



AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
 - (g) Student Showcase
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Haldimand-Norfolk French Immersion Secondary School Program L. De Vos
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Allocation of Self-Contained Classrooms for 2020-21 L. Thompson
 - * (b) Board Approved Transportation Review R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Transportation Consortium Annual Report R. Wyszynski
 - * (b) Student Trustee Selection B. Blancher
 - * (c) Information Technology Services Annual Report L. Munro
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) FT9 Transition Committee (C) R. Wyszynski
- E - 2 **Procedure Consideration - Information Items**
- * (a) HR111 Personal Protective Footwear (C) R. Wyszynski
 - * (b) HR119 Progressive Discipline (C) S. Sincerbox
 - * (c) FT105 Playground Equipment (A) R. Wyszynski
 - * (b) SO113 Extreme Weather Guideline (C) R. Wyszynski
- F - 1 **Other Business**
- * (a) OPSBA Report C.A. Sloat
- G - 1 **Correspondence**
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, March 09, 2020
Board Room, Education Centre

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

Audit Committee	March 24, 2020	4:00 PM	Board Room
Quality Accommodation Committee	March 26, 2020	2:00 PM	Board Room
Special Education Advisory Committee	March 26, 2020	6:00 PM	Board Room
Chairs' Committee	March 30, 2020	5:45 PM	Norfolk Room
Board Meeting	March 30, 2020	7:15 PM	Board Room
Safe and Inclusive Schools Committee	April 2, 2020	1:00 PM	Board Room
Native Advisory Committee	April 6, 2020	1:00 PM	Brantford Collegiate Institute
Committee of the Whole	April 6, 2020	7:15 PM	Board Room
Student Trustee Senate	April 16, 2020	10:30 AM	Grand River Hall, JBLC
Special Education Advisory Committee	April 16, 2020	6:00 PM	Board Room
Budget Review Meeting	April 21, 2020	5:30 PM	Board Room
Indigenous Education Advisory Committee	April 23, 2020	6:00 PM	Board Room
Chairs' Committee	April 27, 2020	5:45 PM	Norfolk Room
Board Meeting	April 27, 2020	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
Denise Martins, Superintendent of Education
RE: **Haldimand- Norfolk French Immersion Secondary School Program Enrolment Status**
DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Haldimand-Norfolk French Immersion Secondary School Program Enrolment Status report as information.

Background

At the Committee of the Whole Meeting on March 4, 2019, an information report was brought to trustees that outlined a number of factors that needed to be taken into consideration in determining where a French Immersion Haldimand-Norfolk secondary school should be located. There were also several recommendations in that report:

- Send Caledonia Centennial Public School/River Heights Public School; Lakewood Elementary School & Walsh Public School dual track students to Simcoe Composite School
- Send Paris Central Public School/Burford District Elementary School dual track students to North Park Collegiate and Vocational School
- Creation of new boundary maps with no out of area permitted in alignment with the elementary process

Next steps in the March 4, 2019 report included confirmation of student intent to continue in the French Immersion program.

On March 25, 2019, all parents of French Immersion dual track students were invited to participate in a survey to inform planning for a French Immersion Secondary Haldimand-Norfolk location. The survey closed on April 12th.

The May 13, 2019 report recommended the French Immersion Secondary School locations based on the survey data.

At the May 27, 2019 Board meeting, trustees approved two motions. The first, that Paris Central French Immersion students be directed to the existing secondary school French Immersion Program at North Park CVS. The second motion directed Senior Administration to implement a secondary French Immersion program at Simcoe Composite School commencing September 2020 and that the French Immersion students from River Heights, Lakewood and Walsh be directed there.

Additional Information

Preliminary enrolment at Simcoe Composite School based upon 2020-21 course selections for French Immersion are as follows:

Number of Students	School
1	Academic Catholique Marie Therese Hamilton
1	River Heights
5	Walsh
6	Lakewood

Based upon our surveys completed in April 2019, 23 of 25 Grade 7 families completed the survey. Only 17 of those 23 indicated they would choose Simcoe Composite. At this point in time, 12 out of 17 students actually have submitted a course selection sheet.

Based on the preliminary information in the March 4, 2019 report and given the challenges with class size cap running a 10-credit French Immersion Program will severely compromise the offering of other course selections at Simcoe Composite.

Option

Given the lack of fulsome data from the survey for students in Grade 6 and under; declining enrolment; and, uncertainty around class size caps; Senior Administration is recommending that we explore changing the program designation at Simcoe Composite from French Immersion (10-credit program) to Extended French (7 credit program) to retain our market share of students.

The *French as a Second Language 2014 Curriculum, Grades 9-12* says on page 16, "Generally, the program the student selects at the secondary level is determined by the total number of French instruction accumulated by Grade 8 (a minimum of 600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion). The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements if they have achieved the necessary language competence through other means."

Next Steps

1. The central program team will work with the Simcoe Composite staff to identify potential students who may have achieved the necessary language competence through other means.
2. Simcoe Composite staff will communicate the change to those enrolled.
3. Appropriate course codes will be provided to PowerSchool as this will be the Board's first Extended French Program.

Grand Erie Multi-Year Plan

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

This report supports the Equity indicator of Success for Every Student and the following statement: We will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Linda De Vos
Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Self-Contained Classrooms for 2020-21**
DATE: March 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the locations and number of self-contained classrooms for 2020-21 as outlined, pending budget deliberations.</p>

Rationale

Grand Erie provides self-contained classroom placements in a variety of locations throughout the board. Self-contained classrooms provide alternative options for students for which the most enabling environment for them to meet their program goals is in a smaller class setting with a higher staff to student ratio. The goal of a self-contained classroom is to provide a learning environment that is positive, inclusive, and fosters student independence and well-being. Programming in self-contained classrooms must keep the possible pathways in secondary school and post-secondary goals for each student at the forefront of all planning and placements.

Special Education system staff have attempted to minimize changes for the 2020-21 school year, however some changes are required as students move from elementary to secondary, as alternative models of support are developed, and as the profiles of students' change.

Feedback received from consultations with Grand Erie's Special Education Advisory Council (SEAC), along with recommendations from elementary and secondary school administrators and system special education staff has informed the decisions made. During the consult, stakeholders were asked to consider how we could provide alternative approaches to supporting students that may decrease the need for self-contained placement while ensuring the educational needs of students are still met. In keeping with the principles of inclusion as outlined in the Ontario Human Right's Commission's Guidelines on Accessible Education, and the beliefs outlined in Grand Erie District School Board's Guiding Principles in Special Education, placement in a regular classroom setting is given first consideration. Continuing to move supports closer to the home school classroom, where the principles of Universal Design for Learning, Differentiated Instruction and tier 1 supports are the basis of all program delivery is the basis for the recommendations being made for the 2020-21 school year. There is also a focus on keeping long term educational opportunities for students at the forefront of our planning, ensuring that the pathways and skill building within our self-contained programming support transitions from elementary to secondary, and secondary to post-secondary/adult life goals and destinations for students with special education needs.

The following are recommendations for self-contained classrooms in Grand Erie in the 2020-21 school year:

Renaming and Refocusing of Self-Contained Classrooms

- Rename elementary self-contained classrooms for Mixed Exceptionalities (ME), Mild Intellectual Disabilities (MID), and Developmental Delays (DD)
- Rename secondary self-contained classrooms for On Track, Mixed Exceptionalities (ME), Mild Intellectual Disabilities (MID), and Developmental Delays (DD)
- Refocus program goals in these classrooms by naming them using language related to student learning needs and program pathways rather than by exceptionality

Renaming and Refocusing of Self-Contained Classrooms

Rename elementary self-contained classrooms for Mixed Exceptionalities (ME) and Mild Intellectual Disabilities (MID)

Elementary self-contained classrooms for students with Mixed Exceptionalities (ME) or Mild Intellectual Disabilities (MID) will be renamed Intermediate Transitions classrooms. Intermediate Transitions classrooms can be fully or partially contained classrooms for students with special education needs working at least two grade levels below in language and/or math. Students would be considered for placement in this self-contained classroom beginning in grade 7. As part of their transition planning to secondary school, it is likely that the student being placed in this classroom will require some level of self-contained support in a secondary self-contained program. Students in an Intermediate Transitions classroom may be integrated for part of the day based on their areas of strength. Students who are younger than grade 7 in the current ME and MID classrooms will remain enrolled in the Intermediate Transitions classroom in consultation with parent/guardian. The class capacity is 16.

Rename secondary self-contained classrooms for On Track, Mixed Exceptionalities (ME) and Mild Intellectual Disabilities (MID)

Secondary self-contained classrooms for students with Mixed Exceptionalities (ME) and for students participating in On Track programming will be renamed Bridge classrooms. Bridge classrooms will be 4- or 8-section classes for students with special education needs who require extra support to be successful in credit bearing classes. Bridge classrooms offer maximum integration with the opportunity to work towards credit while supporting student needs in literacy, numeracy, self-regulation, social skills, learning skills, self-advocacy, and mental health needs. Students in these classes will be working toward an Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of attending post-secondary programming or entering the workplace after secondary school. The class capacity is 16.

Secondary self-contained classrooms for students with Mild Intellectual Disabilities (MID) will be renamed Vocational classrooms. Vocational classrooms will be 8-section classes for students with special education needs who require a fully contained placement. Students in Vocational classrooms may be integrated into some credit-bearing courses; however, most will be working on modified curriculum and/or functional academics, job readiness skills, and skills in independence depending on their individual learning profile and post-secondary school goals. Students in these classes are working towards a Certificate of Accomplishment (COA) with goals of taking further training or entering the workplace after secondary school. The class capacity is 16.

Rename elementary and secondary self-contained classrooms for Developmental Delays (DD)

Elementary and secondary self-contained classrooms for students with developmental delays will be renamed Life Skills classrooms. Life Skills classrooms will be for students with special

education needs who require a fully contained placement. At the secondary level, Life Skills classrooms will be 8-section classes. Life skills classrooms will support students with an intellectual disability that typically falls within the moderate to severe range. Students in the elementary Life Skills classroom may be in the self-contained classroom full time, or they may be partially integrated into mainstream classes within the school. Students in the secondary Life Skills classroom will have limited to no integration into credit bearing courses. They will not be earning credits. The focus in Life Skills classrooms is to support students to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living. Program goals are derived from alternative curriculum not the Ontario curriculum. Students in elementary Life Skills classrooms will most likely require a similar classroom placement in secondary school. Students in secondary Life Skills classrooms will be working towards a Certificate of Accomplishment. The class cap is 10.

Classroom Closures and New Classrooms

- Elementary
 - Close two Strategies (Behaviour) classrooms
 - Refocus remaining Self-Contained Strategies (Behaviour) classrooms as longer term transition placements.
- Secondary
 - Open one Multi-Handicap (MH) classroom
 - Open one 8 section Mild Intellectual Disability (MID) classroom
 - Open one 4 section Mixed Exceptionality (ME) classroom

Classroom Closures and New Classrooms

Elementary

The continued focus in the renewed model of support in special education in Grand Erie is on collaboration and close-to-the-classroom supports to assist students with behavioural needs to meet with success in their home school classrooms. Classroom teachers can access the support of the school-based learning resource teacher, special education system staff and professional support services personnel to assess student needs, develop and implement Tier 1 strategies and behaviour support plans for students in the regular program at their home school. Even with these supports, many students continue to struggle with behavioural needs in the regular classroom.

During the 2018-2019 school year, the Complex Behaviour Intervention Team (CBIT) was introduced. The CBIT consists of Board Certified Behaviour Analysts and Lead Educational Assistants. The team provides an intensive intervention program in the student's classroom to support the implementation, refinement and learning of behaviour and safety support plans for the school staff working with the student who has complex behavioural needs. To date, this intervention has been utilized predominantly with students with complex behavioural needs in self-contained classrooms.

In the 2020-21 school year the CBIT will begin to provide intensive support in behavioural assessment and collaboration with system and school staff to determine critical interventions and supports required for students with complex behavioural needs in the regular classroom. The increased capacity of the CBIT to work with more students supports the recommended closure of two Strategies classrooms.

Reframing the model of support for students with behavioural needs will allow for the closure of two Strategies classrooms. Placement in the four remaining Strategies classrooms will only be

considered for those students who, despite intensive interventions in the regular classroom setting, up to and including the involvement of the CBIT and other system supports, continue to have difficulty meeting the required expectations to meet with success. Strategies classrooms will support learners whose complex educational, social, emotional and behavioral needs require an Individualized Education Plan, a Behaviour Support plan, alternative curriculum and specialized services, facilities and resources delivered in a small classroom environment. Strategies classrooms will include programming that has a focus on enhanced skill development in the area of social skills, emotional regulation and executive functioning skills. The goal for students participating in the Strategies classroom is to decrease problem behaviour and increase prosocial behaviour, acquire new skills (problem solving, conflict resolution, self-advocacy), gain the ability to generalize newly acquired skills to other settings, and to prepare for an appropriate secondary school pathway. The class capacity is 8.

Secondary

Currently the projected need for self-contained placements for students with Multiple needs (intellectual, physical, medical) and for students requiring a Bridge placement at the secondary level exceeds the number of spaces available. As a result, self-contained classrooms options must be opened at the secondary level.

The following is a summary of changes for the 2020-21 school year:

Elementary

- One elementary self-contained classroom for students with Behaviour Exceptionalities (Strategies) at Major Ballachey be closed.
- One elementary self-contained classroom for students with Behaviour Exceptionalities (Strategies) at Thompson Creek be closed.
- Rename and refocus program strategies and supports for elementary self-contained classrooms for Mixed Exceptionalities and Mild Intellectual Disabilities as Intermediate Transition Classes.
- Rename and refocus elementary self-contained classrooms for Developmental Disabilities (DD) as Life Skills Classes.
- Refocus program supports and strategies for elementary self-contained classrooms for Behaviour Exceptionalities (Strategies).

Secondary

- Open one Bridge self-contained classroom at Hagersville Secondary School (8 sections)
- Open one Bridge self-contained classroom at Cayuga Secondary School (4 sections)
- Open one self-contained classroom for students with Multiple Handicaps (MH) at Cayuga Secondary School
- Rename and refocus program supports and strategies for Mixed Exceptionalities (ME) and On Track as Bridge Classes.
- Rename and refocus program supports and strategies Mild Intellectual Disabilities (MID) as Vocational Classes.
- Rename and refocus program supports and strategies Developmental Disabilities (DD) as Life Skills Classes.

Additional Information

Through communication with educational partners on Six Nations and Mississaugas of the Credit we are aware that several students with special education needs requiring specialized placements will be registering in Grand Erie secondary schools September 2020. These needs have been considered during the self-contained planning process and in the final recommendations.

Students will access all self-contained placements through the Identification, Placement and Review Process.

Renaming and refocusing classrooms for students with Autism (ASD) and Multiple Handicaps (MH) will occur in the 2021-22 school year.

Budget Implications

Funding for self-contained classrooms is pending approval of the 2020-21 budget.

Next Steps

Individual schools that are retaining, gaining or losing self-contained classes will be notified. Where changes are to occur, direct communication will come from the Principal Leader – Special Education to support school administrators with consistent communication for students and families who may be impacted. Collaboration with OSSTF, ETFO, and CUPE to share this information will take place.

