



AGENDA

- A – 1 **Opening**
 - (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session **(6:30 p.m.)**
 - (i) Legal Matters
 - (ii) Property Matters
 - (iii) Personnel Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 p.m.)**
 - (e) Memorials
 - (f) Agenda Additions/Deletions/Approval
 - (g) In Camera Report
 - (h) Presentations
 - (i) Delegations

- B – 1 **Approval of Minutes**
 - * (a) January 27, 2020 (Regular Board)
 - * (b) February 10, 2020 (Committee of the Whole)
 - * (c) February 10, 2020 (Special Board)

- C – 1 **Business Arising from Minutes and/or Previous Meetings**

- D – 1 **Director's Report**

- E – 1 **Student Trustees' Report**
 - * (a) SHSM Hackathon Z. Garbaty
 - * (b) OSTA-AECO Conference A. Hauser

- F – 1 **Committee Reports**
 - * (c) Committee of the Whole – February 10, 2020 S. Gibson

- G – 1 **New Business**
 - * (a) Student Census Report W. Baker
 - * (b) Work Force Report S. Sincerbox

- H – 1 **Other Business**
 - * (a) Summary of Accounts -January 2020 R. Wyszynski
 - * (b) Privacy and Information Management Committee Minutes (Draft) -
February 13, 2020 L. Munro
 - * (c) Student Transportation Services Brant Haldimand Norfolk
Committee Minutes (Draft) – January 28, 2020 R. Wyszynski
 - * (d) Joint Occupational Health & Safety Committee Minutes – January
16, 2020 R. Wyszynski

SUCCESS for Every Student



Regular Board Meeting
Monday, February 24, 2020
Board Room, Education Centre

- I – 1 **Correspondence**
* (a) Brantford & District Labour Council – January 21, 2020

- J - 1 **Adjournment**

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

Student Transportation Services Brant Haldimand Norfolk	February 25, 2020	9:00 AM	Norfolk Room
Pre-Budget Review Meetings	February 26, 2020	5:30 PM	Board Room
Grand Erie Parent Involvement Committee	March 5, 2020	6:30 PM	Dogwood Room, Norfolk SSC
Committee of the Whole	March 9, 2020	7:15 PM	Board Room
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



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden, Z. Garbaty (Student Trustee), A. Hauser (Student Trustee)

Administration: Director - B. Blancher; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: J. Richardson, I. Doxtador-Swamp (Student Trustee),
Administration: Nil

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Chair, G. Anderson at 6:30 p.m.

(b) **Declaration of Conflict of Interest**

Nil

(c) **In Camera Session**

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Board move into In Camera Session to discuss personnel and legal matters at 6:30 p.m.

Carried

(d) **Welcome to Open Session**

The Public Session meeting was called to order by Chair, G. Anderson at 7:15 p.m.

(e) **Memorials**

Nil

(f) **Agenda Additions/Deletions/Approval**

R. Collver requested the addition of G-1-g Letter to the Minister regard Education Funding.

Moved by: C. Speers

Seconded by: E. Dixon

THAT the Agenda be approved, as amended.

Carried



(g) **In Camera Report**
Nil

(h) **Presentations**
Nil

(i) **Delegation**
Nil

B - 1 Approval of Minutes

(a) **Inaugural Board Meeting – December 9, 2019**
Presented at printed.

Moved by: C. VanEvery-Albert

Seconded by: E. Dixon

THAT the Minutes of the Inaugural Board Meeting, held December 9, 2019 be approved.

Carried

(b) **Committee of the Whole Board – January 13, 2020**
Presented as printed.

Moved by: B. Doyle

Seconded by: C.A. Sloat

THAT the Minutes of the Committee of the Whole Board Meeting, held January 13, 2020 be approved.

Carried

(c) **Special Board Meeting – January 15, 2020**
Presented at printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Minutes of the Special Board Meeting, held January 15, 2020 be approved.

Carried



C - 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **2018-19 Indigenous Education Board Action Plan Outcomes**

D. Martins referred to the 2018-19 Indigenous Education Board Action Plan Final Report and provided a high-level overview on background and additional information.

C. VanEvery-Albert asked if data that is part of the Education Service Agreement is included?

D. Martins responded that this report only includes the activities funded through the Board Action Plan.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the 2018-19 Indigenous Board Action Plan Final Report as information.

Carried

D - 1 **Director's Report**

Director's highlights:

- **Revision to Policy HR8 Workplace Violence** – approved by Trustees this past October. Recently the Joint Occupational Health and Safety Committee discovered an issue that could cause confusion. On page 4 of the policy, it states that the Notification of Risk Map is to be completed by the Administrator or Designate, however in the manual on page 3 it states Administrator/Building Manager. As per the Bylaw 9 instructions around revising manuals that accompany policies, I am informing the Board that we are changing the wording on page 3 in the manual to Administrator/Designate to align with the policy.
- **Wuhan Corona Virus** - Yesterday afternoon Directors of Education participated in a teleconference with Dr. David Williams, Chief Medical Officer of Health for Ontario, where we were provided with a verbal update on the emerging issue of Wuhan novel corona virus. On Saturday the province launched a new, dedicated webpage to educate the public about the Wuhan novel corona virus found at: ontario.ca/coronavirus. Included on this webpage are links to the most recent updates from the province, including the news release that was issued on Saturday night. We have shared the letter with our community on School Messenger and with staff through email
- **Student Transportation Advisory Group** – notice today that Sam Oosterhof, the Parliamentary Assistant to the Minister of Education is engaging student transportation stakeholders in discussions including the establishment of a Student Transportation Advisory Group to provide feedback on matters related to student transportation funding, operations and delivery. Groups that will be invited to the table include Trustee associations, Directors of Education, Senior Business Officials, and school bus



- associations. Meetings will commence soon and will continue through the spring and summer.
- **Pre-Budget Meeting** – a reminder to Trustees of our first pre-budget review meeting taking place this Thursday beginning at 5:30 pm.
 - **Trustee Learning Session** – a reminder to Trustees of the second learning session being held next week – Monday February 3rd – agenda will be sent later this week – Kimberly Newhouse our Manager of Communications has planned a great session. We look forward to seeing you all there
 - **John Noble Home in Brantford** – is a long-term care home that has a connection with our Personal Support Worker program. The John Noble Home is applying for funding from the Ministry for increased beds and will also include a request for funding a learning centre. John Noble Home has contacted the board and has requested we write a support letter for their application. B. Blancher noted this is a good fit and would benefit students of our PSW program.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board direct the Chair and Director of Education to write a Letter of Support for the John Noble Home application.

Carried

Moved by: S. Gibson

Seconded by: B. Doyle

THAT the Grand Erie District School Board received the Director's Report of January 27, 2020 as information.

Carried

E - 1 **Student Trustees' Report**

Nil.



F - 1 **Committee Report**

(a) **Committee of the Whole Board – January 13, 2020**

Moved by: S. Gibson

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated January 13, 2020 as follows:

1. **In Camera Report**

THAT the resignation of Brenda Blancher, Director of Education, for the purpose of retirement, effective the end of the day on July 31, 2020, be accepted with regret.

2. **Response to Transportation Safety Concerns Delegation**

THAT the Grand Erie District School Board receive the Response to Transportation Safety Concerns Delegation as information.

3. **Document Management System Scope**

THAT the Grand Erie District School Board approve moving \$120,000 in funds from Board Initiative funds to support the Document Management System.

4. **Joint Use of Facility Agreement: Next Steps**

THAT the Grand Erie District School Board direct the Superintendent of Business to negotiate a renewal of the Joint Use of Facilities Agreement with the City of Brantford.

5. **Director's Report**

THAT the Grand Erie District School Board receive the Director's Report of January 13, 2020 as information.

6. **Mississaugas of the Credit – Education Services Agreement**

THAT the Grand Erie District School Board receive the Mississaugas of the Credit – Education Services Agreement Report as information.

7. **Special Education Advisory Committee (SEAC) Membership**

THAT the Grand Erie District School Board approve the addition of Joe Trovato and Paula Boutis as Community Representatives to the Special Education Advisory Committee.

8. **Category III Trips**

THAT the Grand Erie District School Board receive the Category III Trips report as information.



9. Enrolment vs Capacity by School Report

THAT the Grand Erie District School Board receive the Enrolment vs Capacity report as information.

10. Grand Erie Learning Alternative (GELA) Annual Report

THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) Report as information.

11. Request from the Children's Safety Village of Brant

a) THAT the Grand Erie District School Board receive the Request from the Children's Safety Village of Brant report as information.

b) THAT the Grand Erie District School Board directs the Chair of the Board and the Director of Education to send a letter to The Children's Safety Village of the Board's decision.

12. HR4 Health & Safety

THAT the Grand Erie District School Board approve Policy HR4 Health & Safety.

13. HR5 Harassment/Objectionable Behaviour

THAT the Grand Erie District School Board approve Policy HR5 Harassment/Objectionable Behaviour.

14. SO13 Access to School Premises

THAT the Grand Erie District School Board approve Policy SO13 Access to School Premises.

15. SO14 Equity and Inclusive Education

THAT the Grand Erie District School Board forward Policy SO14 Equipment and Inclusive Education to all appropriate stakeholders for comments to be received by February 27, 2020.

16. SO15 Out of Classroom Field Trips and Excursions

THAT the Grand Erie District School Board forward Policy SO15 Out of Classroom Field Trips and Excursions to all appropriate stakeholders for comments to be received by February 27, 2020.



17. SO22 Fees for Learning Materials and Activities

THAT the Grand Erie District School Board forward Policy SO22 Fees for Learning Materials and Activities to all appropriate stakeholders for comments to be received by February 27, 2020.

18. SO26 Events Planning and Organizing Policy

THAT the Grand Erie District School Board forward Policy SO26 Events Planning and Organizing Policy to all appropriate stakeholders for comments to be received by February 27, 2020.

19. SO28 Student Concussions and Head Injury

a) THAT Bylaw 9 – Processes for Development of Bylaws, Policies and Procedures be waived with respect to circulating Policy SO28 – Student Concussion and Head Injury to all appropriate stakeholders for comments.

b) THAT the Grand Erie District School Board approve SO28 Student Concussions and Head Injury.

20. SO30 Management of Potentially Life-Threatening Health Conditions in Schools

THAT the Grand Erie District School Board forward Policy SO30 – management Potentially Life-Threatening Health Conditions in Schools to all appropriate stakeholders for comments to be received by February 27, 2020.

21. SO32 Exclusion of Students

THAT the Grand Erie District School Board approve Policy SO32 Exclusion of Students, as amended

22. P101 Request for Core French Exemption

THAT the Grand Erie District School Board receive Procedure P101 Request for Core French Exemption as information.

23. SO108 Community Service Providers and Schools Working Together

THAT the Grand Erie District School Board forward Procedure SO108 Community Services Providers and Schools Working Together to all appropriate stakeholders for comments to be received by February 27, 2020.

24. SO111 Fire Safety and Fire Safety Plans

THAT the Grand Erie District School Board forward Procedure SO111 Fire Safety and Fire Safety Plans to all appropriate stakeholders for comments to be received by February 27, 2020.



25. SO120 Student and Visitor Injuries/Accidents

THAT the Grand Erie District School Board approve SO120 Student and Visitor Injuries/Accidents

R. Collver requested to divide Recommendation #21 – SO32 Exclusion of Students.

C.A. Sloat requested to divide Recommendations #14 – SO13 Access to School Premises and #19 – SO28 – Student Concussion and Head Injury.

Vote was taken on Recommendations #1 to 13, #15 to #18, #20, and #22 to #25. **Carried**

C.A. Sloat commented on Recommendation #14 and requested a minor revision to the policy – instead of “main door” change to “appropriate door”. W. Baker responded that site administrators will have some autonomy and indicated that we have also considered also having the doors on timers.

Vote was taken on Recommendation #14, as amended. **Carried**

C.A. Sloat commented on Recommendation #19 and suggested that due to the complexity of the policy, it may be beneficial to change the review cycle to annually instead of 4 years. This will allow the schools to work through it for a year as she suspects there could be more revisions required.

Vote was taken on Recommendation #19 with the support to change review cycle to annually. **Carried**

R. Collver commented on Recommendation #21 and requested a minor revision to 3.4.3 – change “Chair” to “Board” decision to direct Sr. Administration. This revision aligns with our practice that the Board makes decisions not the Chair.

Vote was taken on Recommendation #21 as amended. **Carried**



G - 1 New Business

(a) **Major Construction Project Report**

R. Wyszynski referred Major Construction Project report providing a status update on the Major Construction Projects which are:

- Mapleview Elementary School
- New Elevator Addition at Major Ballachey Elementary School
- Child Care Renovation at Hagersville Secondary School
- Child Care Addition at Central Public School

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Major Construction Project Report as information.

Carried

(b) **Quarterly Budget Report**

R. Wyszynski referred to the Quarterly Budget Report for the three months ended November 30, 2019. R. Wyszynski provided an overview of the financial dashboard which included 2019-20 Revised Budget Estimates, revenues and expenses.

R. Collver asked about high credit student and is that a cost to us? If so, what is the cost? R. Wyszynski responded we are funded at the ConEd Rate for those students with 34 credits.

Moved by: C.A. Sloat

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Quarterly Budget Report for the three months ended November 30, 2019 as information.

Carried

(c) **Learning Plan Leveraging Digital Update**

L. Munro referred to the Learning Plan Leveraging Digital Update report providing a high-level overview on background and reviewed the top recommendations and actions currently in the implementation phase along with timelines.

C. VanEvery-Albert asked how does this mesh with the Ministry's direction with e-Learning courses. L. Munro responded there is no direct connection to e-Learning, however the use of technology for education would benefit the e-Learning program.



R. Collver asked are we considering developing a communication plan? R. Collver indicated that there were a number of individuals involved in the IBM consultation proves and believes it would be beneficial to have a story about what is happening in the system so that those involved would see that we are implementing the consultation report. L. Munro responded that we will work towards preparing something with the Communications Department.

Moved by: D. Dean

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Learning Plan Leveraging Digital Update Report as information.

Carried

(d) **Contract Award – Roofing at McKinnon Park Secondary School**

R. Wyszynski referred to the Contract Award – Roofing at McKinnon Park Secondary School report noting a tender was issued on November 29, 2019 and closed on December 19, 2019.

R. Wyszynski noted Purchasing Services completed all necessary evaluations and recommends the award to Atlas-Apex Roofing Inc.

Moved by: D. Werden

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board approve the award Roof Replacement Services for the Roof Rehabilitation Project at McKinnon Park Secondary School as set out in Tender 2019-71-T to Atlas-Apex Roofing Inc. in the amount of \$843,567 plus HST.

Carried

(e) **Contract Award – Roofing at J.L. Mitchener Public School**

R. Wyszynski referred to the Contract Award – Roofing at J.L. Mitchener Public School report noting a tender was issued on November 29, 2019 and closed on December 19, 2019. R.

Wyszynski noted Purchasing Services completed all necessary evaluations and recommends the award to Schreiber Brothers Ltd.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board approve the award Roof Replacement Services for the Roof Rehabilitation Project at J.L. Mitchener Public School as set out in Tender 2019-71-T to Schreiber Brothers Ltd. in the amount of \$640,930 plus HST.

Carried



(f) **Contract Award – Roofing at Joseph Brant Learning Centre**

R. Wyszynski referred to the Contract Award – Roofing at Joseph Brant Learning Centre report noting a tender was issued on November 29, 2019 and closed on December 19, 2019. R. Wyszynski noted Purchasing Services completed all necessary evaluations and recommends the award to Provincial Industrial Roofing and Sheet Metal Co. Ltd.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board approve the award Roof Replacement Services for the Roof Rehabilitation Project at Joseph Brant Learning Centre as set out in Tender 2019-71-T to Provincial Industrial Roofing and Sheet Metal Co. Ltd. in the amount of \$658,410 plus HST.

Carried

(g) **Letter to the Ministry regarding Education Funding**

R. Collver noted that Trustees, through Trustee Werden, completed a survey for OPSBA regarding school board funding. R. Collver suggested that the Board further send a letter to the Ministry providing additional feedback on Education Funding to augment our survey response which is due by January 31, 2020.

G. Anderson asked for confirmation of the items to be included in this letter: Reg 274; Class Size; Sick Leave; Moratorium on Pupil Accommodation Reviews.

C.A. Sloat suggested the letter includes Capital funding of new schools.

Trustees agreed with the above items.

G. Anderson further asked who should be copied on the letter. D. Werden recommended the letter be copied to the OPSBA Board of Directors and the two local MPPs.

Moved by: E. Dixon

Seconded by: D. Werden

THAT the Grand Erie District School Board direct the Chair write a letter to the Ministry Education regarding Education Funding.

Carried



H - 1 Other Business

(a) **Summary of Accounts – November 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of November 2019 in the amount of \$10,003,934.82 as information.

Carried

(b) **Summary of Accounts – December 2019**

Presented as printed.

Moved by: R. Collver

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of December 2019 in the amount of \$5,990,484.82 as information.

Carried

(c) **Special Education Advisory Committee Minutes – November 14, 2019**

Presented as printed.

Moved by: S. Gibson

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – November 14, 2019 as information.

Carried

(d) **Special Education Advisory Committee Minutes – December 12, 2019**

Presented as printed.

Moved by: R. Collver

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – December 12, 2019 as information.

Carried



(e) **Joint Occupational Health & Safety Committee Minutes – December 19, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – December 19, 2019 as information.

Carried

(f) **Student Senate Virtual Meeting Minutes (Draft) – December 3, 2019**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the Grand Erie District School Board receive the Student Senate Virtual Meeting Minutes (Draft) - December 3, 2019 as information.

Carried

(g) **Grand Erie Parent Involvement Committee Minutes (Draft) – January 16, 2020**

Presented as printed.

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Minutes (Draft) – January 16, 2020 as information.

