underutilized space issues in schools.

These discussions will inform proposals that staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process. As part of the planning process, when considering building a new school or undertaking a significant addition or renovation, Grand Erie DSB will notify the entities including, but not limited to, those listed in Ontario Regulation 444/98 one to three years prior to the potential construction start date in order to provide these organizations with the opportunity to co-build with Grand Erie DSB.

### Screening of Partners:

Due diligence is key to the screening of potential partners. Before entering into a facility partnership, the Board must assess the expectations of the partnering organization(s) and determine that the partnering organization(s) meet the community standard for a suitable association with the school and/or Board. Screening will include, but may not be limited to:

- the reason for the organization's interest in partnering with the school and/or the Board
- the organization's ownership and history
- the nature of product or service of the partnering organization
- the key contact within the partnering organization
- the authority of the key contact to bind that organization
- the financial status of the organization

**Glossary of Key Policy Terms:****Community Partners**

Community non-profit or profit entities who express interest in participating in Facility Partnership Agreements that are deemed eligible by the Board.

**Facility Partnership Agreement**

A legal, contractual agreement outlining expectations between a school, the Board and a community entity. The legal document outlines the terms and conditions of the facility partnership and complies with all existing Grand Erie policies and procedures. The Agreement is signed by all parties prior to implementation.

**Facilities**

Buildings and properties owned by the Grand Erie District School Board.

**For-Profit Organizations**

Commercial entities, which by the nature of their business, generate a profit for an individual, groups of individuals or a corporation.

**Entities**

Businesses, associations, private and public sector organizations and institutions who express interest in becoming eligible partners.

**Quality Accommodations Planning**

A comprehensive planning document illustrating the condition and utilization of current facilities and possible accommodation solutions designed to enhance student achievement.

**Non-Profit Organizations**

Organizations that do not generate profit, or by the nature of their business function, generate profit on a cost-recovery basis.

**Partnerships**

Partnerships are mutually beneficial relationships and supportive arrangements between the Board and business, labour, community and government agencies. Partnerships are cooperative relationships in which partners share values, objectives and facility resources.

**Procedures:****1.0 Identification of Potential Spaces:**

- 1.1 The Superintendent of Business & Treasurer will identify where new schools or additions may be needed, which schools will remain well-utilized, which open and operating schools may have unused space, and which schools may be candidates for consolidation or closure. The Superintendent of Business & Treasurer (or designate) will review projected enrolment and determine space in each school that is not anticipated to be required for educational purposes for the subsequent five-year period.
- 1.2 This information will be used to identify facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools. This information also provides an opportunity to consider potential surplus properties in which community partners may be interested.
- 1.3 The Superintendent of Business & Treasurer (or designate) will identify facilities that can accommodate partnerships based on the criteria set out in this policy.

- 1.4 Schools that have space considered suitable for a partnership opportunity will be identified and an annual report will be made to the Board of Trustees to approve the facilities for potential partnerships.
  - 1.5 The school principal will advise the School Council that the Board has approved the school for potential partnership opportunities.
- 2.0 Communication to the Community:
- 2.1 The Superintendent of Business & Treasurer (or designate) will share the results of the Identification of Potential Spaces with community partners, including but not limited to, those listed in Ontario Regulation 444/98.
  - 2.2 The Superintendent of Business & Treasurer (or designate) will have posted on Grand Erie's website information regarding:
    - any intention to build new schools;
    - any intention to undertake Major Construction/Renovation Projects;
    - information regarding unused space in open and operating schools and administrative buildings.
  - 2.3 Information about available space in schools for facility partnerships will be updated on the website annually after the Board has received and reviewed the Quality Accommodations Committee Report each spring.
  - 2.4 Information about co-building opportunities will be updated on the website, as needed.
  - 2.5 The Superintendent of Business & Treasurer and the Community Use of Schools Coordinator will be listed on the website as the contact for information and questions regarding facility partnerships.
- 3.0 Annual Planning and Facility Partnership Meeting:
- 3.1 The Superintendent of Business & Treasurer will organize an annual public meeting to discuss potential planning and facility partnership opportunities.
  - 3.2 Invitations will be sent directly to community entities including, but not limited to, those listed in Ontario Regulation 444/98.
  - 3.3 When inviting entities on the notification list to the Annual Public Meeting, the invitation must clearly request that organizations be prepared to bring relevant planning information including, but not limited to:
    - population projections;
    - growth plans;
    - community needs; and
    - land-use and green space/park requirements.
  - 3.4 The meeting will be posted on Grand Erie's website for the public.
  - 3.5 The invitation list, the organizations in attendance at the Annual Public Meeting and all correspondence exchanged at the meeting will be formally documented.
- 4.0 Notification to Community Partners:
- 4.1 The Superintendent of Business & Treasurer (or designate) will post information on the Board website and notify entities on the Notification List when the Grand Erie DSB is considering building a new school or undertaking a significant addition or renovation. Organizations interested in placement on the Notification List or organizations who are interested in partnering with the Board to use existing space within a school are encouraged to contact the Executive Assistant to the Superintendent of Business at extension 281134.

- 4.2 Entities on the Notification List will be notified of the consideration to build a new school or undertake a renovation one-to-three years prior to the potential construction start date.
  - 4.3 The Superintendent of Business & Treasurer (or designate) will evaluate all expressions of interest to select a partner(s) based on this Policy.
  - 4.4 The Superintendent of Business & Treasurer (or designate) will ensure that all timelines are clear to potential partners and will ensure that timelines are maintained.
  - 4.5 Partnership Agreements cannot be finalized until both Grand Erie and the partner(s) have an approved source of funding.
- 5.0 Sharing Space with Community Partners:
- 5.1 If identified space is both suitable for facility partnerships and is available for the long-term, the Superintendent of Business & Treasurer (or designate) will seek Board approval to declare the space surplus and circulate the space for lease through O. Reg. 444/98. In addition, the following community partners will be notified:
    - a. United Way;
    - b. existing childcare operators; and
    - c. other entities, as requested.
  - 5.2 If the space is suitable for facility partnerships, but is not surplus to the Board's needs, the Superintendent of Business & Treasurer (or designate) will follow the notification process as outlined in Section 4.0 of this policy.
  - 5.3 The Superintendent of Business & Treasurer (or designate) will provide information regarding the available space including, but not limited to, size, location, facility amenities and required renovations, if needed.
  - 5.4 The Superintendent of Business & Treasurer (or designate) will evaluate Expressions of Interest to select partners.
- 6.0 Facility Partnership Agreements and Cost-Recovery:
- 6.1 Partners will be provided with clear instructions regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or the lack thereof, of Board user policies, including accessibility and inclusiveness policies.
  - 6.2 On a cost-recovery basis, the fees charged to partners should cover the operations and capital costs, including administrative costs and property taxes (if applicable), to the space occupied by the partner unless otherwise approved by the Superintendent of Business & Treasurer.
  - 6.3 In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.
  - 6.4 If a partner expresses interest in a space at an existing school, a draft lease will be prepared, including all fees and lease costs.
  - 6.5 The lease will include lessee covenants providing for:
    - a. term of the lease, which must be, at a minimum, two years but no more than five years;
    - b. Board named as an insured-on lessee's insurance;
    - c. use of the leased premises;
    - d. hours of operation;
    - e. compliance with legislation;
    - f. improvements or alterations to the building;
    - g. property taxes, if applicable;
    - h. maintenance;
    - i. circumstances in which the lease may be terminated by either party;

- j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
  - k. recovery of caretaking costs, if applicable;
  - l. administrative costs in the amount of 5% of the above;
  - m. major repairs and maintenance costs;
  - n. a conflict resolution process; and
  - o. other clauses, as deemed applicable.
- 6.6 The draft lease agreement will be reviewed by the Board's solicitor and the partner.

## 7.0 New Facilities and Significant Renovations:

- 7.1 When the Board is considering building a new school, an addition to a school or a significant renovation to a school, it will issue a Request for Interest (RFI) to potential partners through the Board's website and local media.
- 7.2 Site size, topography, and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case-by-case basis to determine whether a partnership may be appropriate and advantageous to the Board.
- 7.3 Parties expressing interest will be invited to an Information Session to discuss the project and their potential involvement.
- 7.4 Consideration must be given to the health and safety of students and staff, as well as the suitability of the partner and the proposed use.
- 7.5 The lease will include lessee covenants providing for:
- a. term of the lease, which must be, at a minimum, five years, but no more than ten years;
  - b. Board as a named insured on lessee's insurance;
  - c. use of the leased premises;
  - d. hours of operation;
  - e. compliance with legislation;
  - f. improvements or alterations to the building;
  - g. property taxes, if applicable;
  - h. maintenance;
  - i. circumstances in which the lease may be terminated by either party;
  - j. recovery of all costs related to the space, including utilities, snow ploughing, etc.;
  - k. recovery of caretaking costs, if applicable;
  - l. administrative costs in the amount of 5% of the above;
  - m. major repairs and maintenance costs;
  - n. a conflict resolution process; and
  - o. other clauses, as deemed applicable
- 7.6 Ministry of Education approval may be required under the Education Act, authorizing the transaction.
- 7.7 Co-building partners will be required to pay for and finance their share of construction costs, including a proportional share of joint-use or shared space.
- ~~7.8 For new construction or renovation projects, the lease term shall be for a period of no less than five years and no more than ten years. Renewals for periods of up to five years by mutual agreement are permitted.~~
- ~~7.9~~ 7.8 The draft lease agreement will be reviewed by the Board's solicitor and the partner.
- ~~7.10~~ 7.9 When the Superintendent of Business & Treasurer and the partner are satisfied with the terms of the lease/facility partnership agreement, it will be submitted to the Board of Trustees for approval.

8.0 Decision to Proceed/Not or Proceed with the Facility Partnership:

- 8.1 If there is a decision not to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will inform the applicant.
- 8.2 If there is a decision to proceed with the facility partnership, the Superintendent of Business & Treasurer (or designate) will prepare the required documentation (i.e., construction agreement, lease agreement, etc.).

9.0 Terminating Partnership Agreements:

- 9.1 Partnership Agreements can be terminated by any of the partnering organizations with appropriate notice of termination. Specifics related to the termination of partnerships must be detailed in the Partnership Agreement. Termination will be entertained only after the conflict resolution process has been exhausted.
- 9.2 The process and time frame for termination of a partnership will be included in the Partnership Agreement.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
FROM: JoAnna Roberto, Director of Education & Secretary  
RE: SO2 School Councils  
DATE: February 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve Policy SO2 School Councils.

### Background

Policy SO2 School Councils was circulated to all appropriate stakeholders for comments to be received by January 8, 2020.

### Comments Received

1. Comment: Authority – should there also be reference to 613/00  
**Response:** Amended to include 613/00.
2. Comment: Section 7 – should this be Board or Principal or both?  
**Response:** Amended to include Principal.

### 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,

JoAnna Roberto,  
Director of Education & Secretary



# POLICY

SO2

## School Councils

Board Received: October 24 2016 Review Date: November 2020

### Policy Statement:

Grand Erie District School Board will support School Councils in their work to promote and improve student achievement and well-being through collaboration with parents/guardians/caregivers, staff and communities.

### Authority:

Education Act 17.1 and Regulation 612/00, 613/00

### Accountability:

1. Frequency of Reports – Annual
2. Criteria for Success – Improving student achievement  
– Enhanced accountability through parental involvement

### Procedures:

1. Each school in the Grand Erie District School Board shall establish a School Council.
2. Parent members shall constitute a majority of members of the School Council.
3. School Councils will provide an annual report of activities to the board. The report must be submitted to the Directors' office by the end of June each year and will be included in the Annual School Council Report to the Board in August.
4. School elections shall be held within the first 30 days of the school year. In the case of a new school, for which a school council has not been established, school council elections shall be held within the first 30 days of the school's operation.
5. The Board shall provide each School Council in the board with an annual amount determined by the Board through its budget deliberation process. Members and officers of School Councils who incur expenses as members of the Council will be reimbursed from this annual amount.
6. The board, with support from the Grand Erie Parent Involvement Committee (GEPIC), shall organize an annual School Council Orientation workshop and invite all School Council Chairs.
7. The Board or Principal may solicit input on any matter, but shall solicit the views of the School Councils through the School Council Chairs e-mail distribution list with respect to the following matters:
  - a. policies and procedures with respect to the conduct of persons in schools within in the Board's jurisdiction;
  - b. policies and procedures with respect to appropriate dress for pupils in schools within the Board's jurisdiction;
  - c. policies and procedures with respect to the allocation of funding by the Board to School Councils;
  - d. policies and procedures with respect to the fund-raising activities of School Councils;
  - e. policies and procedures with respect to the conflict resolution processes for internal School Council disputes;
  - f. the Board Improvement Plan for Student Achievement, and
  - g. process and criteria applicable to the selection and placement of principals and vice-principals.



School Councils can comment on any matter to the Board by writing a letter to the Board Chair or following the process for delegations outlined in Board Bylaw 11 – Delegations.

8. The Board shall receive at a Committee or Board meeting every recommendation made to it by any School Council and shall advise the council of the action taken in response to the recommendation.
9. The Board will share all policies and procedures out for comment with School Councils as outlined in Bylaw 9.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board  
 FROM: JoAnna Roberto, Director of Education & Secretary  
 RE: SO04 Distribution of Materials in Schools  
 DATE: February 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve **Policy** SO04 Distribution of Materials in Schools.

### Background

Policy SO04 Distribution of Materials in Schools was circulated to all appropriate stakeholders for comments to be received by January 8, 2021.