Grand Erie Multi-Year Plan:

This report supports the Achievement and Well-being indicators of Success for Every Student and the following statements: we will set high expectations for our students and staff and we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Projected Elementary Self Contained 2020-2021				
School	Class	Capacity	Projected 2020 - 2021	Capacity Use
Brant North				
Cedarland	Jr/Int Life Skills	10	6	60%
Centennial Grand Woodlands	Gifted	25	6	24%
Centennial Grand Woodlands	Jr/Int Life Skills	10	7	70%
Cobblestone	Jr/Int Transitions	16	13	81%
Cobblestone	Jr/Int Life Skills	10	8	80%
Russell Reid	Autism	6	6	100%
Russell Reid	Int Transitions	16	16	100%
Graham Bell	Autism	6	6	100%
Grandview	Pr/Jr Autism	6	5	83%
Greenbrier	Autism	6	5	83%
Greenbrier	Int Transitions	16	15	94%
Greenbrier	Pr/Jr Life Skills	10	10	100%
Prince Charles	Multi-Handicap	6	5	83%
Prince Charles	Autism	6	6	100%
Brant South				
Agnes Hodge	Multi-Handicap	6	6	100%
Bellview	Strategies	8	8	100%
Branlyn	Strategies	8	8	100%
James Hillier	Autism	6	5	83%
Major Ballachey - Close	Strategies	8		
Ryerson Heights	Pr/Jr Life Skills	10	9	90%
Haldimand				
Caledonia Centennial	Strategies	8	7	88%
Mapleview	Autism	6	6	100%
Hagersville Elem - 0.5	Int Transitions	16	6	38%
Hagersville Elem	Jr/Int Life Skills	10	7	70%
Jarvis	Gifted	25	9	36%
JL Mitchener	Jr/Int Autism	6	4	67%
Thompson Creek	Autism	6	5	83%
Thompson Creek - Close	Pr Strategies	8		
Norfolk				
Delhi Public	Strategies	8	6	75%
Bloomsburg - 0.5	Int Transitions	16	4	25%
Bloomsburg	Autism	6	6	100%
Langton	Autism	6	6	100%
Lynndale Hts	Jr/Int Life Skills	10	8	80%

Projected Secondary Self Contained 2020-2021				
School	Class	Capacity	Projected 2020 - 2021	Capacity Use
Brant North				
North Park - 4 sections	Bridge	16	7	44%
North Park	Vocational Skills	16	16	100%
North Park	Vocational Skills	16	14	88%
North Park	Autism	6	4	67%
Paris District - 4 sections	Bridge	16	14	88%
Paris District	Life Skills	10	8	80%
Brant South				
Pauline Johnson	Vocational Skills	16	16	100%
Pauline Johnson	Multi-Handicap	6	6	100%
Pauline Johnson	Multi-Handicap	6	5	83%
Pauline Johnson	Life Skills	10	10	100%
Pauline Johnson	Life Skills	10	10	100%
Pauline Johnson - 4 sections	Bridge	16	11	69%
Tollgate - 4 sections	Bridge	16	11	69%
Tollgate - 4 sections	Bridge	16	10	63%
Tollgate	Vocational Skills	16	13	81%
Tollgate	Vocational Skills	16	14	88%
Tollgate	Autism	6	6	100%
Tollgate	Autism	6	6	100%
Tollgate	Life Skills	10	9	90%
Tollgate	Life Skills	10	9	90%
Haldimand				
Cayuga Secondary School	Vocational Skills	16	16	100%
Cayuga Secondary School	Life Skills	10	10	100%
Cayuga Secondary School	Life Skills	10	7	70%
Cayuga Secondary School	Autism	6	4	67%
Cayuga Secondary School - 4 sections	Bridge	16	16	100%
Cayuga Secondary - Add 4 sections	Bridge	16		
Cayuga Secondary - Add	Multi-Handicap	6	4	67%
Hagersville Sec - Add 8 sections	Bridge	16	9	56%
Hagersville Sec	Vocational Skills	16	16	100%
Norfolk				
Simcoe Composite - 4 sections	Bridge	16	13	82%
Simcoe Composite - 4 sections	Bridge	16	11	69%
Simcoe Composite	Vocational Skills	16	15	94%
Simcoe Composite	Life Skills	10	10	100%
Simcoe Composite	Life Skills	10	10	100%
Valley Hts - 8 sections	Vocational Skills	16	14	88%
Waterford DHS	Life Skills	10	10	100%
Waterford DHS	Life Skills	10	5	50%
Waterford DHS	Multi-Handicap	6	3	50%



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Board Approved Transportation Review**
DATE: March 9, 2020

Recommended Action: It was moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2020-21 School Year.

1.0 Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) is in the process of building parameters and reviewing current bus information for the purposes of planning bus routes for the upcoming school year (2020-21). STSBHN staff perform a comprehensive review of situations that fall outside of STSBHN Procedure 002 - Transportation Eligibility as a regular part of the planning cycle. In previous years, STSBHN has brought information forward to the Board of Trustees with the goal of gaining clarification and direction on which students, who are otherwise ineligible for services under the transportation policies and procedures, should be provided exceptions for the coming school year.

The students listed below fall outside of the defined transportation eligibility parameters and have had exception boundaries created based on direction provided from the Board in previous years. Unlike previous years where a travel code of "Board Approved" was used to identify these students otherwise ineligible students, STSBHN has migrated to the exception boundary system to allow families checking their eligibility online to see if they qualify for services that have been approved by the board. STSBHN requires confirmation that the currently approved exception boundaries by the Board of Trustees are still warranted in order to plan for services scheduled to be delivered in the 2020-21 school year.

2.0 Out-of-Boundary Students

2.1 Norfolk Secondary

There are a number of Norfolk Secondary students who registered at a secondary school which is not their home school. Many of these students, totaling 195, have been provided transportation in the current school year.

STSBHN requires confirmation of the previously approved method of classifying students so as to accurately and consistently plan and apply transportation services to the secondary students of Norfolk County:

1. All grade 9 and 10 students, as program delivery are similar at each secondary school, must request courtesy transportation if they reside out of their school's catchment;
2. Students in grades 11 and 12, whose home school does not have the course selection that the student is in need of, will be provided Board Approved transportation to another secondary location which does offer the course(s) – where routes currently exist; courtesy transportation will be the path for all other requests.

2.2 Oakland-Scotland to Waterford District High School Express Route

Secondary students who reside in the Oakland-Scotland Public School (OSS) catchment have historically been approved to received transportation services to Waterford District High School (WDS) even though they do not fall within the school's catchment; the feeder secondary school for OSS is Paris District High School (PDH). Approval in the past was due to the proximity of WDS to OSS and to reduce accommodation pressures at PDH. If the above-mentioned reasons are not foreseen to change, **a modification to secondary boundaries should be made to include OSS's area into WDS and remove it from PDH.** There are currently 9 students in OSS's catchment who attend PDH (2 in grade 9, 3 in grade 10, 1 in grade 11 and 3 in grade 12) who could be grandfathered services if a change in catchment were to occur.

Table 1: Estimated Transportation Costs for Norfolk Secondary Out of Boundary Students

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost
	9	10	11	12				
OSS to WDS	6	4	6	5	21	Express (1)	OSS	-\$ 2,459.86
other areas to WDS	8	6	8	7	29	Express (2)	Lakewood, Simcoe Comp	\$8,490.10
other areas to Simcoe Composite	12	15	22	18	67	Express (5)	St Frances, Teeterville, Waterford PS, Bloomsburg, Boston	\$27,145.18
other areas to Delhi District	8	6	8	3	25	Express (0)		\$0
other areas to Valley Heights	16	15	13	9	53	Express (2)	Walsh, Courtland	\$4,471.39

2.3 Caledonia to Cayuga Secondary Express Route

The following students have been transported for the current school year from the catchment of McKinnon Park Secondary School (MCK) to Cayuga Secondary School (CSS). Of the 24 students who attend CSS, all of them are currently receiving transportation services. This solution was originally established to offer students an alternative and reduce accommodation pressures at MCK. Please see Appendix #1 for the locations of students relative to the CSS boundary.

Table 2: McKinnon Park Students transported to Cayuga Secondary

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost
	9	10	11	12				
Students in MCK catchment who attend CSS	5	5	7	7	24	Express (1) and Dedicated (1)	St. Patrick	\$9,923.95

2.4 Students attending River Heights

The current River Heights Public School (RHS) boundary does not encompass all of the urban area in Caledonia, south of the Grand River; there is a section of a subdivision on the south end of the town which falls within the catchment of Oneida Central Public School (ONE). In this section of the subdivision, 32 students currently attend RHS, 20 of whom receive transportation services. 17 of the 20 receive services as they resided beyond 1.6 KM from RHS while the other 3 are receiving courtesy transportation. Please see Appendix #2 for the locations of the students relative to the RHS school boundary.

As students reside beyond 1.6 KM to either school, the cost to continue to transport the RHS is marginally less as RHS is closer to that section of Caledonia than ONE. Another item of consideration is that Oneida is currently over capacity and may require an additional portable classroom to accommodate 32 additional students.

Table 3: Oneida catchment students attending River Heights

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Students in ONE catchment who attend RHS	32	0	0	0	0	32	Dedicated (1)	-\$2,074.47

2.5 Out of Boundary Students attending Houghton Public School

Houghton Public School (HOU) offers a unique educational curriculum which has drawn the attendance of many low-German Mennonite families. Due to the proximity of HOU to other elementary transfer locations, assisting families who reside out of the school's catchment can be a challenge. HOU currently has 132 students registered at their school who reside out of the school's boundary, 107 of whom are being provided transportation services. To facilitate the provision of economical and efficient services, historically these students have been required to transfer at points well outside of their home catchment, including Port Rowan Public School (PRP), Walsh Public School (WAL), Langton Public School (LPS) and Courtland Public School (COU). After transferring at the closest elementary school, students are then required to transfer to another express route at Valley Heights Secondary School for the final leg down to HOU.

Although originally designed to accommodate families residing in adjacent schools to HOU, STSBHN has noticed the area covered in this exception grow from LPS and PRP to now include sections of WAL, COU and even Delhi Public School. Please see Appendix #3 for locations of students relative to the HOU boundary.

STSBHN is looking to confirm that:

- The HOU students are permitted to be transported to and from the elementary transfer sites,
- the practice of multiple transfers occurring is also permitted and that
- STSBHN can place additional routes in operation if the current routes do not have sufficient room to accommodate requests.

If these historic practices are not approved to continue, clarification on the service parameters which are to be provided to the out of boundary students is required.

Table 4: Out of Boundary Students attending Houghton

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
HOU students who reside out of boundary	132	0	0	0	0	132	Express routes	\$ -

3.0 Out of District Students

3.1 Norwich/ Otterville/ Burgessville students attending Delhi District Secondary School

When the local secondary school in Norwich was closed as a result of an accommodation review, the Board of Trustees approved the transportation of students from the area who were interested in attending Delhi District Secondary School (DDS). Currently there are 139 students, 124 who reside within the exception area which includes the towns of Otterville, Norwich and Burgessville, who attend DDS from the above-mentioned area with 105 students being provided transportation services daily. STSBHN requires clarification that these services are to continue and that if additional routes are required to accommodate enrollment pressure, do they have permission to incur the additional expense of adding another route if no other options are possible. Please see Appendix #4 for the locations of the students relative to DDS.

Table 5: Norwich/ Otterville area students transported to Delhi District Secondary School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to DDS	0	27	14	37	61	139	Dedicated (2) and Shared (1)	\$150,438.39

3.2 Princeton/ Drumbo/ Wolverton students attending Paris District High School

Historically students from Princeton, Drumbo, Wolverton and the surrounding rural areas have been provided transportation services to and from Paris District High School (PDH). Of the 56 students in the area, 47 are being provided transportation from their home if they reside in the rural areas east of Princeton Rd. or have been provided a seat on the group pickup locations in one of the three towns. To ensure a reasonable length of time on the bus, two routes are used to provide services to these students. Please see Appendix #5 for student locations relative to PDH's catchment.

Table 6: Princeton / Drumbo/ Wolverton area students transported to Paris District High School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford students to PDH	0	18	16	12	10	56	Shared	\$ 58,231.46

3.3 Tillsonburg students travelling through Courtland Public School transfer

Historically there has been a demand from students residing in the town of Tillsonburg to attend schools within our district. Although the location has changed throughout the years, transportation has been arranged from a central location on the East side of Tillsonburg to bring students into the Courtland Public School (COU) transfer; the current stop is located at Gigi's Cafe. Currently there are 23 students using transportation services who are attending a total of 4 schools (8 to COU, 2 to Houghton Public School, 1 to Delhi District Secondary School and 12 at Valley Heights Secondary School). Although the cost to extend the bus in the area results in a marginally higher cost for the route, capacity on the bus has been an issue in previous school years.

STSBHN is looking to confirm that:

- students are permitted to be transported to and from the COU transfer site AND
- additional routes can be added if the current routes that service the area do not have sufficient room to accommodate requests from the Tillsonburg area.

Table 7: Out of District Students attending Courtland Public School, Houghton Public School and Valley Heights Secondary School

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Tillsonburg students via COU transfer	10	3	3	5	2	23	Shared	\$ 377.83

4.0 Specialized Programs

4.1 Section 23 Students – Woodview Program

STSBHN currently assists 5 students with transportation who have been identified as attending classes through the Woodview program at Pauline Johnson Collegiate and Vocational Institute (PJC) and James Hillier PS. STSBHN currently accommodates students by using existing routes and changing their route path to allow the vehicles to assist students in getting to and from the Woodview programs. Where an existing route is not available, STSBHN uses cab services when/ where necessary. STSBHN requires clarification as to if these same services will be provided for the coming school year or if they are to be discontinued at the end of the present.

Table 8: Section 23 Student Transportation

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Section 23 students to PJC	3	0	1	0	1	5	Dedicated (3) and Shared (2)	\$17,231.42

Additional information

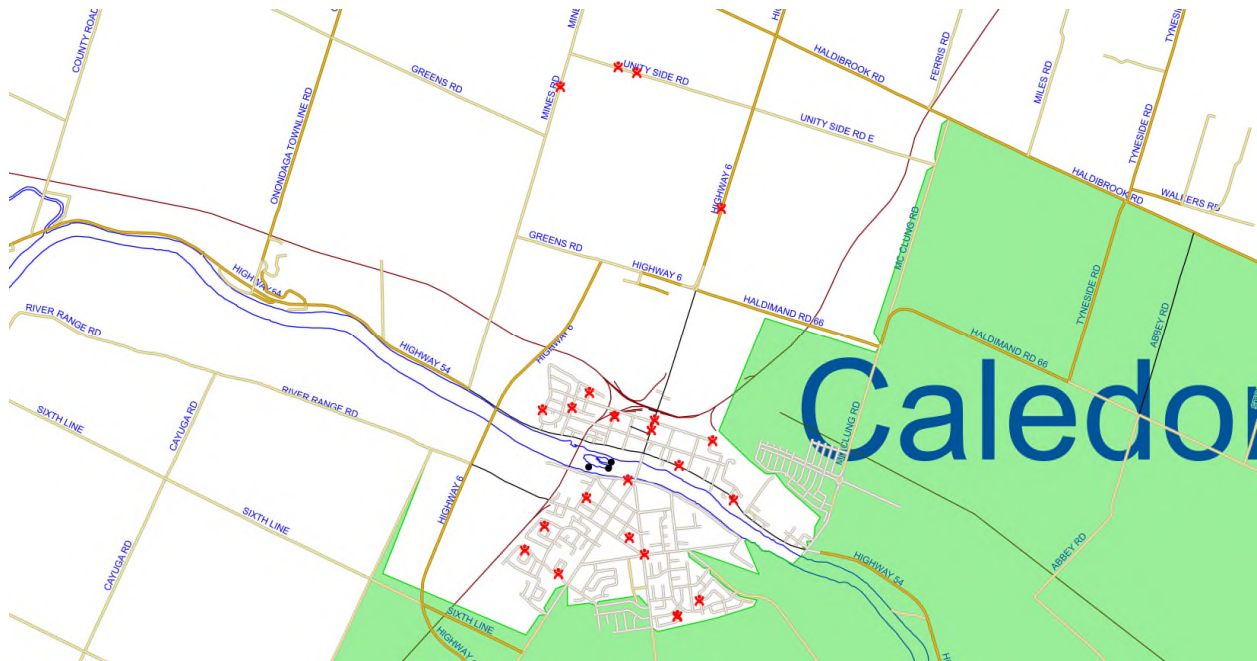
Due to the high reliance on transfers within our district, the exceptions listed above often result in longer ride times for students of the board and may place supervision pressures on schools supervising the transferring of bused students.

The above information is intended to bring to light exceptions to the normal routing and transportation practices of STSBHN. By clarifying and building the expectations of the Board into the route planning software, STSBHN can provide clarity to the schools, parents and students of the board as to what services will be made available in the coming school year.