Carried

I - 1 **Correspondence**

Nil

J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: S. Gibson

THAT the meeting be adjourned at 8:22 p.m.

Carried

Board Chair, G. Anderson



MINUTES

Present: S. Gibson– Committee Chair, G. Anderson, R. Collver, D. Dean, E. Dixon, B. Doyle, J. Richardson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden, Z. Garbaty (Student Trustee), A. Hauser (Student Trustee), I. Doxtador-Swamp (Student Trustee)

Administration: Director - B. Blancher; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Committee Chair, S. Gibson at 6:30 p.m.

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Board move into In Camera Session to discuss personnel and legal matters at 6:30 p.m.

Carried

(d) Welcome to Open Session

The Public Session meeting was called to order by Committee Chair, S. Gibson at 7:15 p.m.

(e) Agenda Additions/Deletions/Approval

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Agenda be approved.

Carried



B-1-b Committee of the Whole Board Meeting

Monday, February 10, 2020
Education Centre, Board Room

(f) **In Camera Report**

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve A-1-b.

Carried

B - 1 **Business Arising from Minutes and/or Previous Meetings**

Nil

C - 1 **Director's Report**

Director's highlights:

- **Laurier Stedman Prize Celebration** – took place this past Friday evening at the Brantford Golf and Country Club. A big congratulations to Samiha Sanjida, a student at Brantford Collegiate Institute who was the winner of this prize this year. First awarded in 2018, the Laurier Stedman Prize is funded through an endowment and estate gift given to Wilfrid Laurier University by the late **Miss Mary Stedman** for the purpose of celebrating and promoting arts and culture. Stedman, who passed away in 2014, was a great champion of Laurier's Brantford campus, and during her lifetime served as an executive member of the Canadian Booksellers Association. The university created the Laurier Stedman Prize program, managed under the auspices of the English program in the Faculty of Liberal Arts, as a way to honour Stedman's wishes. Participants were asked to submit original, unpublished works of fiction, up to 1,500 words in length. The competition is open to students studying within the boundaries of Brantford's local school boards. It drew entries from nearly every secondary school in the Grand Erie and Brant Haldimand Norfolk Catholic District school boards, as well as W. Ross Macdonald School. The Grand Erie student award recipients who were honoured on Friday night are:

- **First Place - \$3,000** *The Year I Dreamt* by Samiha Sanjida, Brantford Collegiate Institute and Vocational School
- **Third Place - \$1,000** *Lianne* by Sovai Deveto, Brantford Collegiate Institute and Vocational School
- **Runners Up**
 - *The Frog Whisperer* by Sam Earls, Waterford District High School
 - *A Foxtrot with Death* by Cassidie Kent, Waterford District High School
 - *The Silver Spoon* by Stephanie Pugh, Brantford Collegiate Institute and Vocational School
 - *Little Did He Know* by Chloe Schaefer, Paris District High School

We congratulate our Grand Erie students for their participation in this program and for their great results.

- **Climate Change Leaders Event** – tomorrow at 8:30 am at Mohawk College – there will be a report later in the agenda which outlines this initiative and the event taking



B-1-b Committee of the Whole Board Meeting

Monday, February 10, 2020
Education Centre, Board Room

place. Ten local school boards are involved in this initiative that brings attention to the impacts of climate change and works towards providing learning opportunities both classroom and experiential learning based for our students. Vice-Chair Collver, Trustee Sloat, Student Trustee Hauser and Superintendents Wyszynski, Martins and Munro will be in attendance, along with Director Blancher, at the event tomorrow morning

- **Family Day** – February 17, 2020 – all schools and board offices are closed to observe this holiday.

Moved by: R. Collver

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Director's Report of February 10, 2020 as information.

Carried

D - 1 New Business – Action/Decision Items

(a) **Pride of Place and Community Partnership Incentive Plan Report**

R. Wyszynski referred to the Pride of Place and Community Partnership Incentive Plan Report for 2019-20 providing background and noting at the November 11, 2019 Committee of Whole meeting, Trustees were presented with a report that outlined a plan to allocate \$1,000,000 and \$190,000 to the Pride of Place (POP) and Community Partnership Incentive Program (CPIP) respectively. R. Wyszynski reviewed the detailed listing of the projects recommended for approval for both POP and CPIP. R. Wyszynski noted that Senior Administration is recommending approval of an additional \$72,996 in the Facility Renewal Grant for a total of \$262,996 so that all school requests and projects can be completed.

C.A. Sloat asked R. Wyszynski to elaborate on the CPIP recommendation "proceed pending landscape design review". R. Wyszynski responded that schools pay for the landscaper out of school funds and need to ensure the appropriate design/space is conducive for an outdoor learning classroom.

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2019-20.

Carried



Moved by: R. Collver

Seconded by: C. Speers

THAT the Grand Erie District School Board supports Sr. Administration's recommendation to use \$72,996 of the Facility Renewal Grant.

Carried

(b) **Draft School Year Calendar 2020-21**

W. Baker referred to the Draft School Year Calendars 2020-21 report noting the School Year Calendar Committee met on January 21, 2020 to review and discuss the proposed elementary and secondary school year calendars developed in consultation with the Brant Haldimand Norfolk Catholic District School Board.

W. Baker provided a high-level overview of the report which included:

- two significant issues that arose in the development of the 2020-21 calendars
 - Creating calendars specific to Norfolk County
 - Starting the School Year prior to Labour Day 2020
- Ministry of Education requirements;
- Professional Activity Days;
- Calendar Specifications.

C.A. Sloat asked how many days are aligned with the coterminous board? W. Baker responded that for Haldimand and Brant/Brantford they are almost identical, with the exception of the faith day in our coterminous board. C.A. Sloat further asked if we should approach the Norfolk County Fair to change Young Canada Day to the Friday? W. Baker responded that Norfolk County Fair has been approached and the response is it has been this way for 50+ years.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report Draft School Year Calendars 2020-21.

Carried

(c) **Ad Hoc Committee – Modified School Year Calendar**

W. Baker referred to the Ad Hoc Committee – Modified School Year Calendar report noting Grand Erie has always complied with the standard Ministry of Education school year calendar. W. Baker further noted that Senior Administration heard a presentation by a Grand Erie principal extolling the benefits of a school year that begins in August and includes a vacation week near the end of October and believes this a concept worth exploring.



W. Baker noted that Sr. Administration is seeking approval to strike an Ad Hoc committee with wide representation.

C. VanEvery-Albert asked about the committee composition and why aren't there parents included to hear their voice? W. Baker responded that we could amend the committee composition on the Terms of Reference to include parent members.

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board strike an Ad Hoc Committee, as amended, to explore the creation of a modified school year calendar for Grand Erie and report back to the Board in September 2020.

Carried

(d) **Mileage Remuneration Review**

R. Wyszynski referred to the Mileage Remuneration Review report provide high-level overview on background and reviewed the Canada Revenue Agency reasonable automobile allowance rate for 2020. R. Wyszynski further reviewed the budget implications and Sr. Administration recommendations.

C.A. Sloat stated that she does not support changing the rate midway through the year and it should be part of the budget process

G. Anderson supports C.A. Sloat comments and recommends this be subject to budget approval.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer, subject to Budget approval, effective September 1, 2020.

Carried

(e) **Contract Award – Child Care Addition at Central Public School**

R. Wyszynski referred to the Contract Award – Child Chare Addition at Central Public School report noting 13 bids were received for Tender 2019-74-T and Purchasing Services has completed all the necessary evaluation steps and recommends the award of contract to Abcott Construction.

C.A. Sloat shared her concerns regarding the staff room windows being renovaded and not being able to open and asked if there is a plan with regards to airflow? R. Wyszynski



responded that Facilities does not have a plan at this time but once construction starts we will determine the impact, especially when warmer weather draws near.

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the award for the Child Care Addition at Central Public School as set out in Tender 2019-74-T to Abcott Construction in the amount of \$1,711,731 plus HST.

Carried

(f) **Contract Award – Classroom Portables**

R. Wyszynski referred to the Contract Award – Classroom Portables report noting Facility Services recommends proceeding with the installation and lease of 8 portables over five years for the school year 2020-21. R. Wyszynski further noted that the projected enrolment for 2020-21 is being reviewed and it is determined that portable classrooms are required to satisfy growing student population, as well as the replacement of aging portables throughout the board. R. Wyszynski provided a high-level overview of additional information and financial impact.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board approve the five-year lease and installation of eight classroom portables from NRB Inc. in the amount of \$845,600 plus HST.

Carried

(g) **Special Education Advisory Committee (SEAC) Membership**

L. Thompson referred to the Special Education Advisory Committee (SEAC) Membership report provided a high-level overview of the background, additional information and next steps.

Moved by: B. Doyle

Seconded by: R. Collver

THAT the Grand Erie District School Board approve the addition of Tara Buchanan, representing Community Living Brant as an Agency Representative to the Special Education Advisory Committee.

Carried



D – 2 New Business – Information Items

(a) Literacy Intervention Report

L. Thompson referred to the Literacy Interventions report noting that the Elementary and Special Education Program Support staff continue to gather data about literacy intervention programs being used in Grand Erie Schools. L. Thompson noted through the work of the Literacy Intervention Review Team, the characteristics of an effective Literacy Intervention program has been identified and readily available to all schools.

L. Thompson provided a high-level overview of the literacy intervention programs that were implemented by select schools and the Literacy Intervention Data 2018-19.

L. De Vos provided a high-level overview of the Literacy Interventions for 2019-20, and the next steps – what we will identify and commit to.

C. Speers asked if there is an opportunity for those in the programs to provide feedback? L. Thompson responded that each of these interventions needs to be followed as designed.

R. Collver addressed the LLI Grade 2 data on page 3 of report stating that the data it is quite glaring. R. Collver continued that with LLI is obvious that we did not support students the way we should have and hope that we are looking into that. R. Collver further stated that we need to reflect on what we do, how we do it and who is better off and hopes there is greater focus. R. Collver continued that this a good investment and would like to see it continue.

L. De Vos responded that we have learned a lot and keep trying to make it better for our students.

Moved by: B. Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Literacy Intervention Report as information.

Carried

(b) Employee Assistance Program Report – 2018-19 School Year

S. Sincerbox referred to the Employee Assistance Program Report – 2018-19 School Year providing background and a high-level review of the data with regards to:

- Cost of the Employee Assistance Program
- Utilization of the Program and Statistical Summary
- Presenting Problems
- Committee Activities
- EAP Participant Survey



G. Anderson commented that with the current job action climate, there may be an increase in use of EAP this year.

R. Collver asked if the decrease in numbers could align with implementation of LifeSpeak and is hoping the focus on staff wellness is contributing to the decrease. S. Sincerbox responded that we currently cannot align the reduction to uptake of LifeSpeak but believes there could be an impact.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Employee Assistance Program Report 2018-19 as information.

Carried

(c) **Climate Change Leaders Initiative**

B. Blancher referred to the Climate Change Leaders Initiative report providing a high-level overview of the proposed initiative by Mohawk College in Hamilton to develop a learning partnership that would help build the capacity and capability skill sets necessary for the transformation to a Low Carbon Community. B. Blancher noted that Sr. Administration has been in discussions with Mohawk College and nine other school boards. Throughout late December and early January the organizers invited school boards to review a non-binding Memorandum of Understanding (MOU). B. Blancher noted that Grand Erie submitted questions and offered suggestions about the MOU and through the process have assurance there is no financial commitment from Grand Erie as part of signing the MOU.

B. Blancher informed Trustees that the Grand Erie Sr. Administration team views this initiative as a good opportunity for our students to learn more about the impact of climate change through curriculum modules and experiential learning.

B. Blancher reviewed the next steps and that more information on this initiative will be shared as it becomes available.

Moved by: C.A. Sloat

Seconded by: G. Anderson

THAT the Grand Erie District School Board receive the Climate Change Leaders Initiative report as information.

Carried



E - 1 Bylaw/Policy/Procedure Consideration – Action/Decision Items

(a) FT2 New School Construction Projects

R. Wyszynski noted Policy F2 New School Construction Projects has been identified for review, will be going out for comment and reviewed the revisions

D. Dean commented that when designing a new school and the placement of the staffroom that we consider it in a location not adjacent to principal's office.

D. Werden asked why the direction is to disband the Project Committee at the commencement of the project construction instead of completion? R. Wyszynski responded that the goal of the project committee is to provide input on design and scope. Once the tender is awarded, the project committee would not be required for minor change orders (i.e. changing material of floor tile, location of mechanical components for elevators). If changes were significant in nature (altering scope or design, incurring additional costs), administration would seek Board approval.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board forward Policy FT2 New School Construction Projects to all appropriate stakeholders for comments to be received by April 1, 2020.

Carried

(b) FT3 Naming of Schools

R. Wyszynski noted Policy F3 Naming of Schools has been identified for review, will be going out for comment.

Moved by: J. Richardson

Seconded by: E. Dixon

THAT the Grand Erie District School Board forward Policy FT3 Naming of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.

Carried

(c) FT4 Community Use of Schools

R. Wyszynski noted Policy F4 Community Use of Schools has been identified for review, will be going out for comment and reviewed the revisions.

R. Collver asked if priority use funding is still available? R. Wyszynski responded for 2019-20 this funding was not part of the GSN. R. Collver asked why it is still identified in the policy/handbook? R. Wyszynski responded that we can modify to include, or exclude subject to availability.



B-1-b Committee of the Whole Board Meeting

Monday, February 10, 2020
Education Centre, Board Room

Moved by: G. Anderson

Seconded by: C. Speers

THAT the Grand Erie District School Board forward Policy FT4 Community Use of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.

Carried

(d) **FT15 Safe Work Practices**

R. Wyszynski noted Policy FT15 Safe Work Practice was circulated to appropriate stakeholders for comments. R. Wyszynski reviewed the comments received and revisions made to the policy.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve Policy FT15 Safe Work Practices.

Carried

(e) **SO12 Code of Conduct**

W. Baker noted Policy SO12 Code of Conduct was circulated to appropriate stakeholders for comments. W. Baker reviewed the comments received and revisions made to the policy.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve Policy SO12 Code of Conduct.

Carried

(f) **SO16 Voluntary Indigenous Self-Identification**

D. Martins noted Policy SO16 Voluntary Indigenous Self-Identification was circulated to appropriate stakeholders for comments. D. Martins reviewed the comments received and revisions made to the policy.

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

THAT the Grand Erie District School Board approve Policy SO16 Voluntary Indigenous Self-Identification.

Carried



- (g) **SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals**
L. Thompson noted Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals was circulated to appropriate stakeholders for comments. L. Thompson reviewed the comments received and revisions made to the policy. L. Thompson noted one additional amendment - a new 7.2 will be added.
Moved by: E. Dixon
Seconded by: B. Doyle
THAT the Grand Erie District School Board approve Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals, as amended.
Carried

- (h) **Bylaw 8 Committees of the Board**
B. Blancher referred to the Bylaw 8 Committees of the Board report noting that currently the Accessibility Committee is designated as a Statutory Committee, however, the *Integrated Accessibility Standards Regulation* (2011) does not require that the Board establish a committee. B. Blancher noted for this reason, Bylaw 8 has been revised to move the Accessibility Committee to a Standing Committee and proposed revisions to the Terms of Reference for the Committee have been made.

Moved by: D. Werden
Seconded by: C. Speers
THAT the Grand Erie District School Board approve Bylaw 8 Committees of the Board.
Carried

E – 2 **Procedure Consideration – Information Items**

- (a) **F106 Receipt of Charitable Donations**
R. Wyszynski noted Procedure F106 Receipt for Charitable Donations has been identified for review, will be going out for comment and reviewed the revisions

Moved by: C.A. Sloat
Seconded by: B. Doyle
THAT the Grand Erie District School Board forward Procedure F106 Receipt of Charitable Donations to all appropriate stakeholders for comments to be received by April 1, 2020.
Carried
- (b) **FT107 Asbestos**
R. Wyszynski noted Procedure FT107 Asbestos was circulated to appropriate stakeholders for comments. R. Wyszynski reviewed the comments received and revisions made to the procedure.



Moved by: C.A. Sloat

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive Procedure FT107 Asbestos as information.

Carried

(c) **HR104 Employee Safety Protocol at Non-Board Locations**

S. Sincerbox noted Procedure HR104 Employee Safety Protocol at Non-Board Locations was circulated to appropriate stakeholders for comments. S. Sincerbox reviewed the comments received and revisions made to the procedure.

Moved by: R. Collver

Seconded by: C. Speers

THAT the Grand Erie District School Board receive Procedure HR104 Employee Safety Protocol at Non-Board Locations as information.

Carried

(d) **HR114 Confidentiality of Medical Records**

S. Sincerbox noted Procedure HR114 Confidentiality of Medical Records was circulated to appropriate stakeholders for comments. S. Sincerbox reviewed the comments received and revisions made to the procedure.

Moved by: B. Doyle

Seconded by: D. Dean

THAT the Grand Erie District School Board receive Procedure HR114 Confidentiality of Medical Records as information.

Carried

(e) **HR115 Employee Absenteeism**

S. Sincerbox noted Procedure HR115 Employee Absenteeism was circulated to appropriate stakeholders for comments. S. Sincerbox reviewed the comments received and revisions made to the procedure. S. Sincerbox noted one minor revision to 5 c).

C.A. Sloat commented that there is no link of absenteeism to discipline and requested an annual report to the Board on the absenteeism. S. Sincerbox responded that if it is the wish the board to receive an annual report the procedure can be modified. S. Sincerbox further responded that this procedure is about the effective management of absenteeism and not discipline.

G. Anderson and C. Speer commented that they do not support an annual report.



Moved by: R. Collver

Seconded by: D. Werden

THAT the Grand Erie District School Board receive Procedure HR115 Employee Absenteeism as information, as amended.