### Comments Received

1. Comment: References to his/her changed to "their".  
**Response:** Amended.
2. Comment: Guiding principles #5 and procedure 2.3c state that materials can be in written/hard copies but 2.3a only mentions digital info  
**Response:** Amended.
3. Comment: Procedure - 1.2 – has Brant Brantford separate but website has then combined  
**Response:** Amended.
4. Comment: 2.4 – should there be reference to community use of school policy?  
**Response:** Amended.
5. Comment: Should 2.1 and 2.5 be combined as they are almost the same thing?  
**Response:** 2.1 and 2.5 will remain separate due to type of material.
6. Comment: What about distribution of materials to staff?  
 i.e. Retired teachers Ontario would like to share info for soon to be retiring staff  
**Response:** This would be done through the Communications and Community Relations Department, with approval from Senior Administration.
7. Comment:
  1. There shall be no political, sectarian or religious materials on school property or in a school building without the consent of the Director of Education or designate. **Materials of a political nature that relate to an educational activity connected to curriculum may be used as a teaching resource.**
  4. Materials will not reference political parties, make political statements, contain personal views on social issues, or have the potential to exploit students. **Educational materials of a political nature or social issues that relate to an activity connected to curriculum may be used as a teaching resource.**

Rationale: Teachers use materials of a political nature that include information related to political parties and political statements and positions, as well as materials that present social issues, to teach curriculum expectations. Such materials are appropriate resources when used to support the teaching of curriculum. Grade 5 Social Studies, 'The Role of Government', is an example of curriculum directly connected to the political process.

**Response:** Amended.

8. Comment:

Under the section 'Distribution of Advertising Materials within the School and Board', suggested amendment: ~~Under no circumstances~~ will the advertising of pharmaceuticals, tobacco, distilling, fermenting or brewing products ~~be~~ **is not** permitted in schools or facilities owned by the Board.

**Appropriate educational materials that include examples of advertising that are used for the teaching of curriculum expectations are permitted.**

**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,

JoAnna Roberto  
Director of Education & Secretary



# POLICY

SO4

## Distribution of Materials in Schools

Board Received: October 24, 2016 Review Date: November 2020

### Policy Statement:

The Grand Erie District School Board will support the distribution of materials that create awareness of educational programs, services, issues, events, and community activities of specific interest or benefit to the school community which includes staff, students, and parents/guardians. Materials that are distributed to students shall conform to the requirements of the Education Act (Reg 298 section 24) and be approved for distribution. The Board recognizes its responsibility to limit the exposure of students, staff and parents/guardians to advertising and promotional materials.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success –
  - Enhanced educational opportunities
  - No political influence
  - No exploitation of students
  - Material informs and educates students
  - Advertising and material reflects equity and inclusiveness

### Guiding Principles:

1. There shall be no political, sectarian or religious materials on school property or in school building without the consent of the Director of Education or designate. Materials of a political nature that relate to an educational activity connected to curriculum may be used as a teaching resource.
2. Materials will not be accepted from profit-making businesses (with the exception of materials from a school-sanctioned fundraising campaigns approved by the principal). Schools may work with profit-making businesses as part of a community partnership (see Policy SO8).
3. Materials must relate to an activity that is educational, recreational and/or cultural in its purpose, create awareness of appropriate issues or events in the community or facilitate community discussions.
4. Materials will not reference political parties, make political statements, contain personal views on social issues, or have the potential to exploit students. Educational materials of a political nature or social issues that relate to an activity connected to curriculum may be used as a teaching resource.
5. Materials may be digital, verbal, posted within school buildings or distributed in written form.
6. Should a School Administrator have any questions about the administration, operation or implementation of this Policy, the School Administrator shall contact his/her/their Family of Schools Superintendent.

### Procedures

#### 1.0 Approvals

- 1.1. All distribution requests must follow the procedure outlined on the GEDSB website. The Communications Office will review and provide guidance and assistance in determining the appropriateness of the information. If required, the Director or designate will be consulted to make a final decision.

- 1.2. If approved, the information will be posted on the Grand Erie website under the appropriate heading according to regions: Grand Erie region; Brant/~~Brantford~~; Haldimand; Norfolk or emailed directly to schools if requested. Expiration dates will be set for each flyer and the website will be updated accordingly.
- 1.3. At the school level, the Principal may be approached directly from an outside organization. The Board authorizes school principals to determine which advertising may be posted or distributed within their respective schools if such advertising had been previously approved. Principals must ensure that students are protected from unnecessary commercial advertising. The principal may consult with School Council regarding the appropriateness of a particular advertisement.
- 1.4. The principal, as needed, shall exercise full control over the place, kind, manner or fastening, and size of the material.

## 2.0 Distribution of Advertising Materials within the School and Board

- 2.1. The only materials that may be sent home with students will be from the school, the school board, local municipalities within the Grand Erie jurisdiction, the provincial government (including health units), and the federal government.
- 2.2. Materials that inform students of community programs and recreational opportunities which support student learning, for example: driver education, tutoring or music lessons, may be made available in the office, as approved by the principal.
- 2.3. Non-profit, non-political, charitable, and non-sectarian groups whose work is beneficial to the community as a whole may be permitted to share information with students and parents by:
  - a. Contacting the Communications and Community Relations department ([flyers@granderie.ca](mailto:flyers@granderie.ca)) to facilitate the digital posting of an advertisement on our website;
  - b. Requesting permission from the school principal directly for information inserted into the school newsletter or other social media forums;
  - c. Requesting permission from the school principal directly for ~~hard copies~~ written materials of the information to be available in the school office.
- 2.4. A person or enterprise may sponsor an event or activity in the school, upon the approval of the principal. Schools are permitted to acknowledge sponsorship in a manner acceptable to the principal. All external events and activities in schools must comply with Board Policy FT4: Community Use of Schools.
- 2.5. From time to time, direction may be given to the system by the Director of Education or designate, about particular projects in respect to Board wide approvals or cautions about particular projects. Material approved for mandatory distribution shall be accompanied by an explanatory memorandum from the Director or designate.
- 2.6. ~~Under no circumstances will it~~ the advertising of pharmaceuticals, tobacco, distilling, fermenting or brewing products ~~is not be~~ permitted in schools or facilities owned by the Board. Appropriate educational materials that include examples of advertising that are used for the teaching of curriculum expectations are permitted.

## 3.0 Notices

- 3.1. Events that may be of interest to staff, students and community may be posted on school bulletin boards or announced over the public address system at the discretion of the principal.
- 3.2. Donations of resources to the school by individuals, local businesses, corporate businesses and other partners may be recognized. Appropriate recognition may include a display of names on a notice board, logo or name on a team uniform, and

recognition in a school newsletter. Individuals, businesses and agencies who donate bursaries, scholarships, or prizes to students may be recognized in commencement exercises or award programs.



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)  
RE: HR6 Principal/Vice Principal Selection Process  
DATE: February 8, 2021

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Policy HR6 Principal/Vice Principal Selection Process to all appropriate stakeholders for comments to be received by March 31, 2021.

### Background

Policy HR6 Principal/Vice Principal Selection Process was approved by the Board in January 2017 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 (Human Resources)



# POLICY

HR6

## Principal/Vice Principal Selection Process

Board Received: January 30, 2017 Review Date: February 2021

### Policy Statement:

It is the policy of the Grand Erie District School Board to select and appoint Principals and Vice-Principals to ensure the highest quality of leadership exists in each of its schools.

### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success
  - Sufficient numbers of qualified applicants apply for all positions.
  - Sufficient numbers of qualified applicants are selected for appointments.
  - All schools have appropriate levels of administrative staff support.

### Procedures

1. **Posting Process**

A posting for Principal and Vice-Principal positions (Elementary and Secondary) shall be issued as- needed. The posting will be communicated internally as well as externally.
2. **Applicant Information Meeting**

The Superintendent of Human Resources, or designate, shall hold a meeting to outline the process and procedures involved in the selection process. The intent of the meeting would be to ensure that all potential applicants are aware of the process. The Application Information Meeting shall occur early in the posting process.
3. **Readiness for Interview Process**

Once a principal/supervisor has determined that a candidate is suitable to participate in the selection process, the Readiness for Interview Process will begin. The purpose of the Readiness for Interview Process is to provide information to the Superintendent on the candidate's leadership plan and leadership competencies within their current role. The Process will entail:

  - a) A Leadership Plan (Appendix A) that the candidate will prepare in collaboration with the principal;
  - b) When deemed appropriate by the principal/principal leader, the Superintendent of Education who has responsibility over the candidate, will meet with the principal and candidate to finalize the leadership plan;
  - c) The FOS Superintendent will observe the candidate in their role in order to collect data to complete the School Administrators Readiness for Interview Assessment (Appendix B);
  - d) The FOS Superintendent will recommend successful candidates to Executive Council to proceed to the interview process, commencing with the next posting for Principal/Vice- Principal;
  - e) If the candidate is external, and distance makes it prohibitive to meet, the process may be conducted electronically by the Superintendent of Education (Human Resources).



#### 4. Application Process

All applicants shall submit the following information with their application:

- a) Cover Letter
- b) Current Resume
- c) Copy of Ontario College of Teachers' Certificate of Qualification
- d) Impact Statement
- e) School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan)

The interview package will be assessed by Executive Council using the "Interview Application Package Assessment Tool" (Appendix C). If the candidate is recommended for an interview, they will be contacted with an interview date and information regarding how to complete their employee assessment.

#### 5. The Interview

##### Interview Team

The Interview Team shall include:

- a) 2 Supervisory Officers
- b) 2 Principals
- ~~c) 1 Trustee~~
- ~~d) c) 1 Human Resources Manager or Coordinator~~

##### Interview Preparation

The Superintendent responsible for the interview process will prepare the questions and response expectations to be provided to Executive Council for review. Every reasonable effort will be made to provide the interview team with interview packages five days prior to the interview.

##### Interview Process

Minimum of four interview questions shall be asked by the interview team. One will be provided to the candidate up to one hour prior to their scheduled interview. Questions should focus on the Board-approved Multi-Year Plan and Values and address topics which include relationship building and school management issues.

Candidates will be given an opportunity to make a concluding statement.

##### Interview Assessment

The Candidate's responses in the interview need to align with the criteria outlined in the Response Expectations. The Interview Team will assess the candidate's interview using the "Candidate Interview Assessment Tool" (Appendix D). Validation of positive experiences through at least two reference checks (Appendix E) for each candidate are to be completed by the Superintendent responsible for the interview process.

##### Final Selection

The Superintendent responsible for the interview process shall recommend the selected candidate(s) to Executive Council. Executive Council shall review the recommended selections and make a final recommendation to the Board for approval.

The final selection of all candidates will be determined by Executive Council by a review of the following:

- a) Readiness for Interview Assessment
- b) Interview Package and Profile
- c) Interview
- d) References
- e) Employee Assessment

Selected candidates shall be placed in the Pool for a three-year term and will be involved in leadership training.

**6. Placement**

As required, Executive Council shall determine placement and transfer of administrative staff. The Board shall be notified prior to any placement(s) or transfer(s).

**7. Communication**

- a. *Interviews:* Human Resources staff shall notify all applicants selected for interviews. The Superintendent responsible for the interview process shall notify any candidates who were not selected for an interview.
- b. *Post Interview:* The Superintendent responsible for the interview process shall call all applicants for the Administrative Pool to indicate the results of the final selection process.
- c. *Placement:* The Superintendent of Education who will be supervising the selected/appointed administrator shall provide notification of the Board's action.
- d. *Debriefing:* Opportunities for debriefing will be offered at the completion of the interview process by the Superintendent responsible for the interview process. Strengths and needs of each candidate as compiled at the completion of each interview will be used as a focus during the debriefing.

**SCHOOL ADMINISTRATOR CANDIDATE LEADERSHIP PLAN**

Candidate: \_\_\_\_\_ Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent signature \_\_\_\_\_

Previous Leadership Experiences	Leadership Plan			
	Leadership Goals	Strategies/Actions	Practices/Competencies	Indicators/results



Appendix B

GRAND ERIE DISTRICT SCHOOL BOARD

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

CANDIDATE'S NAME:	_____
POSITION APPLIED FOR	_____
PRINCIPAL SIGNATURE:	_____
SUPERINTENDENT SIGNATURE:	_____
DATE:	_____

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT	
Candidate: _____ Principal: _____ Date: _____	
<b>Setting Direction</b> - Contributes to the development of a shared vision and models and communicates high performance expectations.	<b>Building Relationships and Developing People</b> - Fosters genuine relationships with all educational stakeholders, guided by mutual respect.
Leadership Practices/Indicators: - Establishes expectations for a safe, trusting, respectful learning environment - Models the belief that students can learn to their full potential - Ensures equity of opportunity for all students - Models commitment to the GEDSB vision - Uses relevant data to create team goals to align with school improvement planning - Facilitates team effectiveness by serving on school teams and committees and valuing all members and ensuring collaboration - Effectively communicates, demonstrates and promotes the GEDSB vision to the greater community  Evidence/Reflection/Impact:	Leadership Practices/Indicators: - creates a positive, inclusive and professional learning environment that treats each person with dignity and respect - engages in positive interactions and collaborates with all members of the school community which develops trustful working relationships - provides effective management practices and applies rules in a fair, consistent and equitable manner - Acknowledges and recognizes the efforts and contributions of others - resolves conflicts and approaches challenges in an appropriate manner - engages in constructive problem solving and empowers others - advocates for the GEDSB with the broader  Community Evidence/Reflection/Impact:

Level            1            2            3            4

Level            1            2            3            4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT	
Candidate: _____ Principal: _____ Date: _____	
<b>Developing the Organization</b> - Builds a collaborative culture which connects to the broader community.	<b>Improving the Instructional Program</b> - Sets high expectations for learning outcomes and evaluates the effectiveness of instruction
Leadership Practices/Indicators: - facilitates the development of a collaborative classroom culture - models respectful behaviour, continuous improvement and lifelong learning with all members of the school community - actively participates in a meaningful way in professional learning communities - communicates and engages with the home and community in a regular, informative and invitational manner - engages in system professional development and shares best practice - facilitates the maintenance of a healthy and safe learning  Environment Evidence/Reflection/Impact:	Leadership Practices/Indicators: - uses data to establish student/class/school learning profiles - promotes evidence-based and differentiated instructional strategies to meet student needs and abilities - promotes assessment <i>for, as</i> and <i>of</i> learning - advocates for at-risk learners - models teamwork and reflective practice to sustain continuous improvement - engages school council and the community in a meaningful role to support student achievement  Evidence/Reflection/Impact:

Level                      1                      2                      3                      4

Level                      1                      2                      3                      4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT	
Candidate: _____ Principal: _____ Date: _____	
<b>Securing Accountability</b> - Is accountable to all members of the school community and to the Board to ensure that all students benefit from a high-quality education.	<b>Personal Leadership Resources</b> - Is able to draw upon personal leadership resources in order to effectively enact leadership practices.
Leadership Practices/Indicators: - creates conditions which allows for student success and well being - maximizes student engagement by promoting effective classroom management - models effective supervision practices - understands and implements legislation and all Board policy and procedures - accepts constructive feedback from system reviews and implements and incorporates suggestions in plans - ensures all members of the school community understand the full range of pathways, programs and supports  Evidence/Reflection/Impact:	Personal leadership Resources - Cognitive Resources - Problem solving expertise - Knowledge of effective practice which affect student learning - Systems Thinking - Social resources - Perceiving and managing emotions - Acting in emotionally appropriate ways - Psychological Resources - Optimism, Self-efficacy, Resilience.  Proactivity Evidence/Reflection/Impact:

Level

1

2

3

4

Level

1

2

3

4

<b>SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT</b>					
Candidate: _____ Principal: _____ Date: _____					
<b>FINAL ASSESSMENT</b>					
SETTING DIRECTION	LEVEL	1	2	3	4
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE	LEVEL	1	2	3	4
DEVELOPING THE ORGANIZATION	LEVEL	1	2	3	4
IMPROVING THE INSTRUCTIONAL PROGRAM	LEVEL	1	2	3	4
SECURING ACCOUNTABILITY	LEVEL	1	2	3	4
PERSONAL LEADERSHIP RESOURCES	LEVEL	1	2	3	4
FINAL ASSESSMENT	LEVEL	1	2	3	4
NOT READY - Identify next steps, areas of growth and experiences that would benefit the candidate					
READY -					



## Appendix C

## INTERVIEW APPLICATION PACKAGE ASSESSMENT TOOL

Interview Package	Level 1	Level 2	Level 3	Level 4
<b>Resume/Cover Letter/Impact Statement</b>	The interview package was incomplete and poorly organized. Information was presented with many errors and typos.	The interview package was nearly complete, and all components were included and prepared with a degree of accuracy. The package was adequately organized. Information was presented with errors and typos.	The interview package was complete, and all components were included and prepared with a significant degree of accuracy. The package was well organized and presented in a clear and coherent manner. Information was presented in a well written and professional manner with few errors or typos.	The interview package was complete, and all components were included and prepared with an exceptional degree of accuracy. The package was extremely well organized and presented in a clear and coherent manner. Information was presented in an extremely well written and professional manner free of any errors or typos.

School Administration Readiness for Interview Assessment	Level 1	Level 2	Level 3	Level 4
<b>Setting Directions</b>	Limited evidence of working within a group to build and communicate a shared vision; limited evidence of demonstrated commitment to setting goals, <b>school operations</b> and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture	Some measurable evidence of working within a group to build and communicate a shared vision; some evidence of demonstrated commitment to setting goals, <b>school operations</b> and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Significant measurable evidence of working within a group to build and communicate a shared vision; significant evidence of demonstrated commitment to setting goals, <b>school operations</b> and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Exemplary Level of measurable evidence in working within a group to build and communicate a shared vision; exemplary evidence of demonstrated commitment to setting goals, <b>school operations</b> and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture. Evidence of impact beyond school level.
<b>Building Relationships and Developing People</b>	Limited evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork	Some measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Significant measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Exemplary level of evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.
<b>Developing the Organization</b>	Limited evidence of responsibility for school climate, and <b>limited evidence of work within school effectiveness</b>	Some evidence of responsibility for school climate, and <b>some evidence of work within school effectiveness</b>	Significant evidence of responsibility for school climate, and <b>significant evidence of work within school effectiveness</b>	Exemplary evidence of responsibility for school climate, and <b>exemplary evidence of work within school effectiveness</b>
<b>Improving the Instructional Program</b>	Limited evidence of a commitment to raising standards for all students: equity of outcomes, <b>special education</b> and closing the achievement gap	Some evidence of a commitment to raising standards for all students: equity of outcomes, <b>special education</b> and closing the achievement gap	Significant evidence of a commitment to raising standards for all students: equity of outcomes, <b>special education</b> and closing the achievement gap	Exemplary evidence of a commitment to raising standards for all students: equity of outcomes, <b>special education</b> and closing the achievement gap
<b>Securing Accountability</b>	Limited evidence of a proven commitment to accountability for school improvement.	Some evidence of a proven commitment to <b>commitment to school improvement.</b>	Significant evidence of a proven commitment to <b>commitment to accountability for school improvement.</b>	Exemplary evidence of a proven commitment to <b>commitment to accountability for school improvement.</b>

## Appendix D

## CANDIDATE INTERVIEW ASSESSMENT TOOL

	Level 1	Level 2	Level 3	Level 4
<b>Pre-Question</b>	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
<b>Question #1</b>	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
<b>Question #2</b>	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
<b>Question #3</b>	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
<b>Questions #4</b>	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.



## Appendix E

## GRAND ERIE DISTRICT SCHOOL BOARD

## Reference Check Form – Principals/Vice-Principals

NOTE: Only contact reference(s) who know the applicant in a supervisory capacity, i.e. a current or most recent superintendent or principal. Do not contact personal references, peers or teaching staff.

Name of Applicant \_\_\_\_\_

Interviewed for the Position of \_\_\_\_\_

Name of Referee \_\_\_\_\_

Position \_\_\_\_\_

Organization \_\_\_\_\_

Telephone \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Interviewer \_\_\_\_\_

1. Your name has been authorized by \_\_\_\_\_ as a reference for the position of \_\_\_\_\_ with the Grand Erie District School Board.

Are you willing to be a reference?

Yes

☐

No

☐

2. How long have you known the applicant and in what capacity?

---

---

---

3. Please provide information and/or an example when the candidate has demonstrated his/her understanding of the importance of the following:

a) Setting Directions:

---

---

---

b) Building Relationships and Developing People:

---

---

---

---

c) Developing the Organization:

---

---

---

d) Improving the Instruction Program:

---

---

---

e) Integrity:

---

---

---

f) Respect:

---

---

---

g) Responsibility:

---

---

---

h) Cooperation:

---

4. What are some areas of concern or areas of improvement that you are aware of?

---

5. Have you completed a performance appraisal on this applicant?

Yes ☐ No ☐ If so, when:

Results: 

---

6. Would you recommend this individual for a position of principal/vice principal?

Yes ☐ No ☐

7. Would you hire/rehire this individual for a principal/vice principal position in your Board?

Yes ☐ No ☐

8. Do you know of any reason why this individual should not be employed in a position that requires the individual to work with, or be in contact with, children?

Yes ☐ No ☐

9. Is there anything else you feel may be pertinent that I should be aware of?

\_\_\_\_\_

Signature of Interviewer \_\_\_\_\_ Date \_\_\_\_\_



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)  
RE: HR7 Replacement/Casual Principal/Vice Principal Selection Process  
DATE: February 8, 2021

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process to all appropriate stakeholders for comments to be received by March 31, 2021.

### Background

Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process was approved by the Board in January 2017 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 (Human Resources)





## Replacement/Casual Principal/Vice Principal Selection Process

Board Received: January 30, 2017 Review Date: February 2021

### Policy Statement:

The Grand Erie District School Board will ensure that the selection process results in the highest quality of leadership from replacement/casual Principals and Vice-Principals.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – The process for placing names on a list is consistent and streamlined  
– Sufficient numbers of individuals are selected for inclusion on the list to provide for appropriate levels of administrative staff support.

### Procedures:

1. Applicants must submit a cover letter and resume indicating their interest in being added to the Replacement/Casual List. Applications should be directed to the Superintendent of Education (Human Resources).
2. Applicants must:
  - a) be members of the Ontario College of Teachers in good standing;
  - b) submit a completed Offence Declaration (if the request to be added to the List is within 12 months of the applicant's retirement/resignation from the Board), OR an original Police Record Check (which includes a vulnerable sector search) acceptable to the Board as per HR108 Police Record Checks for Employees;
  - c) Applicants must provide a written recommendation from their most recent supervisor (Superintendent or Director).
3. An interview process, using Human Resources interview protocol, is required to determine suitability when an applicant has been an administrator (i.e. principal, vice-principal or superintendent) external to the Grand Erie DSB or has not been an administrator in the Board in the past two years. The interview team will consist of two Superintendents/Director and one Human Resources representative.
4. Executive Council will recommend to the Board those names to be added to the Replacement/Casual List.
5. As required, Executive Council shall determine placement of individuals. The Board shall be notified of long-term placements.
6. Written notice of the final decision will be forwarded to the candidate.
7. Names will be maintained on the List on an ongoing basis. However, if there is no employment with the Board for two consecutive years, the employee's name will be removed from the List. Requests to be re-added to the List may be considered after an interview is conducted to determine suitability.



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Denise Martins, Superintendent of Education  
RE: **P02 Honouring Indigenous History, Cultures and Traditions**  
DATE: February 8, 2021

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Policy **P02 Honouring Indigenous History, Cultures and Traditions** to all appropriate stakeholders for comments to be received by March 31, 2021.

### Background

Policy P02 Honouring Indigenous History, Cultures and Traditions was approved by the Board in January 2017 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



# POLICY

P2

## Honouring Indigenous ~~Knowledge~~, ~~Histories~~ and ~~Perspectives~~, ~~History~~ ~~Cultures~~ and ~~Traditions~~

Board Received: January 30, 2017

Review Date: February 2021

### Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations of the Grand River and Mississauga of the Credit ~~territories~~ ~~Native reserves~~ are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations of the Grand River, ~~and~~ the Mississaugas of the Credit ~~and urban Indigenous First Nations, Métis~~ ~~Metis~~, ~~and Inuit students~~. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history, ~~cultures~~ and traditions.

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.

### Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, ~~knowledge~~ ~~cultures~~ and ~~perspectives~~ ~~traditions~~ of Indigenous populations

### Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including ~~a number~~ ~~s~~ 62 and 63 specifically focused on education.

For the purposes of this policy, the Grand Erie District School Board will focus on #63 ii, iii, iv as expectations for the system.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

iv. Identifying teacher-training needs relating to the above.

### The Grand Erie District School Board

- Will read the board's acknowledgement statement at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.

*The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples ~~for sharing these lands~~ in order for us to continue our learningwork here today.*

- ~~Will encourage Schools~~ will to include the board's acknowledgement statement of the Indigenous people of the land in their opening exercises. ~~and at~~ The board's acknowledgement statement may be used at other school events outside the school day as deemed appropriate by the Principal.
- Will build understanding of Indigenous knowledges, histories and perspectives, recognition of treaties and the effects of colonialism in curriculum development and delivery, in order advance the process of Canadian reconciliation.
- ~~the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into curriculum delivery.~~
- Will support the development of teacher training and implementation of learning resources that work to heighten the understanding of Indigenous knowledges, histories and perspectives ~~history, cultures and traditions~~.

### References

*Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015*



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **FT104 Reporting Vandalism and Unusual Occurrence Incidents**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure FT104 Reporting Vandalism and Unusual Occurrence Incidents</b> to all appropriate stakeholders for comments to be received by <b>March 31, 2021</b>.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Procedure FT104 Reporting Vandalism and Unusual Occurrence Incidents was approved by the Board in January 2017 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 & Treasurer



# PROCEDURE

FT104

## Reporting of Vandalism and Unusual Property Occurrence Incidents

Board Received: January 30, 2017 Review Date: February 2021

### Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – Incidents reported immediately and accurately.  
– Safety always considered first.

### Procedures:

1. Responsibility of the Site Administrator or Designate:
  - a) It shall be the responsibility of the Site Administrator or Designate to determine whether an act of vandalism or an unusual occurrence has taken place.
  - ~~b)~~ It shall be the responsibility of the Site Administrator or Designate to complete a report ~~whenever police are included in the investigation of the incident.~~
  - ~~b)c)~~ It shall be the responsibility of the Site Administrator or Designate to contact Police to report an act of vandalism at the site of an unknown perpetrator.
  - ~~e)d)~~ In the event the Site Administrator or Designate is not available during extended school breaks, Senior Administration and/or Facility Services personnel will make the determination and complete Appendix A, The Vandalism & Unusual Property Occurrence Report.
2. Vandalism:

*Definition:* Vandalism shall be defined to include the willful damaging or defacing of property owned by the Grand Erie District School Board and shall be deemed to include the offences contained in the relevant Criminal Code of Canada.