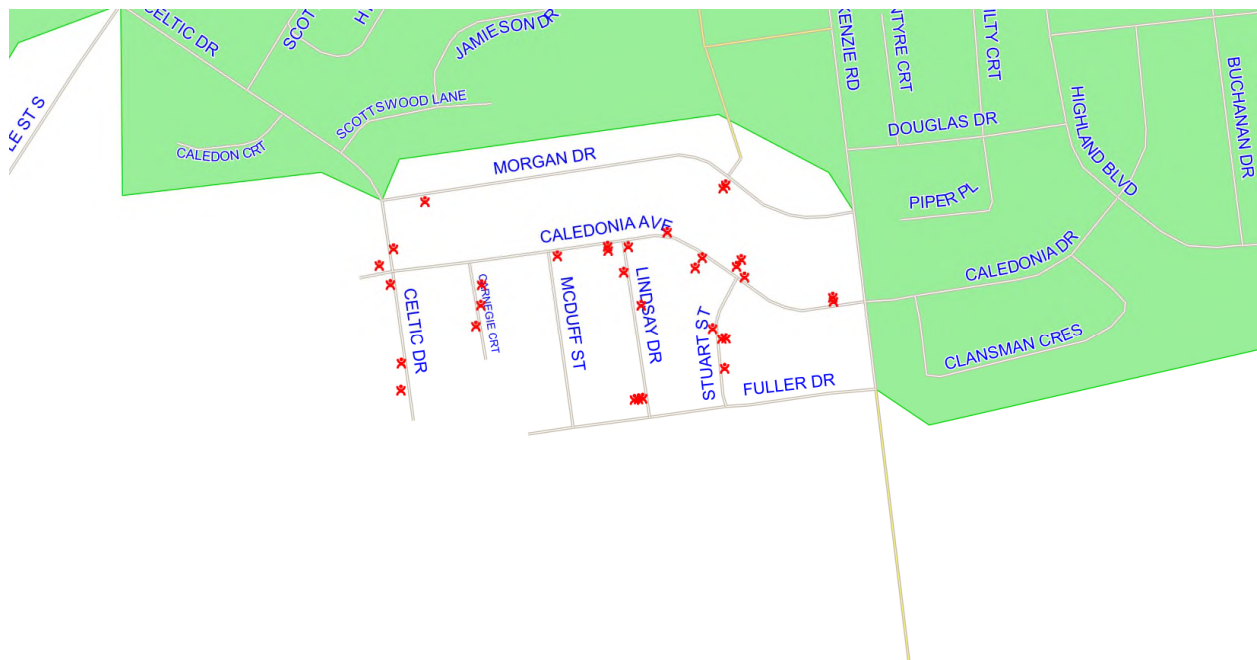
Respectfully Submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer

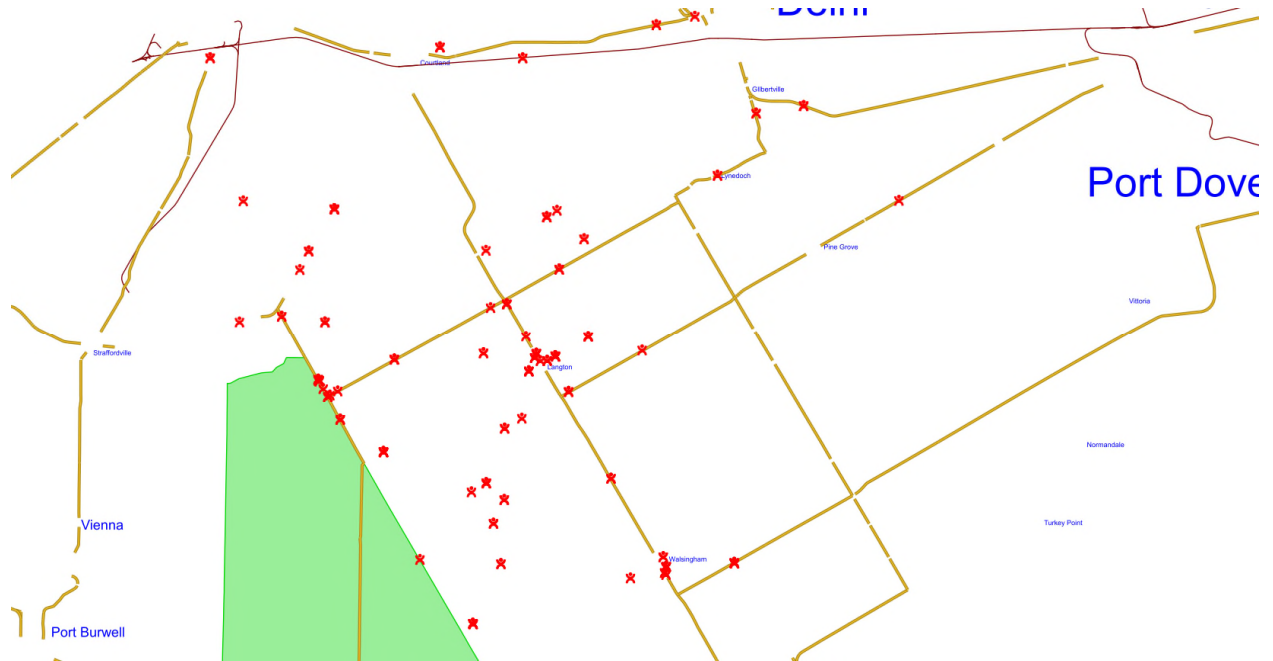
Appendix #1 – Cayuga Secondary School students in McKinnon Park Secondary School catchment



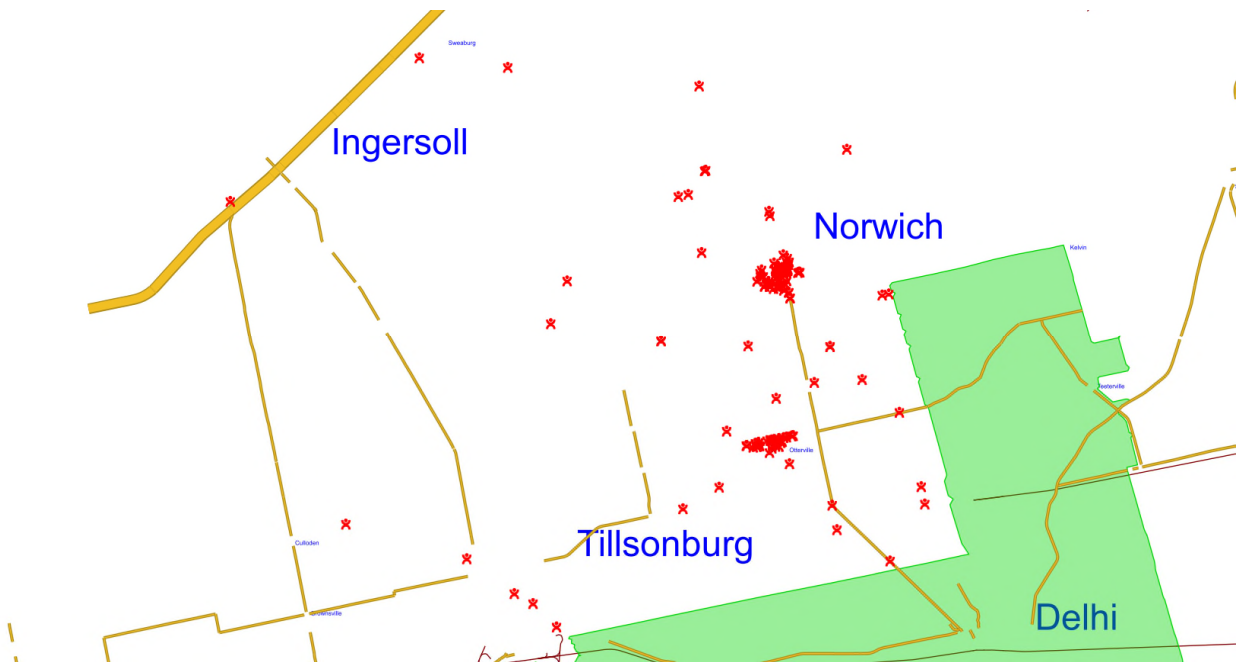
Appendix #2 – River Heights Public School students in Oneida Central Public School catchment



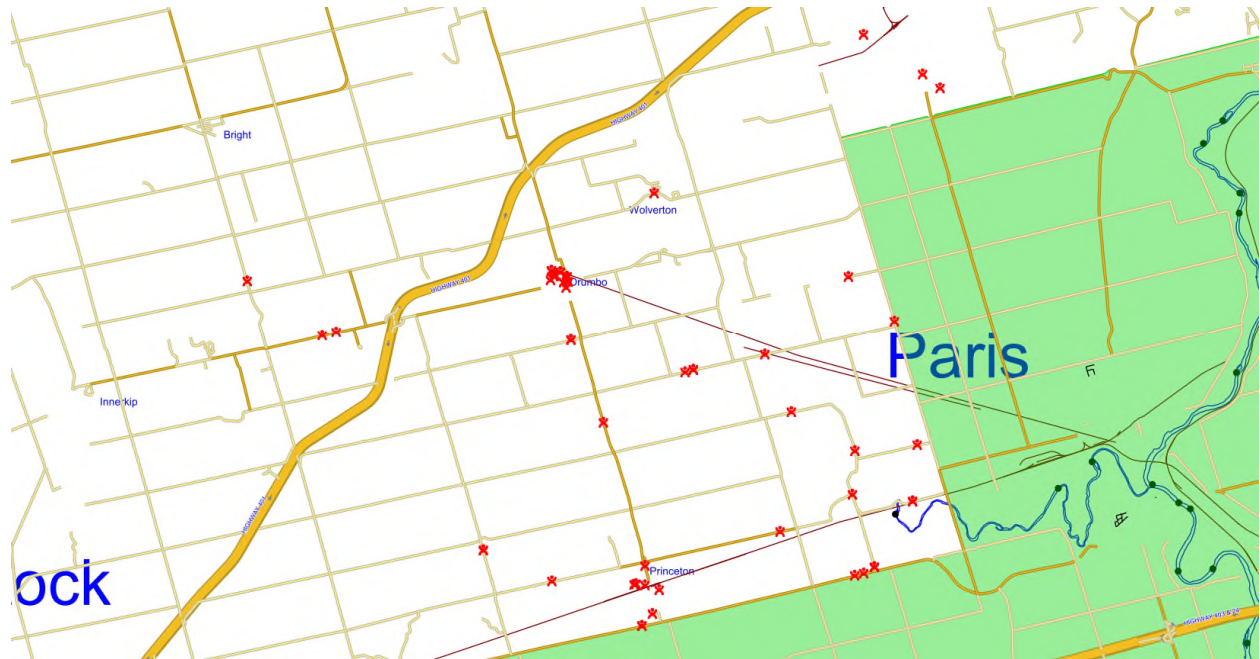
Appendix #3 – Out of Boundary Students to Houghton Public School



Appendix #4 – Out of District students to Delhi District Secondary School



Appendix #5 – Out of District students to Paris District High School





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
 RE: **STSBHN Annual Report on transportation services for the 2019-20 school year**
 DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk (STSBHN) Annual Report as information.

Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) provides an annual report to the Board as a means of keeping Trustees updated on the year-over-year changes that may have an impact on the transportation services provided through the department.

Route and Vehicle Information

STSBHN currently utilizes a total of fourteen (14) service providers to transport the students entrusted in its care. Our services providers include:

- three (3) school bus companies: Sharp Bus Lines, First Student Canada and Langs Bus Lines,
- eleven (11) taxi companies and
- several parent/ guardian transporters

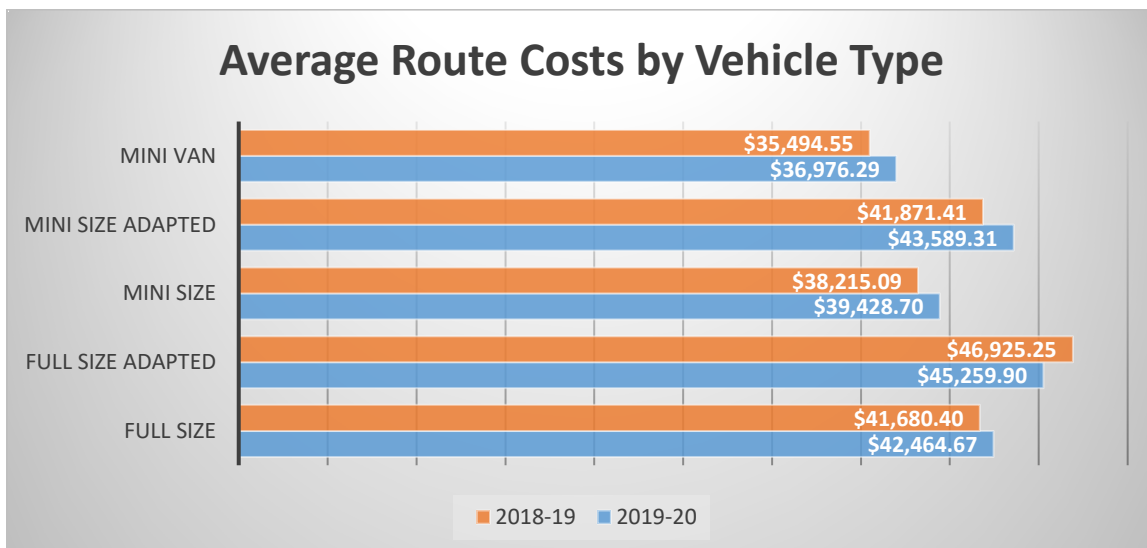
As of January 31, 2020, these service providers combined to assist STSBHN in transporting students on a total of 480 home-to-school routes.

The makeup of the routes servicing students of our district remained very similar to the previous school year in both volume and type of assets required. The breakdown, by vehicle type, for the current school year is:

Route info	2019-20	2018-19	Variance
Full Size	274	274	0
Full Size Adapted	2	2	0
Mini Size	82	82	0
Mini Size Adapted	19	17	2
Mini Van	17	19	-2
Parent/ Taxi	86	89	-3

Route Costs

STSBHN is currently in the last extension year of their contract which was originally competitively procured in September 2012. Rate changes for the current year were driven by contractual required rate increase, Ontario General CPI, and variances in the kilometers and time associated with each vehicle type. The average vehicle cost, by type of vehicle, for the current school is summarized in the graphic below:

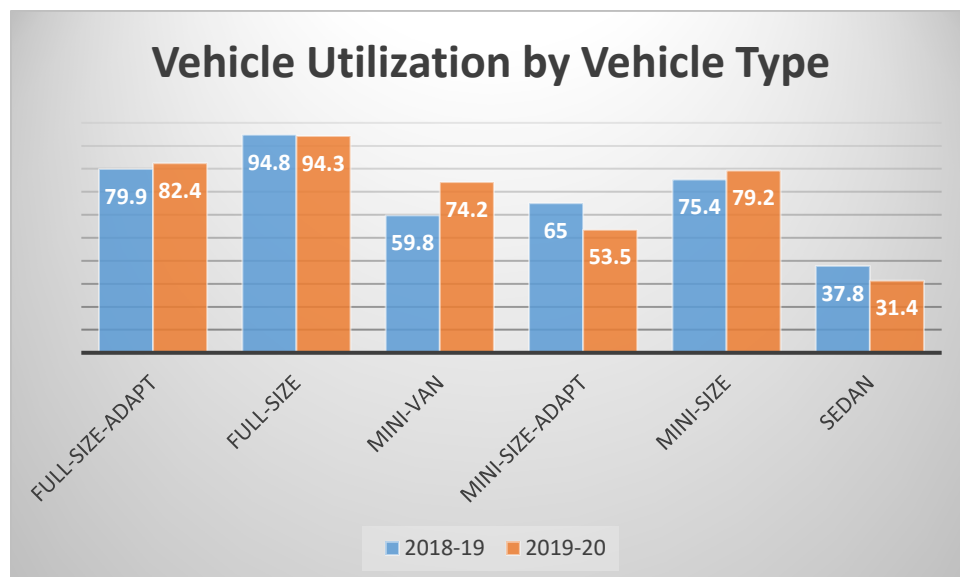


Rider’s Aides

In order to ensure that students with specialized needs receive the care they require while being transported to and from school, there are times where the assistance of a second adult monitor, commonly called a rider’s aide, is requested by the Special Education department. Although the Board does a great job to minimize the number of school bus company provided rider’s aides, through the coordination and use of school based Educational Assistance, STSBHN does supplement the demand by using 18 additional adults, 12 of whom are dedicated to Grand Erie students. The average cost for a rider’s aide is \$17,965.30.