Carried

(f) **HR116 Workplace Accommodation and Return to Work Program**

S. Sincerbox noted Procedure HR116 Workplace Accommodation and Return to Work Program was circulated to appropriate stakeholders for comments. S. Sincerbox reviewed the comments received and revisions made to the procedure

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board receive Procedure HR116 Workplace Accommodation and Return to Work Program as information.

Carried

(g) **P103 Learning Resource Selection**

L. De Vos noted Procedure P103 Learning Resource Selection has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board forward Procedure P103 Learning Resource Selection to all appropriate stakeholders for comments to be received by April 1, 2020.

Carried

(h) **P105 Prior Learning Assessment Recognition (PLAR)**

L. Munro noted Procedure P105 Prior Learning Assessment Recognition (PLAR) has been identified for review, will be going out for comment and reviewed the revisions.

Moved by: G. Anderson

Seconded by: D. Werden

THAT the Grand Erie District School Board forward Procedure P105 Prior Learning Assessment Recognition (PLAR) to all appropriate stakeholders for comments to be received by April 1, 2020.

Carried



(i) **P107 Home Schooling**

L. De Vos noted Procedure P107 Home Schooling was circulated to appropriate stakeholders for comments. L. De Vos reviewed the comments received and revisions made to the procedure. L. De Vos noted one minor additional revision to 3c.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive Procedure P107 Home Schooling as information, as amended.

Carried

(j) **SO101 Pediculosis (Head Lice)**

L. Thompson noted Procedure SO101 Pediculosis (Head Lice) was circulated to appropriate stakeholders for comments. L. Thompson reviewed the comments received and revisions made to the procedure.

Moved by: C.A. Sloat

Seconded by: D. Dean

THAT the Grand Erie District School Board receive Procedure SO101 Pediculosis (Head Lice) as information.

Carried

(k) **SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques**

L. Thompson noted Procedure SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques was circulated to appropriate stakeholders for comments. L. Thompson reviewed the comments received and revisions made to the procedure.

Moved by: C.A. Sloat

Seconded by: R. Collver

THAT the Grand Erie District School Board receive Procedure SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques as information.

Carried



B-1-b
Committee of the Whole Board Meeting

Monday, February 10, 2020
Education Centre, Board Room

(l) **SO124 Use of Service Dogs**

L. Thompson noted Procedure SO124 Use of Service Dogs has been incorporated into Policy SO33 Animals in Schools, Including Use of Guide Dogs and Service Animals.

Moved by: D. Dean

Seconded by: J. Richardson

THAT the Grand Erie District School Board rescind Procedure SO124 Use of Service Dogs.

Carried

F - 1 **Other Business**

Nil

G - 1 **Correspondence**

(a) **Waterloo Region District School Board Letter to Minister of Health and Long-Term Care – January 10, 2020**

Moved by: D. Werden

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the correspondence as information.

Carried

H - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: C. VanEvery-Albert

THAT the meeting be adjourned at 9:04 p.m.

Carried

Committee of the Whole Board Chair, S. Gibson



MINUTES

Present: Board Chair G. Anderson, Board Vice-Chair R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden, Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)

Administration: Director - B. Blancher; Superintendents – W. Baker, L. De Vos, D. Martins, L. Munro, S. Sincerbox, L. Thompson, R. Wyszynski; Recording Secretary – L. Howells

Regrets:

Trustees: Nil
Administration: Nil

A - 1 Opening

(a) **Welcome to Open Session**

The Special Board meeting was called to order by Chair, G. Anderson at 9:06 p.m.

B - 1 Committee Report

(a) **Committee of the Whole Board – February 10, 2020**

Moved by: S. Gibson

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated February 10, 2020 as follows:

1. In Camera Report

THAT the Grand Erie District School Board approve A-1-b.

2. Contract Award – Child Care Addition at Central Public School

THAT the Grand Erie District School Board approve the award for the Child Care Addition at Central Public School as set out in Tender 2019-74-T to Abcott Construction in the amount of \$1,711,731 plus HST.

3. Contract Award – Classroom Portables

THAT the Grand Erie District School Board approve the five-year lease and installation of eight classroom portables from NRB Inc. in the amount of \$845,600 plus HST.



C - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: C. VanEvery-Albert

THAT the meeting be adjourned at 9:06 p.m.

Carried

Board Chair, G. Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Zachary Garbaty, Student Trustee
RE: **Student Trustee Report**
DATE: February 24, 2020

SHSM Hackathon

Overview

On February 13th, 2020, students from North Park C.V.S, Brantford Collegiate Institute, as well as Pauline Johnson were invited to partake in a “SHSM Hackathon”. This event was hosted at Fanshaw College in Simcoe and was filled with cutting edge technology. All the students in attendance are currently on their way to earning their specialty High Skills Major (SHSM) seal on their diploma, from both *the Health & Wellness* branch as well as the *Sports* branch. In order to earn a “SHSM”, there are a variety of requirements that must be met, attending this workshop was one of them.

Layout

The day kicked off with a Fanshaw College representative discussing with the students the value of computer programming and how it is being integrated in today's society. He addressed the fact that as technology evolves there is greater opportunity for technological development as well as integration in both careers pertaining to both SHSM streams (*Health & Wellness* and *Sports*). Students were then able to rotate throughout the different workshops focusing on the up and coming technologies, while learning about the different technological implications in their respected SHSM areas.

Workshop's

➤ **Virtual Reality**

Students were able to participate in a demonstration of the capabilities of VR. They were able to learn different ways it could be implemented into various environments. Students were able to experience 360° videos, some of which were filmed locally such as Steelco in Hamilton.

➤ **mBot Robot Assembly**

Students were able to learn the basics of what it takes to assemble a robot. They were given a kit along with step by step instructions to learn how to piece together one. Many students enjoyed the satisfaction of being able to make their *own* robot.

➤ **mBot Programming**

Building off of the last station, students were now given the opportunity to program their own robot that they previously created. They learned how to program simple instructions such as following lines and driving in specified patterns.

➤ **Micro:bit**

Students here were given the opportunity to program their own creations once again, however they would now be programming a special computer chip. This computer chip has many different modules to it such as gyroscopes, buttons, and data inputs. These are all essential to be able to make your own creations.

Possible Ideas for Our School Board

While I was participating in the virtual reality workshop, the leader who was the experimental learning led from the Hamilton-Wentworth District School Board, brought up how they were implementing virtual reality into their school board for students who struggle with the anxiety of transitioning to high school. She discussed how within their high school's they create 360° pictures of the layout and let students who need the extra support to be able to experience their high school. By doing this it removed the added stress of being there amongst other students. She mentioned that students have found this extremely beneficial, and the anxiety level of students has significantly dropped. I believe looking into implementing these techniques across our high schools could be very beneficial and worth looking into.

Take Away

Throughout this action-packed day filled with technology, the overall consensus from the students was they enjoyed being able to learn something unique, that they wouldn't have normally learned. Students were excited to hear that their schools were being given resources for them to further program while in the classroom.

Respectfully submitted,

Zachary Garbaty,
Student Trustee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Alexandra Hauser, Student Trustee
RE: **Student Trustee Report**
DATE: February 24th, 2020

OSTA-AÉCO Board Council Conference – February 20th-23rd

Overall

It was a great weekend filled with a lot of learning. We learned about public affairs and developed professional skills that will be useful for the rest of our lives and networked with many Student Trustees from across the province.

Public Board Council

- The mentorship program continued with sharing the winners of the past three months' challenges, including:
 - Emma Badley (AMDSB) and Michelle Chou (YRDSB)
 - Lucas Chegahno (BWDSB) and Chiara Kennedy (TVDSB)
 - Prasith Wijeweera (OCDSB) and Ivy Deng (TDSB)
- There was a panel about leadership with a question and answer period. The panelists included:
 - Ryan Brown (former Student Trustee)
 - Brian Woodland (former Director of Communications of Peel DSB)
 - Riley Brockington (former OCDSB Trustee, current City Councillor for Ottawa)
 - Joel Harden (MPP for Ottawa Centre)
- The PBC Award will be two \$500 awards for Student Trustees in the PBC that complete successful initiatives.
- The regions met to discuss local issues and how each board has dealt with them
- We worked on our skills as leaders through mock Board meetings and other activities.

OSVAs

The Ontario Student Voice Awards (OSVAs) are given annually to outstanding graduating grade 12 students across Ontario. OSVAs are a way for the Ontario Student Trustees to give back to the most exceptional students in our province, those who dedicate their time into passionately representing their community and advocating for the issues most important to them. Each award is valued at \$1000 CAD, and is a bursary, allowing it to be used for anything the winner wishes. Students must complete their applications before 11:59 p.m. on April 13, 2020. Winners will be announced in May. The following are the categories:

- Commitment to Justice
- Cultural Involvement
- Dedication to the Arts
- Entrepreneurial Initiative
- Sports Leadership
- Student Voice

OPHEA

We had a presentation from OPHEA where we had a discussion and gave suggestions on how to implement a blended learning approach to a Concussion Prevention, Identification, and Management module for teachers to use in classes. Our suggestions will be used to make the module accessible for all students, as well as be used to further their learning.

Annie Kidder – President of People for Education

- Spoke about the importance of student leadership and how the current education system fails to support students.
- Led an open discussion where we highlighted issues that we face with the education system, so that People for Education can take them into consideration.

Student Trustee Development

- Session on how to formulate arguments and opinions effectively through a debate session by the CEO and CFO.
- Session on effectively and persuasively conveying ideas by the CEO and CFO.
- Session on successfully communicating as Student Trustees by Public Affairs Coordinator.
- Session on how to effectively reach out and advocate for all students by the Outreach Coordinator.

Respectfully submitted,

Alexandra Hauser
Student Trustee



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Susan Gibson, Chair, Committee of the Whole Board
RE: **Committee of the Whole Board Report**
DATE: February 24, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the recommendations from the February 10, 2020 Committee of the Whole Board meeting as follows:</p>
--

1. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of February 10, 2020 as information.

2. Pride of Place and Community Partnership Incentive Plan Report

a) THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2019-20.

b) THAT the Grand Erie District School Board supports Sr. Administration's recommendation to use \$72,996 in the Facility Renewal Grant.

3. Draft School Year Calendar 2020-21

THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report Draft School Year Calendars 2020-21.

4. Ad Hoc Committee – Modified School Year Calendar

THAT the Grand Erie District School Board strike an Ad Hoc Committee, as amended, to explore the creation of a modified school year calendar for Grand Erie and report back to the Board in September 2020.

5. Mileage Remuneration Review

THAT the Grand Erie District School Board approve the mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer, subject to Budget approval, effective September 1, 2020.

6. Special Education Advisory Committee (SEAC) Membership

THAT the Grand Erie District School Board approve the addition of Tara Buchanan, representing Community Living Brant as an Agency Representative to the Special Education Advisory Committee.

7. Literacy Intervention Report

THAT the Grand Erie District School Board receive the Literacy Intervention Report as information.

8. **Employee Assistance Program Report – 2018-19 School Year**
THAT the Grand Erie District School Board receive the Employee Assistance Program Report 2018-19 as information.
9. **Climate Change Leaders Initiative**
THAT the Grand Erie District School Board receive the Climate Change Leaders Initiative report as information.
10. **FT2 New School Construction Projects**
THAT the Grand Erie District School Board forward Policy FT2 New School Construction Projects to all appropriate stakeholders for comments to be received by April 1, 2020.
11. **FT3 Naming of Schools**
THAT the Grand Erie District School Board forward Policy FT3 Naming of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.
12. **FT4 Community Use of Schools**
THAT the Grand Erie District School Board forward Policy FT4 Community Use of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.
13. **FT15 Safe Work Practices**
THAT the Grand Erie District School Board approve Policy FT15 Safe Work Practices.
14. **SO12 Code of Conduct**
THAT the Grand Erie District School Board approve Policy SO12 Code of Conduct.
15. **SO16 Voluntary Indigenous Self-Identification**
THAT the Grand Erie District School Board approve Policy SO16 Voluntary Indigenous Self-Identification.
16. **SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals**
THAT the Grand Erie District School Board approve Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals, as amended.
17. **Bylaw 8 Committees of the Board**
THAT the Grand Erie District School Board approve Bylaw 8 Committees of the Board.
18. **F106 Receipt of Charitable Donations**
THAT the Grand Erie District School Board forward Procedure F106 Receipt of Charitable Donations to all appropriate stakeholders for comments to be received by April 1, 2020.
19. **FT107 Asbestos**
THAT the Grand Erie District School Board receive Procedure FT107 Asbestos as information.
20. **HR104 Employee Safety Protocol at Non-Board Locations**
THAT the Grand Erie District School Board receive Procedure HR104 Employee Safety Protocol at Non-Board Locations as information.

21. HR114 Confidentiality of Medical Records

THAT the Grand Erie District School Board receive Procedure HR114 Confidentiality of Medical Records as information.

22. HR115 Employee Absenteeism

THAT the Grand Erie District School Board receive Procedure HR115 Employee Absenteeism as information, as amended.

23. HR116 Workplace Accommodation and Return to Work Program

THAT the Grand Erie District School Board receive Procedure HR116 Workplace Accommodation and Return to Work Program as information.

24. P103 Learning Resource Selection

THAT the Grand Erie District School Board forward Procedure P103 Learning Resource Selection to all appropriate stakeholders for comments to be received by April 1, 2020.

25. P105 Prior Learning Assessment Recognition (PLAR)

THAT the Grand Erie District School Board forward Procedure P105 Prior Learning Assessment Recognition (PLAR) to all appropriate stakeholders for comments to be received by April 1, 2020.

26. P107 Home Schooling

THAT the Grand Erie District School Board receive Procedure P107 Home Schooling as information, as amended.

27. SO101 Pediculosis (Head Lice)

THAT the Grand Erie District School Board receive Procedure SO101 Pediculosis (Head Lice) as information.

28. SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques

THAT the Grand Erie District School Board receive Procedure SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques as information.

29. SO124 Use of Service Dogs

THAT the Grand Erie District School Board rescind Procedure SO124 Use of Service Dogs.

30. Correspondence

THAT the Grand Erie District School Board receive the correspondence as information.

Respectfully submitted,

Susan Gibson, Chair
Committee of the Whole Board

Ad Hoc Committee – Modified School Year Calendar Terms of Reference

1.0 Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Committee – Modified School Year Calendar will:
- i) complete an environmental scan of school boards to determine which ones have used a modified school year that began in August.
 - ii) survey stakeholder groups to determine the level of support for a modified school year calendar, considering the benefits and drawbacks for each group.
 - iii) create a draft school year calendar – for presentation to the Board of Trustees in September 2020 and possible implementation in the 2021-22 school year – that otherwise satisfies all conditions with respect to Ontario Regulation 304 “School Year Calendar, Professional Activity Days”.

2.0 Committee Composition

The Ad Hoc Committee – Modified School Year Calendar shall be comprised of:

- 2.1 one (1) Trustee
- 2.2 one (1) Student Trustee
- 2.3 Superintendent of Education responsible for developing school year calendars
- 2.4 one (1) elementary school Principal
- 2.5 one (1) secondary school Principal
- 2.6 one (1) system Principal
- ~~2.7~~ one (1) representative from the Indigenous Education Team
- ~~2.7~~~~2.8~~ one (1) representative from the Grand Erie Parent Involvement Committee
- ~~2.8~~~~2.9~~ one (1) representative from CUPE
- ~~2.9~~~~2.10~~ one (1) representative from ETFO
- ~~2.10~~~~2.11~~ one (1) representative from OSSTF

* Recording secretary will be the Executive Assistant to the Superintendent of Education responsible for developing school year calendars

3.0 Committee Operating Procedures

- 3.1 The Ad Hoc Committee – Modified School Year Calendar will begin in March 2020 and end in June 2020, at which time the committee will be disbanded.
- 3.2 The Chair of the Committee will prepare the schedule and agenda for each meeting.
- 3.3 Meeting notes will be completed and circulated to all Committee members after each meeting by the recording secretary.
- 3.4 The Committee will present a draft modified school year calendar to the Board of Trustees in September 2020.
- 3.5 The Chair of the Committee shall be the Superintendent of Education responsible for developing school year calendars.
- 3.6 The Committee may call upon Board staff for specific information or expertise, including but not limited to, the Managers of Business Services, Information Technology, Facility Services, Human Resources, Transportation Services, Communications and Community Relations, and Operations and Health and Safety, the Principal Leader of Special Education and the System Research Leader, as well as members of Executive Council.
- 3.7 The Committee may call upon other Board committees to provide input and feedback to the Committee, including but not limited to, the Grand Erie Parent Involvement Committee, the Indigenous Education Advisory Committee and the Special Education Advisory Committee.

4.0 Role of the Board

- 4.1 Appoint a Trustee committee member
- 4.2 Appoint a Student Trustee committee member
- 4.3 Receive a report on the Committee’s draft modified school year calendar in September 2020

SO33 - REVISED BY CW MEETING



Animals in Schools, Including Student Use of Guide dogs and Service Animals

Implementation Manual

January 2020

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1. Background

- 1.1 Service Animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 1.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 1.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.**
- (a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
- (b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision made by the school.
- (i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 1.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, Grand Erie does ***not*** permit training of potential guide dogs and service dogs in the school setting or during school activities.
- 1.5 The procedures outlined in this manual apply to the use of Guide Dogs, Service Dogs and Service Animals *by students* in schools. The use of Guide Dogs by the general public is addressed in Policy SO31 – Accessibility.

2. DEFINITIONS

- 2.1 For the purpose of this Procedure the following definitions apply:

Accredited training organization is a Guide Dog or Service Dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or

- Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed themselves from the care and control of their custodial parent

Disability means,

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997;

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the Blind Persons' Rights Act;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the Education Act;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal for the purpose of this manual includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

3. ROLES AND RESPONSIBILITIES

3.1 Principals

- (a) School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
 - (i) A school principal has authority to exclude any animal, including Guide Dogs / Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - (ii) School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, included in Appendix A of the manual.
 - (iii) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in Appendix B of the manual.
- (b) On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- (c) The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- (d) Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler. The parent will follow procedures outlined in Procedure SO126 – Volunteers.
 - (i) Inquiries may need to be made regarding competing rights and transportation arrangements.