  - a) If the damage is considered by the Site Administrator or Designate to be an act of vandalism:
    - i) The Site Administrator or Designate will complete a Vandalism and Unusual Property Occurrence Report (Appendix A), ensuring that the Vandalism box has been checked, the work order number is recorded and that as much information as possible regarding the vandalism is reported. In emergency situations, a call should be made to Facility Services.
    - ii) The original signed Vandalism and Unusual Property Occurrence Report is sent to the Superintendent of Business, ~~and Executive Admin Assistant to the Superintendent of Business and~~ copied to Facility Services, [facility@granderie.ca](mailto:facility@granderie.ca). A copy of this report should also be kept at the site.
    - iii) The Site Administrator or Designate shall proceed to speak to the parties involved in the incident, if known, and then inform the parents/[guardians](#) of underage students. The Site Administrator or Designate responsible for informing the parents/[guardians](#) and/or the student(s) that restitution may be required.
    - iv) In circumstances where restitution is not supported by the Site Administrator or Designate, a note explaining why must accompany the report form. While administrator input is valuable, the final decision regarding matters of restitution is at the discretion of the Superintendent of Business.
    - v) Attached as Appendix B is a Restitution Template indicating the repair and staff cost of typical vandalism/unusual occurrence damage. The Site Administrator or designate ~~will~~ may use this template to assess and request restitution at the time of damage and the person/s responsible for the vandalism is/are identified. Other costs will be evaluated by Facility Services for Building and Grounds items and by

Purchasing Services for Furniture and Equipment items. If an external contractor is needed to repair or remove any act of vandalism, the cost shown on the invoice plus the ten percent (10%) Administrative Fee will be forwarded for restitution. The template will be updated as required to keep costs current.

- vi) When vandalism restitution is collected at the school level, funds are to be submitted to Accounts Receivable with a copy of the Vandalism / Unusual Occurrence Report which indicates Facility and Business Services staff do not need to pursue.
- vii) When restitution is not obtained at the school level, and where the person responsible for the vandalism is known, the Manager of Facility Services or designate shall be responsible for advising the person responsible or their parents~~(s)~~/guardians (where the person is a minor), in writing, of the assessed damages and for the seeking of restitution. The notice will include information that amounts unpaid after 60 days may be forwarded to a collection agency.
- viii) Business Services staff shall be responsible for creating an invoice and delivering it along with the letter notifying the parents/guardians~~s~~ or age of majority student from whom the Board is seeking restitution.
- ix) Facility Services staff will track damage caused by vandalism through work orders and invoices and prepare reports as required for the Superintendent of Business.
- x) Occurrences which happen during the school's hours of operation and not indicated as vandalism by the Site Administrator or Designate but deemed to be such by senior management, will be chargeable to an appropriate school budget. Related restitution collected by the Board will be credited to the matching school account.
- xi) In the event of a conviction in a court of law as a result of an act of vandalism, the court shall be asked to order restitution, where applicable, and the Board shall forthwith enter a judgment against the offender in the appropriate court pursuant to the relevant sections of the Criminal Code of Canada.
- b) Each school shall establish programs aimed at reducing vandalism both at the school and in the community. Examples may include lighting, surveillance cameras, student, parent/guardian and community awareness etc.
- c) The Board may pay a reward in any amount, not to exceed \$500, for information resulting in a conviction of any person or persons responsible for damage to property owned or under the control of the Grand Erie District School Board. In the event that more than one person provided information which led to a conviction of vandalism, the reward shall be divided and distributed, in equal amounts, among those providing the information.
- d) If a student commits an act of vandalism, the School Administrator shall administer discipline within the parameters of the Education Legislation of Ontario and in accordance with Board policies and procedures.

### 3. Unusual Occurrences:

*Definition:* Unusual occurrences shall be defined as an occurrence that involves damage or loss caused to buildings, grounds, Board property and personal property on a Board site, equipment or vehicles that are of an unusual nature, but not classified as vandalism.

- a) The Site Administrator or Designate should complete the Vandalism and Unusual Property Occurrence Report when such an incident occurs. The Report must be signed by the staff member completing the Report and also signed by the Site Administrator or Designate.
- b) The original signed Vandalism and Unusual Property Occurrence Report is emailed to [facility@granderie.ca](mailto:facility@granderie.ca). A copy of this report should also be kept at the site
- c) Further investigation of the incident will be at the discretion of the Superintendent of Business.
- d) This Report must be completed in the case of theft or disappearance of Board equipment.
- e) Personal injuries should not be reported on the Vandalism and Unusual Property Occurrence Report.



- f) Occurrences arising outside the regular business hours of the School Board shall be reported to the Board's Answering Service who shall immediately contact the Facility Services staff member who is on call at that time. When this occurs the supervisor on call will complete the Vandalism and Unusual Property Occurrence Report and submit it as noted above.
4. Restitution:
- a) Final decisions on matters of restitution are at the discretion of the Superintendent of Business.
  - b) School Administrators shall inform students, and the parents/guardians of underage students who were involved in vandalism that restitution may be required and that amounts unpaid after 60 days may be forwarded to a collection agency.
  - c) Correspondence regarding restitution shall be completed by the Facility Services and Business Services staff as set out in 2 a) vii and viii.
  - d) Work Orders for vandalism damages will be arranged by the Facility Services staff.
5. Insurance:
- a) Incidents involving insurance investigation of Board property or equipment will be at the decision of the Superintendent of Business and will be investigated by Purchasing Services and/or Facility Services who will complete the insurance claim/report.
  - b) The Board's insurance policy does not provide coverage for personal items. Staff or students experiencing damage to or loss of personal property are advised to seek compensation from their Comprehensive General Insurance or Homeowner's policy.





# Vandalism & Unusual Property Occurrence Report

Unusual Occurrence	<input type="checkbox"/>
Vandalism	<input type="checkbox"/>
Work Order #	

In case of **EMERGENCY**: report immediately by telephone to Facility Services 519-752-6387

School or Facility:		Date of Occurrence:	
Location of Occurrence:		Time of Occurrence:	
Police Involvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Officer & Detachment	Police Report Incident #
Describe What Happened (attach additional sheet/s if necessary)			
Describe the Damage and/or Articles Missing (attach additional sheet/s if necessary):			
Names, Addresses, Telephone # of Parties Contributing to Vandalism or Damage (If under age of majority, provide DOB and parent/ <u>guardian</u> contact information)		Names, Addresses, Telephone # of Witnesses (If under age of majority, provide DOB and parent/ <u>guardian</u> contact information)	
Name		Name	
DOB		DOB	
Mailing Address		Mailing Address	
Telephone		Telephone	
Parent/ <u>Guardian</u> Name		Parent/ <u>Guardian</u> Name	
Describe the plan to prevent future recurrence (attach additional sheet/s if necessary):			
Estimate value of loss:	\$	Additional notes attached:	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Restitution Supported	<input type="checkbox"/> Yes <input type="checkbox"/> No (attach note of explanation)
		Restitution Collected	<input type="checkbox"/> Yes <input type="checkbox"/> No Submit to Accounts Receivable w/ Form

Theft and vandalism rob precious dollars from education funding. The Board will make every effort to seek restitution from the parties involved in these acts. The signature of the Site Administrator or Designate / Manager will indicate acknowledgement of, and agreement to, the process:

\_\_\_\_\_  
Signature of Person Completing Report

\_\_\_\_\_  
Signature of Site Administrator/Designate/Manager

\_\_\_\_\_  
Name of Person Completing Report

\_\_\_\_\_  
Name of Site Administrator/ Designate/ Manager

## Distribution:

Original emailed to **Superintendent of Business** and copied to [facility@granderie.ca](mailto:facility@granderie.ca)  
1 copy retained on site

*Resolution Restitution Template*

AREA OF VANDALISM	TYPE OF DAMAGE	Cost of Replacement Glass (subject to change)	Cost of Parts (subject to change)	Custodial Labour (Rates will be adjusted annually or as required)	Maintenance Labour (Rates will be adjusted annually or as required)	Administration Fee	Total Charges
CEILING TILES	Broken, Missing		\$15/tile	Regular Time = Number of Hours X \$25.00 Overtime = Number of Hours X \$50.00 Contact your Custodian to calculate the number of hours	Regular Time = Number of Hours X \$34.00 Overtime = Number of Hours X \$70.00 Contact Maintenance Dispatch to calculate the number of hours	A \$50.00 Administration Fee will be added to the cost of each act of vandalism.	Total of Glass Cost + Part Cost + Custodial + Maintenance + Administration Fee + HST
DOORS	Door Closures		\$300				
	Locksets - Knob 63K		\$400				
	Heavy Duty Lever Handle		\$500				
	Crashbar/Panic Hardware		\$600				
GRAFITTI	Small Area Metre Square or less)		\$200				
	Medium Sized Area (1-2 Metres Square)		\$400				
	Large Sized Area (2 Metres Square +)		\$800				
	Portable Classroom		\$200				
	Washroom Stall		\$200				
	Entire Washroom		\$1,500				
LOCKERS	Door Replacement		\$150 ea				
	Full locker replacement		\$400 ea				
WALLS	Small Area of Damage (1 Metre Square or less)		\$300				
	Large Area of Damage (More Than 1 Metre Sq)		\$500				
WASHROOMS	Door Partition		\$500				
	Panel Partition		\$500				
	Plugged Toilet		\$150				
	Toilet Tissue Dispenser		\$60				
WINDOWS	Double Diamond	\$5.60/sq ft	\$7/sq ft				
	Laminated	\$15.00/sq ft	\$7/sq ft				
	Thermo (Double Pane)	\$15.00/sq ft + \$30	\$7/sq ft				



# PROCEDURE

FT104

## Reporting of Vandalism and Unusual Property Occurrence Incidents

Board Received: January 30, 2017 Review Date: February 2021

### Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – Incidents reported immediately and accurately.  
– Safety always considered first.

### Procedures:

#### 1. Responsibility of the Site Administrator or Designate:

- a) It shall be the responsibility of the Site Administrator or Designate to determine whether an act of vandalism or an unusual occurrence has taken place.
- ~~b)~~ It shall be the responsibility of the Site Administrator or Designate to complete a report ~~whenever police are included in the investigation of the incident.~~
- ~~b)c)~~ It shall be the responsibility of the Site Administrator or Designate to contact Police to report an act of vandalism at the site of an unknown perpetrator.
- ~~e)d)~~ In the event the Site Administrator or Designate is not available during extended school breaks, Senior Administration and/or Facility Services personnel will make the determination and complete Appendix A, The Vandalism & Unusual Property Occurrence Report.

#### 2. Vandalism:

*Definition:* Vandalism shall be defined to include the willful damaging or defacing of property owned by the Grand Erie District School Board and shall be deemed to include the offences contained in the relevant Criminal Code of Canada.

- a) If the damage is considered by the Site Administrator or Designate to be an act of vandalism:
  - i) The Site Administrator or Designate will complete a Vandalism and Unusual Property Occurrence Report (Appendix A), ensuring that the Vandalism box has been checked, the work order number is recorded and that as much information as possible regarding the vandalism is reported. In emergency situations, a call should be made to Facility Services.
  - ii) The original signed Vandalism and Unusual Property Occurrence Report is sent to the Superintendent of Business, ~~and Executive Admin Assistant to the Superintendent of Business and~~ copied to Facility Services, [facility@granderie.ca](mailto:facility@granderie.ca). A copy of this report should also be kept at the site.
  - iii) The Site Administrator or Designate shall proceed to speak to the parties involved in the incident, if known, and then inform the parents/~~guardians~~ of underage students. The Site Administrator or Designate responsible for informing the parents/~~guardians~~ and/or the student(s) that restitution may be required.
  - iv) In circumstances where restitution is not supported by the Site Administrator or Designate, a note explaining why must accompany the report form. While administrator input is valuable, the final decision regarding matters of restitution is at the discretion of the Superintendent of Business.
  - v) Attached as Appendix B is a Restitution Template indicating the repair and staff cost of typical vandalism/unusual occurrence damage. The Site Administrator or designate ~~will~~ may use this template to assess and request restitution at the time of damage and the person/s responsible for the vandalism is/are identified. Other costs will be evaluated by Facility Services for Building and Grounds items and by

Purchasing Services for Furniture and Equipment items. If an external contractor is needed to repair or remove any act of vandalism, the cost shown on the invoice plus the ten percent (10%) Administrative Fee will be forwarded for restitution. The template will be updated as required to keep costs current.

- vi) When vandalism restitution is collected at the school level, funds are to be submitted to Accounts Receivable with a copy of the Vandalism / Unusual Occurrence Report which indicates Facility and Business Services staff do not need to pursue.
- vii) When restitution is not obtained at the school level, and where the person responsible for the vandalism is known, the Manager of Facility Services or designate shall be responsible for advising the person responsible or their parents~~(s)~~/guardians (where the person is a minor), in writing, of the assessed damages and for the seeking of restitution. The notice will include information that amounts unpaid after 60 days may be forwarded to a collection agency.
- viii) Business Services staff shall be responsible for creating an invoice and delivering it along with the letter notifying the parents/guardians~~s~~ or age of majority student from whom the Board is seeking restitution.
- ix) Facility Services staff will track damage caused by vandalism through work orders and invoices and prepare reports as required for the Superintendent of Business.
- x) Occurrences which happen during the school's hours of operation and not indicated as vandalism by the Site Administrator or Designate but deemed to be such by senior management, will be chargeable to an appropriate school budget. Related restitution collected by the Board will be credited to the matching school account.
- xi) In the event of a conviction in a court of law as a result of an act of vandalism, the court shall be asked to order restitution, where applicable, and the Board shall forthwith enter a judgment against the offender in the appropriate court pursuant to the relevant sections of the Criminal Code of Canada.
- b) Each school shall establish programs aimed at reducing vandalism both at the school and in the community. Examples may include lighting, surveillance cameras, student, parent/guardian and community awareness etc.
- c) The Board may pay a reward in any amount, not to exceed \$500, for information resulting in a conviction of any person or persons responsible for damage to property owned or under the control of the Grand Erie District School Board. In the event that more than one person provided information which led to a conviction of vandalism, the reward shall be divided and distributed, in equal amounts, among those providing the information.
- d) If a student commits an act of vandalism, the School Administrator shall administer discipline within the parameters of the Education Legislation of Ontario and in accordance with Board policies and procedures.