Vehicle Utilization

In order to ensure that the vehicles which have been placed on the road to provide services are being maximized in their use, STSBHN tracks each route’s utilization rate annually to see when additional services may need to be put on the road or if a group of routes may be consolidated resulting in a reduced number of vehicles. Below are the year-over-year utilization comparisons of each vehicle type, calculated by using the route’s maximum weighted load divided by the vehicle type’s capacity.



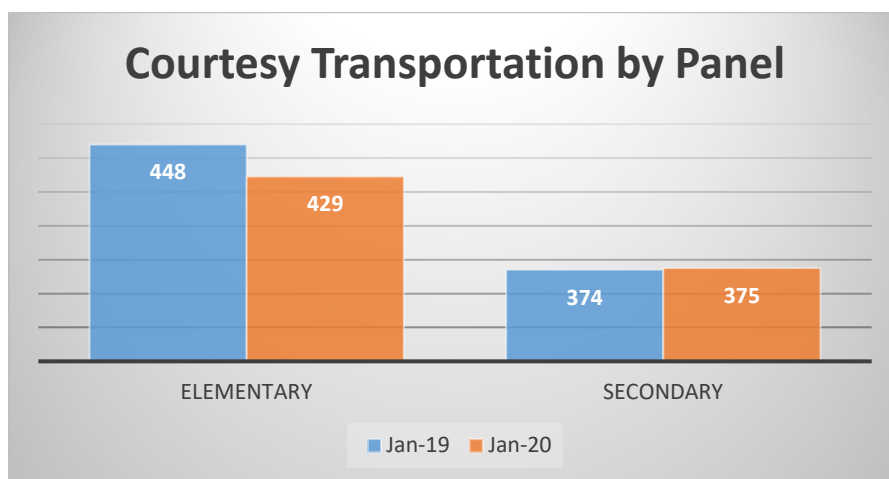
Transported Students of the Board

STSBHN tracks information relating to the student’s address relative to their school of attendance as a means of assessing eligibility for the student(s) and for analysis on policy suggestions for their member school boards (ex: boundary modifications). Currently Grand Erie’s student distribution is as follows:

Eligibility	#	%	On a bus
Walkers	12552	47%	693
Bussed	10206	38%	9011
Hazard	874	3%	669
Out of Boundary	2674	10%	799
Out of District	204	1%	99
Total:	26510	100%	

Courtesy Transportation

The provision of courtesy transportation continues to be of high demand in the district. Courtesy transportation is a service offered to students of the board who are otherwise ineligible to receive services, due to their proximity to the school (live within the walking distance or live outside of the school’s boundary). Courtesy seats are applied for annually and are provided when there is room on the bus and no additional costs is incurred by STSBHN. A full list of the process is outlined in STSBHN procedure 017, available at www.stsbhn.ca under Policies & Procedures.



Student Ride Times

One of the service parameters that STSBHN monitors monthly is the length of time students spend on the bus getting to and from school. As there are significant cost implications to minimizing ride times, STSBHN balances the competing factors of ride times with vehicle capacities. The current ride time ranges can be found in the chart below. A full list of the service parameters STSBHN takes into consideration when designing and implementing routes is outlined in STSBHN procedure 031, available at www.stsbhn.ca under Policies & Procedures.

Component	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min
AM	4,985	3,449	2,009	657	135	21
PM	4,953	3,380	2,079	788	171	37
Total	9,938	6,829	4,088	1,445	306	58
Average	4,768	3,772	2,092	594	108	18
	42.0%	33.2%	18.4%	5.2%	1.0%	0.2%
2018-19 AVG	40.8%	32.9%	18.8%	6.3%	0.9%	0.3%

Goals Update

Board of Directors Goals and Objectives: STSBHN is continually working towards completing the stated short-term goals and objectives which are established annually by the Board of Directors. The current goals and objectives, as well as their status are:

Goal Type	Stated Goal/ Objective	Status
Contracts and Agreements	Develop a new competitive procurement document and release it to the open market	In progress
Safety	Complete the requirements for the Active School Travel grant/ initiative	In progress
Safety	Expand the current bus patroller programs to include the Counties of Haldimand and Norfolk	In progress

STSBHN internal Goals and Objectives: STSBHN annually sets its own operational goals and objectives annually which it monitors throughout the school year. These items are reviewed/ discussed at every monthly staff meeting. The current goals and objectives, which differ from the Board of Director's initiatives noted above, are:

Goal Type	Stated Goal/ Objective	Status
Communication and Customer Service	Implement and incident tracking tool for accidents and incidents involving buses and students	In progress
Daily Operations	Receive 100% of route updates from bus companies back and update route planning software by the end of December 2019	In progress
Daily Operations	Review and transition areas of responsibility for transportation officers for the 2020-21 school year	In progress

Going Forward

Contracts: STSBHN is in the final stages of the competitive procurement process which will see 3 vendors awarded contracts, starting in September 2020, and continuing for ten years.

This is the same year when the taxi vendor contracts expire so STSBHN will be working in the spring to update those contracts, after consulting with the industry, and competitively procure all their taxi services this summer. The contract length for taxi services has historically been 3 school years.

Technology: Additional technology will be made available for STSBHN through the soon to be complete transportation RFP with bus companies. The additional technology which will be in place for September 2020 includes:

- GPS on 100% of the bus fleet
- Camera systems (internal and external) on 15% of the bus fleet
- Roof-mounted strobe lights mounted on 100% of bus fleet

Safety: STSBHN secured commitments from the Norfolk and Haldimand detachments of the OPP to fully support the roll-out of the CAA patroller programs in their respective counties. STSBHN is currently in the process of informing elementary principals of the change and gaining support, in the form of school participation, for the initiative. Initial training of students is currently scheduled to take place at the end of September 2020 by the newly educated officers from the OPP detachments.

STSBHN is continuing to work with Intertrain, the Ontario Education Competitive Marketplace successful vendor, to provide panel specific training to 50% of our elementary schools on an annual basis. This training is being funded by the Ministry of Education, via the transportation GSN. This training is in addition to the school bus evacuation training which takes place annually at each of elementary schools.

STSBHN will continue to offer complimentary First Ride Programs to all our elementary schools. First Ride programs are designed to make the transition into our schools as smooth as possible and give students, and their parents, the ability to learn about bus safety and take a ride on the bus-together.

Community Engagement: STSBHN is currently involved in delivering services under two grants with community partners. The two initiatives are:

1. Ontario Active School Travel grant
2. Children and Youth-In-Care grant

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
 FROM: Brenda Blancher, Director of Education & Secretary
 RE: **Student Trustee Selection 2020-21**
 DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Student Senate’s report on the appointment of the following Student Trustees for 2020-21:
 Grand Erie North: Zachary Garbaty
 Grand Erie South: Ava Burtis
 Grand Erie Indigenous: la’teieka:nerih Doxtader-Swamp

Background

In accordance with Bylaw 29 - Student Trustees, correspondence was forwarded to secondary school principals in December inviting applications for the position of student trustee for the Grand Erie District School Board. Seven responses were received from the invitation, five from the North (Brantford and Brant County), one from the South (Haldimand and Norfolk) and one from the Indigenous student population of the Board.

It was necessary to follow the selection process and hold an election for the North as outlined in Bylaw 29.

The student trustee candidates from the North (Brantford and Brant County) participated in the Student Trustee Election meeting held on February 20, 2020.

Zachary Garbaty, a student at North Park Collegiate was declared elected as student trustee for the North, Ava Burtis, a student at McKinnon Park Secondary was declared acclaimed as student trustee for the South and la’teieka:nerih Doxtader-Swamp, a student at McKinnon Park Secondary was declared acclaimed as Indigenous student trustee.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Brenda Blancher
 Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **Information Technology Services Annual Update**
DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.

Background

The mission of Information Technology Services (ITS) is to provide and maintain a state of the art, reliable and cost-effective technology environment in order to support learning in the classroom, optimize the administrative functions of the Board and, ultimately, improve student achievement at Grand Erie District School Board, in alignment with the Board's Multi-Year Plan.

Additional Information

Currently, ITS is providing a report on major initiatives and accomplishments of the current school year, as well as ongoing challenges, and future plans for 2020-21.

ITS strives to develop and deliver new technology solutions, as well as streamline and enhance the delivery of support for that technology, in all areas of the Grand Erie District School Board. Recent and ongoing initiatives continue to have a positive effect on many areas within the Board including classroom learning, communications, data analysis and ministry reporting, staffing, health and safety, forecasting and planning, and transportation.

ITS Milestones 2019-20

In the 2019 calendar year the Help Desk, School Technician and Network Administration staff closed 11,522 service tickets.

Oneida Elementary School

The installation of high-speed wireless internet connection was completed at Oneida Public School, replacing a slow wireless connection.

IBM Review

IBM reviewed current processes and recommended best practices for hardware acquisition for teacher and classroom devices. These recommendations have been implemented with the ITS department successfully acquiring and deploying 2,800 new HP laptops to educators and classrooms.

CareerLink Website

The CareerLink Website has been moved from the hosted Blueprint Servers to TRC Hosted Servers saving annual licensing costs.

Enrolment Management Policy

In response to recent recommendation by Price Waterhouse Coopers (PWC) audit of Enrolment management, the ITS Department has created a policy/procedure document for Enrolment Management Processes that is currently under review.

Outdoor Access Point Pilot

We have tested outdoor access points which provides Wi-Fi coverage in the outdoor spaces surrounding the schools. This will allow staff access to Grand Erie applications while on duty (Bus Pickup, Playground) in outdoor spaces. These access points can be deployed as required/requested from schools.

OnSIS Ministry Submissions

All 3 of the annual OnSIS Ministry submissions have been done within the 60-day window provided by the Ministry of Education after each OnSIS count date.

PowerSchool Upgrade

To stay current with the latest release of the Student Information System Software the ITS team upgraded our PowerSchool SIS from version 12.4 to version 19.11. The gap in the versions numbers was a result of the vendor introducing a new numbering system last year and not as a result of Grand Erie using very old software.

Online School Trip Requests

Replacing an onerous paper-based School Trip Request system with a new online program to allow our educators to submit school trip requests for approval. This new system has workflow built in to send trip requests to the principal, superintendent or director based on trip category. The application automatically generates the required trip appendixes and parent permission forms. The Online School Trip request system is currently being piloted at 6 schools with a planned board wide rollout for September 2020.

Online Mileage Submissions

Replacing a paper-based submission system for employees to submit mileage claims with an online application that automatically calculates distances between locations and attaches Google maps when traveling to non-board locations. This new online Mileage application is currently being piloted within the ITS department with a planned board wide rollout for September 2020.

Help Desk software Migration

The ITS Department replaced the old software called 'Footprints' that the Help Desk staff used to track work orders. The new Help Desk system that was selected and installed is a product called 'TopDesk'. The new software is easier for ITS staff to use, allows for more detailed reporting and contains a knowledge base which is growing as cases are closed.

Asset Management System (AMS)

The Asset Management System is a new system that the ITS Department has implemented to track the IT assets deployed to staff and schools across the school district. Examples of devices in AMS include all staff assigned devices, class-set allocations, projectors etc.

Summer Registration at Teacher Resource Centre

The ITS Department recruited 10-month school clerical staff to work with the ITS PowerSchool/OnSIS team during the summer months. The additional staff acted as the point of contact for parents/guardians wishing to enrolment their child(ren) at a Grand Erie School. The Summer Registration staff enrolled 110 students for September of 2019.

Bell Phone Line Review

Over many years Grand Erie has added on different phone lines for various reasons at different locations. We did not have a comprehensive inventory of which phone lines existed at what location for what purpose. The ITS department took on a review of every location and inventoried all the existing phone lines. Once the inventory was completed, 80 unused phone lines were cancelled, and more lines will be cancelled once the new fax solution has been fully implemented across all locations.

Parklane Application Upgrade

Parklane is used for tracking employee WSIB claims. The system was upgraded from release 12.19.9 to 12.20.2. The main part of this upgrade was moving from an outdated windows server 2008 to a supported Windows server 2016 machine.

Upgrade all Caretaker Computers

The caretaker computers (caretaker office) at all schools had not been upgraded for many years. The ITS department took on the task to replace all of these devices with a newer device.

Implemented a 5:00pm Shutdown of School Computers

To allow Grand Erie to save on our electrical bills and be more energy efficient. The ITS department implemented a group policy change to power down any school-based computer at 5:00pm each night.

Rebuilt all Facilities Applications on New Servers Running at the TRC

Facility Services had several applications running on old hardware located in the Ed Center HR department file room. These applications have been transferred to new servers running in a secure location at the TRC with backup systems at Grand Erie's Disaster Recovery site.

ITS Initiatives for 2019-20**Phone Controller Replacement**

Each school now has a 12-year-old phone controller in place to support phone sets. These phone controllers are at end of life and have been failing with increasing frequency over the last 18 months resulting in some schools being without phone service for 2 or 3 days. With the rollout of a high-speed network across Grand Erie, central phone controllers to support all schools and offices is a more sustainable model for phone services than the current 75 phone controllers. ITS issued an RFP for a Phone Controller replacement solution and we are in the final stages of vendor selection with a conversion to a new phone solution prior to the end of the school year.

Document Management System

One of the recommendations of the 2017 Privacy Assessment is to install a Document Management System to act as a repository for electronic documents thus replacing paper-based filing cabinets and banker's boxes in long term archival storage. A Document Management System offers a more secure way to store files and allow documents to be backed up mitigating a potential loss of information as a result of a flood or fire at a paper storage site. The Human Resource department has been selected as the first department to pilot this process. The ITS Manager will work with the HR Manager to review current HR business processes and document requirements as they work together to implement the Document Management System.

PowerSchool Parent Portal

The PowerSchool Parent Portal allows parents to login to a secure portal to access their children's attendance, timetables, mark history, etc. The portal also has links to the school website, the School Cash application and the Brightspace Learning Management system, (LMS). The PowerSchool Parent Portal has been rolled out to half of our schools. We are pausing the rollout during the labor negotiations.

Mobile Application for Grand Erie

West Communications is the vendor for the School Messenger application our schools currently use to send out phone and e-mail messages to parents. This vendor also offers a mobile application that we will be rolling out in the fall. This mobile application will be downloadable from the Apple Application Store and Google Play Store and will allow parents, students and staff another method to access Grand Erie information. Icons currently in the Grand Erie mobile application include School Websites, Parent Portal, Bus Delays, Parent Info, School Cash, Board Website/Staff Portal and Twitter. This application will also allow our schools to send out pop-up messages to parents on the mobile devices.

Broadband Modernization Project (BMP)

The Ministry of Education started BMP a couple of years ago to provide school boards with funding to install new hardware that will support the increase of internet/network access for students. The Ministry's guideline is 1 Megabit (or 1 Meg) of internet bandwidth per student. We are continuing to work with the Ministry and our internet providers to develop a sustainable long-term solution Grand Erie can implement.

New Fax Solution

The ITS Department is currently piloting a new online fax solution called SRFax, in several departments and schools. The feedback from the pilot group has been positive. Our plan is to convert all locations to this solution by the end of the current school year. This solution will result in a significant savings (\$70,000 per annum) to Grand Erie with the removal of fax machines and canceling of the dedicated fax (phone) lines into each location.

Safe Arrival

The ITS Department is exploring the potential implementation of the *Safe Arrival* absence tracking tool in fall 2020. The tool provides parents/guardians with alternative and efficient methods of reporting students absences. This tool is designed to enhance student safety and reduce the time and costs incurred managing attendance reporting and follow-up.

Imagine Everything

Under the leadership and guidance of Safe Schools, ITS will be installing an online tool designed to identify and notify system administration when students present signs of suicide, violence, abuse and other dangerous online activity using internet searches. Investigations for online activities that meet a threshold will be facilitated by Safe Schools staff.

Budget Implications

Proposed expenditures for the 2020-21 ITS initiatives will be communicated through the Budget Process.

Next Steps

Information regarding ongoing ITS initiatives will be shared with school administrators and other stakeholders through various venues such as Director's Meetings, Family of Schools Meetings, and other user-based forums for feedback and discussion. Updates specific to the Information Technology Annual Operating Plan and the Board's Multi-Year plan will be reported on schedule.