3.2 Parents/Adult Students

- (a) Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
 - (i) submission of Appendix A;

- (ii) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
- (iii) obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
- (iv) providing confirmation of municipal license for the dog (to be updated annually),
- (v) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- (vi) diagnosis from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist with a recommendation for the use of a Guide Dog / Service Dog;
- (vii) a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- (viii) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
- (ix) general liability insurance providing coverage in an amount specified by the board in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually).

3.3 Students

- (a) Students will be expected to act as the Guide Dog / Service Dog's primary Handler. The student Handler must:
 - (i) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
 - (ii) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
 - (iii) ensure the Guide Dog / Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
 - (iv) ensure that the Guide Dog / Service Dog's biological needs are addressed;

- (v) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- (vi) comply with an accommodation plan that addresses the competing rights of others;

3.4 Guide Dog / Service Dog

The Guide Dog / Service Dog:

- (a) shall be a highly trained and certified by Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- (b) must be groomed and clean;
- (c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- (d) must *not* engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on school property and in the school building,
- (e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- (f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

4. ASSESSMENT OF THE ACCOMMODATION REQUEST

- 4.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the school team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 4.2 A meeting with the school team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 4.3 Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis, giving consideration to:
 - (a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);

- (i) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - (b) evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
 - (c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal;
 - (d) the training and certification of the Guide Dog / Service Dog and student as Handler;
 - (e) the impact of the accommodation on the student's dignity, integration and independence;
 - (f) whether one or more alternative accommodations can meet the needs of the student;
 - (g) whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - (h) whether training will be required for staff and/or the student;
 - (i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - (j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - (i) recommendations for accommodation plans to reconcile competing rights.
- 4.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
- 4.5 Where the student is not the primary Handler, a Grand Erie staff member must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
- 4.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in **Appendix B** of the manual.
- (a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.

- 4.7 The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with Appendix D.

5. IMPLEMENTING THE ACCOMMODATION

- 5.1 Where approval is granted, the school principal in consultation with the school team, will do the following:
- (a) make changes to the student's IEP goals and/or student's medical plan of care;
 - (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
 - (b) organize an orientation session for school staff, students and the student Handler;
 - (c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the Health Protection and Promotion Act or the Food Safety and Quality Act 2001, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - (ii) assessment may be required by Grand Erie's Division Manager – Operations Health and Safety issues applicable to different areas/activities in the school;
 - (d) align existing emergency procedures, to include a fire exit plan, lockdown/hold and secure/shelter in place plan, evacuation plan that includes planning for the Guide Dog / Service Dog or Service Animal;
 - (e) provide notice to the community via a letter to parents; posting on the school's website / social media; presentation by the trainer or a member of the association related to the Service Animal that can speak to the training requirements of the Guide Dog / Service Dog during a school council meeting; signage on the school's front door, gymnasium and library doors included in **Appendix E**; communication to potential occasional staff accepting a position where the Guide Dog / Service Dog or Service Animal may be providing service to the student;
 - (f) student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;
 - (g) arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if necessary;
 - (i) If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a

sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;

- (ii) Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog's or Service Animal's presence.
- (iii) Specialized transportation shall not be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

6. CONTINUOUS ASSESSMENT

- 6.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal, but not less than once per school year.
- 6.2 Approval may be revoked at any time by the principal if:
 - (a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal;
 - (b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.
 - (c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
 - (d) there is a determination that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

7. RECORDS

- 7.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.

7.2 A copy of the confirmation of approval will be forwarded to the Superintendent of Education, Special Education.

- ~~7.2~~7.3 The Grand Erie shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.

~~7.3~~7.4 Grand Erie is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including.

- (a) Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;
 - (i) Whether requests are for elementary or secondary school students;
 - (ii) The student's grade;
 - (iii) Whether the student is the Handler;
- (b) The number of requests approved and denied;
 - (i) If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - (ii) Species of Service Animals requested and approved; and
 - (iii) Types of needs being supported: emotional, social, psychological, physical.

8. FOOD AREAS

- 8.1 Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.
- 8.2 No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

9. ANIMALS IN SCHOOLS

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

It is essential that all animals be properly cared for and their habitats well maintained during school days. In the majority of cases, animals will not be left at the school on weekends. Animals will not be left at school over breaks and holidays.

Teachers must obtain approval from the Principal and create a plan to ensure the safety of students, staff and the animal while it is at school.

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

- Do students or staff have any allergies to certain types of animals?
- Are there any students or staff fearful of a certain type of animal?
- Are there religious beliefs that may impact on the presence of a living thing in a classroom or school?

- Are there appropriate habitats for the animals?
- Is all electrical equipment in good condition, proper working order, Canadian Standards Association (CSA) approved and used in a method that does not create a trip, electrical or fire hazard?
- Has all electrical equipment been approved by facility services?
- Are classroom teachers aware of the responsibility to clean and maintain animal enclosures?

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

General Precautions

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

10. SOURCES

Human Rights Code, RSO 1990, c.H.19
Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11
PPM 163 School Board Policies on Service Animals
J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)
Accessibility for Ontarions with Disabilities Act, 2005, SO 2005, c.11
Blind Persons' Rights Act, RSO 1990, c.B7,
Dog Owners' Liability Act, RSO 1990, c.D16
Health Protection and Promotion Act, RSO 1990, c.H7
Food Safety and Quality Act 2001, SO 2001, c.20

11. RELATED FORMS & LETTERS

Forms

Appendix A Application Request for Guide Dog / Service Dog

Appendix B Application Request for Service Animal

Appendix C Checklist for Principals

Letters

Appendix D Sample Letters

Sample Letter to Employees & School Permit Holders

Sample Letter to the School Community

Sample Letter to the Parents of Students on the School Bus

Sample Letter to the Parents of Students in the Class(es)

Sample Letter Approving the Guide Dog / Service Dog / Service Animal

Sample Letter Denying the Guide Dog / Service Dog / Service Animal

Signage

Appendix E Service Animal on Premises



Appendix A: Application for Guide Dog / Service Dog

This Form and all accompanying documents are to be completed by the Parent/Guardian and submitted to the School Principal

School _____

Grade _____

Student Name: _____

Address: _____

Telephone Number: Home: _____ Cell: _____

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

Municipal License

- Please attached a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate (submitted after approval and before the dog can be allowed on school property)

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Policy SO33.
- A letter confirming that the trainer, or a member of the association related to the Service Animal that can speak to the training requirements, will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Policy SO33.

Student NOT the Handler

- Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities that the student is unable to assume on their own

Insurance

- Pursuant to Dog Owners' Liability Act, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Signature of Parent/Guardian/Adult Student

Date:



Appendix B: Application for Service Animal

This Form and all accompanying documents are to be completed by the Parent/Guardian and submitted to the School Principal

School _____

Grade _____

Student Name: _____

Address: _____

Telephone Number: Home: _____ Cell: _____

Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate (submitted after approval and before the dog can be allowed on school property)

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs;
 - the animal has received all required vaccinations; and
 - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes
- Please describe below what, if any, responsibilities the student is capable of performing independently

Insurance

- A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Signature of Parent/Guardian/Adult Student

Date:

File location: OSR

Retention: E + 5 yr (E = retirement from school)

Personal information of the student and parent/guardian is being collected by the Grand Erie District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.



Appendix C: Principal's Checklist for Guide Dog/Service Dog

School _____

Grade _____

Student Name: _____

Student OEN# _____

Application Requirements for Guide Dog / Service Dog

- Assessment report with diagnosis and accommodation to be provided
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Copy of municipal license [within 12 months]
- Veterinary certificate [within 3 months]
- Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- Certificate of training or attestation for student Handler [within 6 months]
- Letter of confirmation that the trainer, or a member of the association related to the Service Animal that can speak to the training requirements, will present to School Council
- Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- Assessment by Division Manager, Operations Health and Safety

Implementation Requirements

- Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- Timetable identifying bio breaks, when accompanying student, when in crate
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- Letter to parents that Guide Dog/Service Dog will be accompanying student
- Information session during to school council meeting
- Posting on school website or social media that Guide Dog/Service Dog will be accompanying student
- Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog
- Transportation plan (if required)
- Orientation for school staff and students
- Training for person other than the student acting as Handler (if required)
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)

Principal Signature

Date:

File location: OSR

Retention: E + 5 yr (E = retirement from school)

Personal information of the student and parent/guardian is being collected by the Grand Erie District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.



Appendix D: Sample Letters

ON SCHOOL LETTERHEAD

Sample Letter to Employees & School Permit Holders

Date

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Sample Letter to the School Community

Date

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Sample Letter to the Parents of Students on School Bus

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will riding a student to and from school to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

STSBHN

ON SCHOOL LETTERHEAD

Sample Letter to the Parents of Students in Class(es)

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me. Thank you for your on-going support.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal

Date

Dear Parent/Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service Dog to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis, not less than once per school year.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog / Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Sample Letter Decision Letter Declining Guide Dog/Service Dog/Service Animal

Date

Dear Parent/Adult Student

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.


As we have discussed, your child is not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal

Appendix E:



**SERVICE ANIMAL
ON PREMISES**

Please do not separate
animal from handler.

For more information please contact the school or
visit the Accessibility section at www.granderie.ca

SUCCESS for Every Student



PROCEDURE

HR115

Employee Absenteeism

Board Received: February 24, 2020 Review Date: March 2024

Accountability

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

Procedures

1. Definitions

a) Innocent (Non-Culpable) Absenteeism:

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

2. Illness/Injury Statistics Reporting

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

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

For full-time, 12-month employees:

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

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

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

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

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

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

3. In a school year, absences of five consecutive working days for 12-month employees, OR Four consecutive working days for 10-month employees and teachers:

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

4. In a school year, absences of six to ten consecutive working days for 12-month employees, OR Five to ten consecutive working days for 10-month employees and teachers:

- a) When an employee will be absent from six (five) to ten consecutive working days, the employee notifies the Administrator/Supervisor immediately of the absence and the expected return to work date.

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

7. Sick Leave Benefit:

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

permit the Health & Disability Officer, or designate, to determine whether the employee should return to work or remain off work, the employee's access to sick leave benefits may be discontinued.

8. Responsibilities of the Employee:

- a) To personally call in to report an absence, unless the employee is incapacitated and unable to do so. Failure to report absences at the first opportunity in accordance with these Procedures may result in denial of pay or benefits.
- b) To indicate, in general terms, the reason for the absence, i.e. due to accident, illness, bereavement, etc.
- c) To call in directly to their Administrator/Supervisor. Unless otherwise arranged with the Administrator/Supervisor, the employee is to call in on each day of absence.
- d) To assume responsibility for the costs associated with the initial documentation from the appropriate treating medical practitioner(s) in relation to the absence. Costs associated with subsequent request(s) for medical documentation by the Health & Disability Officer, or designate, will be borne by the Board.
- e) To be entitled to sick leave benefits, employees may be required to provide satisfactory medical documentation in the form of a medical certificate or on forms provided by the Board to be completed by the appropriate treating medical practitioner(s), as referred to in sections 3, 4, 5 and 6 of this Procedure.
- f) To maintain regular contact with their Administrator/Supervisor and/or the Health and Disability officer during their absence when they are unable to perform the essential duties of their position due to illness or disability.
- g) To participate in appropriate treatment, as determined by the appropriate treating medical practitioner(s), to ensure a safe and timely return to work. To participate in the development of their Return to Work Plan, including taking the proposed Return to Work Plan (including appropriate accommodations and/or modifications) to the appropriate treating medical practitioner(s) for approval, if necessary.

9. Responsibilities of the Administrator/Supervisor:

- a) To ensure the daily maintenance of accurate, up-to-date records in the absence sub-system.
- b) To monitor individual employee absenteeism records by accessing the absence sub-system.
- c) To identify, by accessing the absence sub-system, absenteeism trends or patterns, such as the following:
 - i) frequent absences of short duration of ten days or less;
 - ii) absences of more than ten days;
 - iii) absences due to doctor appointments or scheduled treatment;
 - iv) absences due to workplace injury and/or illness;
 - v) unauthorized absences;
 - vi) a pattern of repeated days of absence taken in proximity to weekends, scheduled days off and statutory holidays;
 - vii) absenteeism in excess of the severity and frequency rates identified above;
 - viii) as identified by the Health & Disability Officer, or designate, absences in excess of standard recovery time, in accordance with Canadian Medical Association, for an employee's illness or injury.
- d) To receive call-ins or return employees' calls should a message be received from employees and determine the reason for absence.
- e) To ensure employee confidentiality in relation to absences and medical documentation received from an employee's appropriate treating medical practitioner under sections 3 to 6 of this Procedure.

- f) To contact Human Resources or the Health & Disability Officer, or designate, for assistance when restrictions and/or limitations have been documented by the employee's appropriate treating medical practitioner.
- g) To forward all medical documentation directly to the Health & Disability Officer, or designate, in a secure and confidential manner.
- h) To advise employees of their obligation to provide medical restrictions and/or limitations, as required. However, Administrators/Supervisors shall not require an employee to sign a release to authorize collection of medical documentation.
- i) To meet with the employee to discuss attendance issues when the employee has been absent in accordance with sections 3, 4, 5, and 6 of this Procedure.
- j) To participate in the development of the employee's Return to Work Plan, including providing accommodations and/or modifications to the employee's duties and/or hours, based on recommendations from the Health & Disability Officer, or designate.
- k) To notify the Health and Disability Officer of any absence greater than five days in length.

10. Responsibilities of the Health & Disability Officer, or Designate:

- a) To request medical documentation from employees in accordance with this Procedure.
- b) To receive all medical documentation required from the employee, or their Administrator/Supervisor, or the employee's appropriate treating medical practitioner(s) and provide support to the employee during their time of disability.
- c) To assess the medical documentation received to ensure it is appropriate and consistent with the requirements of this procedure. Medical documentation that is not appropriate may not be accepted.
- d) To assist the Administrator/Supervisor by maintaining contact with employees disabled for ten (10) or more consecutive working days, verifying that the employee is under the active care of the appropriate medical practitioner(s) and following an appropriate treatment plan, and advise the Administrator/Supervisor of the expected return to work date, when known.
- e) To develop an appropriate Return to Work Plan (including appropriate accommodation and/or modification recommendations) based on the employee's medically-supported restrictions and/or limitations.

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



PROCEDURE

P107

Home Schooling

Board Received: _____ Review Date: _____

Accountability

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

Procedures

Background

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

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

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

Home Schooling is not to be confused with “Home Instruction”.

Purpose

The purposes of this procedure are:

- to outline the limited responsibilities of Board staff regarding home schooling,
- and to support a positive home schooling experience for home schooled children.

Comments and Guidelines

1. Legislation

- a) “Elsewhere” commonly refers to a school setting. Most private secondary schools are inspected by the Government; few, if any, private elementary schools are inspected by the Government.
- b) “Satisfactory instruction” is not defined in the Education Act or its Regulations. The courts have not defined it. However, the Ministry of Education website www.edu.gov.on.ca contains information for parents/guardians.
- c) “Home schooling” is a commonly accepted term which is generally understood to mean that one (or more) of the parents/guardians is providing instruction to one or more of their children.
- d) Home schooling is a choice any parent/guardian may make for a child. A board has no power to deny the exercise of this choice.

2. Home School Procedures:

a) Procedures for Parents/Guardians

Parents who decide to provide home schooling for their child(ren) must notify the Superintendent of Education with responsibilities for home schooling of their intent in writing. Parents/guardians should provide the name, gender, and date of birth of each child who is receiving home schooling, and the telephone number and address of the home. The letter should be signed by the parent(s). Appendix A is the letter parents/guardians must use to notify the Superintendent of Education with responsibilities for home schooling.

If parents/guardians decide to continue to provide home schooling in subsequent years, they should give notification each year in writing prior to September 1 to the Superintendent of Education with responsibilities for home schooling. Appendix A should contain the same information as that in the initial letter described above.

b) Procedures for the School Board

Upon receiving written notification from parents/guardians expressing their intent to provide home schooling for their child, the board will consider the child to be excused from attendance at school, in accordance with section 21(2), clause (a), of the Education Act. The board will accept the written notification of the parents/guardians each year as evidence that the parents/guardians are providing satisfactory instruction at home. A letter each year to the parents/guardians from the Superintendent of Education with responsibilities for home schooling (Appendix B) will acknowledge receipt of the parent/guardian notification.

3. Board Investigation of Home Schooling:

a) Reasons for an Investigation

Where a school principal, social worker, school attendance counselor or Superintendent of Education has reasonable grounds to be concerned that the instruction provided in the home may not be satisfactory, the board will investigate the matter.

The following is a list of some of the reasons that may give a board cause to investigate a particular instance of home schooling:

- refusal of a parent/guardian to notify the board in writing of the intent to provide home schooling
- a credible report of concern by a third party with respect to the instruction being provided in the home
- evidence that the child was removed from attendance at school because of ongoing conflicts with the school, not for the purpose of home schooling
- a history of absenteeism by the child prior to the parent/guardian notifying the board of the intent to provide home schooling.

b) Guidelines for Conducting an Investigation

In conducting an investigation, the Principal will meet with the family or ask the parent/guardian to submit information about the home schooling in writing (Appendix C).

Determining whether instruction is satisfactory should therefore focus on the following:

- a plan for educating the child
- plans to ensure literacy and numeracy at developmentally appropriate levels
- plans for assessing the child's achievement.

If the Principal is unable to determine from this investigation whether the child is receiving satisfactory instruction at home, the Superintendent of Education with responsibilities for home schooling may take further action by making an inquiry to the Provincial School Attendance Counsellor (see Section 6 of this procedure).