### 3. Unusual Occurrences:

*Definition:* Unusual occurrences shall be defined as an occurrence that involves damage or loss caused to buildings, grounds, Board property and personal property on a Board site, equipment or vehicles that are of an unusual nature, but not classified as vandalism.

- a) The Site Administrator or Designate should complete the Vandalism and Unusual Property Occurrence Report when such an incident occurs. The Report must be signed by the staff member completing the Report and also signed by the Site Administrator or Designate.
- b) The original signed Vandalism and Unusual Property Occurrence Report is emailed to [facility@granderie.ca](mailto:facility@granderie.ca). A copy of this report should also be kept at the site
- c) Further investigation of the incident will be at the discretion of the Superintendent of Business.
- d) This Report must be completed in the case of theft or disappearance of Board equipment.
- e) Personal injuries should not be reported on the Vandalism and Unusual Property Occurrence Report.

- f) Occurrences arising outside the regular business hours of the School Board shall be reported to the Board's Answering Service who shall immediately contact the Facility Services staff member who is on call at that time. When this occurs the supervisor on call will complete the Vandalism and Unusual Property Occurrence Report and submit it as noted above.
4. Restitution:
- a) Final decisions on matters of restitution are at the discretion of the Superintendent of Business.
  - b) School Administrators shall inform students, and the parents/guardians of underage students who were involved in vandalism that restitution may be required and that amounts unpaid after 60 days may be forwarded to a collection agency.
  - c) Correspondence regarding restitution shall be completed by the Facility Services and Business Services staff as set out in 2 a) vii and viii.
  - d) Work Orders for vandalism damages will be arranged by the Facility Services staff.
5. Insurance:
- a) Incidents involving insurance investigation of Board property or equipment will be at the decision of the Superintendent of Business and will be investigated by Purchasing Services and/or Facility Services who will complete the insurance claim/report.
  - b) The Board's insurance policy does not provide coverage for personal items. Staff or students experiencing damage to or loss of personal property are advised to seek compensation from their Comprehensive General Insurance or Homeowner's policy.



# Vandalism & Unusual Property Occurrence Report

Unusual Occurrence	<input type="checkbox"/>
Vandalism	<input type="checkbox"/>
Work Order #	

In case of **EMERGENCY**: report immediately by telephone to Facility Services 519-752-6387

School or Facility:		Date of Occurrence:	
Location of Occurrence:		Time of Occurrence:	
Police Involvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Officer & Detachment	Police Report Incident #
Describe What Happened (attach additional sheet/s if necessary)			
Describe the Damage and/or Articles Missing (attach additional sheet/s if necessary):			
Names, Addresses, Telephone # of Parties Contributing to Vandalism or Damage (If under age of majority, provide DOB and parent/ <u>guardian</u> contact information)		Names, Addresses, Telephone # of Witnesses (If under age of majority, provide DOB and parent/ <u>guardian</u> contact information)	
Name		Name	
DOB		DOB	
Mailing Address		Mailing Address	
Telephone		Telephone	
Parent/ <u>Guardian</u> Name		Parent/ <u>Guardian</u> Name	
Describe the plan to prevent future recurrence (attach additional sheet/s if necessary):			
Estimate value of loss:	\$	Additional notes attached:	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Restitution Supported	<input type="checkbox"/> Yes <input type="checkbox"/> No (attach note of explanation)
		Restitution Collected	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Submit to Accounts Receivable w/ Form	

Theft and vandalism rob precious dollars from education funding. The Board will make every effort to seek restitution from the parties involved in these acts. The signature of the Site Administrator or Designate / Manager will indicate acknowledgement of, and agreement to, the process:

\_\_\_\_\_  
Signature of Person Completing Report

\_\_\_\_\_  
Signature of Site Administrator/Designate/Manager

\_\_\_\_\_  
Name of Person Completing Report

\_\_\_\_\_  
Name of Site Administrator/ Designate/ Manager

## Distribution:

Original emailed to **Superintendent of Business** and copied to [facility@granderie.ca](mailto:facility@granderie.ca)  
1 copy retained on site

*Resolution Restitution Template*

AREA OF VANDALISM	TYPE OF DAMAGE	Cost of Replacement Glass (subject to change)	Cost of Parts (subject to change)	Custodial Labour (Rates will be adjusted annually or as required)	Maintenance Labour (Rates will be adjusted annually or as required)	Administration Fee	Total Charges
CEILING TILES	Broken, Missing		\$15/tile	Regular Time = Number of Hours X \$25.00 Overtime = Number of Hours X \$50.00 Contact your Custodian to calculate the number of hours	Regular Time = Number of Hours X \$34.00 Overtime = Number of Hours X \$70.00 Contact Maintenance Dispatch to calculate the number of hours	A \$50.00 Administration Fee will be added to the cost of each act of vandalism.	Total of Glass Cost + Part Cost + Custodial + Maintenance + Administration Fee + HST
DOORS	Door Closures		\$300				
	Locksets - Knob 63K		\$400				
	Heavy Duty Lever Handle		\$500				
	Crashbar/Panic Hardware		\$600				
GRAFITTI	Small Area Metre Square or less)		\$200				
	Medium Sized Area (1-2 Metres Square)		\$400				
	Large Sized Area (2 Metres Square +)		\$800				
	Portable Classroom		\$200				
	Washroom Stall		\$200				
	Entire Washroom		\$1,500				
LOCKERS	Door Replacement		\$150 ea				
	Full locker replacement		\$400 ea				
WALLS	Small Area of Damage (1 Metre Square or less)		\$300				
	Large Area of Damage (More Than 1 Metre Sq)		\$500				
WASHROOMS	Door Partition		\$500				
	Panel Partition		\$500				
	Plugged Toilet		\$150				
	Toilet Tissue Dispenser		\$60				
WINDOWS	Double Diamond	\$5.60/sq ft	\$7/sq ft				
	Laminated	\$15.00/sq ft	\$7/sq ft				
	Thermo (Double Pane)	\$15.00/sq ft + \$30	\$7/sq ft				





## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **FT111 School Initiated Facility Upgrades**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure FT111 School Initiated Facility Upgrades</b> to all appropriate stakeholders for comments to be received by <b>March 31, 2021</b>.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Procedure FT111 School Initiated Facility Upgrades was approved by the Board in January 2017 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 & Treasurer





# PROCEDURE

FT111

## School Initiated Facility Upgrades

Board Received: January 30, 2017 Review Date: February 2021

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – All facility upgrades, including school initiated upgrades, are completed in accordance with statutory authorities and do not compromise the health and safety of students and staff and do not change a school's "On the Ground" (OTG) capacity without proper approval.

### Procedures:

1. School initiated facility upgrades include all school buildings and grounds projects and all other facility upgrades, repairs or installations proposed by the school principal, regardless of the source of funding that:
  - i) will ~~effect~~affect any change in the use of a school room or area;
  - ii) create any physical changes to a school building or grounds; or
  - iii) involve the installation of any equipment that will place an unusual load on the electrical, mechanical or other major building systems.
  - ~~iii)iv)~~ Will result in modifications-any change to the Fire Code
2. All school-initiated facility upgrades shall be referred to Facility Services for review to ensure the following:
  - 2.1 All health and safety statutes and regulations must be considered and addressed, including all issues relating to asbestos and other designated substances. Facility Services will involve the board's Health and Safety Officer where required.
  - 2.2 Heating and ventilation upgrades must be considered and addressed to avoid indoor air quality (IAQ) issues resulting in health and safety risks.
  - 2.3 Fire, accessibility, asbestos and other code related issues must be considered and addressed.
  - 2.4 Converting a room from instructional to non-instructional or vice-versa impacts on the "on the ground capacity" (OTG) tracked in the Ministry's School Facility Inventory System (SFIS) and must be approved by Executive Council.
  - 2.5 All statutory requirements (e.g., Ontario Building Code, Electrical Safety Code, Fire Code, etc.) must be considered and addressed.
  - 2.6 Services such as plumbing and electrical capacity, etc. must be considered and addressed in the plan.
  - 2.7 Materials, equipment and procedural specifications must be employed to produce quality solutions that do not become a future financial liability for the Board.
  - 2.8 All work will be completed by qualified Board personnel or contractors. All approved projects will follow the appropriate procurement process as set out in Policy F6 – Purchasing including the requirement that all contractors engaged be in good standing with the WSIB and have the required insurance coverage
  - 2.9 A proper cost estimate of the work must be prepared that addresses all of the above issues.

3. Facility upgrades that will change the use of a room,
  - i) from unoccupied to occupied or vice-versa,
  - ii) from instructional to non-instructional or vice versa or
  - iii) in any other way changes the “On the Ground” (OTG) capacity, will follow the approval process outlined below:
    - 3.1 The School administrators shall forward a description of the proposed upgrade to the Planning Officer who will advise relevant staff of any impact on OTG the proposal may have.
    - 3.2 The school administrator shall complete an “Application for Change of Use Form” (Appendix A) and review the proposal with the Manager of Facility Services for viability. The application form shall include a description of the proposed upgrade along with the impact on the OTG of the school.
    - 3.3 Following review by the Manager of Facility Services (signed acknowledgment No.7 on Application for Change of Use Form), the application package will be presented by the school administrator to the Family of Schools Superintendent for approval (signed approval No.8 on Application for Change of Use Form). The FOS Superintendent will forward applications he/she deems beneficial for the school community to Executive Council for review and consideration. The school administrator will receive ~~explanations~~ a debrief for applications that were not approved.
    - 3.4 The school administrator and the Manager of Facility Services will be notified of the Executive Council decision by the Superintendent of Business (signed acknowledgment No.9 on Application for Change of Use Form) and are responsible to ensure the requirements of Section 2 above are followed. The school administrator will receive ~~explanations~~ a debrief for applications that were not approved.
    - 3.5 If the project changes the school OTG, the Board’s Planning Officer shall update the school’s OTG in the applicable databases, following the physical completion of the proposed project.

**Related Resources:**

F3 Capital Related Fundraising and Community Donations



## School Initiated Facility Upgrade Application for Change of Use Form

School Name \_\_\_\_\_

School Address \_\_\_\_\_

Principal \_\_\_\_\_

Superintendent \_\_\_\_\_

Proposed Facility Upgrade Project \_\_\_\_\_

1. **Details of Proposed Project** (attach additional page(s) as necessary)  
N.B. – Each project must be submitted on a separate application form

2. **Budget and Funding Details of Proposed Project including municipal permits** (attach additional page(s) as necessary)

Item(s)	Specific Cost	Proposed Funding Source or Budget Account

3. **Description of Change of Use**

Current Use	Proposed Use

4. **Impact to School/Board/OTG if Change of Use Approved**

Net Impact of Change	Benefits of permitting or denying application	The Board's Planning Officer has reviewed this project to determine the merits of approval based on the impact of changes to the school's OTG.

5. **Anticipated Benefits for Students, School Building, Community, Board**

Students	
School Building	
Community	
Board	

6. **Administrative Acknowledgement**

Signature – School Principal	Date

7. **Facility Services Acknowledgement**

Signature – Manager of Facility Services	Date

8. **Superintendent Approval**

Signature – FOS Superintendent	Date

9. **Approve of Executive Council**

Signature – Superintendent of Business	Date



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **HR101 Fragrance Scent – Safe Workplace**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure HR101 Fragrance Scent – Safe Workplace</b> to all appropriate stakeholders for comments to be received by <b>March 31, 2021</b>.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Procedure HR101 Fragrance Scent – Safe Workplace was approved by the Board in January 2017 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 & Treasurer



# PROCEDURE

HR101

## Fragrance/Scent – Safe Workplace

Board Received: January 30, 2017 Review Date: February 2021

### Accountability:

1. Frequency of Report – As needed
2. Criteria for Success – All staff with identified chemical sensitivities are accommodated appropriately

### Purpose:

The Grand Erie District School Board, as an employer, has a duty to support employees who may be adversely affected or suffer a severe medical reaction when exposed to a fragrance or scented product. Principals/managers have a responsibility to ensure that all reasonable steps are taken to make the working environment safe for those with chemical sensitivities in the same manner that any other health issue or safety hazard is addressed.

In the interest of creating and maintaining a safe and healthy working environment for employees, this procedure has been developed to assist principals/managers with implementing a fragrance/scent-safe workplace when made aware that an employee is experiencing an adverse reaction to fragrances/scents in their work environment.

### What is the Grand Erie District School Board doing about fragrance/scent related issues in the workplace?

Recognizing that fragrances and scents may negatively impact on indoor air quality, the Board will:

- Minimize the use of products which contain fragrances and scents.
- Promote the use of environmentally friendly products in cleaning and building materials.
- Optimize air quality by means of proper ventilation, as well as ensuring peak performance and proper maintenance of building ventilation systems.
- Develop information for the Grand Erie District School Board community.

### Scope

This procedure applies to all work sites, buildings and schools, owned or leased by Grand Erie District School Board. It is applicable to all employees, students, volunteers and contractors as well as to visitors.

### Definitions

Scent-free product: a product labeled unscented, scent-free or fragrance-free by the manufacturer.

Scent-reduced product: a product having minimal scent, labeled hypo-allergenic or for sensitive skin.