Grand Erie Multi-Year Plan

This report supports the Technology indicator of Success for Every Student and the following statement: we will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Respectfully submitted,

Lisa Munro
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT9 Transition Committees**
DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy FT9 Transition Committees** to all appropriate stakeholders for comments to be received by **May 1, 2020**.

Background

Policy FT9 Transition Committees was approved by the Board in February 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Transition Committees

Board Received: February 22, 2016 Review Date: March 2020

Policy Statement

The Grand Erie District School Board believes that community input is essential to the successful completion of school reorganization and construction projects. To this end, a Transition Committee will be struck for all new schools, school additions in excess of 100 pupil spaces where students are moved from one school to another and when schools are being re-organized as the result of a school closure.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Community input is received
– Community input is reflected in project

Procedures

1. The Transition Committee will be comprised as follows:
 - Principal(s) of the school(s) involved in a transition,
 - One Trustee,
 - The Superintendent of Education responsible for the school(s) - *Chair of the Committee*,
 - The Superintendent of Business or designate
 - One School Council Representatives from the school(s) involved in a transition
 - One teacher from each school involved in the transition
 - A secondary school student (where appropriate)
 - Additional members as the Chair of the Committee or the committee deems appropriate
2. The Transition Committee reviews information and provides input to the Principal and the Superintendents with regard to transition matters. The committee will:
 - Consider and review program (including special education) delivery within the context of the project;
 - Determine the disposition of furniture and equipment in accordance with Procedure FT112-Disposal of Surplus Furniture and Equipment;
 - Provide input and advice regarding the transition process as students prepare to change schools;
 - Provide advice with regard to appropriate closing/opening ceremonies;
 - In the case of new school or consolidation of schools, conduct a school naming process in accordance with Board Policy FT3, if directed by the Board.
3. Board administration will seek approval of the Board to strike a Transition Committee when the Board approves:
 - The closure of a school;
 - A new school or an addition resulting in an increase in capacity of more than 100 students where students are moved from one school to another that is within six months of opening. (See Policies FT1 and FT2.)
4. The Superintendent of Education on the Transition Committee will prepare a report for the Board outlining the activities of the committee.
5. The Board will disband the committee following receipt of the report set out in 4 above.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **HR111 Personal Protective Footwear**
DATE: March 9, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure HR111 Personal Protective Footwear to all appropriate stakeholders for comments to be received by May 1, 2020.</p>

Background

Procedure HR111 Personal Protective Footwear was approved by the Board in February 2016 and has been identified for review.

Additional Information

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

Next Steps:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

HR111

Personal Protective Footwear

Board Received: February 22, 2016 Review Date: March 2020

Accountability:

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

Purpose

To reduce the potential of foot injury, ~~and~~ risk of slipping and to ensure compliance with the Occupational Health and Safety Act and regulations and adherence to applicable codes and standards. To provide guidance for the selection of proper footwear.

Background

The Grand Erie District School Board is committed to preventing occupational illness and injury to staff by implementing and maintaining a safe and healthy working and learning environment.

All individuals in danger of foot injury and risk of slipping, while performing a task associated with work shall wear foot protection appropriate in the circumstances.

Procedures

1. Board Responsibilities

As required under the Occupational Health and Safety Act the Board shall ensure that:

- Personal protective footwear is used as required and appropriate for the circumstances.
- Protective footwear is maintained in good condition.
- The areas that require protective footwear have appropriate warning signage.

2. Managers/Supervisors Responsibilities

- Managers/Supervisors will ensure that employees they supervise who are working under conditions, as set out in section 4 ~~and~~ 5 and 6 of this procedure, wear the required protective footwear.

3. Employee Responsibilities

- Wear the protective footwear as prescribed when exposed to a hazardous condition and in a manner recommended by the manufacturer.
- Maintain the protective footwear in suitable condition. Safety footwear with cracked uppers, worn-through toe covering or smoothly-worn soles are not suitable.
- Ensure warning signage is posted and students are aware of and kept clear of hazardous conditions.

4. Prescribed Protective Footwear for Employees

The following protective footwear shall be worn by the identified occupation groups during working hours while exposed to hazardous conditions. Exceptions to the following must be approved by the administrator or supervisor in consultation with the Health and Safety Officer, based on individual circumstances and risk assessment. Such approval shall be communicated to the individual in writing.

- Maintenance Personnel: CAN/CSA-Z195-[M9214](#) Standard: Class I toe protection, sole puncture protection, electrical shock resistance and leather uppers covering the ankles (Green triangle and OHM tag).
- Secondary Practical Technology Classroom Teachers while performing hands on activities in Technology Classrooms (Construction, Transportation, Welding, Woodworking, Automotive and Manufacturing): CAN/CSA-Z195-[M9214](#) Standard – Class I toe protection, sole puncture protection, electrical shock resistant (Green triangle and OHM tag).

Experiential Learning Teachers who supervise student placements and are visiting work sites where protective footwear is required: CAN/CSA-Z195-[M9214](#) Standard – Class I toe protection, sole puncture protection, electrical shock resistant (Green triangle and OHM tag).

Food Tech classrooms: CAN/CSA-Z195-[M9214](#) Standard – Class II toe protection, skid resistant impact absorbing soles (Yellow tag). Steel sole puncture protection is not required.

Note: Educational Assistants that are required to attend in a shop classroom setting are required to wear the same protective footwear.

- IT and Media Technicians when doing hardware installations or moving equipment: CAN/CSA-Z195-[M9214](#) Standard: Class I toe protection, sole puncture protection, electrical shock resistant (Green triangle and OHM tag).
- Custodial Personnel: CAN/CSA-Z195-[M9214](#) Standard: Class II toe protection, skid resistant impact absorbing soles (Yellow tag). Steel sole puncture protection is not required.

5. Winter Operations

- During winter operations custodial personnel will wear a winter traction aid while outside, over their appropriate footwear to provide extra slip resistance in ice and snow conditions.
- School staff will wear appropriate winter footwear while outside on yard duty or during outdoor school activities suitable for ice and snow conditions. Winter traction aids will be available at every Elementary School for staff use while outside on yard duty, to wear over their appropriate footwear to provide extra slip resistance.

6. Special Custodial Activities

- During activities that involve the use of floor wax stripper, custodial staff will wear floor gripping aids over their appropriate protective footwear to provide additional slip resistance.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR119 Progressive Discipline**
DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure HR119 – Progressive Discipline** to all appropriate stakeholders for comments to be received by **May 1, 2020**.

Background

Procedure HR119 – Progressive Discipline was approved by the Board in February 2016 and has been identified for review.

Additional Information

No 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,

Scott Sincerbox
Superintendent of Education (Human Resources)



PROCEDURE

HR119

Progressive Discipline

Board Received: February 22, 2016 Review Date: March 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Inappropriate staff behaviour is corrected

Procedures

The Grand Erie District School Board recognizes that its employees carry out their responsibilities in a co-operative and professional manner. However, there may be occasions when an employee's behaviour is inappropriate. When necessary, this progressive discipline procedure can assist principals/supervisors to respond effectively and consistently to assist the employee to correct the behaviour.

1. Definition

Progressive discipline is a series of increasingly serious steps, ranging from a verbal warning up to, and including, termination of employment that a principal/supervisor may impose as a consequence of and in order to correct, unacceptable behaviour or conduct.

2. Letter to Counsel an Employee and/or to Clarify Expectations

This is an option that is **not** considered part of the discipline process but is available to principals/supervisors to clarify expectations in order to correct some behaviour or activity. In the case of a relatively minor infraction (i.e. infrequent lateness, incident of poor judgement), this option can be utilized prior to initiating progressive discipline, in order to attempt to correct inappropriate behaviour. The principal/supervisor is required to meet with the employee in order to discuss the concerns, to outline expectations for appropriate behaviour and to give the employee an opportunity to respond. Since this discussion is non-disciplinary in nature, there is no requirement to provide 24 hours notice of the meeting. The meeting may take place as required. The employee is to be advised that they are welcome to have union representation at this meeting, if they wish. The discussion at the meeting is later confirmed in writing and the letter is then placed in the employee's personnel file in Human Resources Services. All letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee. A sample letter follows on the next page. Note that the type of employee conduct that initiated a letter to counsel an employee and/or to clarify expectations may warrant administering discipline in the future.

(on School Letterhead)

Sample Letter to Counsel an Employee and/or Clarify Expectations
(Non-disciplinary)

Date

Name
School/Address

Dear Name:

This letter confirms information discussed in our meeting held on <date>, regarding the fact that you have been late on two recent occasions. In addition to you and me, your Federation representative, <name>, and Mr. <vp name>, vice-principal of the school, were in attendance.

The meeting was held to discuss the fact that you were late arriving at school on two occasions last week – May 14 and May 17, 20__.

In accordance with the Board’s Procedure HR103 – Duties and Expectations of Teachers and *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

In our meeting, you indicated that you were prepared to ensure that you arrived on time in the future.

This letter clarifying expectations is non-disciplinary in nature and will be placed in your personnel file in Human Resources Services.

Yours truly,

<name>
Principal

cc Human Resources File

3. Evaluation vs Discipline

Most often, an important distinction can be made between cases of evaluation (competency) and discipline (behaviour - usually referring to specific incidents where rules and commonly understood expectations of the Board are not followed).

Administrators, managers and supervisors are responsible for evaluating the performance of their staff. Performance appraisals speak to the issues of competency and capability. The recourse available for performance-related matters is as outlined in the Board's performance appraisal documents for staff. However, principals/supervisors should contact their Superintendent and, in consultation with the Superintendent of Education (Human Resources), or designate, may exercise discretion, in some circumstances, to discipline employees for performance-related concerns using this Procedure.

If there has been a breach of rules or a pattern of inappropriate behaviour or an inappropriate incident, the proper course of action is 'progressive discipline', or dismissal in serious cases of misconduct. Refer to the Ministry of Education Policy and Program Memorandum No. 128 (Appendix A) and the Ontario College of Teachers Standards of Practice and Ethical Standards (www.oct.ca). Examples of such conduct may include, but are not limited to: neglect of duty, missing timelines, non-compliance with Acts and/or Regulations, insubordination, safety violations, unprofessional behaviour/actions to others, etc. Any disciplinary action taken will be in accordance with the provisions of the applicable collective agreement. Principals/supervisors must be able to demonstrate 'just cause' in imposing discipline.

4. Purpose

Progressive discipline is an important management responsibility. It is a serious action and one which has a direct impact on staff morale and the workplace. Discipline (except for dismissal) is designed to allow employees to correct, improve or change their conduct before serious discipline or termination is required. Ideally it will result in an employee fulfilling expected job duties. In some situations, when inappropriate behaviour is corrected quickly and fairly, it often serves to deter others from similar behaviour. By clearly communicating expectations, the Board can accomplish its objective of maintaining consistent behaviour and an effective workforce across the school system.

5. Additional Information

It is essential to treat the employee with respect and dignity when conducting progressive discipline. The following actions are expected when working with an employee who has exhibited inappropriate behaviour that requires discipline:

- a. the employee is informed of the issues/concerns in a confidential manner
- b. clarification is provided regarding expectations
- c. guidelines, examples and/or corrective plans are provided
- d. employee is reminded of their right to have union representation
- e. 24 hours notice of meetings is provided
- f. relevant documentation is put in the employee's personnel file

Progressive discipline ensures that there is a record of the discipline process that may ultimately support a dismissal for just cause, if necessary. There are only a few situations in employment law that may constitute just cause for dismissal without the accompanying need for progressive discipline. These situations are very fact specific. In all cases, the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate, must be informed immediately.

As agents of the Board, principals/supervisors are required to respond appropriately to unacceptable behaviour in a timely and consistent manner.

6. Conducting an Investigation

Whenever allegations of inappropriate behaviour arise, including issues of criminal conduct, principals/supervisors have an obligation to carry out a complete investigation before considering any disciplinary action. Principals/supervisors should proceed as follows:

- a. Act on the allegation and investigate in a timely fashion.
- b. Refer to Appendix B for guidelines to be used when conducting an investigation - interviewing witnesses, preparing for the interview, conducting the interview, taking notes and reaching a conclusion.
- c. Consult with the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate, prior to conducting the investigation and prior to making any decision as to the outcome of the investigation.
- d. If the Children's Aid Society and/or Police is involved, it is essential that the investigation, consultation and coordination of the investigation occur in collaboration with the appropriate Superintendent to ensure that appropriate protocols are followed.

There may be circumstances which require the re-assignment of the employee during the investigation process. Such re-assignment pending the investigation is not disciplinary in nature. This should only be done through the support of the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

7. Factors to Consider

The following factors are to be considered when determining the action to be taken:

- a. Was the occurrence an isolated incident?
- b. Is this a first time as opposed to a repeated occurrence?
- c. Was the employee's action provoked?
- d. Was the employee aware of the standard or rule that was broken?
- e. Were students and/or other staff affected?
- f. Was student and/or staff safety compromised?
- g. Does the employee have documented health problems that may have affected the behaviour?
- h. Is the employee's past record good?
- i. Did the employee apologize or otherwise express regret?
- j. Are there any compassionate grounds, such as family problems?
- k. Were drugs/alcohol involved?
- l. Has management imposed progressive discipline in the past?
- m. Did management obtain the employee's explanation?
- n. Did management follow discipline provisions contained in the collective agreement?
- o. What is the employee's length of service?
- p. Does the employee have rehabilitative potential?

When the record of the employee is being used to justify the more severe steps of progressive discipline, there must be material contained in the employee's personnel file in Human Resources, such as written reprimands and/or notices of prior disciplinary action. The employee must be aware of the information on file and must have been informed of the disciplinary action. Offences for which no discipline was imposed cannot be used for this purpose.

8. Steps of Progressive Discipline

Although each case must be assessed individually to determine the frequency, severity and/or nature of the issue/concern and the stage at which the discipline will be initiated, the required steps of progressive discipline are described below. Where a beginning point or next step is in question, the principal/supervisor, their Superintendent and the Superintendent of Education (Human Resources), or designate, in collaboration, will determine direction. Nothing in this document precludes a principal/supervisor from informal verbal reminders as part of daily supervision duties. Refer to Appendix C for a flowchart of the progressive discipline process.

a. Verbal Warning

In the case of a relatively minor infraction, employees should be given a verbal warning. This discussion occurs between the principal/supervisor and the employee as soon as possible after the infraction and subsequent investigation have occurred. The principal/supervisor should proceed as follows:

- i. Provide the employee with the opportunity to have union representation and provide 24 hours notice of any meeting that may involve possible disciplinary action.
- ii. Provide the employee with a brief outline of the nature of the meeting (i.e. to discuss a parental complaint). It is strongly recommended however, the principal/supervisor does not engage in a discussion regarding the content of the meeting itself.
- iii. The principal/supervisor must have another administrator, Superintendent or Human Resources personnel accompany him/her at the meeting.
- iv. The meeting serves as a basis for discussion, clarification and validation of the concerns and/or expectations. Because new information may be presented at the meeting, it is important that a verbal warning not be given until the conclusion of the meeting, if necessary, and that the letter (written confirmation in writing) not be drafted until after the meeting has occurred. At the conclusion of the meeting, if the principal/supervisor is considering disciplinary action, the employee must be informed of this and that written confirmation will be forthcoming.
- v. At the meeting, the principal/supervisor must be very clear regarding the nature of the concern, why the behaviour is a concern, what the expectations are with regard to behaviour and issue the discipline in the form of a verbal warning.
- vi. All notes taken during the meeting must be stored in a secure location only accessible by the principal/supervisor.
- vii. The principal/supervisor must consult with their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, in order that consistency can be maintained.
- viii. If a verbal warning is given at the conclusion of the meeting, or further disciplinary action is to be taken, the principal/supervisor must prepare the letter immediately following the meeting using the sample letter format on the following page. Drafts of all completed letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.
- ix. After the meeting, and once all the facts are known, a letter is prepared using the following format. A sample letter is on the following page.

Introduction

- confirmation of the meeting date/time and who attended
- identification of the event or behaviour (i.e. date/time/place)

Body of Letter

- the nature/seriousness of the concern
- why the behaviour is a concern
- reference to any related prior recorded disciplinary action
- what the expectations are with regard to behaviour (quote related Acts, Regulations, etc.)

Conclusion

- that this behaviour warrants discipline in the form of a verbal warning
- warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”
 - Copy the letter to the “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.
 - Drafts of all letters must be reviewed by the Superintendent responsible for Human Resources, or designate, prior to release to the employee.