- c) The Role of Home Schooling Support Associations/Outside Agencies in an Investigation
When the Principal is conducting the investigation, a member of a recognized support group for parents who provide home schooling, advocate, or a representative/advocate of an outside agency may be present.

4. **Access to Resources for Parents/Guardians Providing Home Schooling:**

- a) Assessments and Tests Administered by the Education Quality and Accountability Office
Parents/Guardians providing home schooling may wish their child(ren) to participate in assessments for students in Grades 3, 6, and 9, and/or the Ontario Secondary School Literacy Test. These parents/guardians must contact the Superintendent of Education with responsibilities for home schooling by September 30 of the year in which the assessments/tests are being conducted for information about the dates, times, and locations. No fees may be levied against parents/guardians for their children's participation in any of these EQAO assessment/tests. Schools that have been notified by the Superintendent of Education with responsibilities for home schooling will provide space for these children at the time and on the dates when assessments/tests are being administered to the school's regular day students. The school will request sufficient assessment/test materials from the EQAO so that the children who are receiving home schooling can participate. The school will also inform the parent/guardian of the date, time, and location of the assessment/test. It is the responsibility of the parent/guardian to provide transportation for the child to and from the site.

EQAO will send the results of children who are receiving home schooling to the school where they participated in the assessment/test. Schools will send these children's results directly to the children's homes. The results of children who are receiving home schooling will not be included in school and board reports generated by the EQAO or by the schools and boards.

- b) Courses Offered Through the Independent Learning Centre
Parents/Guardians may wish to enrol a child of compulsory school age in courses offered through the Independent Learning Centre (ILC). To enrol the child with the ILC, the parent/guardian must submit the enrolment form to the ILC, along with a letter from the school board (Appendix B) indicating that the child is receiving home schooling and is excused from attendance at school.
- c) Ministry of Education Curriculum Material
Parents/Guardians may download curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the ministry's website, at www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Parents may contact Publications Ontario by calling its toll-free telephone number, 1-800-668-9938.
- d) Support Services Offered by the Ministry of Health and Long-Term Care
Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the Local Health Integrated Network (LHIN) of the Ministry of Health and Long-

Term Care. Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. Again parents/guardians must provide the LHIN with a letter from the school board (Appendix B) indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

5. Clarification of Related Policy/Procedure:

a) Procedure P105 Prior Learning Assessment and Recognition (PLAR)

Section 7.2.5 "Prior Learning Assessment and Recognition (PLAR)", of *Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2016* will also apply to students enrolled in an Ontario secondary school, other than mature students (*as defined in Ontario Schools Kindergarten to Grade 12, 2011*), who are entering secondary school after having received home schooling.

b) Funding for Part-Time Attendance

The Ministry of Education provides funding to boards for students who attend school on a part time basis. The per-pupil grants are pro-rated according to the amount of time the student is in attendance at the school.

c) Enrolment Registers

A school will not record a child who is receiving home schooling on a full-time basis in the enrolment register for full-time day school students. If, however, a student is receiving some instruction at a school operated by a board, the student's enrolment for this instruction will be recorded in the appropriate register. Refer to the Instructions section of the appropriate register for details.

6. Clarification by the Provincial School Attendance Counsellor:

When a Principal is unable to determine whether a child is receiving satisfactory instruction, a request to the Provincial School Attendance Counsellor can be made by the Superintendent of Education with responsibilities for home schooling. The Provincial School Attendance Counsellor will appoint an inquiry officer to conduct an inquiry. If the inquiry determines that the child is not receiving satisfactory instruction and the Provincial School Attendance Counsellor orders that the child attend school, the school board must determine the appropriate action to be taken.

Before requesting an inquiry by the Provincial School Attendance Counsellor, the board should ensure that it has:

- Taken appropriate steps to determine whether the child is receiving satisfactory instruction;
- Retained documentation of its communication with the parents/guardians, including written communication, notes on telephone calls and other verbal communication, a record of types of communication (e.g. telephone calls, registered letter), and a record of the number of attempts to communicate;
- Retained documentation on the nature of the information and material provided by the parent/guardian in response to the board's investigation;
- Prepared a factual summary of its investigation, including a conclusion, which will be forwarded to the Provincial School Attendance Counsellor (PPM 131).

APPENDIX A

LETTER Indicating Notification of Intent to Provide Home Schooling

To the Grand Erie District School Board:

I/We herewith provide the names, gender and date of birth for *each child* of compulsory school age for whom I/we intend to provide home schooling.

First and Last Name	Date of Birth	Gender	Last School Name/ Last Month/Year Attended

Name of parent/guardian(s): (please print) _____

Home address _____

Mailing Address (if different from home address): _____

Communication Preference (check one):

Email Correspondence Email Address: _____

Paper Correspondence

Phone: _____

I/We wish to notify the Grand Erie District School Board that I/we will be providing Home Schooling for our child(ren) starting on _____ D/M/Y I/We understand our responsibility under the Education Act to provide satisfactory instruction for our school-age child(ren) and do hereby declare our intent to do so.

Signature of parent/guardian: _____

Date _____

Please send to: Superintendent of Education (with responsibilities for Home Schooling)
Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

LETTER in Response to a Parent/Guardian's Notification

Dear _____,

Thank you for notifying the Grand Erie District School Board of your intent to provide home schooling for your child(ren):

Your child(ren) is/are excused from attendance at school for the school year _____ under subsection 21 (2), clause (a), of the Education Act, because you have indicated that you understand your responsibility under the Education Act to provide satisfactory instruction for your child(ren) and that you have declared your intent to do so.

If you would like your child(ren) to participate in the assessments for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to students in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), you should contact the school board by September 30 for information about the dates, times, and locations.

Enclosed/attached please find a copy of Policy/Program Memorandum No. 131, "Home Schooling", issued by the Ministry of Education.

Sincerely,

Signature of School Board Official: _____

Name of School Official: _____

Title of School Board Official: _____

Copy to: Home School Principal; OSR
Attendance Counsellor

Attachment



Investigation Information Gathering Form

Requested By:
(Name & Title)

Name of Student:

Date of
Birth:

Address:

Name of Parents/
Guardians:

Telephone:

Please complete this form and return it to the school board, along with the additional material requested below. If you need more space, attach additional sheets.

Program Planning

This section is intended to give the board information on your short- and long-range plans for your child's education.

Please describe your plan for your child's learning by answering the following questions:

- Do you make instructional plans? YES NO
 - Do you spend regularly planned instructional time with your child? YES NO
 - Do you have a daily work schedule for your child's home schooling? YES NO
- If yes, please describe it.

What subjects are you teaching?

What do you expect to accomplish with your child in English, mathematics, and other subjects this year?

Instructional Program

This section is intended to give the board information on the curriculum you follow.

Is your instructional program based on any of the elementary or secondary curriculum policy documents published by the Ontario Ministry of Education? YES NO

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

- Language
- Mathematics
- Science & Technology
- Social Studies/History and Geography
- The Arts
- Health & Physical Education
- French as a Second Language

Secondary Curriculum Policy Document

Please specify course(s) name(s):

Note: Ministry of Education curriculum policy documents and curriculum support material may be downloaded free of charge from the ministry’s website, at www.edu.gov.on.ca This material may also be obtained through Publications Ontario. Contact Publications Ontario by using its toll-free telephone number, 1-800-668-9938, or visit its website, at www.publications.gov.on.ca for more information.

Other Materials

Please list any other curriculum documents that you use to help design your instructional program.

Instructional Activities

This section is intended to give the board information on the types of planned activities that you provide for your child to help him or her meet the learning expectations you have established.

Please describe the typical activities you use to help your child learn. For example, what types of activities does your child do while learning English, mathematics, and other subjects? Please include samples of your child’s work in each subject area.

Instruction Materials

This section is intended to give the board information on the types of materials you use to help your child meet the learning expectations you have established.

Please indicate the resources you use to support your instruction. Encyclopedias/reference books (please list):

Instruction Materials

Textbooks:

- English
- Mathematics
- Other Subjects Please list:

Names of textbooks used:

Supplementary materials used:	Very Often	Often	Seldom	Never
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models/mock-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other supplementary materials (please specify):

Assessment of Student Learning

This section is intended to give the board information on how you evaluate your child's progress in learning: What techniques do you use to assess student learning? Please describe them.

Resources

This section is intended to give the board information on the resources you use to support your instructional program.

Please indicate the community and other resources you use.

- Public library
- YMCA/YWCA
- Community centre
- Local gym facilities
- Public swimming pool
- Museums
- Art galleries
- Recreational/educational/social groups (e.g., Scouts, Guides)
- Nature interpretive centres
- Camping areas
- Youth groups Please specify:

Networking with other families that provide home schooling can offer valuable support. Please indicate if you are a member of any of the following provincial associations.

- Ontario Federation of Teaching Parents
- Ontario Christian Home Educators' Connection
- Other organizations or groups Please specify:

Other Information

Please provide below any other information that would help the board determine whether the instruction is satisfactory.

Parents/Guardian(s) Signature: _____

Date: _____

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Student Census Report – “Count Us In!”**
DATE: February 24, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Student Census Report – Count Us In! as information.

Background

The Ontario Education Equity Action Plan was a 3-year project to assist boards in identifying and addressing systemic barriers in education for historically marginalized students. The collection, analysis and use of identity-based student data is a critical component of the Action Plan. A voluntary electronic census of grades 4-12 Grand Erie students was conducted in March 2019, with 83% of all students participating.

The findings from the census will help us better understand student populations and school communities; eliminate barriers to student success, inclusion and well-being; and establish effective programs to increase student services.

Additional Information

Each school received a demographic report in Fall 2019. It outlined the breakdown of population subgroups within their school. The next step in the reporting of student data reflects the school experiences for those population subgroups. School Achievement Plans will incorporate student census results.

Next Steps

The student census report will be posted on the Board website and shared publicly, as required by the Anti-Racism Data Standards.

Grand Erie Multi-Year Plan

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,

Wayne Baker
Superintendent of Education



2019 Student Census School Experiences

Background

Ontario's Education Equity Action Plan is the province's road map to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience.

Using data from the student census, this report will focus on students' school experiences and examine the different factors related to a students' perception of their schooling. Respondents were asked nine questions about "How do you feel about school?".

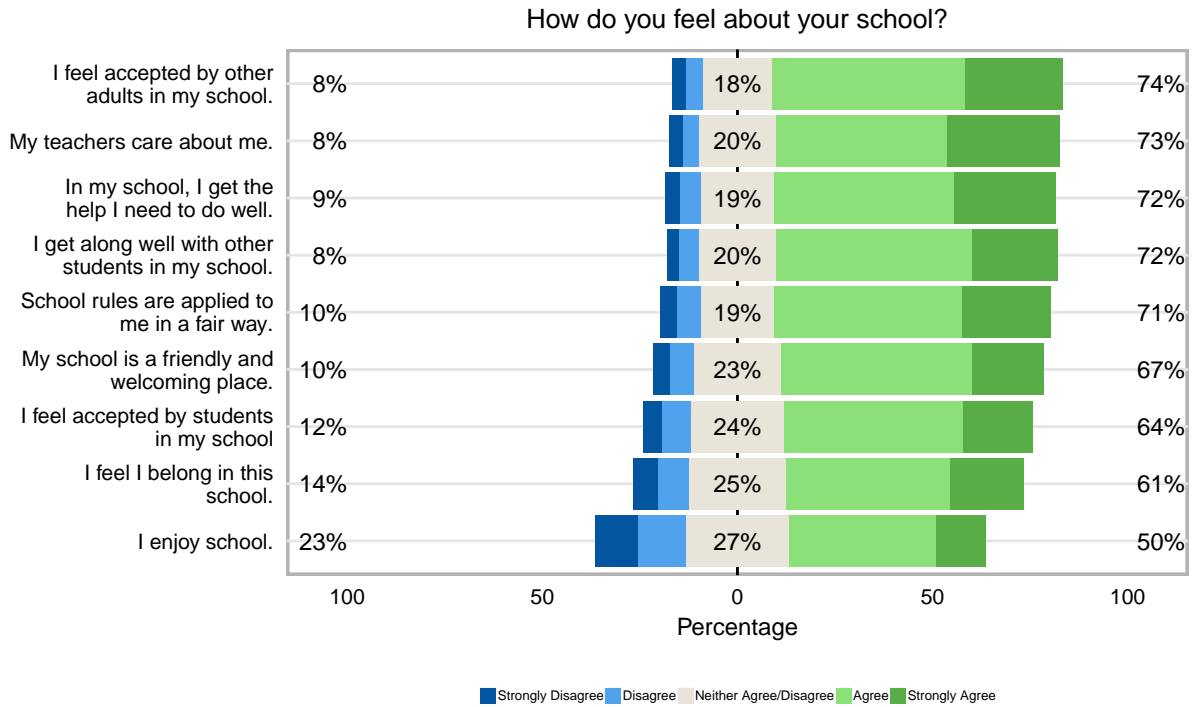
- My school is a friendly and welcoming place.
- I enjoy school.
- I feel I belong in this school.
- I get along well with other students in my school.
- I feel accepted by students in my school.
- I feel accepted by other adults in my school.
- My teachers care about me
- School rules are applied to me in a fair way.
- In my school, I get the help I need to do well.

This report examines students' response to each of the questions, their overall experiences and various identities intersect with school experiences.

Overall Results

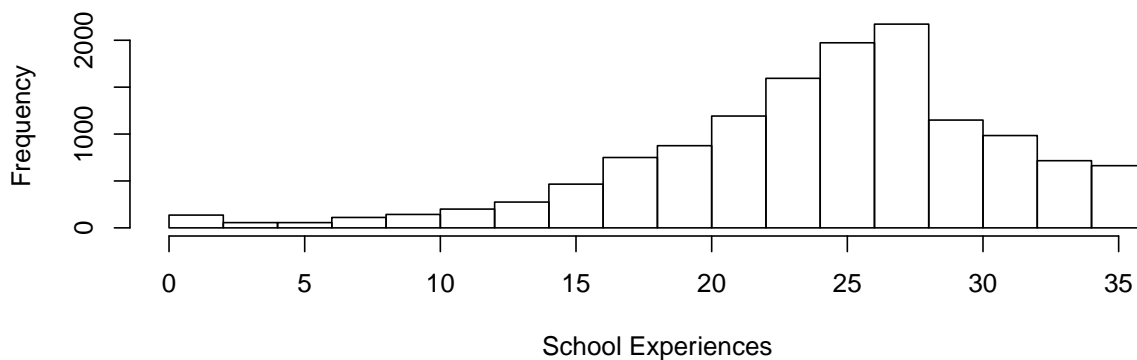
The first chart shows the percentage of students at each level of response for each of the nine questions. Appendix A shows the responses for all questions by various census categories (Race, Gender Identity, Sexual Orientation and Socio-Economic Status).

How to read the chart: Values shown on the left side of the chart show the percentage of students that either responded "Strongly Disagree" or "Disagree". The values on the right side of the chart show the percentage of students that responded "Agree" or "Strongly Agree". The questions are sorted by the percentage of students that agreed with the statement.



In order to conduct a more in-depth examination of students' perceptions of school, the nine questions were combined into a single variable "School Experiences". This variable is calculated by first converting the response categories to a numerical value where "Strongly Disagree" = 0, "Disagree" = 1, "Neither Agree/Disagree" = 2, "Agree" = 3 and "Strongly Agree" = 4. Secondly, the resulting values are summed to a single variable ranging from 0 to 36. The following chart shows the distribution of the new variable.

Histogram of School Experiences

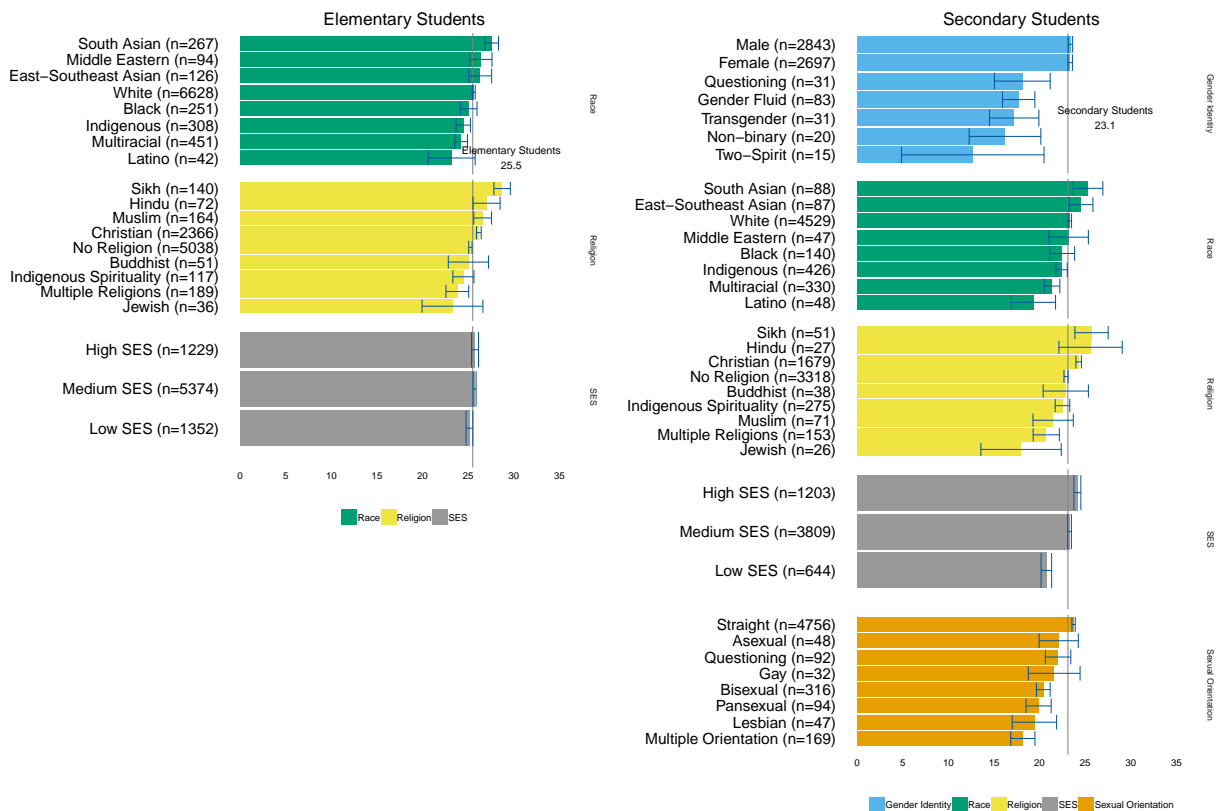


From the histogram we can see that students' school experiences are varied, with some reporting a very positive view of all aspects of school and some reporting a very poor connection to their school.