Scent/fragrance: a chemical or additive that creates an aroma or odour. These are found in a wide range of common products including perfume, aftershave, deodorant, soap, air fresheners, fabric softeners, laundry detergents, facial tissues, candles, and maintenance products.

Note: the use of plug in air fresheners/essential oil diffusers and salt lamps are prohibited in all Grand Erie buildings.

### **Procedures for Responding to Fragrance/Scent Concerns**

Scent-related complaints and issues will typically fall into one of two separate categories:

- a) Medically supported evidence of ill-health effects (either arising from or exacerbated by scents) provided; or
- b) Comfort- related concerns.

In the case of comfort-related concerns, only the informal process can be initiated. In the case that scent-free cannot be achieved in the affected workers' environment, efforts should be made to explain the difference between comfort-related issues and hazards associated with ill-health as well as to continue to attempt to facilitate a resolution.

A principal/manager is responsible for initiating the informal process when notified by an employee, either verbally or in writing, of a concern related to scents, fragrances and/or construction and maintenance products.

While it may be required at some point that the employee provide supporting medical documentation in respect to the causes and symptoms of their issue, the absence of such does not remove the need for an immediate response.

### **Principal/Manager Responsibilities**

#### **1.0 Informal Process**

- 1.1 Meet with the individual to clarify the issue, to understand the impact that the fragrance/scent is having on their health and the actions that the individual is taking to address the problem.
- 1.2 In a timely manner, develop a fragrance/scent-safe workplace plan. Note – the workplace plan does not need to be complicated. It could be as simple as asking staff to refrain from wearing colognes/perfumes while at work, or requesting employees to refrain from bringing air fresheners or cleaning products into the workplace.
- 1.3 Communicate with staff and students highlighting the key points of the plan and requesting everyone's cooperation and understanding to create a safe environment for all.
- 1.4 Continue to monitor the situation both in terms of the employee's health and the implementation of the plan.
- 1.5 If the principal/manager does not receive the necessary cooperation and/or the situation is not resolved by the informal steps, it may be necessary to initiate the formal process.

#### **2.0 Formal Process**

- 2.1 Meet with the affected employee to discuss next steps, including consultation with the Health and Disability Officer and, where applicable their union representative and the requirement for medical documentation which includes specific restrictions and limitations. This is necessary in order to develop an official fragrance/scent-safe accommodation plan.
- 2.2 The Health and Disability Officer will facilitate the development of a medical accommodation plan that will identify the necessary actions and outline the responsibilities of the principal/manager/employee/superintendent to establish and maintain a fragrance/ scent-safe workplace. The plan may include but are not limited to:
  - Place a fragrance/scent-safe statement in all Ebase work orders for the workplace.

- Install signage indicating that this workplace is a fragrance/ scent-safe environment (front door, side entrance, daycare if applicable).
  - Update SDS 'The school is fragrance/scent-safe. No fragrances/scents permitted, due to potential severe allergic reaction'.
  - Memo to school staff (Appendix [A1](#))
  - Memo to parents - elementary (Appendix [B2](#))
  - Memo to students – secondary (Appendix [C3](#))
  - Memo to All Itinerant Staff, Volunteers, and Visitors including Childcare Programs (full day, B & A programs) and Community Outreach Programs (Appendix [D4](#))
  - Memo to Maintenance Staff & Contractors (Appendix [E5](#))
  - For meetings held in enclosed rooms (within or outside of the school premises), advise attendees in advance that it will be a fragrance/scent-safe environment and to refrain from wearing any perfume/cologne or scent producing products.
  - Reminder messages for curriculum night, interview night, school website, school newsletter (minimum once per term), and community use of schools.
- 2.3 Share the mandatory requirements of the workplace plan with staff, students and others who must comply with the expectations. Reinforce the need for cooperation to ensure that the goal of a healthy and safe workplace is attained.
- 2.4 Continue to monitor the situation both in terms of the employee's health and in the implementation of the plan.
- 2.5 If compliance with a fragrance/scent-safe workplace does not occur at this level, contact the superintendent with responsibility for the facility/workplace for support in addressing the issue.

## Initial Memo to Staff

Dear Staff:

Please be aware that we have received a request to establish a fragrance/scent-safe workplace due to medical reasons. We ask that you review the following information and respond as requested. If you have any questions, please do not hesitate to contact me.

### What is the issue?

Exposure to fragrances and scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances and scents are found in a wide range of products including perfume, aftershave, deodorant, soap, air fresheners, fabric softeners, laundry detergents, facial tissues, and candles.

It is a personal choice to use fragrances or scents; however, it is important to recognize that the chemicals from which these are created are, by their very nature, shared. The chemicals vapourize into the air and are easily inhaled by those around us. Today's fragrances/scented products are made up of a complex mixture of chemicals which can contribute to indoor air quality problems and cause health problems.

Susceptible individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, and shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Although the mechanisms by which chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

### Moving towards a fragrance/scent-safe environment.

In order to protect those individuals with sensitivities to fragrances and scents, we are asking for your cooperation towards a fragrance/scent-safe environment in this workplace. Employees, students and visitors are strongly encouraged to avoid or reduce the use of fragrances or scented products.

### What is the Grand Erie District School Board doing about fragrance/scent related issues in the workplace?

Recognizing that fragrances and scents may negatively impact on indoor air quality, the Board will:

- Minimize the use of products which contain fragrances and scents.
- Promote the use of environmentally friendly products in cleaning and building materials.
- Optimize air quality by means of proper ventilation, as well as ensuring peak performance and proper maintenance of building ventilation systems.
- Develop information for the [GEDSB-Grand Erie](#) community.

### What can you do to help?

- Be considerate of those who are sensitive to fragrances and scents. Avoid using these products in the workplace.
- If you must use a fragrance or scented product, please use it sparingly. A general guideline for fragrances and scented products is that they should not be detectable more than an arm's length away.
- ~~Avoid~~ Using products such as scented air fresheners, plug in essential oil diffusers or salt lamps in your work area is prohibited.



- If possible, avoid using scented laundry products or cleaning agents. Allow dry cleaned clothing to be aired out prior to wearing.

**What should you do if you are approached because you are using a fragrance or wearing a scented product?**

If you are informed that the fragrance that you are using or wearing is creating a health problem and you are requested to refrain from using the product while at work, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request. Understand that it is not about you as a person or about your choice of fragrance or scent, but it is about the product and the adverse effect it is having on someone.

- Consider discussing the issue openly with the person or with your supervisor and the person.
- Ask questions about the health impact on the person and the types of symptoms experienced.
- Work with cooperation and understanding towards a mutual satisfactory resolution.

**What should you do if you encounter a person in the school who is either wearing a fragrance or using scented products?**

- If you feel you can do so comfortably, approach the individual and let them know that the fragrance or scent may cause an adverse reaction to some individuals in the workplace. Talk to the individual in a cordial and respectful manner, requesting their understanding and cooperation. Remember that many people are unaware of the potential adverse health effects caused by the wearing or use of fragrances or scented products.
- As an employee, you may ask your supervisor/principal to discuss this matter with the individual involved or with the group of employees.

Thank you for your attention regarding this matter.

Sincerely,

Principal/Manager, School/Dept/Board

## Sample Memo for Parents - Elementary

Dear Parents,

XXX School is instituting a 'FRAGRANCE/SCENT-SAFE' environment in our school effective DATE.

This requirement is a necessary response to a medical concern and will apply to all staff, students, parents, visitors, and volunteers who work or visit the school.

### Background

Fragrances and scents are found in a wide range of products including perfume, aftershave, deodorant, soap, air fresheners, fabric softeners, laundry detergents, facial tissues, and candles. Exposure to fragrances and other scented products may trigger adverse health reactions (e.g., asthma attack, anaphylactic reaction and shortness of breath) in individuals with asthma, allergies, migraines, or chemical sensitivities. Other less serious but equally debilitating symptoms include headache, sore throat, runny nose, sinus congestion, wheezing, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate.

### Moving towards a fragrance/scent-safe environment

In order to protect those individuals with sensitivities to fragrances and scents, and to possibly prevent others from developing such sensitivities, we are asking for your cooperation towards a 'fragrance/scent-safe' environment at this school. Employees, students and visitors are being requested to avoid the use of these products while at the school.

While it is recognized that it is a personal choice to use fragrances or scented products, the chemicals from these products are, by their very nature, shared as they vapourize into the air and are easily inhaled by others. Today's fragrances and scented products are made up of a complex mixture of chemicals which can contribute to indoor air quality problems and cause health problems.

### What can you do to help?

Be considerate of those who are sensitive to fragrances or scents. Avoid using these products in the school.

- If fragrances or scented products must be used, do so sparingly. A general guideline for fragrances and scented products is that they should not be detectable more than an arm's length away from you.
- Discuss this issue with your children.
- Please understand that this issue is not about you as a person or about your choice of fragrance or scent, but it is about the adverse reaction the use of the product may cause.

The success of our fragrance/scent-free initiative will depend upon the thoughtfulness, consideration, and cooperation of everyone within the school community.

Thank you for your cooperation.

Principal School

### Sample Memo for Secondary Students

XXX School is instituting a 'FRAGRANCE/SCENT-SAFE' environment in our school effective DATE.

This requirement is a necessary response to a medical concern and will apply to all staff, students, parents, visitors, and volunteers who work or visit the school.

#### Background

Fragrances and scents are found in a wide range of products including perfume, aftershave, deodorant, and soap. Exposure to fragrances and other scented products may trigger adverse health reactions (e.g., asthma attack, anaphylactic reaction and shortness of breath).

Your cooperation is expected regarding the following:

- Avoid using fragrances or scented products such as perfume, cologne, body spray or scented soap while at school.
- If fragrances or scented products must be used, do so sparingly. A general guideline for fragrances and scented products is that they should not be detectable more than an arm's length away from you.

Please understand that this issue is about the serious adverse health reaction that can occur as a result of the product you are wearing.

The success of our fragrance/scent-free initiative will depend upon the thoughtfulness, consideration, and cooperation of everyone within the school community.

Thank you for your cooperation.

Principal School

Appendix **D4**

Sample Memo to All Itinerant Staff, Volunteers, and Visitors including Childcare Programs  
(full day, Before & After programs) and Community Outreach Programs



## Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3  
(519) 756-6301 | [granderie.ca](http://granderie.ca) | [info@granderie.ca](mailto:info@granderie.ca)

TO: All Itinerant Staff, Volunteers, and Visitors  
FROM: **XXXX**, Principal/Manager  
DATE: **XXXX**  
SUBJECT: Fragrance/Scent Safe School

---

Please be advised that there is a member of our school community who has a serious or life-threatening allergy to scents and/or fragrances.

In order to provide a safe environment, we are asking for co-operation from staff, students and visitors to avoid the use of fragrances or scented products while at the school.

Thank you for your co-operation

## Sample Memo for Maintenance Grand Erie District School Board

**Grand Erie District School Board**

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3  
(519) 756-6301 | [granderie.ca](http://granderie.ca) | [info@granderie.ca](mailto:info@granderie.ca)

TO: Maintenance Services Staff and contractors  
FROM: XXXX  
DATE: XXXX  
SUBJECT: Maintenance and Work Related Odours and Fragrance/Scent Safe Schools

Please be advised that there is an individual at School/Facility who has a serious or life-threatening allergy to a wide variety of chemicals (e.g., scents/fragrances, maintenance and plant related odours, such as soldering and cleaning chemicals).

Upon entering the School/Facility, it is required that all Maintenance Staff and Maintenance Contractors check in with the office staff/receptionist and the Head Custodian prior to starting work at this school each day. Please ensure that you speak to the office staff/receptionist; signing the logbook is not sufficient.

The office staff/receptionist will contact the employee to inform them that maintenance work is going to be performed. You will be advised when it is safe to proceed with your work.

Thank you for your co-operation.

### Sample Memo for School Newsletter

We would like to remind parents and students that School is a fragrance/scent-safe environment. There are staff members and/or students who could suffer severe adverse reactions when exposed to even the smallest amount of a fragrance or scents. We ask that the community support us in our efforts to maintain a healthy and safe environment by refraining from wearing fragrances or scented products when visiting the school, even if your visit will be short.



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)  
RE: HR113 Teacher Performance Appraisal  
DATE: February 8, 2021

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Procedure HR113 Teacher Performance Appraisal to all appropriate stakeholders for comments to be received by March 31, 2021.

### Background

Procedure HR113 Teacher Performance Appraisal was approved by the Board in January 2017 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 (Human Resources)



## Teacher Performance Appraisal

Board Received: January 30, 2017 Review Date: February 2021

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Process enhances job performance and the learning environment.

### Procedures

#### 1. Experienced Teachers

##### a) Annual Learning Plans

- i) The Grand Erie District School Board will ensure that every teacher employed by the Board has an Annual Learning Plan (ALP) (see Appendix A) that addresses the teacher's own professional growth.
- ii) The teacher must prepare an ALP every year in consultation with their principal and submit it by October 15<sup>th</sup>.
- iii) All ALP's must include the teacher's professional growth objectives as well as their proposed action plan and timelines for achieving those objectives.
- iv) In the teacher's evaluation year, the teacher and principal must review and update the teacher's current ALP in a meeting as part of the performance appraisal process. The pre-observation and post-observation meetings provide opportunities for this review to take place.

##### b) Teacher Performance Appraisals

- i) Teacher performance appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act*, Regulations and the document entitled, "Performance Appraisal of Experienced Teachers – Technical Requirements Manual".
- ii) Principals must conduct a minimum of one performance appraisal for each experienced teacher in their year of review.
- iii) The principal must notify all teachers for whom performance appraisals will be conducted within the first 20 school days of the school year.
- iv) If necessary, the provision for missed timelines in Section 277.22 of the *Education Act* may be applied.