Depending on the nature of the infraction, an employee may receive more than one verbal warning for the same type of behaviour. This determination is made in consultation with the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

(print on letterhead)

SAMPLE LETTER OF DISCIPLINE
(confirmation of verbal warning)

Date

<Name>
<School/Address>

Dear <Name>:

This letter confirms information we discussed in our meeting held on <date>, regarding your late arrival to work. This discussion occurred in the presence of your Federation representative, <name>, and Mr. <vp name>, vice-principal of the school.

The meeting was held to discuss your late arrival to school on February 6. This was after we had met and discussed your late arrival on two previous occasions in October and December, 20__ when your students were unsupervised awaiting your arrival. Your continued lateness is unacceptable and this behaviour must be corrected.

As I have indicated to you, your late arrival does not allow for you to receive your students in a professional and appropriate manner. In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

This behaviour is of concern and serious enough to warrant discipline. This letter is confirmation of a verbal warning given to you in the meeting and will be placed in your personnel file in Human Resources Services. Future incidents of this nature may lead to further discipline, up to and including dismissal.

Yours truly,

<name>
Principal

cc Human Resources File

b. Writing Warning

If the behaviour does not improve, or if an employee commits another, or more serious infraction, the principal/supervisor must meet with the employee and issue a formal written warning. The principal/ supervisor should proceed as follows:

- i. Contact their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, prior to the meeting, in order that consistency can be maintained.
- ii. Provide the employee with the opportunity to have union representation and provide 24 hours notice of any meeting that may involve possible disciplinary action.
- iii. Provide the employee with a brief outline of the nature of the meeting (i.e. to discuss a parental complaint). It is strongly recommended however, the principal/supervisor does not engage in a discussion regarding the content of the meeting itself.
- iv. The principal/supervisor must have another administrator, Superintendent or Human Resources personnel accompany him/her at the meeting.
- v. The meeting serves as a basis for discussion, clarification and validation of the concerns and/or expectations. Because new information may be presented at the meeting, it is important that the disciplinary letter not be drafted until after the meeting has occurred. At the conclusion of the meeting, if the principal/supervisor is considering disciplinary action, the employee must be informed of this and that a letter of confirmation will be forthcoming.
- vi. At the meeting, the principal/supervisor must be very clear regarding:
- vii. Notes taken during the meeting must be stored in a secure location and only accessible by the principal/supervisor.
 - the nature and seriousness of the concern
 - reference to the date(s) on which previous discussion(s) occurred regarding the same behaviour and that adequate improvement has not occurred
 - why the behaviour is a concern
 - what the expectations are with regard to behaviour
 - improvement is required and the time frame involved
 - further disciplinary action will be taken if improvement does not occur
- viii. Following the meeting, the principal/supervisor must involve their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, in order that consistency can be maintained.
- ix. If a disciplinary warning is given at the conclusion of the meeting, or further disciplinary action is to be taken, the principal/supervisor must prepare the letter immediately following the meeting using the sample letter format on the following page as a guide. Drafts of all completed letters must be provided to the Superintendent of Education (Human Resources), or designate, prior to release to the employee.
- x. After the meeting, and once all the facts are known, a letter is prepared using the following format. A sample letter is on the following page.

Introduction

- confirmation of the meeting date/time and who attended
- identification of the event or behaviour (i.e. date/time/place)

Body of Letter

- the nature/seriousness of the concern
- why the behaviour is a concern
- reference to any related prior recorded disciplinary action
- what the expectations are with regard to behaviour (quote related Acts, Regulations, etc.)

Conclusion

- that this behaviour warrants discipline in the form of a written warning
- warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”
 - Copy the letter to the “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.
 - Drafts of all letters must be reviewed by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.

Depending on the nature of the infraction, an employee may receive more than one written warning for the same type of behaviour. This determination is made in consultation with the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

(print on letterhead)

SAMPLE LETTER OF DISCIPLINE

(written warning)

Date

<Name>

<School/Address>

Dear <Name>:

This letter confirms information we discussed in our meeting held on <date>, regarding your continual lateness. This discussion occurred in the presence of your Federation representative, <name>, and Mr. <vp name>, vice-principal of the school.

The meeting was held to discuss your late arrival to school last week on March 28. As you will recall, at a meeting a month earlier, on February 6, you were disciplined and informed that your continual lateness was unacceptable and that continuation of such behaviour would result in further disciplinary action. Despite this prior recorded verbal warning, you have continued to report to work late.

As I have indicated to you, your late arrival does not allow for you to receive your students in a professional and appropriate manner. In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers and *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

Since you have not changed your behaviour, this letter will serve as a formal written warning that will be placed in your personnel file in Human Resources Services. Future incidents of this nature may lead to further discipline, up to and including dismissal.

Yours truly,

<name>

Principal

cc Human Resources File

c. **Suspension**

With the exception of significant inappropriate behaviour infractions, suspensions are normally only given after the verbal and written warnings have failed to produce the necessary change in behaviour within a reasonable period of time. The suspension is to be without pay. If a principal/supervisor recommends suspension of an employee, they must contact their Superintendent and the Superintendent of Education (Human Resources), or designate, prior to proceeding.

The principal/supervisor should proceed as follows:

- i. A meeting with the employee would occur in accordance with Procedure 8b) i-vii.
- ii. Consult with the Superintendent of Education (Human Resources), or designate, regarding the preparation of a letter confirming the suspension of an employee.
- iii. Prepare the letter as soon as possible following the meeting.
- iv. The letter must include:
 - confirmation of the meeting date/time and who attended
 - identification of the event or behaviour (i.e. date/time/place)
 - reference to all related prior recorded disciplinary action
 - that this behaviour warrants discipline in the form of a suspension
 - date(s) of the suspension; date of return to work
 - conditions of return to work, if any
 - warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”

Copy the letter to “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.

Drafts of all letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.

Depending on the nature of the infraction, an employee may receive more than one suspension for the same type of behaviour. This determination is made in consultation with their Superintendent and the Superintendent of Education (Human Resources), or designate.

Return to Work from Suspension

When a suspended employee returns to work, the principal/supervisor will continue to supervise the employee’s behaviour and record concerns and achievements. By paying close attention, and with consistent communication, it is necessary to determine if the employee is meeting the outlined expectations or whether further corrective action will be necessary.

- i. If further problems do arise, the principal/supervisor will:
 - immediately discuss them with the employee and document them properly
 - make suggestions regarding improvements
 - show this documentation to the employee (with the union representative present) to demonstrate the nature of the difficulties as well as the continuing concerns.
- ii. It is recommended that the principal/supervisor work with the employee to develop a Behavioural Improvement Plan, where appropriate, with clear expectations for behavioural change and a realistic timeline. Refer to Appendix D for a template to assist with the creation of a Plan.

- iii. A Behavioural Improvement Plan should include:
 - an opportunity for employee input and consultation
 - an outline of the behavioural expectations
 - available resources
 - clear timelines and rationale
 - schedule of specific date(s) for follow-up meeting(s)
 - statement that if further issues arise before that date, the situation will be reviewed and necessary steps taken at that time
 - signature of the employee receiving the plan
 - the plan will be retained in the employee's personnel file

d. **Final Written Warning**

This step must be conducted in partnership and with the direction of the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate.

This final written warning reiterates the steps which have been taken to assist the employee and what they must achieve in order to avoid further discipline. The employee should be advised that failure to achieve these requirements will result in their immediate dismissal for cause. The letter is delivered to the employee by the principal at a meeting. The employee is entitled to union representation.

e. **Termination**

If the progressive discipline process has not been successful in correcting the behaviour of an employee, the principal/supervisor may recommend to their Superintendent that the employee be terminated. In turn, the Superintendent shall inform the Superintendent of Education (Human Resources), or designate, of this recommendation immediately.

The termination of an employee must be considered very carefully. If the termination is with cause, a review must occur to ensure that all the necessary steps were taken and that the employee was given time to improve. Legal counsel may be consulted to assist with this review. It is important that the process reflects that:

- i. the employee knew what was expected
- ii. the employee was informed verbally and in writing of the concerns/issues
- iii. specific examples, guidelines and corrective plans were provided to assist the employee
- iv. the employee did not sufficiently remedy the problem(s)
- v. the employee received a final warning that their employment was at risk
- vi. the employee ignored or continued to fail to meet job requirements
- vii. the termination is justified

Ministry of Education
Policy and Program Memorandum No. 128

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching; and
- Not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearm;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Roles and Responsibilities

Grand Erie District School Board

School Boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- review these policies regularly with students, staff, parents, volunteers, and the community;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

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

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;

Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil their role when they:

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

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements. The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was developed by the Ministry of the Solicitor General and the Ministry of Education.

School Codes of Conduct

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

Communication of Code of Conduct

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

- A copy of the Board's Code of Conduct will be posted on the Board's web site;
- A copy of the Board's Code of Conduct will be given to each staff member and to any new staff members hired after the date of this Policy, upon hiring;
- Schools will send home with each student, at the outset of each school year, a copy of the

School's Code of Conduct;

- Every school volunteer will be given a copy of the School's Code of Conduct or directed to view the Board's Code of Conduct on its website;
- All schools will develop programs within their schools, in consultation with administration, which promote and support respect, civility, responsible citizenship and safety and which brings the School's Code of Conduct to the attention of students; and
- Any contractor who provides services to the Board will be provided with a copy of the Board's Code of Conduct.

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

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

Grand Erie District School Board Guidelines on How to Conduct an Interview

1. Interviewing Witnesses:

- remain impartial and non-accusatory; the same investigator should interview all witnesses
- if possible, obtain information from witnesses such as parents, students, other administrators, teachers, non-teaching support staff, co-workers or any other individuals relevant to the investigation
- obtain as much information as possible
- encourage witnesses to speak freely
- ask witnesses to provide a written summary
- school investigations are independent from other agencies (i.e. police, CAS)

2. Preparing for the Interview:

- schedule interviews to minimize disruptions
- setting for interviews should be private
- prioritize interviews based on most involved to least involved
- ensure any special needs or supports are accommodated

3. Conducting the Interview:

- at the beginning of the interview, clarify the purpose of the interview and explain the process
- prepare questions (who, what, where, when, why) in advance of the interview; probe where necessary to be thorough
- avoid leading questions; ask open-ended, non-judgmental questions
- determine whether it is a first-hand account
- determine any history or events that may have precipitated the current event
- ask who witnessed the incident
- determine any mitigating factors
- indicate that an additional follow-up interview may be required, if applicable
- inform those present at the meeting that it is important to maintain confidentiality

4. Taking Notes:

- notes must be dated and should indicate the source of information and the name of the recorder
- keep language clear; avoid opinions and/or jargon
- set out events in chronological order
- complete in neat, professional manner as notes may become evidence in an arbitration
- all notes taken must be stored in a secure location for a minimum of two years and only accessible by the principal/supervisor

5. Reaching a Conclusion:

- seek assistance from your Superintendent and the Superintendent of Education (Human Resources) or designate.
- make a decision about the investigation (you may need to remove the employee from their worksite with pay pending further investigation). Each case must be assessed individually to determine the severity and the stage at which the discipline will be initiated.
- make sure a complete and thorough investigation has been conducted.
- be certain who has the authority to consequence the action.

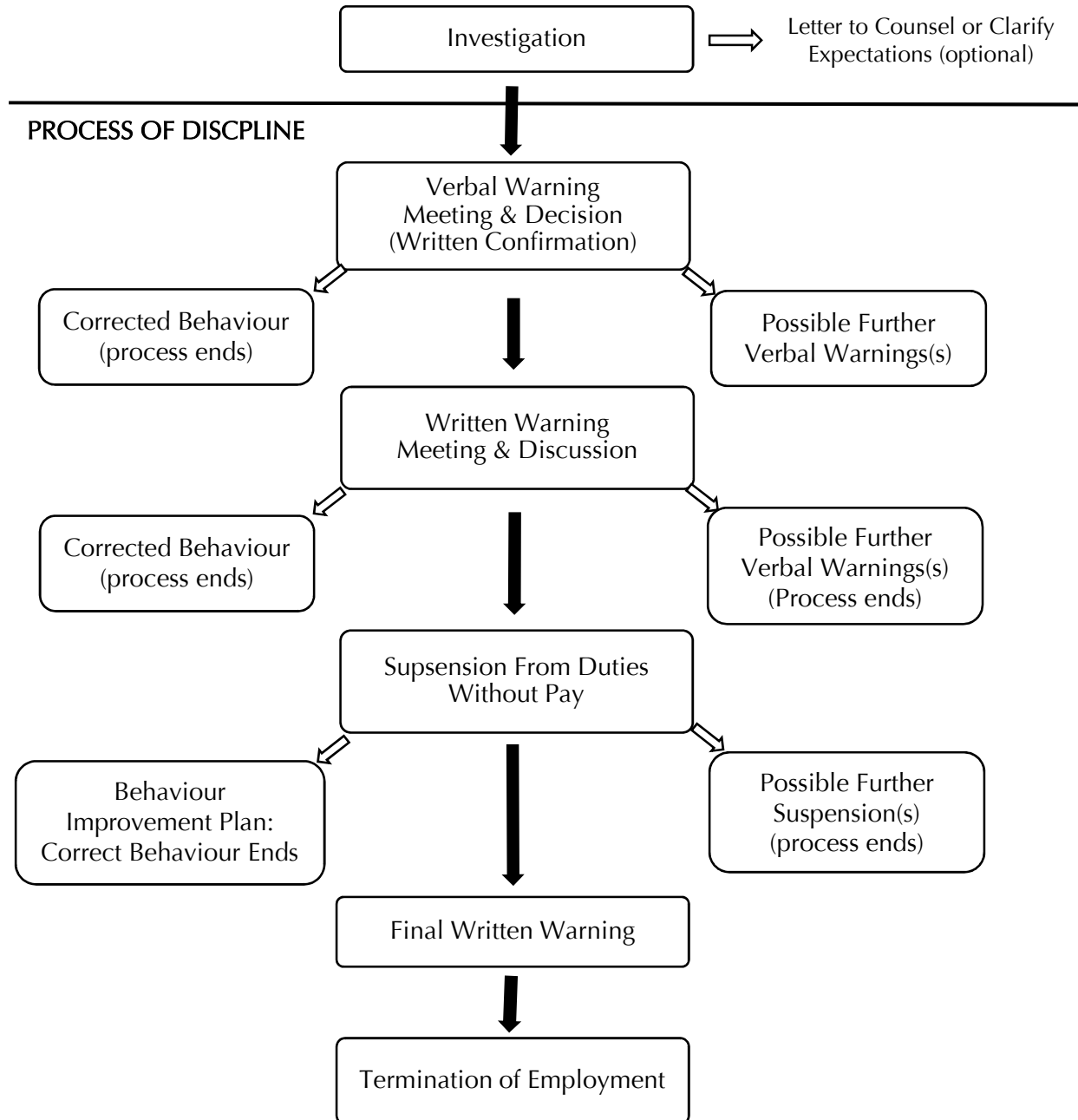
Grand Erie District School Board – Progressive Discipline Procedure

Supervision

Observation

Walk Through

Discussions & Suggestion



Grand Erie District School Board
Behavioural Improvement Plan

Employee's Name:			
Provide employee an opportunity for input and consultation regarding improvement (i.e. their suggestions for strategies and/or professional development):			
Outline the expectations regarding future behaviour:			
Timelines to accomplish the above:			
Rationale (i.e. why there is a need for improvement):			
Dates of follow-up meetings:			
Note that, should further issues arise before the date of a future meeting, the situation can, or will, be reviewed and necessary steps taken at that time.			
Employee's Signature:		Date:	
Principal/Supervisor's Signature:		Date:	

cc: Human Resources File



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **FT105 Playground Equipment**
 DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT Bylaw 9 – Processes for Development of Bylaws, Policies and Procedures be waived with respect to circulating **Procedure FT105 Playground Equipment** to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive **Procedure FT105 Playground Equipment as information.**

Background

Procedure FT105 Playground Equipment speaks to construction and repair standards for the Board’s playgrounds. Recently, when working with one of our partners, we discovered a section of the procedure that is dated and needs to be enhanced.