School Experiences by Census Categories

To investigate students' school experience further the average score was calculated for each of the census categories and is presented in the following chart. *NOTE: students are represented in multiple categories.*

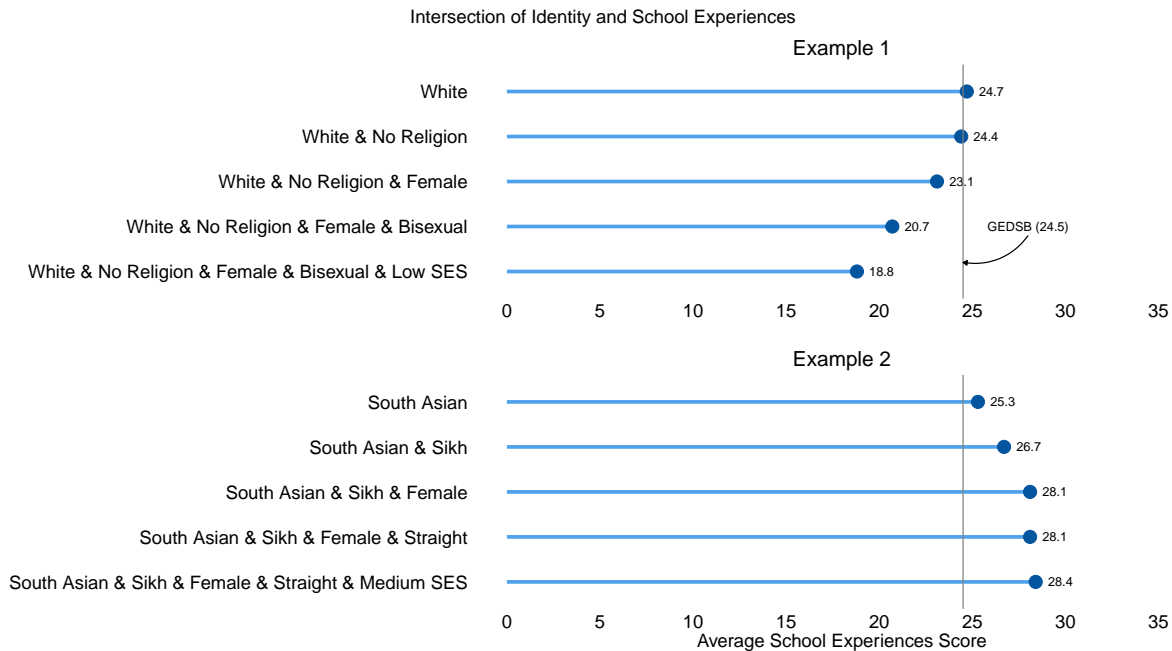
How to read the chart: The coloured bars represents the average School Experiences Score for each identity from the student census, grouped by the question (i.e. Gender Identity, Race, etc). The horizontal grey line is the average score for all students in that panel (elementary or secondary). The blue vertical lines show the confidence interval for that group - this is the same concept we see in polling results where, for example, the result is plus/minus a certain percentage 19 times out of 20. For some results, the error bar is very small, indicating more responses. Other groups have a much larger bar showing that, since we didn't get a lot of responses, there is a possibility that the results could be much higher or much lower if more people participated. A particular group is considered to have a statistically significantly score from the average where the vertical blue lines fall outside of the horizontal grey line representing the overall average score.



Intersectionality of Census Categories

As mentioned above, it's important to note that the same students are represented in different categories. Both the Ontario Human Rights Commission¹ and Ontario's Anti-Racism Directorate (ARD) recognize the importance of the concept of intersectionality. The ARD defines it as "...the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group".²

For example, the charts below shows the average school experience score for each of the groups:



We can see in Example 1 that while White students are close to the board average, as we drill down to the various identities (No Religion, Female, Bisexual, Low SES) the average school experience goes down. Conversely, students who identify as South Asian have a higher than average score, but when we drill down to the different identities within that community the students' school experiences get better. It's important to recognize the variability within each identity group.

For the detailed statistical analysis see Appendix B.

¹<http://www.ohrc.on.ca/en/human-rights-work-2008-third-edition>

²<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>

Appendix A

The following tables show the percentage of students that agreed, disagreed or neither agreed/disagreed to each of the nine statements, disaggregated by census category.

Race

Table 1: White Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	23.1	27.0	49.8
I feel accepted by other adults in my school.	6.8	17.8	75.4
I feel accepted by students in my school	11.9	23.8	64.3
I feel I belong in this school.	13.1	24.5	62.4
I get along well with other students in my school.	7.1	19.7	73.1
In my school, I get the help I need to do well.	8.5	18.7	72.8
My school is a friendly and welcoming place.	9.5	22.5	68.0
My teachers care about me.	7.0	19.6	73.4
School rules are applied to me in a fair way.	9.8	18.4	71.8

Table 2: Black Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	22.1	24.9	53.0
I feel accepted by other adults in my school.	9.7	17.2	73.1
I feel accepted by students in my school	12.6	23.8	63.6
I feel I belong in this school.	17.2	24.1	58.7
I get along well with other students in my school.	11.2	20.9	67.9
In my school, I get the help I need to do well.	11.2	17.5	71.3
My school is a friendly and welcoming place.	13.8	21.2	65.0
My teachers care about me.	10.0	18.3	71.6
School rules are applied to me in a fair way.	14.6	22.1	63.3

Table 3: East-Southeast Asian Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	18.1	22.5	59.3
I feel accepted by other adults in my school.	6.4	13.2	80.4
I feel accepted by students in my school	9.8	21.6	68.6
I feel I belong in this school.	13.7	21.1	65.2
I get along well with other students in my school.	3.9	20.6	75.5
In my school, I get the help I need to do well.	8.3	15.2	76.5
My school is a friendly and welcoming place.	7.4	18.1	74.5
My teachers care about me.	6.9	18.1	75.0
School rules are applied to me in a fair way.	8.8	17.2	74.0

Table 4: Indigenous Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	24.0	29.8	46.2
I feel accepted by other adults in my school.	9.2	23.6	67.2
I feel accepted by students in my school	13.9	29.9	56.2
I feel I belong in this school.	18.2	29.6	52.2
I get along well with other students in my school.	10.9	23.0	66.1
In my school, I get the help I need to do well.	11.7	19.6	68.7
My school is a friendly and welcoming place.	11.4	26.8	61.8
My teachers care about me.	8.4	25.9	65.7
School rules are applied to me in a fair way.	11.6	23.5	64.9

Table 5: Latino Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	30.6	24.7	44.7
I feel accepted by other adults in my school.	16.5	23.5	60.0
I feel accepted by students in my school	14.1	29.4	56.5
I feel I belong in this school.	22.4	29.4	48.2
I get along well with other students in my school.	12.9	21.2	65.9
In my school, I get the help I need to do well.	18.8	22.4	58.8
My school is a friendly and welcoming place.	18.8	28.2	52.9
My teachers care about me.	20.0	28.2	51.8
School rules are applied to me in a fair way.	25.9	23.5	50.6

Table 6: Middle Eastern Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	13.6	22.0	64.4
I feel accepted by other adults in my school.	9.1	15.9	75.0
I feel accepted by students in my school	9.1	22.0	68.9
I feel I belong in this school.	11.4	22.7	65.9
I get along well with other students in my school.	6.8	22.0	71.2
In my school, I get the help I need to do well.	6.8	9.8	83.3
My school is a friendly and welcoming place.	9.8	14.4	75.8
My teachers care about me.	10.6	15.9	73.5
School rules are applied to me in a fair way.	12.1	21.2	66.7

Table 7: Multiracial Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	26.0	24.9	49.1
I feel accepted by other adults in my school.	13.3	20.6	66.0
I feel accepted by students in my school	17.7	25.6	56.7
I feel I belong in this school.	20.2	26.0	53.8
I get along well with other students in my school.	12.2	23.4	64.4
In my school, I get the help I need to do well.	12.4	22.8	64.8
My school is a friendly and welcoming place.	15.1	24.6	60.2
My teachers care about me.	12.1	21.0	66.9
School rules are applied to me in a fair way.	14.9	20.2	64.9

Table 8: South Asian Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	12.3	18.9	68.9
I feel accepted by other adults in my school.	4.8	11.4	83.8
I feel accepted by students in my school	6.9	16.5	76.6
I feel I belong in this school.	10.5	20.1	69.5
I get along well with other students in my school.	5.1	13.5	81.4
In my school, I get the help I need to do well.	5.1	10.5	84.4
My school is a friendly and welcoming place.	6.3	15.3	78.4
My teachers care about me.	5.7	15.0	79.3
School rules are applied to me in a fair way.	4.5	10.5	85.0

Religion

Table 9: Christian Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	19.6	25.4	55.1
I feel accepted by other adults in my school.	5.7	15.6	78.7
I feel accepted by students in my school	10.9	22.1	67.0
I feel I belong in this school.	12.2	22.6	65.2
I get along well with other students in my school.	5.9	18.2	75.9
In my school, I get the help I need to do well.	7.2	17.3	75.4
My school is a friendly and welcoming place.	7.8	21.0	71.2
My teachers care about me.	6.4	16.8	76.9
School rules are applied to me in a fair way.	8.0	16.6	75.4

Table 10: Buddhist Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	25.3	24.1	50.6
I feel accepted by other adults in my school.	10.8	14.5	74.7
I feel accepted by students in my school	18.1	24.1	57.8
I feel I belong in this school.	19.3	13.3	67.5
I get along well with other students in my school.	8.4	20.5	71.1
In my school, I get the help I need to do well.	9.6	19.3	71.1
My school is a friendly and welcoming place.	15.7	18.1	66.3
My teachers care about me.	10.8	13.3	75.9
School rules are applied to me in a fair way.	15.7	16.9	67.5

Table 11: Hindu Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	11.8	18.3	69.9
I feel accepted by other adults in my school.	5.4	8.6	86.0
I feel accepted by students in my school	5.4	16.1	78.5
I feel I belong in this school.	11.8	19.4	68.8
I get along well with other students in my school.	6.5	15.1	78.5
In my school, I get the help I need to do well.	9.7	9.7	80.6
My school is a friendly and welcoming place.	7.5	19.4	73.1
My teachers care about me.	6.5	12.9	80.6
School rules are applied to me in a fair way.	6.5	11.8	81.7

Table 12: Indigenous Spirituality Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	22.0	30.9	47.0
I feel accepted by other adults in my school.	8.6	25.0	66.4
I feel accepted by students in my school	12.4	30.1	57.5
I feel I belong in this school.	17.2	32.8	50.0
I get along well with other students in my school.	9.7	23.1	67.2
In my school, I get the help I need to do well.	12.9	23.1	64.0
My school is a friendly and welcoming place.	11.0	26.1	62.9
My teachers care about me.	10.2	28.2	61.6
School rules are applied to me in a fair way.	14.0	24.5	61.6

Table 13: Jewish Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	34.5	16.4	49.1
I feel accepted by other adults in my school.	27.3	21.8	50.9
I feel accepted by students in my school	27.3	16.4	56.4
I feel I belong in this school.	23.6	27.3	49.1
I get along well with other students in my school.	23.6	20.0	56.4
In my school, I get the help I need to do well.	25.5	20.0	54.5
My school is a friendly and welcoming place.	21.8	27.3	50.9
My teachers care about me.	18.2	21.8	60.0
School rules are applied to me in a fair way.	20.0	34.5	45.5

Table 14: Multiple Religions Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	25.6	24.1	50.3
I feel accepted by other adults in my school.	14.3	19.2	66.5
I feel accepted by students in my school	21.0	27.4	51.5
I feel I belong in this school.	22.3	22.0	55.8
I get along well with other students in my school.	14.0	23.8	62.2
In my school, I get the help I need to do well.	14.9	20.1	64.9
My school is a friendly and welcoming place.	18.0	23.2	58.8
My teachers care about me.	13.1	19.8	67.1
School rules are applied to me in a fair way.	18.0	17.1	64.9

Table 15: Muslim Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	19.0	17.6	63.3
I feel accepted by other adults in my school.	10.4	18.1	71.5
I feel accepted by students in my school	12.7	19.9	67.4
I feel I belong in this school.	17.6	24.9	57.5
I get along well with other students in my school.	10.9	15.4	73.8
In my school, I get the help I need to do well.	8.1	12.7	79.2
My school is a friendly and welcoming place.	10.9	16.7	72.4
My teachers care about me.	10.4	18.1	71.5
School rules are applied to me in a fair way.	13.1	14.9	71.9

Table 16: No Religion Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	24.7	27.9	47.4
I feel accepted by other adults in my school.	7.6	18.8	73.6
I feel accepted by students in my school	12.1	24.8	63.2
I feel I belong in this school.	13.9	25.7	60.4
I get along well with other students in my school.	7.9	20.6	71.4
In my school, I get the help I need to do well.	9.2	19.4	71.5
My school is a friendly and welcoming place.	10.4	23.6	66.1
My teachers care about me.	7.5	21.1	71.4
School rules are applied to me in a fair way.	10.6	19.7	69.7

Table 17: Sikh Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	7.2	19.4	73.3
I feel accepted by other adults in my school.	2.2	12.2	85.6
I feel accepted by students in my school	2.8	16.7	80.6
I feel I belong in this school.	7.2	17.2	75.6
I get along well with other students in my school.	3.3	15.0	81.7
In my school, I get the help I need to do well.	3.3	9.4	87.2
My school is a friendly and welcoming place.	3.9	12.2	83.9
My teachers care about me.	4.4	13.9	81.7
School rules are applied to me in a fair way.	3.9	8.3	87.8

Sexual Orientation

Table 18: Straight Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	25.5	29.8	44.8
I feel accepted by other adults in my school.	7.1	19.7	73.2
I feel accepted by students in my school	9.7	24.6	65.8
I feel I belong in this school.	13.0	27.7	59.4
I get along well with other students in my school.	6.1	17.5	76.4
In my school, I get the help I need to do well.	10.4	23.1	66.5
My school is a friendly and welcoming place.	10.7	24.5	64.8
My teachers care about me.	9.0	26.9	64.1
School rules are applied to me in a fair way.	10.0	21.9	68.1

Table 19: Asexual Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	26.7	15.6	57.8
I feel accepted by other adults in my school.	20.0	20.0	60.0
I feel accepted by students in my school	20.0	26.7	53.3
I feel I belong in this school.	22.2	31.1	46.7
I get along well with other students in my school.	15.6	20.0	64.4
In my school, I get the help I need to do well.	15.6	24.4	60.0
My school is a friendly and welcoming place.	17.8	15.6	66.7
My teachers care about me.	13.3	24.4	62.2
School rules are applied to me in a fair way.	13.3	11.1	75.6

Table 20: Bisexual Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	32.9	29.9	37.2
I feel accepted by other adults in my school.	14.1	28.9	56.9
I feel accepted by students in my school	29.6	34.9	35.5
I feel I belong in this school.	31.9	34.2	33.9
I get along well with other students in my school.	15.1	31.9	53.0
In my school, I get the help I need to do well.	20.4	29.6	50.0
My school is a friendly and welcoming place.	20.7	36.5	42.8
My teachers care about me.	14.8	29.3	55.9
School rules are applied to me in a fair way.	16.8	23.0	60.2

Table 21: Gay Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	37.5	46.9	15.6
I feel accepted by other adults in my school.	0.0	40.6	59.4
I feel accepted by students in my school	18.8	37.5	43.8
I feel I belong in this school.	31.2	31.2	37.5
I get along well with other students in my school.	9.4	25.0	65.6
In my school, I get the help I need to do well.	18.8	18.8	62.5
My school is a friendly and welcoming place.	28.1	28.1	43.8
My teachers care about me.	18.8	25.0	56.2
School rules are applied to me in a fair way.	6.2	31.2	62.5

Table 22: Lesbian Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	42.2	24.4	33.3
I feel accepted by other adults in my school.	20.0	17.8	62.2
I feel accepted by students in my school	31.1	24.4	44.4
I feel I belong in this school.	31.1	24.4	44.4
I get along well with other students in my school.	22.2	22.2	55.6
In my school, I get the help I need to do well.	28.9	31.1	40.0
My school is a friendly and welcoming place.	24.4	33.3	42.2
My teachers care about me.	22.2	26.7	51.1
School rules are applied to me in a fair way.	26.7	17.8	55.6

Table 23: Multiple Orientation Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	43.4	27.7	28.9
I feel accepted by other adults in my school.	25.9	21.7	52.4
I feel accepted by students in my school	28.9	28.9	42.2
I feel I belong in this school.	36.1	30.1	33.7
I get along well with other students in my school.	20.5	24.7	54.8
In my school, I get the help I need to do well.	27.7	29.5	42.8
My school is a friendly and welcoming place.	28.3	36.1	35.5
My teachers care about me.	23.5	29.5	47.0
School rules are applied to me in a fair way.	30.1	24.7	45.2