##### c) Documentation Requirements

- i) Every person who conducts a performance appraisal of a teacher shall submit a copy of the summative report and the ALP to the Family of Schools Superintendent for inclusion in the human resources file of the teacher. Teachers who have had a performance appraisal will receive a copy of the signed Summative Report.



- ii) Human Resources Services will retain a copy of each performance appraisal record for at least six years from the date of the summative report.

## 2. Teachers New to the Profession

### a) Definition

Teachers newly hired by the Board into permanent contract positions (full-time or part-time) to begin teaching for the first time in the province of Ontario.

### b) Teacher Performance Appraisals

- i) Teacher performance appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act*, Regulations and the document entitled, "Teacher Performance Appraisal – Technical Requirements Manual".
- ii) Principals must conduct two performance appraisals in the first 12 months that a teacher new to the profession is employed. For teachers who do not receive two performance appraisals with satisfactory ratings in the first 12 months after they begin teaching, additional evaluation(s) will occur in a second 12 month period.
- iii) Where a teacher is teaching in only one semester, both evaluations will be completed during that one semester.
- iv) Where a teacher is assigned to semester one in a school and semester two in another school, one performance appraisal shall be completed in each school during the teacher's initial 12 months of employment.

### c) Documentation Requirements

- i) Every person who conducts a performance appraisal of a teacher shall immediately submit a copy of the summative report to the Family of Schools Superintendent for inclusion in the human resources file of the teacher.
- ii) After two satisfactory performance appraisals have been completed within the first 12 months of teaching, and the teacher has participated in the NTIP (orientation, mentoring, professional development and training), the principal shall complete an Individual Strategy Form (Appendix B). The form is submitted to Human Resources Services and the performance appraisals to their Family of Schools Superintendent, who will then forward them to Human Resources Services.
- iii) Human Resources Services shall notify the Ontario College of Teachers that the teacher has successfully completed the New Teacher Induction Program within 60 calendar days of completion.
- iv) Human Resources Services will retain a copy of each performance appraisal record for at least six years from the date of the summative report.
- v) When a principal is considering employing a teacher from another Board, prior to any job offer, the principal shall contact Human Resources Services who will contact the last Board that employed the teacher, if any, to request the following:
  - information about the elements of the New Teacher Induction Program that the teacher was required to participate in at the board in accordance with section 270 of the *Education Act* and O. Reg 266/06;
  - copies of the performance appraisal documents that are in possession of the board that relate to performance appraisals of the teacher conducted by the board;
  - copies of all documents relied on in conducting performance appraisals of the teacher;

- copies of any Enrichment Plan prepared for the teacher under clause 277.40.1(2)(g) of the Act and any Improvement Plan prepared for the teacher under clause 277.40.2(2)(g) of the Act;
- copies of any documents relating to the termination of the employment of the teacher or to a recommendation for the termination of the employment that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board;
- copies of any documents relating to the teacher's resignation while on review status

### 3. Teachers New to the Board (but not new to the profession)

#### a) Definition

Teachers newly hired by the Board into permanent contract positions (full-time or part-time) who have previous permanent teaching experience with another Board in the province of Ontario.

#### b) Teacher Performance Appraisals

- i) Teacher performance appraisals are to be conducted using the timelines and procedures as outlined in the *Education Act* and Regulations.
- ii) Principals must conduct at least one performance appraisal in the first year that a teacher is employed.

#### c) Documentation Requirements

- i) Every person who conducts a performance appraisal of a teacher shall submit a copy of the summative report (and the ALP with the first report) to the Family of Schools Superintendent for inclusion in the human resources file of the teacher.
- ii) Human Resources Services will retain a copy of each performance appraisal record for at least six years from the date of the summative report.
- iii) When a principal is considering employing a teacher from another Board, the principal shall conduct appropriate reference checks with the teacher's former principal and/or vice-principal using the approved Reference Check Form. Completion of the Reference Check Form will indicate if the teacher had a recent Teacher Performance Appraisal and what the rating was. Prior to making any job offer, the principal shall contact Human Resources Services who, if necessary, will then contact the last Board that employed the teacher to request the following:
  - Copies of the performance appraisal document and all other documents relied on in conducting the last two performance appraisals of the teacher, if either of those appraisals resulted in an unsatisfactory rating.
  - Copies of any documents relating to the termination of the teacher's employment or to a recommendation for the termination of the teacher's employment that are in the possession of the Board and that, in the opinion of the Board, may be relevant to the decision of the requesting Board.
  - Copies of any documents relating to the teacher's resignation while on review status that are in the possession of the Board and that, in the opinion of the Board, may be relevant to the decision

#### 4. Duties and Powers re: Performance Appraisals

- a) The principal assigned to the school to which the teacher is assigned must conduct the performance appraisals in the teacher's evaluation year unless the responsibility is delegated to the vice-principal.
- b) Duties or powers of a principal shall be performed or exercised by the Family of Schools Superintendent where:
  - i) the principal and Superintendent agree that the Superintendent shall perform the duty or exercise the power.
  - ii) the Family of Schools Superintendent is of the opinion that the principal is unable to perform the duty or exercise the power in a timely way because of absence or some other reason.
- c) The duty or power of the Family of Schools Superintendent may be performed or exercised by another Superintendent employed by the Board where the Superintendent who would ordinarily perform the duty or exercise the power is unable to do so in a timely way because of absence or some other reason.
- d) When a series of one or more performance appraisals are to be conducted as part of a process, the effect of each of the appraisals is the same regardless of whether the duties or powers in relation to different appraisals are performed or exercised by different individuals or individuals holding different titles.
- e) Where a teacher is assigned to teach part-time in each of two schools, the performance appraisal will be completed by the principal of the teacher's designated home school.
- f) Performance appraisals for itinerant teachers, teacher-consultants and coordinators will involve observing the mandated competencies in situations such as the delivery of workshops, program meetings, parent/student conferences and the teaching of sample lessons.
- g) Performance appraisals of all teacher support staff (i.e. Program Coordinators, Teacher Consultants or itinerant teachers) will be completed by the appropriate Principal-Leader or Superintendent.

#### 5. Accountability

- a) In order to ensure compliance with all timelines provided in the teacher performance appraisal process, Family of Schools Superintendent will communicate with each of their principals by both January 31 and May 31 of each school year and will review the progress of the performance appraisals.
- b) Principals who do not comply with the timelines and procedures outlined in the teacher performance appraisal process will be subject to disciplinary procedures (as outlined in HR119 Progressive Discipline) implemented by the Family of Schools Superintendent.
- c) The Director of Education has overall responsibility for ensuring that performance appraisals are conducted according to the acts, regulations and Board policies and procedures.



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **HR122 Cell Phones Mobile Devices**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure HR122 Cell Phones Mobile Devices</b> to all appropriate stakeholders for comments to be received by <b>March 31, 2021</b>.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Procedure HR122 Cell Phones Mobile Devices was approved by the Board in January 2017 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 & Treasurer



# PROCEDURE

HR122

## Cell Phones/Mobile Devices

Board Received: January 30, 2017

Review Date: February 2021

### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Process adheres to Board procedure.

The Grand Erie District School Board recognizes that some positions and job functions require the employee to be accessible to the Board at all times or the employee's position requires a cell phone to more effectively perform the duties of their position. –Where warranted, Grand Erie will make the appropriate device available to the employees under terms and conditions set out in this procedure.

### Procedures

1. At the discretion of the Director or the Superintendent responsible for the portfolio, the following groups qualify for a cell phone:
  - a. Senior Administration
  - b. Principals
  - c. Vice-Principals
  - d. Principal Leaders
  - e. Program Coordinators
  - f. Managers
  - g. Information Technology Services staff
  - h. Facility Services staff
  - h.i. Trustees (Effective November 15, 2022)
  - h.j. Others at the discretion of the Superintendent and/or Director
2. All Cell Phone devices must be ordered through the Cell Phone administrator or designate and authorized by the employee's supervisor and the Director or their ~~the~~ superintendent.
3. Cell Phones are purchased based on the need of the required job function and not employee preference. The Director or Superintendents will only approve deviations from the plan if it is a job requirement.
4. The board will not be responsible for reimbursing staff cancellation fees for a personal cell phone plan that the employee deems no longer necessary due to obtaining a board cell phone.
5. Devices will be ordered by Purchasing Services when the following, completed and signed, forms (found on the portal) are received from the employee:
  - a. Approval to Acquire Technology Form
  - b. Payroll Deduction Authorization & Acknowledgement of Responsibility Form
6. All mobile communications devices acquired through Grand Erie remains the property of Grand Erie and will be enrolled and managed by Grand Erie's Mobile Device Management system. The cell phones provided in schools for the use of facilities operations/custodial staff are to be kept at the school and are NOT for personal use.

7. Employees, or Trustees, -who have been approved for a Board owned cell phone are required to reimburse the Board by way of a monthly payroll deduction for personal use of the device. All users must complete the "Authorization for Payroll Deductions & Acknowledgement of Responsibility Form-". The monthly rate charged to employees will be reviewed annually by the Superintendent of Business and will vary depending on the device used. Employees, or Trustees, who never use their cell phones for personal use may be exempt from the payroll deduction by signing a declaration indicating the Cell Phonecell phone will only be used while performing job duties.
8. It is expected that expenses incurred by employees for personal use are reasonable and do not exceed the charges paid through payroll deductions. Employees will be invoiced for the difference where regular monthly charges exceed the predetermined payroll deduction amount on a regular basis. -Unacceptable extra charges would include but are not limited to charges for ring tone downloads, non-business-related web-browsing or roaming charges while on vacation. These costs will be the responsibility of the employee.
9. Employees who may incur higher personal long-distance expenses may choose to increase their personal payroll deductions to cover long distance plans that are available from Grand Erie's contract with vendors. -The plan options and costs can be found on the Portal.— Plan changes will not be made until the Payroll Deductions & Acknowledgment of Responsibility form is completed to indicate the employee's authorization to increase deductions to cover the extra plan expenses for long distance.
10. Cell phone use outside of Canada is permitted. Board staff who wish to use their device outside Canada and request a roaming package will have the cost of the package automatically deducted from the next payroll for the employee. -Board staff who do not enroll in a roaming package will be fully responsible for all costs for service outside Canada. -If circumstances arise that the cell phone is required outside of Canada by an employee who is not the Director or Superintendent, the employee's supervisor will seek approval for the appropriate roaming package enrolment fee from the Superintendent of Business.
11. The Board will not be responsible for unacceptable extra charges (see item 8) or for costs incurred by an employee who does not follow Board procedures when acquiring and using a Cell Phonecell phone. Such costs incurred by the employee that are excessive and not consistent with Board procedure will be reimbursed by the employee.
12. Not understanding the Board monthly cell plan and/or functionality of the cell phone could result in significant expenses. Costs resulting from misuse or misunderstandings may become the employee's responsibility and require reimbursement to the Board. -Employees are to ensure they understand Grand Erie procedures for Cell Phones and confirm that they have read and understand this procedure (HR122) when they sign off the Payroll Deductions & Acknowledgment of Responsibility form.
13. Invoices received from the Cell Phonecell phone provider will be reviewed monthly by Business Services to ensure Board procedures are followed and to ensure business and personal costs are reasonable and/or consistent with the employee's declaration as indicated on the "Payroll Deduction Authorization & Acknowledgement Form". Notice of any infractions of this procedure will be forwarded to the employee's Supervisor and the individual will be invoiced for any unacceptable charges.

14. New ~~Cell-Phone~~cell phone devices are to be purchased only when the contract term is completed or if the employee requires an upgrade due to job function and responsibility as determined by their supervisor.
15. Safe driving is a priority. Employees are prohibited from using wireless communication or electronic devices of any type while driving a vehicle for the purpose of conducting Board business. -This would include, but not be limited to, ~~Cell Phones, text pagers, cell phones and two-way radios and portable music players.~~ Employees may use a hands-free device (such as a Bluetooth) while operating a motor vehicle or a hand-held device once they have safely pulled off the traveled part of a road and stopped. -Employees who do not comply with this policy will be engaging in prohibited conduct for which they may be personally liable, should damages result from their misconduct. -In addition, failure to comply with the above requirements may result in disciplinary action. -Only job functions requiring a high level of travel between locations will be considered for approval to purchase hands free accessories at board expense as determined by their supervisor.
16. Abuse of Board cell phones procedure will result in the device being recalled and/or disciplinary action as appropriate.
17. Upon the termination of employment or changing roles to a job function that is not approved for cell phone or, the cell phone equipment must be returned to the employee's supervisor no later than the final day of work. The supervisor will return the device to ~~Purchasing Services~~ITS or designate.
18. Lost or stolen cell phones must be reported immediately to the Supervisor of Purchasing and ITS or designate to cancel the service. -The contact information can be found on the Portal. -An email should be forwarded to ITS support to notify them of the lost or stolen phone.- All costs incurred due to lost/stolen or damaged cell phones due to negligence are the responsibility of the employee.
19. Cell phones are owned by Grand Erie. The Board utilizes the Air Watch software to assist in the mobile device management (MDM) of all Board cellular devices. The Board reserves the right to manage enterprise file/apps, restrict applications/settings, remotely lock the device/wipe the device and manage cell profiles. -The Board is not responsible for loss of personal data.

**Related Resources:**

SO27 - Acceptable Use of Information Technology



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **SO102 Student Admission/Registration**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board defer Procedure SO102 Student Admission/Registration to the May 10, 2021 Committee of the Whole Board Meeting.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Procedure SO102 Student Admission/Registration was identified and added to the 2020-21 Bylaw, Policy and Procedure Review Schedule.