Section 2, Part d; reads:

Although the Board accepts design standards of reputable manufacturers, it has restricted certain design aspects:

- *wood components are not acceptable in any form, including curbing, but may be acceptable as ground cover in the form of engineered wood fibre.*

Currently, our EarlyOn provider at Hagersville Secondary School is looking to install a playground near its entrance into the high school. This structure would involve wood components, which over the last number of years have proven to be sturdy and easily replaceable. The use of large diameter logs will not be a combustibility concern. Large diameter logs will be the primary building material for the proposed playground. In addition to the wood log climbers and vertical play posts proposed, there will be a series of canoe sculptures that will not only provide a complementary play experience, but also offer an ancestral narrative specific to the Mississaguas of the Credit First Nation.

These canoes will be prefabricated in a manufacturing facility and constructed using high quality wood materials and stainless-steel bracketing hardware. This product is very durable, and the design will conform to Canadian Standards Association CSA-Z617 and AODA requirements with lifespans that range between 15 - 100 years.

Recommendation

Bylaw 9 states that “The draft policy shall be circulated to all stakeholders for a minimum of 30 days for input.” Senior Administration is recommending that the period of circulation be waived in this case based upon the information provided above.

Although FT105 Playground Equipment is up for review in September 2020; Senior Administration is seeking approval to modify FT105, Section 2, Part d to include:

“wood components (including curbing), may be approved in construction with prior written approval from the Manager of Facilities Services. Ground cover, in the form of engineered wood fibre, is acceptable.

Procedure FT105 will come back to the Board as part of the regular review schedule in the fall of 2020.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

FT105

Playground Equipment

Board Received: June 20 2016 Review Date: September 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success –
 - All construction and repairs comply with CAN/CSA standards.
 - All construction, repair and replacement materials are assessed for durability and lifespan
 - All installed materials are assessed for short and long-term maintenance
 - Supervision is addressed.

Procedures

1. Donated Playground Funds and Donated Playground Equipment – Overview

- a) Grand Erie District School Board encourages community/parent groups to purchase and install new play structures on Board property. The Board does not contribute financially but assumes the liability and responsibility for the play structure. School generated funds may be used to support new play structure projects.
- b) The Board assumes the liability for the playground equipment and is responsible for regular inspections and the co-ordination of repairs and maintenance. The board is financially responsible for inspections, however all repairs and maintenance are the financial responsibility of the school not the Board.
- c) For all additions to playground equipment (new and additions to existing structures), the school must initially retain 10% of the total project cost in a “Repair Fund”. This total fund per school – must never drop below the lesser of 10% or \$1,000.
- d) Purchasing Services will not issue a purchase order for the playground equipment project until the school transfers the full project costs, including the repair fund (10% of total project costs) to Business Services.
- e) If a School is unable to provide funding for necessary repairs, the equipment may be taken out of service or removed from the school.
- f) Tax receipts are available for any eligible donations in accordance with Grand Erie District School Board Procedure F106 Receipts of Charitable Donations.

2. Design/Planning Stage

- a) Principals must consult with the Supervisor of Purchasing Services as well as the Manager of Facility Services or designate to share the school’s plans for the purchase of new playground equipment and all additions to existing playground equipment during the initial planning stage.
- b) The design, construction and installation of all (new and existing) playground equipment must conform to the standards from the Canadian Standards Association CSA-Z614, Children’s Playspaces and Equipment currently in effect at the time of installation as well as current AODA compliance requirements. As such, a third party qualified and/or certified in CCPI (Canadian Certified Playground Inspector) who is independent of the playground equipment manufacturer is required to work with school committees during design and installation and would co-ordinate site specific concerns with appropriate Board staff.

- c) The Board's Division Manager, Maintenance and Energy must be included in the planning and installation process to review and approve CSA compliance, identify potential maintenance issues and approve the site location chosen for the equipment prior to contacting or committing to any supplier.
- d) Although the Board accepts design standards of reputable manufacturers, it has restricted certain design aspects:
 - wood components (including curbing), may be approved in construction with prior written approval from the Manager of Facilities Services. Ground cover, in the form of engineered wood fibre, is acceptable~~are not acceptable in any form, including curbing, but may be acceptable as ground cover in the form of engineered wood fibre;~~
 - platform height not to exceed six (6) feet; and
 - protective landing surfaces must be compliant with CSA Z614-07 Playground Standards and manufacturer must provide proof their product meets or exceeds the energy absorbency requirements for defined fall heights and Head Injury Criteria (HIC) as stated therein. Sand or wood/bark mulch products not meeting acceptable engineered standards will not be permitted.
- e) The Board reserves the right to restrict other design aspects and protective landing surfaces as deemed appropriate.

3. Vendor Selection:

- a) The purchase of playground equipment must be compliant with the Board's Purchasing Policy F6 and Procedure F107, which must be initiated before committing to any supplier.
- b) Donations of playground equipment by approved playground manufacturers are exempt from Purchasing Services Competitive Bid Guidelines.
- c) All manufacturers installing playground equipment on Board property must provide proof of vehicle and liability insurance coverage for a minimum of two million dollars with the Board named as additional insured. The manufacturer must also provide a certificate of good standing from the Workplace Safety and Insurance Board before work is awarded. Purchasing Services will not issue a purchase order for installation until these documents have been reviewed by the Supervisor of Purchasing Services.
- d) Installation of playground equipment by volunteers is not permitted.

4. Installation

- a) All manufacturers, or their certified sub-contractor, installing playground equipment will be responsible to determine the location of underground utility services and provide a copy of the utility service inspection report to Facility Services prior to start of installation.
- b) On completion, the manufacturer is to provide the Principal with a letter indicating:
 - i) equipment and installation conforms to the current CAN/CSA guidelines and standards; and
 - ii) the terms and conditions of the guarantee and warranty.
- c) These documents must be reviewed by the Principal and forwarded to the Facility Services Division Manager, Maintenance and Energy.
- d) All play structures and equipment must be installed by an approved manufacturer or its approved subcontractor.

5. Existing Equipment

- a) All renovations and upgrades will comply with the current CAN/CSA guidelines and standards for playground equipment.
- b) Additions to existing playground equipment must be approved by the Facility Services Division Manager, Maintenance and Energy prior to any in depth planning.

6. Inspections

- a) **Daily Visual Inspections:** A visual inspection shall be performed on all playground equipment used by students by the Principal or designate at least once on each school day. This inspection is intended to identify obvious safety concerns and needed repairs, such as glass, broken boards, loose or missing handrails or anything that could cause injury to a student. When a deficiency is identified in the daily inspection, the Principal shall follow the steps set out in 4(a) of this procedure. A daily maintenance logbook must be kept on file at the school.
- b) **Monthly Inspections:** Monthly inspections of the playground equipment shall be done by one of the School Principal, School Custodian or Facility Services Supervisory staff. The monthly inspection checklists must be retained at the school.
- c) **Recorded Annual Inspection:** A detailed annual inspection of playground equipment located on Board property shall be performed by a certified inspector (see 2(b) above) appointed by the board. The inspection findings and actions shall be recorded and kept on file in the Facility Services area for at least three (3) years from the date of inspection. Where possible, the certified inspector shall make repairs at the time of the inspection.
- d) **Inspection Checklists:** The monthly and annual inspections will use the checklists provided by either the manufacturer or the Canadian Standards Association. (see attached Daily Playground Inspection Checklist – Appendix A and Monthly Playground Inspection Checklist - Appendix B)

7. Maintenance and Repairs

- a) When a school staff person on yard duty or the daily inspection of the equipment identifies a safety concern or an item in need of repair, it shall be reported to the school Principal immediately. The school Principal shall report the concern to the Facility Services Division Manager, Maintenance and Energy immediately. When a defect is reported it shall be repaired as soon as possible and, in the interim, the Principal shall make the equipment out of bounds to students.
- b) The Work Order for repairs completed by the maintenance staff, contractor or equipment vendor will be the record of repair.
- c) Should a repair that involves a safety hazard take more than one day to complete, the children shall be prevented from using the equipment through the use of a snow fence and a “Keep Off” warning sign.
- d) When the cost to repair a piece of playground equipment is excessive, the Division Manager, Maintenance and Energy, after consulting with the school Principal may decide that the equipment should be taken out of service and removed from the school grounds. The school Principal will inform the community/parent group of any decisions to remove equipment purchased by community funds. Alternatively, the principal in consultation with the school council may elect to raise funds to complete the required repairs.

8. Equipment on Local Recreation Authority Property

- a) In many cases, playground equipment that is used by the students of a school is located on non-Board property adjacent to the school property. In these cases the daily inspections procedures shall be carried out by the Principal or designate as detailed in 6(a) and the Principal shall follow the same procedures for reporting a concern to Division Manager, Maintenance and Energy as detailed in 7(a). The Principal shall make the equipment out of bounds to students until the equipment is repaired.
- b) Maintenance Supervisor shall advise the local Recreation authority of the need to repair playground equipment located on Recreation property and shall monitor the progress of repairs and advise the School Principal when the repairs are completed.

9. **General**

- a) Each school will conduct Playground Safety sessions outlining the playground rules applicable to the specific location. These sessions should be held for students, teachers, noon hour supervisors and any volunteer yard supervisors at the beginning of each school year and will include warnings about restricted use during inclement weather.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **SO113 Extreme Weather**
DATE: March 9, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure SO113 Extreme Weather** to all appropriate stakeholders for comments to be received by **May 1, 2020**.

Background

Under the Education Act, school boards are responsible for the provision of suitable and adequate accommodation for their students. School boards are also required to have protocols in place to handle high temperatures in schools that are compliant with provincial and municipal health and safety requirements.

This procedure outlines the guidelines that administrators and employees can refer to when extreme weather conditions (hot/cold) may have implications on staff and/or student health and safety.

Additional Information

Procedure SO113 – Extreme Weather was created for all staff and students to provide a process to be followed during extreme weather conditions. Attached is a draft of the new Procedure.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Extreme Weather

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – safety issues addressed
– clear guidelines and communication for schools and Board buildings

Purpose

The purpose of this document is to provide steps to be used by administrators and employees when extreme weather conditions (hot/cold) may produce health implications.

This procedure ensures compliance with Ministry of Labour Health and Safety Regulations and Ministry of Education to create a safe environment in all Grand Erie Buildings. This includes ensuring schools are safe for students, workers and visitors.

Application

This procedure applies to all school board staff, students and visitors.

1. Definitions

- (a) Heat cramps: A heat-induced condition characterized by painful cramps in the arms, legs or stomach which can occur at work or later at home. This condition can be a warning of other more serious heat-induced illnesses.
- (b) Heat exhaustion: A heat-induced condition characterized by sweating, cool-moist skin, body temperature over 38°C, weak pulse, abnormal or low blood pressure.
- (c) Heat rash: A heat-induced condition characterized by a red, bumpy rash with severe itching.
- (d) Heat stress: Heat stress refers to an increase in the body's core temperature. This could be related to a variety of factors, including; high temperature, humidity, radiant heat and activity level. If a person is experiencing heat stress then serious heat-related illnesses can occur, including; heat rash, heat cramps, heat exhaustion, or heat stroke.
- (e) Heat stroke: A heat-induced condition characterized by high body temperature (41°C) and any one of the following;
 - weakness
 - confusion
 - emotional upset and strange behavior
 - hot, dry, red skin
 - elevated pulse
 - headaches and dizziness

Note: In the later stages, a person may experience loss of consciousness and possibly convulsions. Heat stroke is a medical emergency. If not recognized and addressed, this condition can result in serious illness or even death.

- (f) Humidex: The term "humidex" is short for humidity index. Humidex is an equivalent scale intended for the public to express the combined effects of warm temperatures and humidity. Environment Canada uses humidex ratings to inform the general public when conditions of heat and humidity are possibly uncomfortable. See Appendix B Table 1.

- (g) Wind chill factor is a measure of the combined chilling effect of wind and temperature. The advantage of wind chill factor over other measured methods is that it represents a real rate of cooling. For example, the combination of a specific temperature and wind speed can be related to how fast exposed flesh will freeze. See Appendix C Table 2 Wind Chill Calculation Chart.

2. Hot Weather Action Plan

This plan will be put in place when in place when there is an elevated risk of dealing with excessively hot and humid weather (usually between May 1 and September 30)

The plan will be initiated when all of the following conditions occur:

- When heat waves/warnings are triggered in our Region: 2+ consecutive days reaching daytime maximum temperatures of 31°C or higher and an evening minimum temperature of 20°C
- When the humidex reaches or exceeds 35°C.
- When there is a smog alert combined with higher temperatures; and
- When there is an Environment Canada Humidex advisory in regard to ambient air temperatures exceeding 30°C and a humidex rating which exceeds 40°C.

Note: During excessively hot/humid days, it is recommended to consume potable water on a regular basis to stay hydrated. Supervisors are responsible to ensure that potable water (ex: drinking fountains, bottle filling stations, tap water, etc.) is available for consumption as required.

3. Controls and Reactive Measures

When there is a potential for exposure to excessively high temperatures which may cause heat stress-related illnesses, control measures must be taken to control exposure to excessive heat in the workplace.

Note: First aid or medical attention including emergency response may be required to treat heat stress related medical incidents.

Administrator/Supervisor's Actions:

1. Monitor of environmental conditions (including humidex) and the possibility of heat stress related illness, especially during the first week of elevated temperatures while individuals are acclimatizing.
2. Ensure that trained First Aid providers are available to respond to heat related illnesses throughout periods during which heat stress related illness is likely to occur.
3. Communicate heat stress related information and recommendations to all workers
4. The administrator shall make announcements throughout the day reminding staff and students of hydration needs.
5. A cool location should be made available in the building to allow workers to cool down during break and lunch times.
6. Ensure staff are trained to recognize signs and symptoms of heat stress, along with the causes, treatment and preventative action (refer to Appendix A). A "buddy system" can be used where staff monitors each other for signs of heat stress since people may not notice their own symptoms.
7. Modify activities that involve physical exertion, exposure to sun and hot environments (rest periods, hydration, activity location change, and greater vigilance for heat stress symptoms should be considered).

8. Review schedules for individuals exposed to high temperature conditions (such as grounds staff and during summer clean) and increase the frequency and or length of rest breaks when possible.
9. Schedule strenuous jobs to be done during cooler times of the day.
10. Investigate and follow-up on any high temperature related incidents which are reported or observed.
11. Encourage staff to open windows to allow air to circulate where effective and applicable.
12. Promote the use school purchased portable fans to assist in circulating air.
13. Use blinds, curtains, or reflective coatings on windows to reduce direct sunlight.
14. Relocate staff and students when necessary to a cooler location (e.g. third floor class moved to the first floor, cafeteria, library or outdoors).
15. Encourage parents/guardians to remind children about safe play in hot weather at all opportunities. Appendix E contains key messages for parents/guardians that can be sent home with children.

Worker Responsibilities:

1. Wear loose fitting clothing that is light in weight; light colour clothing is better than dark, in hot weather.
2. Wear clothing made of fabrics that wick sweat away from the skin and allow sweat to evaporate, in hot weather.
3. Staff should dress appropriately for cold weather months, (layers, proper winter footwear, coat, hat and mitts for outside work).
4. Staff should alter time of day for physically demanding tasks and/or reduce pace of work.
5. Alter type of physical activities for students.
6. Staff and students should eat lightly and drink plenty of liquids to replace fluid loss due to heat. The Ontario Ministry of Labour recommends drinking a cup of water every 20 minutes in extreme heat. Fluids include water or fruit juice, not caffeinated drinks.
7. Wear sunscreen with an SPF of 15 or higher whenever working outdoors; other protective measures are a hat and sunglasses.
8. Use available fans to help increase circulation.
9. Open interior doors and perimeter windows to increase the exchange of fresh air (when exterior temperatures are cooler)
10. Turn off or limit the use of heat generating equipment and appliances if safe and practical to do so
11. Stay hydrated by drinking enough potable water
12. Be conscious of medications side effects and avoid beverages which contain sugars and caffeine as this may contribute to dehydration
13. Wear light-coloured clothing (preferably a long-sleeve shirt and pants) and cover the head to prevent exposure to direct sunlight when outdoors in the summer months.

Note: Additional controls to prevent exposure to high temperatures may be required for vulnerable individuals such as workers and students with special needs or medical conditions.