Table 24: Pansexual Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	40.4	26.6	33.0
I feel accepted by other adults in my school.	18.1	28.7	53.2
I feel accepted by students in my school	35.1	34.0	30.9
I feel I belong in this school.	31.9	31.9	36.2
I get along well with other students in my school.	13.8	33.0	53.2
In my school, I get the help I need to do well.	16.0	40.4	43.6
My school is a friendly and welcoming place.	19.1	34.0	46.8
My teachers care about me.	12.8	39.4	47.9
School rules are applied to me in a fair way.	7.4	34.0	58.5

Table 25: Questioning Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	30.8	31.9	37.4
I feel accepted by other adults in my school.	9.9	28.6	61.5
I feel accepted by students in my school	22.0	38.5	39.6
I feel I belong in this school.	24.2	35.2	40.7
I get along well with other students in my school.	8.8	31.9	59.3
In my school, I get the help I need to do well.	18.7	19.8	61.5
My school is a friendly and welcoming place.	12.1	29.7	58.2
My teachers care about me.	8.8	26.4	64.8
School rules are applied to me in a fair way.	5.5	28.6	65.9

Gender

Table 26: Male Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	27.7	30.1	42.2
I feel accepted by other adults in my school.	8.2	21.8	70.0
I feel accepted by students in my school	8.7	24.1	67.3
I feel I belong in this school.	12.9	28.2	59.0
I get along well with other students in my school.	6.7	18.3	75.0
In my school, I get the help I need to do well.	11.2	24.4	64.4
My school is a friendly and welcoming place.	11.6	25.9	62.6
My teachers care about me.	10.3	27.6	62.1
School rules are applied to me in a fair way.	11.9	23.6	64.6

Table 27: Female Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	24.6	29.4	46.0
I feel accepted by other adults in my school.	7.8	19.7	72.5
I feel accepted by students in my school	14.8	27.9	57.4
I feel I belong in this school.	16.7	29.4	54.0
I get along well with other students in my school.	7.7	20.5	71.8
In my school, I get the help I need to do well.	11.4	23.2	65.4
My school is a friendly and welcoming place.	11.7	25.5	62.7
My teachers care about me.	8.7	27.2	64.1
School rules are applied to me in a fair way.	9.4	21.0	69.6

Table 28: Gender Fluid Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	53.8	22.5	23.8
I feel accepted by other adults in my school.	28.7	25.0	46.2
I feel accepted by students in my school	31.2	31.2	37.5
I feel I belong in this school.	42.5	18.8	38.8
I get along well with other students in my school.	18.8	25.0	56.2
In my school, I get the help I need to do well.	25.0	32.5	42.5
My school is a friendly and welcoming place.	33.8	31.2	35.0
My teachers care about me.	33.8	26.2	40.0
School rules are applied to me in a fair way.	27.5	27.5	45.0

Table 29: Non-binary Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	40	25	35
I feel accepted by other adults in my school.	25	40	35
I feel accepted by students in my school	40	20	40
I feel I belong in this school.	40	25	35
I get along well with other students in my school.	20	25	55
In my school, I get the help I need to do well.	55	30	15
My school is a friendly and welcoming place.	30	45	25
My teachers care about me.	25	35	40
School rules are applied to me in a fair way.	35	25	40

Table 30: Questioning Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	36.7	23.3	40.0
I feel accepted by other adults in my school.	16.7	30.0	53.3
I feel accepted by students in my school	56.7	20.0	23.3
I feel I belong in this school.	40.0	30.0	30.0
I get along well with other students in my school.	20.0	26.7	53.3
In my school, I get the help I need to do well.	30.0	23.3	46.7
My school is a friendly and welcoming place.	26.7	33.3	40.0
My teachers care about me.	23.3	30.0	46.7
School rules are applied to me in a fair way.	13.3	30.0	56.7

Table 31: Transgender Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	55.2	27.6	17.2
I feel accepted by other adults in my school.	20.7	20.7	58.6
I feel accepted by students in my school	41.4	20.7	37.9
I feel I belong in this school.	55.2	17.2	27.6
I get along well with other students in my school.	24.1	27.6	48.3
In my school, I get the help I need to do well.	34.5	41.4	24.1
My school is a friendly and welcoming place.	34.5	31.0	34.5
My teachers care about me.	20.7	31.0	48.3
School rules are applied to me in a fair way.	17.2	31.0	51.7

Table 32: Two-Spirit Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	50.0	16.7	33.3
I feel accepted by other adults in my school.	50.0	25.0	25.0
I feel accepted by students in my school	66.7	8.3	25.0
I feel I belong in this school.	41.7	33.3	25.0
I get along well with other students in my school.	58.3	0.0	41.7
In my school, I get the help I need to do well.	50.0	16.7	33.3
My school is a friendly and welcoming place.	50.0	25.0	25.0
My teachers care about me.	41.7	41.7	16.7
School rules are applied to me in a fair way.	58.3	25.0	16.7

Socio-Economic Status

Table 33: High SES Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	21.6	25.9	52.5
I feel accepted by other adults in my school.	7.4	17.0	75.6
I feel accepted by students in my school	10.4	20.2	69.4
I feel I belong in this school.	12.3	23.1	64.7
I get along well with other students in my school.	6.9	16.5	76.6
In my school, I get the help I need to do well.	8.8	17.6	73.5
My school is a friendly and welcoming place.	9.5	21.1	69.4
My teachers care about me.	7.3	20.5	72.2
School rules are applied to me in a fair way.	11.3	17.2	71.5

Table 34: Medium SES Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	22.5	27.1	50.4
I feel accepted by other adults in my school.	6.7	17.7	75.6
I feel accepted by students in my school	11.8	24.6	63.7
I feel I belong in this school.	13.0	25.0	62.0
I get along well with other students in my school.	6.9	19.8	73.3
In my school, I get the help I need to do well.	8.4	18.4	73.1
My school is a friendly and welcoming place.	9.3	22.9	67.8
My teachers care about me.	7.0	19.7	73.3
School rules are applied to me in a fair way.	9.3	18.7	72.0

Table 35: Low SES Students - How do you feel about your school?

Question	Strongly Disagree/Disagree	Neither Agree/Disagree	Agree/Strongly Agree
I enjoy school.	25.0	26.4	48.5
I feel accepted by other adults in my school.	9.9	20.4	69.7
I feel accepted by students in my school	15.3	25.8	58.9
I feel I belong in this school.	18.7	25.1	56.2
I get along well with other students in my school.	11.2	23.9	64.9
In my school, I get the help I need to do well.	10.6	20.6	68.9
My school is a friendly and welcoming place.	12.2	23.2	64.6
My teachers care about me.	8.9	19.9	71.2
School rules are applied to me in a fair way.	11.9	20.6	67.5

Appendix B - Linear Regression Results

Five identity variables (Race, Sexual Orientation, Gender Identity, Religion and Socio-Economic Status) were entered into a linear regression model to test for any significant relationship with the School Experiences variable. Elements of the five identities are significantly related to students' perceptions of their school experiences ($R^2 = .08$, $F(30, 5054) = 14.07$, $p < 0.001$). Results for each element are presenting in the following table:

How to read the table:

The first row shows the Intercept, or beginning of the model. In this case the *Intercept* represents white, straight, male, Christians from a high socio-economic background. The first column shows the variable and the second column shows the category within that variable. The *estimate* is the estimated difference from the *Intercept* for that particular category. Negative numbers indicate that students in that category would be estimated to have a lower score than students in the *Intercept* group. The *p.value* shows the probability that the relationship is significant, the lower the value the greater the probability that there is a significant relationship. The *sig* columns categorizes the *p.value* column into *** ($p < 0.001$), ** ($p < 0.01$), * ($p < 0.05$), . ($p < 0.1$) and ns (not significant).

While the estimates are provided for each group, the model is *additive*, as in the groups can be combined to examine the interaction of different variables. For example, when you start to change one of the categories you add the estimate for that category. For example:

White, Straight, Male, Christian, High SES: 25.375 (Intercept)

LATINO, Straight, Male, Christian, High SES: $25.375 + (-2.392) = 22.983$

White, BISEXUAL, Male, Christian, High SES: $25.375 + (-2.730) = 22.645$

LATINO, BISEXUAL, Male, Christian, High SES: $25.375 + (-2.730) + (-2.392) = 20.253$

We can see that there is an intersection between both race and sexual orientation that results in a poorer school experience.

Table 36: Regression Model Output

Variable	Category	estimate	std.error	statistic	p.value	sig
(Intercept)	NA	25.375	0.245	103.504	<0.001	***
Race	Black	-0.303	0.615	-0.492	0.6226	ns
	East-Southeast Asian	1.309	0.747	1.753	0.0797	.
	Indigenous	-0.660	0.472	-1.397	0.1626	ns
	Latino	-2.392	1.031	-2.320	0.0204	*
	Middle Eastern	2.187	1.135	1.927	0.0541	.
	Multiracial	-0.970	0.393	-2.470	0.0135	*
	South Asian	2.584	1.056	2.446	0.0145	*
	SexOrient	Asexual	-0.278	0.984	-0.283	0.7772
Bisexual		-2.730	0.393	-6.954	<0.001	***
Gay		-1.226	1.149	-1.066	0.2863	ns
Lesbian		-2.208	1.125	-1.963	0.0497	*
Multiple Orientation		-4.048	0.544	-7.442	<0.001	***
Pansexual		-2.517	0.704	-3.573	<0.001	***
Questioning		-1.446	0.674	-2.144	0.0321	*
Gender	Female	0.118	0.180	0.655	0.5126	ns
	Gender Fluid	-4.054	0.790	-5.134	<0.001	***
	Non-binary	-4.156	1.569	-2.649	0.0081	**
	Questioning	-2.371	1.324	-1.790	0.0734	.
	Transgender	-2.510	1.310	-1.916	0.0555	.
	Two-Spirit	-6.399	2.228	-2.872	0.0041	**
Religion	Buddhist	-1.476	1.127	-1.309	0.1905	ns
	Hindu	-0.992	1.521	-0.652	0.5143	ns
	Indigenous Spirituality	-0.658	0.600	-1.096	0.2729	ns
	Jewish	-3.365	1.507	-2.232	0.0256	*
	Multiple Religions	-1.437	0.582	-2.468	0.0136	*
	Muslim	-3.240	0.975	-3.323	<0.001	***
	No Religion	-1.051	0.198	-5.321	<0.001	***
	Sikh	-1.093	1.284	-0.851	0.3949	ns
SES	Medium SES	-0.812	0.216	-3.767	<0.001	***
	Low SES	-2.569	0.331	-7.753	<0.001	***

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **Workforce Report**
DATE: February 24, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Workforce Report with data as of January 31, 2020.

Rationale/Background

- 1.0 The Board receives information three times a school year – November, February and April - that provides totals by employee group/position, relative to the budget. The Report also includes retirement and resignation names.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)

	Budget	Funding	Oct 31/19	Jan 31/20	Mar 31/20
		Adjustments			
1 Supervisory Officers	8.00		8.00	8.00	
2 Consultants & Coordinators - Elementary	25.50		26.00	26.00	
3 Consultants & Coordinators - Secondary	6.00		6.00	6.00	
4 Principal Leaders - Elementary	3.00		3.00	3.00	
5 Principal Leaders - Secondary	1.00		1.00	1.00	
6 Principals & Vice-Principals – Elementary	73.00		73.00	73.00	
7 Principals & Vice-Principals – Secondary	30.50		30.50	30.50	
8 Teachers – Elementary	1074.00	6.00	1080.00	1080.00	
9 Teachers – Secondary	538.50	3.17	543.00	537.67	
10 Psycho-Educational Consultants	7.00		7.00	7.00	
11 Speech Pathologists	7.00		7.00	7.00	
12 Social Workers	7.00		7.00	7.00	
13 Child and Youth Workers	17.00		17.00	17.00	
14 Attendance Counsellors	7.00		7.00	7.00	
15 Behaviour Counsellors	7.00		7.00	7.00	
16 Communicative Disorders Assistants	7.00		7.00	7.00	
17 Educational Assistants	304.00		304.00	304.00	
18 Educational Assistants - Indigenous	9.00		9.00	9.00	
19 Other EA Funding	18.50		18.50	18.50	
20 Library Technicians	12.79		11.73	11.73	
21 Elementary Clerical	74.00		74.00	74.00	
22 Secondary Clerical	47.50		47.50	47.50	
23 Support Centre, Service Dept Clerical, Technical	60.50		61.00	61.00	
24 Non-Union	49.00		49.00	49.00	
25 Early Childhood Educators	116.00	5.00	121.00	121.00	
26 Plant Operations & Maintenance	191.13		191.13	192.13	
27 Food Services	6.00		6.00	6.00	
28 Transportation	6.00		6.00	6.00	
29 Noon-Period Supervisors	35.50		33.50	33.50	
TOTAL	2748.42	14.17	2761.86	2757.53	
Resignations/Retirements			B. Bell	M. Anthony	
			P. Brandon	S. Ard	
			A. Caldwell	J. Baxter	
			D. Chabot	T. Bell	
			K. Davis	L. Beselaere-Hammond	
			L. Plug	D. Camara	
			A. Lafferty	S. Cinq-Mars	
			M. McCoag	D. Crump	
			J. Plant	K. Douglas	
			A. Rixmann	L. Ervin	
				J. Fehrman	
				M. Finochio	
				A. Fornella	
				G. Hirsch	
				C. Hodgson	
				A. Hoerd	
				J. Home	
				D. Jackson	
				L. Kilpatrick	
				B.J. Kragten	
				N. Kraushaar	
				W. Lauwerier	
				J. Maloney	
				T. McAleese	
				R. Nasby	
				D. Prashaw	
				G. Readings	
				L. Sanderson	
				V Seecharan	
				T. Topping	
				P. Vandenhurk	
				N. Zahabi	
				T. Zebroski	
Elementary Occasional - Qualified			322.00	331.00	
Elementary Occasional - Unqualified			0.00	0.00	
Secondary Occasional - Qualified			199.00	199.00	
Secondary Occasional - Unqualified			1.00	1.00	
Clerical/Technical - Casual			43.00	53.00	
Educational Assistants - Casual			93.00	101.00	
Casual Caretakers			35.00	35.00	
Casual ECE			36.00	45.00	



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Summary of Accounts – January 2020**
DATE: February 24, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summary of Accounts for the month of January 2020 in the amount of \$12,316,869.31 as information.</p>

Rationale/Background

The summary of accounts for the Grand Erie District School Board for each month is provided to the Board.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



MINUTES

Present: S. Bell, L. Howells, L. Munro, S. Noort, G. Rousell, C.A. Sloat, A. Smith

Recording Secretary: E. Roberts

Regrets: E. Dixon, J. Ecklund, K. Newhouse, C. Smith

1. Call to Order/Welcome **L. Munro**

The Privacy Information Management meeting was called to order at 3:10 p.m. L. Munro welcomed the members present.

2. Review of Previous Minutes /Actions

The minutes from the November 14, 2019, Privacy Information Management meeting were reviewed and accepted as presented.

3. Review Privacy Audit – Update on Actions **All**

L. Munro and managers shared updates on the status of items on the audit assessment action list.

The establishment and filling of the Privacy Officer position remains a high priority for the Committee to coordinate and manage privacy initiatives, projects and audits. C.A. Sloat commented that this is also a priority for Trustees.

The privacy video, the records retention and management schedule, and resources including links to legislative acts and policies regarding privacy requirements and obligations in Ontario are now posted and available on the staff portal. All employees have been informed of their obligation to implement and comply with the retention and management schedule.

3.1 Document Management System **L. Munro**

Funding to acquire a Document Management System has been approved. Next steps will involve discussions by managers to determine the requirements of all sites and areas for inclusion in criteria when seeking potential vendors.

3.2 Privacy Training Status **L. Munro**

All staff have been informed of the availability of information posted on the Privacy page on the staff portal and of their requirement to view the video. Tracking of staff viewing of the video is taking place and managers will follow-up with any staff who have not yet viewed the video. Principals will follow up with any staff who have not viewed the video once Job Action is over.



4. Privacy Next Steps

4.1 Cyber Security

L. Munro

Public sector organizations including school boards may face cyber threats and cyber crime that have privacy as well as financial implications. Guidelines to identify strategies, roles and actions proactively to address cyber risk is being developed. Some of the features of the guidelines include staff education on cyber security and how to assess and manage cyber threats.

4.2 Privacy Breach Procedure

L. Howells

A procedure related to the protection of personal information has been drafted. The procedure was developed based on requirements of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the personal Health Information Protection Act (PHIPA) and incorporates the OASBO PIM Committee Privacy Breach procedure and procedures in use by other Ontario school boards.

The Privacy Breach Procedure will be a component of privacy training for all staff. Release of the procedure is targeted for the end of the 2019-20 school year.

4.3 Privacy Bulletin

L. Munro

Staff bulletins related to privacy requirements (information collected, used, disclosed and retained in the school system) will be prepared and issued to the system monthly, or on a regular basis, commencing in the 2020-21 school year. These bulletins will both provide reminders and will reinforce and emphasize the need to ensure information privacy and security.

5. Next Meeting

Thursday, May 14, 2020 – Norfolk Room, Education Centre

6. Resources (no discussion took place)

7. Adjournment – 4:06 p.m.

Minutes

Present:

GEDSB:

Brenda Blancher, Director of Education
Rafal Wyszynski, Superintendent of Business & Treasurer - President
Don Werden, Trustee

BHNCDSB:

Scott Keys, Superintendent of Business & Treasurer - Director
Mark Watson, Trustee – Director

CSC MonAvenir:

Mario Nantel, Director of Transportation – Director

STSBHN Recording Secretary

Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business GEDSB

Regrets:

James Richardson, Trustee- Director
Mike McDonald –Director of Education, Brant Haldimand Norfolk Catholic District School Board
Andre Blais, directeur de l'éducation CSC MonAvenir
Dereck Chin, Chief of Business CSC MonAvenir – Director

Recorder: Kathryn Underwood, Recording Secretary

A – 1 Opening

(a) Roll Call

The meeting was called to order at 3:05 p.m.