Business Services drafted a Student Admission/Registration procedure which stemmed from a recommendation from an internal audit. In June 2020, the draft procedure was brought to Sr. Administration for review at which time, it was noted that that further collaboration was needed from Elementary and Secondary Principals, Clerical, Privacy, ITS and PowerSchool. The internal working group was to meet in the Fall of 2021, but due to the COVID-19 Pandemic, this has not occurred.

### Next Steps

This Procedure be deferred until May 2021 to allow for the internal working group to meet and further review the draft procedure.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary

FROM: Liana Thompson, Superintendent of Education

RE: SO115 - Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields

DATE: February 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive Procedure SO115 – Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields as information.

### Background

The Ministry of Education provided school boards with an Addendum to the guidance document Guide to Reopening Ontario's Schools in January 2021. Effective immediately, mandatory masking will be in place for students in Grades 1 to 3. The Grand Erie District School Board has also mandated masking for students attending the Kindergarten program.

The Grand Erie District School Board continues to recognize that there are students with medical restrictions (severe breathing difficulties, unable to remove mask on their own, etc.) that may require the student to attend school without the use of a mask and/or face shield.

Grand Erie continues to demonstrate due diligence and only allow ESSENTIAL exemptions where there are no alternatives.

### Additional Information

Due to the requirement for this procedure to be enacted immediately with the proposed changes, respectfully requesting waiving Board By-Law 9 and the necessity to circulate this procedure out for comment.

### Communication Plan

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson  
 Superintendent of Education



## Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields

Board Received: February 8, 2021  
September 14, 2020

Review Date: September 2024

### Background

As per the Ministry of Education's January 2021 Addendum to the reopening guidance document, Guide to Reopening Ontario's Schools, ~~guidance document Guide to Reopening Ontario's Schools, mandatory masking will be required for~~ students in Grades 1-3, 4 to 12 will be required to wear non-medical or cloth masks (mask) indoors in school, including in hallways and during classes and transportation. The Grand Erie District School Board ~~has~~ also mandated ~~strongly recommends~~ that students in JK to 3- the Kindergarten Program ~~also~~ wear masks in hallways, during classes and while on transportation. Both masks and face shields are types of personal protective equipment (PPE). Measures that are used for **source control** attempt to prevent the spread of infection from the wearer to those around them. Source control can include covering your sneezes and coughs, hand hygiene, and wearing a mask in public. **Masks** are both used for source control and to protect oneself from others (as PPE). Cloth masks are for source control and higher-grade disposable masks are for both for source control and PPE. **Face shields** are considered PPE but are not meant to function as a primary device for respiratory protection. To date, there is no evidence that face shields alone are effective either as source control or as PPE but are effective to augment other more effective PPE. The CDC does not recommend the use of face shields as a substitute for cloth face coverings.

The Grand Erie District School Board recognizes that there are students with medical restrictions (severe breathing difficulties, unable to remove mask on their own, etc.) that may require the student to attend school without the use of a mask and/or face shield.

School boards must demonstrate due diligence and only allow ESSENTIAL exemptions where there are no alternatives.

### Procedure

- ☑ Family submits a written request to the principal and is encouraged to support the request with medical documentation, where appropriate.
- ☑ Principal has a follow up conversation with the family.
- ☑ Principal can ask questions such as:
  - What is the nature of the condition or the actual impact on the student by wearing a mask?
  - Are there any solutions other than a complete exemption (frequent breaks, only during certain activities, avoid during exertion, gradual build up to full day masking, if it is an allergy can we provide a different one, etc.)
- ☑ Share information with the Family of Schools SO for consultation
- ☑ Possible results:
  - Student concern is known to the school (medical or sensory). Upon request, student will receive an exemption and will not be required to wear a shield either.

- Student concern is known to the school and will receive an exemption and will be able to wear a shield.
  - Student concern is not known to the school. Family is encouraged to submit medical documentation to the principal and principal and SO agree on exemption.
  - Student concern is not known to the school. Family is encouraged to submit medical documentation but does not qualify for an exemption (e.g. seasonal allergies) but we can offer other accommodations.
  - Student concern is not known to the school and did not submit medical. No exemption.
- ☑ Principal informs the staff of these students so everyone is aware that they will not be wearing the required mask and/or face shield.
- ☑ Principal responds back to family acknowledging the approved or not approved exemption or not approved but with accommodations that will be put in place. (Appendix A)



## APPENDIX A

**LETTER IN RESPONSE TO A PARENT/GUARDIAN'S/ADULT STUDENT'S  
REQUEST FOR AN EXEMPTION FROM WEARING THE MANDATORY MASK AT SCHOOL**

Date

Dear

Thank you for notifying the Grand Erie District School Board of your request to have your child exempted from wearing the mandatory mask while at school. Wearing a mask, physical distancing and hand hygiene are crucial to keeping all students and staff at our schools safe and helping to limit the further spread of COVID 19.

In your letter to the principal, you stated that due to:

---

your child is unable to wear the required mask at school. You also provided/did not provide medical documentation supporting the request. Upon review of your request,

Student

Name: 

---

Your child is exempt from wearing a mask.

Your child is exempt from wearing a mask and must wear a face shield at all times in the school.

Your child is not exempted from wearing a mask, but the school will make the following accommodations:

---

For the safety of all, each school principal will alert the school staff of any students with an approved exemption.

I also remind you at this time that you can opt for remote learning for your child if you feel it would be in the best interest of their safety and wellbeing. If you choose to opt for remote learning, please contact your school principal for more information.

We wish you a safe and successful school year.

Sincerely,

Principal

Copy: Family of school Superintendent  
OSR (each student listed above)



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **SO133 Signing Authority for Short Term Agreements**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Procedure SO133 Signing Authority for Short Term Agreements</b> to all appropriate stakeholders for comments to be received by <b>March 31, 2021</b>.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Procedure SO133 Signing Authority for Short Term Agreements was approved by the Board in January 2017 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 & Treasurer



# PROCEDURE

SO133

## Signing Authorities for Short Term Agreements

Board Received: January 30, 2017

Review Date: February 2021

### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Agreements are within budget limits  
– Board liability exposure is reduced from improperly signed agreements

### Procedures

1. In addition to “Bylaw 13 – Signing Authorities of the Board”, certain situations exist where school administrators may be requested to enter into agreements with organizations to facilitate school management. Permission to sign certain ~~short-term~~ short-term agreements is extended to school administrators under certain conditions following proper review of the documents by Senior Administration. All documents for review must be submitted to the Superintendent of Business a minimum of 30 days prior to the event.
2. Out of classroom trips and tours requiring agreements with operators of facilities.
  - 2.1 School Administrators’ Authority
    - a) School administrators wishing to approve out of classroom trips and tours requiring agreements with operators of facilities will be permitted to sign agreements for excursions:
    - b) lasting not more than three days;
    - c) subject to limits of available budgets and within any applicable fund-raising criteria;
    - d) provided all conditions of Policy SO15-Out of Classroom Field Trips and Excursions are followed.
  - 2.2 Teachers do not have signing authority for these agreements.
3. Lease or Rental of Offsite Facilities for Special Occasions
  - 3.1 School Administrators’ Authority
    - a) School administrators wishing to approve rental of offsite facilities for graduation exercises, etc. will be permitted to sign lease agreements:
    - b) for periods of one to five days;
    - c) subject to limits of available budgets and within any applicable fund-raising criteria.
    - e)d) School administrators should check with the Community Use of Schools Coordinator to ensure comparable locations/sites are not already available internally.
  - 3.2 Teachers do not have signing authority for these agreements.
4. Lease or Rental of Offsite Facilities for Program Use
  - 4.1 Senior Administrators’ Authority
    - a) School administrators wishing to approve rental of offsite facilities for programs are required to complete an inspection of the premises by authorized Board staff according to “Pre-Lease Requirements”. (Appendix A attached.)
    - b) Lease agreements will be signed by the authorities listed in Bylaw 13, only after school administrators have demonstrated available operational and maintenance budgets.
  - 4.2 Principals and Teachers do not have signing authority for these agreements.



5. Funding Agreements with Charitable or Other Organizations for School Fundraising
  - 5.1 Senior Administrators' Authority
    - a) School administrators wishing to work with external agencies for the purpose of school fundraising or to accept donations to the school are to submit all applications to the office of the Superintendent of Business for review and approval.
    - b) Funding agreements will be signed by the authorities listed in Bylaw 13, only after school administrators have demonstrated all conditions of relevant Board policy or procedures are complied with including:
      - F3 Capital Related Fundraising and Community Donations,
      - F106 Receipt of Charitable Donations.
  - 5.2 Principals and Teachers do not have signing authority for these agreements.
6. Contracts with Outside Organizations for Goods or Services
  - 6.1 Senior Administrators' / Senior Support Staff Authority.
  - 6.2 Agreements for system-wide services or goods, such as Requests for Quotations, Invitations to Tender, Request for Proposals or competitive bids for copiers, postage meters, office equipment/furniture, computers, consumable supplies, catering services, auto leases are reviewed by the Superintendent of Business and signed according to Bylaw 13.
  - 6.3 Principals and Teachers do not have signing authority for these agreements.
7. Contracts with Outside Organizations for Goods and Services not listed above are not to be signed until reviewed and approved by Senior Administration.



**Grand Erie District School Board  
Pre-Lease Requirements for Off-Site Locations**

**Section A**

School	Program	Principal

**Section B**

Check Before Proceeding		Approved By:	
		Division Manager –Operations and Health & Safety - Call 281136	
1	Is Current Use of Property Appropriate for Educational Site? State Current Use:		
2	MOE and MOL Regulations Met or Exceeded		
3	Compliance with Municipal Bylaws		
4	Washrooms <del>Appropriate for include m</del> Male, and Female <del>and gender-neutral options for</del> staff and students		
5	Zoning Appropriate for Education Purposes		

**Section C**

		Fill in Required Information if Available	
1	Address of proposed program site		
2	Landlord mailing address		
3	Landlord telephone Number		
4	How much space (square footage) is being rented?		
5	Term of Rental (e.g. September to August)		
6	Amount of monthly rent and HST		
7	Who is Responsible for?	<b>Landlord</b>	<b>Tenant</b>
	(a) Utilities		
	(b) Snow Clearing		
	(c) Grass Cutting		
	(d) Daily Cleaning		
	(e) Maintenance		
	(f) Furniture		
8	Insurance Requirements are Met by both the Landlord and the Tenant		
9	Is transportation (public or Board) available		

Submit completed forms to: Community Use of Schools Coordinator ~~Executive Assistant to the Superintendent of Business~~



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Trustees of the Grand Erie District School Board  
FROM: JoAnna Roberto, Director of Education  
RE: **Letter of Support – Teacher Education Program at Wilfrid Laurier**  
DATE: February 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Letter of Support – Teacher Education Program at Wilfrid Laurier.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Background

Wilfrid Laurier University has approached Grand Erie for a letter of support as they are revisiting the teacher education program. The letter will be addressed to the Minister of Education. The proposal includes an emphasis on French, STEAM and Indigenous education pathways.

### Next Steps

The request is to have the Director and Chair of the Board to send the attached draft letter. The return of teacher education would have positive benefits not only for the campus, but for the community as a whole.

Respectfully submitted,

JoAnna Roberto  
Director of Education



# Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3  
(519) 756-6301 | [granderie.ca](http://granderie.ca) | [info@granderie.ca](mailto:info@granderie.ca) | Fax: (519) 756-9181

The Hon. Stephen Lecce  
Minister of Education  
5th Floor, 438 University Ave.  
Toronto, ON M5G 2K8

Dear Minister Lecce:

We are heartened to hear that Wilfrid Laurier University is pursuing discussions with you to explore the possibility of once again offering teacher education in Brantford. For 12 years the concurrent education program was a cornerstone of the Brantford campus, and helped drive the economic, social and cultural revitalization of our community's downtown district. Our school board hosted many teacher candidates from the program for their placements, and some of the finest teachers currently working in our board are graduates of the program.

As a school board contending with the shortfall of qualified teachers at this time, we would welcome the opportunity to once again access a steady stream of teacher candidate who will help alleviate the shortfall in Brantford-Brant, and indeed across the Province of Ontario.

In addition to the shortage of qualified educators, there is a great need at this time to provide opportunities for current teachers and teacher candidates to gain a deeper understanding of Canada's Indigenous history, peoples, cultures and ways of knowing. With its Indigenous Studies program and location so near to the Six Nations of the Grand River and Mississaugas of the Credit territories, Laurier's Brantford campus is uniquely suited to fill this need. Restoring teacher education in Brantford with a particular focus on Indigenous knowledge is an opportunity for the Ministry of Education to meaningfully demonstrate its commitment to reconciliation.

We understand that two other areas of need – French Language and STEM – are also part of the Laurier proposal. As you know, many school boards across the province are in need of teachers in these subject areas. Laurier is uniquely positioned to train and graduate teachers best suited to fill the needs of Ontario students and their families.

This new program at Laurier, should it be approved, would restore a cornerstone upon which Laurier Brantford was built and bring with it a myriad of economic, social and cultural benefits for our region. For our school board, the presence of Laurier's Faculty of Education in Brantford would support our ability to attract the best qualified teachers to the region, allow us to partner in undertaking pedagogical research, and create opportunities with the university for ongoing professional development.

*SUCCESS* for Every Student

We sincerely hope that this proposal will be implemented and hope you will urge your colleague, the Honourable Ross Romano, Minister of Colleges and Universities to support Laurier's proposal. Doing so will increase access to quality education for families across Ontario.

Sincerely,

cc.

The Honourable Ross Romano, Minister of Training, Colleges and Universities  
The Honourable Dr. Willem Bouma, MPP Brantford-Brant