Personal Risk Factors Affecting Heat Tolerance

There are several factors that can affect an individual's level of heat tolerance and his/her ability to work in hot environments. These factors include but are not limited to:

- Diseases such as cardiovascular, multiple sclerosis, diabetes, etc.
- Physical conditions such as pregnancy, reduced level of fitness, and age.
- Use of therapeutic drugs and medications (e.g. Blood pressure medications, diuretics, etc.)

It is important for individuals to seek advice from their personal physician if they are feeling the effects of heat and to identify any restrictions related to working in hot conditions. Staff should provide information about specific heat related restrictions to their supervisor. Appendix E contains key messages for parents/guardians related to hot weather that can be sent home with children. See Appendix F Heat Stress Awareness Tool.

4. Cold Weather Conditions

4.1 Outdoor Temperature

Low temperatures, especially combined with strong winds, can lead to frost nip and frost bite and in extreme cases, hypothermia (Refer to Appendix B Table 1 for a list of cold related signs and symptoms and preventative measures that can be taken).

Wind chill factor is a measure of the combined chilling effect of wind and temperature. The advantage of wind chill factor over other measured methods is that it represents a real rate of cooling. For example, the combination of a specific temperature and wind speed can be related to how fast exposed flesh will freeze. See Appendix B Table 2 Wind Chill Calculation Chart.

4.2 Cold Weather and Outdoor Play

Time spent outdoors is an integral part of the school day. Children need fresh air and exercise and time spent outside affords students an opportunity to break free from the structure of the classroom.

With the Canadian climate, time spent outside could mean anything from applying sunscreen to donning extra mittens and a hat, depending on the season. In the winter, it is important children come to school prepared for the cold. Boots, mittens or gloves and hats should be worn to school and it's a good idea for parents/guardians to provide extra mittens, socks, etc. in the event they are needed.

When the temperature or wind chill reaches -20°C (twenty degrees below zero, Celsius), students will be granted immediate entry to school upon arrival, and students will remain indoors during nutrition breaks. When temperature thresholds are in effect, students are required to keep their outdoor coats/jackets with them throughout the instructional day, in case of a need to evacuate the school.

When the temperature or wind chill reaches -15°C (fifteen degrees below zero, Celsius), Principals must consider reducing the amount of time students will be exposed. Consideration of other factors before sending children outside includes:

- condition of playground (ice, snow, etc.)
- location of the school (perhaps the building or trees block the wind on the playground)
- the age of the students
- the adequacy of student clothing

School Staff should encourage parents/guardians to dress children appropriately at all opportunities. Appendix D contains key messages for parents/guardians related to cold weather that can be sent home with children.

APPENDIX A

**Ministry of Labour, Health and Safety Guidelines for Treatment and Prevention
of Hot Weather-Related Hazards**

	Cause	Symptoms	Treatment	Prevention
Heat Rash	Hot humid environment; plugged sweat glands.	Red bumpy rash with severe itching.	Change into dry clothes and move to a cool area. Rinse skin with cool water.	Wash regularly to keep skin clean and dry.
Sunburn	Too much exposure to the sun.	Red, painful, or blistering and peeling skin	If the skin blisters, seek medical aid. Use skin lotions (avoid topical anesthetics) and work in the shade.	Work in the shade; cover skin with clothing; apply skin lotions with a sun protection factor of at least 15. People with fair skin should be cautious.
Heat Cramps	Heavy sweating drains a person's body of salt, which cannot be replaced by just drinking water.	Painful cramps in arms, legs or stomach, which occur suddenly at work or later at home. Heat cramps are serious because they can be a warning of other more dangerous heat induced illnesses.	Move to a cool area; loosen clothing and drink cool salted water (1 tsp. Salt per gallon of water) or commercial fluid replacement beverage. If the cramps are severe or don't go away, seek medical aid.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke.
Fainting	Fluid loss and inadequate water intake.	Sudden fainting after at least two hours of work; cool moist skin; weak pulse.	GET MEDICAL ATTENTION. Assess need for CPR. Move to a cool area; loosen clothing; make person lie down; and if the person is conscious, offer sips of cool water. Fainting may also be due to other illnesses.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke.
Heat Exhaustion	Fluid loss and inadequate salt and water intake causes a person's body's cooling system to start to break down.	Heavy sweating; cool moist skin; body temperature over 38°C; weak pulse; normal or low blood pressure; person is tired and weak and has nausea and vomiting; is very thirsty; or is panting or breathing rapidly; vision may be blurred.	GET MEDICAL AID. This condition can lead to heat stroke, which can kill. Move the person to a cool shaded area; loosen or remove excess clothing; provide cool water to drink; fan and spray with cool water.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke.
Heat Stroke	If a person's body has used up all its water and salt reserves, it will stop sweating. This can cause body temperature to rise. Heat stroke may develop suddenly or may follow from heat exhaustion.	High body temperature (over 41°C) and any one of the following: the person is weak, confused, upset or acting strangely; has hot, dry, red skin; a fast pulse; headache or dizziness. In later stages, a person may pass out and have convulsions.	CALL AMBULANCE. This condition can kill a person quickly. Remove excess clothing; fan and spray the person with cool water; offer sips of cool water if the person is conscious.	Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot symptoms that often precede heat stroke.

APPENDIX B

Table 1: Humidex Reading and Degree of Discomfort

TEMPERATURE RANGE INCLUDING HUMIDEX	DEGREES OF COMFORT	
19-24	Comfortable	A temperature range in which most individuals are comfortable
26-34	Some discomfort	Some individuals may experience discomfort
35-44	Great discomfort	Most individuals will experience high levels of discomfort (initiate hot weather action plan and avoid exertion)
45 and above	HEALTH RELATED ILLNESS LIKELY TO OCCUR	

APPENDIX C

Table 1: Environment Canada Wind Chill Hazards and Prevention

Wind Chill	Description	Health Concern	What to Do
0 to -9	Low	<ul style="list-style-type: none"> Slight increase in discomfort 	<ul style="list-style-type: none"> Dress warmly, with the outside temperature in mind.
-10 to -27	Low	<ul style="list-style-type: none"> Uncomfortable Risk of hypothermia if outside for long periods without adequate protection 	<ul style="list-style-type: none"> Dress in layers of warm clothing, with an outer layer that is wind resistant. Wear a hat, mittens and scarf. Keep active
-28 to -39	Increasing risk: exposed skin can freeze in 10 to 30 minutes	<ul style="list-style-type: none"> Check face and extremities (fingers, toes, ears and nose) for numbness or whiteness Risk of hypothermia if outside for long periods without adequate protection 	<ul style="list-style-type: none"> Dress in layers of warm clothing, with an outer layer that is wind resistant. Cover exposed skin: wear a hat, mittens and a scarf, neck tube or facemask. Keep active.
-40 to -47	High risk: exposed skin can freeze in 5 to 10 minutes	<ul style="list-style-type: none"> Check face and extremities frequently for numbness or whiteness (frostbite) Risk of hypothermia if outside for long periods without adequate protection 	<ul style="list-style-type: none"> Dress in layers of warm clothing, with an outer layer that is wind resistant. Cover exposed skin: wear a hat, mittens and a scarf, neck tube or facemask. Keep active.

Table 2: Environment Canada Wind Chill – Minutes to Frostbite

The following are approximate values

Temperature (°C)	-15	-20	-25	-30	-35	-40	-45	-50
Wind (km/h)								
10	*	*	22	15	10	8	7	2
20	*	30	14	10	5	4	3	2
30	*	18	11	8	5	2	2	1
40	42	14	9	5	5	2	2	1
50	27	12	8	5	2	2	2	1
60	22	10	7	5	2	2	2	1
70	18	9	5	4	2	2	2	1
80	16	8	5	4	2	2	2	1

* = Frostbite unlikely

The wind speed, in km/h, is at the standard anemometer height of 10 metres (as reported in weather observations).

Legend:

Frostbite possible in 2 minutes or less



Frostbite possible in 3 to 5 minutes



Frostbite possible in 6 to 10 minutes



Suggested Parent/Guardian Guidelines for Cold Weather

Winter can be a wonderful time for play. Participating in winter sports will help keep the whole family healthy, but injuries can spoil the fun. Here's how to keep kids safe during winter play.

Clothing for outdoor play:

All winter activities require warm, dry clothing. To prevent frostbite, children should be dressed in warm clothes, including:

- a hat (warm, close-fitting, and covering ear lobes; not a 'fashion' hat or baseball cap),
- mittens (gloves do not keep hands warm as effectively as mittens),
- loose layers (an absorbent synthetic fabric next to skin, a warmer middle layer, and a water resistant/repellent outer layer),
- socks A single pair of socks, either wool or a wool blend (with silk or polypropylene) is better than cotton which offers no insulation when wet. Avoid extra thick socks as they can cause cold feet by restricting blood flow and air circulation around the toes.
- boots Be sure boots are dry and not too tight.

Children should get out of wet clothes and shoes as quickly as possible as they are the biggest factors in frostbite.

Jackets should be zipped up. To avoid strangulation during play, use tube-shaped neck warmers instead of scarves. If scarves must be used, tuck them into jackets. Remove drawstrings on hoods and jackets because they are also a safety hazard; better yet, buy clothes without drawstrings.

Safe weather for outdoor play:

Children must play indoors if the temperature falls below -20C, regardless of the wind chill factor.

Children must play indoors, regardless of the temperature, if the following occurs:

- The wind chill factor is reported as -20 C or greater (This is the temperature at which exposed skin freezes in a few minutes)

Adopted from guidelines published by The Hospital for Sick Children, University of Toronto.

APPENDIX E

Suggested Parent/Guardian Guidelines for Hot Weather

Summer can be a wonderful time of year, but it also brings warmer weather and humidity. Here's how to keep kids safe during the summer months.

- Wear loose fitting clothing that is light in weight; light colour clothing is better than dark.
- Wear clothing made of fabrics that wick sweat away from the skin and allow sweat to evaporate.
- When outside wear a bucket hat with a wide brim
- Students should eat light meals and drink plenty of liquids to replace fluid loss due to heat.
- Encourage students to bring refillable water bottles to school that they can keep with them both outside and while in class.
- Allow students to make frequent trips to the water filling stations to ensure they have water with them

Safe activities for outdoor play:

- Alter types of physical activities for students so they are not overexerting themselves in the hot weather
- Encourage kids to find shady spots to take a break when outside
- Ensure students remain hydrated when outside
- Encourage kids to wear sunscreen when outside SPF 30 or higher

Classroom activities:

Environmental Controls such as the following can be used to help make a more comfortable environment in the warm weather

- Open windows and doors to allow air to circulate where effective and applicable.
- Use school purchased portable fans to assist in circulating air.
- Use blinds, curtains, or reflective coatings on windows to reduce direct sunlight.

Relocate staff and students when necessary to a cooler location (e.g. third floor class moved to the first floor, cafeteria)

Heat Stress Awareness Tool

HEAT STRESS AWARENESS TOOL

Workplace Temperature
Humidity (%)

80+
70-79
60-69
50-59
40-49

Cut out wedge.

How to find the temperature & humidity:

- Check a workplace thermometer & hygrometer
- If working outside, listen to broadcast reports or visit www.weatheroffice.ec.gc.ca

Heat stress action chart

Conditions/actions listed below apply to **unacclimatized workers**. Never ignore symptoms. Refer to *Heat Stress Awareness Guide* for extra clothing and/or radiant heat conditions.

HUMIDEX	ACTION RECOMMENDED
LOW 30-37	<ul style="list-style-type: none"> • Post heat stress alerts • Drink water
MEDIUM 38-39	<ul style="list-style-type: none"> • Reduce physical activity (e.g., slower pace, more breaks) • Drink a cup of water every 20-30 minutes
MODERATE 40-41	<ul style="list-style-type: none"> • Further reduce physical activity • Drink a cup of water every 15-20 minutes
HIGH 42-44	<ul style="list-style-type: none"> • Severely curtail physical activity • Ensure sufficient rest/recovery time • Drink a cup of water every 10-15 minutes
EXTREME 45+	<ul style="list-style-type: none"> • Hazardous to continue physical activity

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HEAT STRESS AWARENESS TOOL

HEAT STRESS

RECOGNIZE THE SYMPTOMS... weakness, fatigue, & dizziness

How to use this tool:

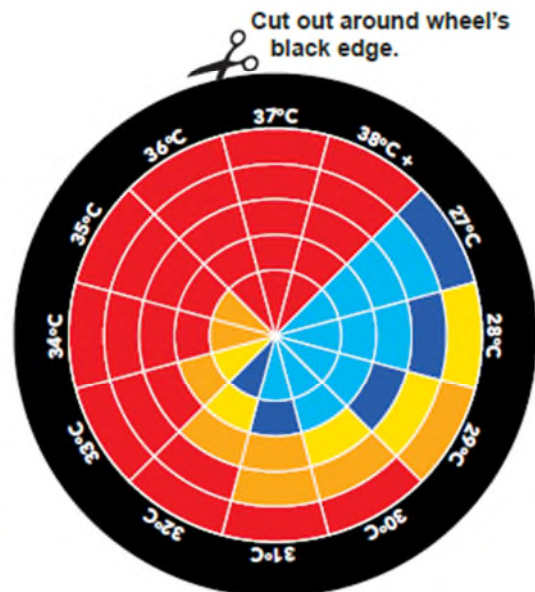
1. Measure workplace temperature & humidity.
2. Turn the wheel to display the workplace temperature. Then, find the humidity value on the left axis.
3. Refer to the colour on the instruction chart for recommended action.
4. Refer to the *Heat Stress Awareness Guide* for more detailed information.

Once cutting and folding is complete, insert wheel so that the coloured side shows through the cut-out wedge.

Insert fastener at small black dot below the wedge to hold together, and rotate wheel.

Cut along vertical edges.

Fold on dotted line.



OPSBA Report

From meeting held February 21/22, 2020

Thanks to OPSBA staff for their work that is included in this report

OPSBA Awards The deadline for most OPSBA Award nominations is April 2, 2020
<https://www.opsba.org/what-we-do/awards-programs>

Revised Elementary Mathematics Curriculum - The Ministry of Education approached OPSBA to provide input on aspects of the revised elementary mathematics curriculum. In response, Judith Nyman used the prior Fall consultation with expert mathematics board staff across the province and feedback from members to provide input. It is hoped that there will be a further opportunity to review the revised curriculum prior to its release. OPSBA continues to ask for a soft launch of the revised curriculum prior to a full implementation date of September 2021

Student Transportation - On January 27, Sam Oosterhoff, the parliamentary assistant to the education minister, announced the province is moving ahead with a review of its school bus funding model. The province has established a Student Transportation Advisory Group to guide the review that will include representatives from school board associations and school bus stakeholder groups. OPSBA has two representatives on this committee. Report available – Strengthening School Bus Safety in Canada and a test program in Sudbury area and Western Canada.

Audit Committee - Deloitte Canada completed a review of “Regional Internal Audit: Model review Re-envisioning internal audit delivery for Ontario School Boards”

Poverty Reduction Strategy - Last December, the provincial government announced its intention to develop a new poverty reduction strategy for Ontario. Recently, the online survey was launched to seek feedback in the following areas:

- encouraging job creation and connecting people to employment
- providing people with the right supports and services
- lowering the cost of living and making life more affordable
- the current Poverty Reduction Strategy

Survey is available until March 30, 2020

<https://engage.ontario.ca/en/engagement-initiatives/developing-new-poverty-reduction-strategy-ontario>

Project Compass – Phase 2

After completing a review of the OPSBA Constitution last year the work is continuing. The following four teams were created:

1. Review of Mission, Vision, Values of OPSBA.
2. Review and amend the Priority setting process (including engagement and reflecting mandate).
3. Review the Governance model of the Board of Directors in decision making processes (Committees, Structures, and Regional Meetings etc.).
4. Writing/updating procedures and policy to reflect the direction and current processes of OPSBA.

Audited Financial Statements

The statements for the year ending August 31, 2019 were reviewed and approved by the Board of Directors

MEMBER BOARD POLICY RESOLUTION SUBMISSIONS FOR CONSIDERATION AT THE 2020 OPSBA AGM Are due April 3, 2020

Proposed Amendment to the Ontario Public School Boards' Association Constitution For Consideration by Board of Directors at the 2020 OPSBA Annual General Meeting are also due April 3, 2020.

Respectfully Submitted

Carol Ann Sloat