(b) Agenda Additions/Deletions/Approval

Moved by: S Keys

Seconded by: B Blancher

“That the STSBHN Board of Directors approve the agenda of January 28, 2020 as circulated.”
Carried.

(c) Declaration of Conflict of Interest

None.

B – 1 In Camera-Legal Matter

(a) **Legal Matters**

Moved by: B Blancher

Seconded by: S Keys

“That the STSBHN Board of Directors move into In-Camera Session to discuss a Legal Matter at 3:06 p.m.

(b) **Welcome to Open Session**

The Public Session was called to order by President, R Wyszynski at 3:41 p.m.

C – 1 Adjournment

Moved by: M Watson

Seconded by: M Nantel

“That the January 28, 2020 STSBHN Board of Directors meeting be adjourned at 3:42 p.m.”

Carried.

Future Meeting Dates, All Meetings, Ed Centre, Norfolk Room:

- Tuesday February 25, 2020, 9:00 a.m.
- Tuesday May 26, 2020, 1:00 p.m. (Please note time change of this meeting)



MINUTES
(Chair – Andrea Murik)

1.0 Roll Call

Employer Representatives:

Lena Latreille Business Services (Certified Member) (*Co-Chair*)
Tom Krukowski Facility Services

Employee Representatives:

Andrea Murik Secondary Teachers (Certified Member) (*Chair*)
Jennifer Orr Elementary Teachers (Certified Member)
Nancy Hondula CUPE Educational Assistants (Certified Member)
Amanda Baxter Elementary Occasional Teachers (Certified Member)
Denise Kelly CUPE Facility Services (Alternate)
Paul Keresturi Secondary Occasional Teachers
Valerie Slawich Non-Union (Alternate)
Angela Korakas Designated Early Childhood Educator (Certified Member)
Elizabeth Armstrong CUPE Clerical/Technical (Certified Member)

Resource:

Janice Wilkie Health and Safety Officer

Recording Secretary:

Mandy DePlancke Human Resources Assistant

Regrets:

Cheryl Innes Elementary School Administration (Certified Member)
Griffin Cobb Secondary School Administration (Certified Member)
Philip Kuckyt Transportation Services
Laura Adlington Professional Student Services Personnel

2.0 Minutes of Last Meeting

The draft minutes for December 19, 2019 were reviewed.

3.0 Approval of Last Meeting Minutes (December 19, 2019)

The minutes were approved.

4.0 Agenda Additions

- 6.2 Cordless Phones for Door Access
- 6.3 Notification of Risk Binder Checklist on Ebase
- 6.4 Roof Access between Levels

5.0 Unfinished Business – Discussion

None



Indoor Air Quality Reports

None

6.0 New Business

6.1 Ministry of Labour Report- Onondaga-Brant Public School- January 2020

The Ministry of Labour conducted a field visit following a staff critical injury at Onondaga Brant Public School. No orders were issued. This item can be removed from the next agenda.

6.2 Cordless Phones for Door Access

A worker committee member brought forward a concern regarding schools using cordless phones to allow access into the schools. The concern is that the door can be opened without verifying who is entering the school. The Division Manager of Operations and Health and Safety indicated that the Board does have a policy in place indicating that staff members who are allowing access into the school should verify who is coming in. This concern will be mentioned to the Superintendent of Business. This item can be removed from the next agenda.

6.3 Notification of Risk Binder Checklist on Ebase

It was requested by a worker committee member that the Notification of Risk Binder be added to the monthly inspection module under the checklist on eBase. The Division of Operations and Health and Safety updated the checklist on eBase. This item can be removed from the next agenda.

6.4 Roof Access between Levels

A concern was brought forward by a worker member indicating that at some schools, custodial/maintenance staff do not have a ladder to access the second level of the building. The Division Manager of Operations and Health and Safety indicated that each location is different and may not have a second ladder due to a safety concern such as people being able to access the roof unlawfully. If a staff member has concern they are asked to contact their Supervisor. This item can be removed from the next agenda.

7.0 Information Items

7.1 Bulk Sample PLM Analysis Report- Valley Heights Secondary School- eBase #2003-Project #18482

Samples of vinyl floor tile and mastic material were taken from eBase #2003 at Valley Heights Secondary School. The samples did not contain asbestos. This item can be removed from the next agenda.

7.2 Bulk Sample PLM Analysis Report- Education Centre- eBase #26-Project #18395-I

Samples of drywall joint compound were taken from eBase #26 at the Education Centre. The samples did not contain asbestos. This item can be removed from the next agenda.



H-1-d Joint Occupational Health and Safety Committee

January 16, 2020
Facility Services – Meeting Room

-
- 7.3 Asbestos Abatement Site Report – Cayuga Secondary School-eBase #1011 -Project #18499
An asbestos abatement was performed at Cayuga Secondary School to remove sections of asbestos containing paring cement fittings and pipe wrap. All work was completed according to regulation. This item can be removed from the next agenda.
- 7.4 Bulk Sample PLM Analysis Report- Caledonia Centennial Public School- eBase #004-Project #18520
Samples of smooth plaster finish were taken from eBase #004 at Caledonia Centennial Public School. The samples did not contain asbestos. This item can be removed from the next agenda.
- 8.0 Review of Reports
- 8.1 Employee Accident Reports Summary – December 2019
Workplace Safety and Insurance Board Reportable – December 2019
Student Aggression Summary Table for December 2019
- All reports were reviewed by the committee.
- 8.2 Status of Workplace Inspections Including Non-Academic Sites – December 2019
Reports were made available to the committee for review. one location did not complete their inspection in the month od December, they are completing 2 for the month of January.
- 8.3 Health and Safety/Facility Services Committee
The next meeting is scheduled for January 21, 2020.
- 8.4 Critical Injuries
There have been 26 student critical injuries and 4 employee critical injuries for the 2019-20 school year to date.
- 8.5 Focus Group Meeting Minutes
The next meeting is scheduled for February 20, 2020.
- 8.6 Review of Ongoing Project Items
See chart.
- 8.7 Work Orders
Work order details were made available to the committee for review.
- 9.0 Health and Safety Training
- 9.1 Health and Safety Training dates for 2019-20 school year:
- First Aid:
- April 15, 2020 – 1 Day Emergency First Aid - FULL
 - May 12, 2020 – 1 Day Emergency First Aid



H-1-d Joint Occupational Health and Safety Committee

January 16, 2020
Facility Services – Meeting Room

BMS:

- Initial Training
 - January 20, 2020 - Norfolk
 - January 30, 2020 - Brantford
 - April 24, 2020 - Haldimand
 - June 5, 2020 - Norfolk
 - June 26, 2020 - Brantford

- Recertification:
 - January 30, 2020 - Haldimand
 - April 24, 2020 - Norfolk
 - June 5, 2020 – Brantford
 - June 26, 2020 - Haldimand

Health & Safety Training:

- March 16-18, 2020 – Facility Services Basic Certification
- March 19-20, 2020 – Facility Services Hazard Specific Training
- April 24, 2020 – Facility Services Recertification

10.0 Recommendations to Executive Council

10.1 Replacement of Window at Paris District High School

December: The worker co-chair has submitted a recommendation to Executive Council regarding the replacement of a window due to it being broken as well as concerns related to the plaster around the window being damaged. It was noted by the Division Manager of Operations and Health & Safety that there was a recent work order submitted for this issue. This item will remain on the next agenda.

January: The response received by the committee from Executive Council was the following:

“Grand Erie maintenance staff completed Work Order @ 518374 with respect to the concerns brought forward. This item can now be considered resolved”

Upon further review, the window repair has not been completed. The glass company has been contacted and repairs should be completed shortly. This item will remain on the next agenda.

10.2 Brantford Collegiate Institute and Vocational School

December: The worker co-chair has submitted a recommendation to Executive Council regarding the repair of the staff exterior doorway from the parking area due to concerns of crumbling brick and mortar. It was noted by the Division Manager of Maintenance, Energy and Capital that this item was on the list of masonry repairs to be completed at the school in the spring when the weather is better. This item will remain on the next agenda.



H-1-d Joint Occupational Health and Safety Committee

January 16, 2020
Facility Services – Meeting Room

January: The response received by the committee from Executive Council was the following:

“Our current assessment of the brick near this classroom is that it is non-structural and therefore not a health and safety hazard. This area is currently on the list of masonry repairs for the 2020-2021 school year as is it minor, however our facilities team is going to continue to monitor and assess the status of masonry to see if the repair priority needs to be adjusted”.

This item can be removed from the next agenda.

11.0 Adjournment/Next Meeting(s):

Meeting adjourned at 11:34 AM. Next meeting is February 20, 2020 in the Facility Services Meeting Room.



H-1-d Joint Occupational Health and Safety Committee

January 16, 2020
Facility Services – Meeting Room

As of January 2020:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2019 - October	The Terms of Reference appendixes were updated to reflect location and staff number changes. The current Terms of Reference agreement expires in September 2022.	Review September 2021
April 2019	Eyewash Stations	2019 - October	Stickers are in place in locations	Review February 2020
April 2019	Staff Safety Plan Template	2019 - October	Draft not yet available	Review February 2020
December 2019	Health and Safety Eblast	2020- January	February 2020 Topic- Internal Responsibility Sytem March 2020 Topic- To be determined	Review February 2020

T

Annual Updates Provided Each School Year:

Item	Review Month	Resulting Update
Pavement Improvements	2020 - May	



H-1-d Joint Occupational Health and Safety Committee

January 16, 2020

Facility Services – Meeting Room

Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	February 2024	October 2020	No revisions or amendments requested by the committee. The Policy was out for comment till November 27, 2019 and is awaiting final approval by the Board
HR5 – Harassment		Board approved September 2015	February 2024	October 2020	No revisions or amendments requested by the committee. The Policy was out for comment till November 27, 2019 and is awaiting final approval by the Board
HR8 – Workplace Violence		Board for approval January 2015	November 2023	October 2020	The updated version of the Policy has been approved by the Board

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
Elementary Schools													
1	Agnes Hodge	C	C	C	C	A							
2	Banbury Heights	C	C	C	C	C			P				
3	Bellview	C	C	C	C	C			P				
4	Bloomsburg	C	C	C	A	C							
5	Boston	C	C	C	C	A							
6	Branlyn Community	C	C	C	C	C			P				
7	Brier Park	C	C	C	C	C	P						
8	Burford District Elementary	C	C	C	C	C			P				
9	Caledonia Centennial	C	C	C	A	C							
10	Cedarland	C	C	C	C	C	P						
11	Centennial-Grandwoodlands	C	C	C	C	C	P						
12	Central P.S.	C	A	C	C	C							
13	Cobblestone Elementary	C	C	C	C	C			P				
14	Confederation (Fr Imm)	C	C	C	C	A							
15	Courtland	C	C	A	C	C							
16	Delhi	C	C	A	C	C							
17	Dufferin	C	C	C	C	A							
18	Echo Place	C	C	C	C	C			P				
19	Elgin Ave.	C	C	A	C	C							
20	Glen Morris	C	C	C	C	C		P					
21	Graham Bell	C	A	C	C	C							
22	Grandview	C	C	C	C	C				P			
23	Greenbrier	C	C	C	C	C	P						
24	Hagersville Elementary	C	C	C	C	C		P					
25	Houghton	C	C	C	C	C							
26	J.L. Mitchener	C	A	C	C	A							
27	James Hillier	C	C	C	C	C	P						
28	Jarvis	C	C	C	C	C		P					
29	King George	C	C	C	C	A							
30	Lakewood	C	C	A	C	C							
31	Langton	C	C	C	A	C							
32	Lansdowne-Costain	C	C	C	C	A							
33	Lynndale Heights	C	C	A	C	C							
34	Major Ballachey	C	C	C	C	A							
35	Mapleview	C	A	C	C	C							
36	Mt. Pleasant	C	C	C	C	C	P						
37	North Ward	C	C	C	C	C		P					
38	Oakland-Scotland	C	C	C	C	C			P				
39	Oneida Central	C	C	C	C	C		P					
40	Onondaga-Brant	C	C	C	A	C							
41	Paris Central	C	C	C	C	C		P					

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
42	Port Rowan	C	C	C	C	A							
43	Prince Charles	C	C	C	C	C				P			
44	Princess Elizabeth	C	C	C	C	C			P				
45	Rainham	C	A	C	C	C							
46	River Heights	C	C	C	A	C							
47	Russell Reid	C	C	C	C	A							
48	Ryerson Heights	C	C	C	C	A							
49	Seneca Central	C	C	C	C	C	P						
50	St. George-German	C	C	C	C	C		P					
51	Teeterville P.S.	C	C	C	C	A							
52	Thompson Creek	C	A	C	C	C							
53	Walpole North	C	C	C	C	C		P					
54	Walsh	C	C	C	A	C							
55	Walter Gretzky Elementary School	C	C	C	C	C	P						
56	Waterford Public	C	C	C	A	C							
57	West Lynn	C	C	A	C	C							
58	Woodman-Cainsville	C	C	C	C	C			P				
Secondary Schools													
59	B.C.I. & V.S.	C	C	C	A	C				P			
60	Cayuga Secondary S. (CSS)	C	C	C	A	C				P			
61	Delhi District Secondary S. (DDSS)	C	C	A	C	C			P				
62	Dunnville Secondary S. (DSS)	C	A	C	C	C		P					
63	G.E.L.A. Brantford (Rawdon)	C	A	C	C	C		P					
64	G.E.L.A. - CareerLink Eaton Market Square and ALT ED	C	A	C	C	C		P					
65	G.E.L.A. - Simcoe	A	C	C	C	C			P				
66	Hagersville S.S. (HSS)	A	C	C	C	C	P						
67	McKinnon Park S.S. (MPSS)	C	C	C	A	C				P			
68	North Park C. & V.S. (NPCVS)	C	C	A	C	C			P				
69	Paris District H.S. (PDHS)	C	C	A	C	C		P					
70	Pauline Johnson C.V.S. (PJCVS)	C	C	A	C	C	P						
71	Simcoe Composite School (SCS)	C	A	C	C	C		P					
72	Tollgate Tech. Skills Centre (TTSC)	C	C	A	C	C	P						
73	Valley Heights S.S. (VHSS)	C	C	A	C	C			P				
74	Waterford District High School (WDHS)	C	C	A	C	C			P				

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
Turning Points and Leased Spaces													
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	A	C				P			
76	DDSS Turning Point - 145 King Street., Delhi	C	C	A	C	C			P				
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville	A	C	C	C	C	P						
78	HSS New Start - 2319 3rd Line Road, Oshweken	A	C	C	C	C	P						
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	A	C				P			
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C	A	C	C		P					
81	PJCVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford	C	C	A	C	C	P						
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	A	C	C	C		P					
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	A	C	C			P				
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	A	C	C			P				
Support Centre													
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C	C	C				P			
86	Joseph Brant (including GELA - ESL)	C	C	C	C	C			P				
87	Haldimand School Support Centre	C	C	C	C	C	P						
88	Norfolk School Support Centre	C	C	A	C	C							
89	Head Office	C	C	C	C	C			P				
90	Head Office - Facility Services	C	C	C	C	C			P				

No.	Site	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020
Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C	C	C							
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C	C	C							
Total Sites		93	93	93	92	92	92	92	92	92	92	92	92
Total Regular Monthly Inspections		88	81	73	80	80	-	-	-	-	-	-	-
Total Annual Inspections Completed		4	11	19	12	12	-	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	-	-	15	15	20	8	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	1	1	-	-	92	92	92	92	92	92	92

Annual JOHSC inspection	A
Monthly inspection was	C
Two inspections completed due to a missed inspection	C+C
Monthly inspection was not completed	NC
Annual JOHSC inspection planned	P



Brantford & District Labour Council

**1100 CLARENCE ST. S. - SUITE 201 – BOX # 8
BRANTFORD ONTARIO N3S 7N8**

Tuesday, January 21, 2020

W.R. (Rusty) Hick, Executive Director
Penny Mustin, Director of Labour Relations
Ontario Public School Boards' Association
1850-439 University Avenue
Toronto ON M5G 1Y8

Dear Mr. Hick and Ms. Mustin,

The delegates to the Brantford and District Labour Council have noted with concern the current impasse in negotiations between education workers in Ontario and the provincial government, and have instructed that the following message be conveyed to the Ontario Public School Boards' Association:

The Brantford and District Labour Council is disappointed that OPSBA is failing to live up to its public commitment to speak up for the best interests and needs of the public school system during the current round of Central Table Negotiations with teacher and education support workers' unions. It is clear that OPSBA's negotiating position at the Central Negotiations Table is in conflict with its declared mandate to negotiate for "the improvement of student achievement and well-being", as stated on its website.

The BDLC urges OPSBA to advocate the following:

- Restore all of the announced education funding cuts including: Secondary Programming Grant; Local Priorities Fund; Cost Adjustment and the Adjustment to the School Facility Operations and Renewal Fund;
- Increase funding for all education programs and services by at least Ontario's current rate of inflation;
- Revert to the 2018-19 class size regulation and maintain class size caps;
- Eliminate mandatory e-learning programs;
- Maintain the current sick leave provisions;
- Improve existing JK/SK teacher and early education workers staffing levels.

In addition, we urge OPSBA to seek assurances from the provincial government that Bill 124 will not be an impediment to free collective bargaining.

There is a growing perception that OPSBA is acting in accordance with the Minister of Education's negotiations agenda.

The BDLC urges OPSBA to fulfill its duty to stand up for public education and resist the Ford government's regressive educational agenda.

Sincerely,

A handwritten signature in black ink, appearing to read "Roxanne Bond". The signature is fluid and cursive, with the first name "Roxanne" written in a larger, more prominent script than the last name "Bond".

Roxanne Bond
Secretary, BDLC

Copies to:

Cathy Abraham, President, Ontario Public School Boards' Association

Greg Anderson, Chair, Board of Trustees, Grand Erie District School Board

Brenda Blanchard, Director of Education, Grand Erie District School Board