



# Committee of the Whole Board Meeting

Monday, November 8, 2021

Board Room, Education Centre

## AGENDA

- |       |   |  |
|-------|---|--|
| A - 1 | <p><b>Opening</b></p> <ul style="list-style-type: none"> <li>(a) Roll Call</li> <li>(b) Declaration of Conflict of Interest</li> <li>(c) In Camera Session <b>(6:30 pm)</b> <ul style="list-style-type: none"> <li>(i) Personnel</li> <li>(ii) Legal</li> <li>(iii) Property</li> </ul> </li> <li>(d) Welcome to Open Session / Land Acknowledgement Statement <b>(7:15 pm)</b></li> <li>(e) Agenda Additions/Deletions/Approval</li> <li>(f) In Camera Report</li> <li>(g) Student Showcase</li> <li>(h) Delegation</li> <li>(i) Nil</li> </ul>  | W. Baker   |
| B - 1 | <p><b>Business Arising from Minutes and/or Previous Meetings</b></p> <ul style="list-style-type: none"> <li>* (a) Balanced School Year Calendar Ad Hoc Committee Report</li> </ul>  | W. Baker   |
| C - 1 | <p><b>Director's Report</b></p> <ul style="list-style-type: none"> <li>(a) Director's Highlights</li> <li>(b) Leading and Learning in a Pandemic</li> </ul>   | J. Roberto   |
| D - 1 | <p><b>New Business – Action/Decision Items</b></p> <ul style="list-style-type: none"> <li>* (a) Consolidated Financial Statements – August 31, 2021</li> <li>* (b) 2020-21 Year End Report</li> <li>* (c) Trustee Honoraria</li> <li>* (d) Trustees' Travel and PD Expenses</li> </ul>  | R. Wyszynski<br>R. Wyszynski<br>R. Wyszynski<br>R. Wyszynski   |
| D - 2 | <p><b>New Business – Information Items</b></p> <ul style="list-style-type: none"> <li>* (a) Annual Update Multi-Year Accessibility Plan 2017-22</li> <li>* (b) Health &amp; Safety Annual Report</li> </ul>   | L. Thompson<br>R. Wyszynski  |
| E - 1 | <p><b>Bylaw/Policy/Procedure Consideration - Action/Decision/Information Items</b></p> <ul style="list-style-type: none"> <li>* (a) F2 Budget Development Process <b>(I)</b></li> <li>* (b) F7 Reporting of Wrongdoing <b>(A)</b></li> <li>* (c) F107 Reporting Suspected Wrongdoing <b>(I)</b></li> <li>* (d) FT101 Smoke Free Environment</li> <li>* (e) HR102 Working with Blood-Borne Infections, Precautions and Practices <b>(I)</b></li> <li>* (f) HR120 Communicable Diseases <b>(I)</b></li> <li>* (g) SO-08 Community Partnerships <b>(C)</b></li> <li>* (h) SO-008 Community Partnerships <b>(C)</b></li> <li>* (i) SO-10 Bullying Prevention and Intervention <b>(A)</b></li> <li>* (j) SO-11 Progressive Discipline and Promoting Positive Student Behaviour <b>(A)</b></li> <li>* (k) SO-134 Website Requirements <b>(I)</b></li> </ul> | R. Wyszynski<br>R. Wyszynski<br>R. Wyszynski<br>R. Wyszynski<br>J. Tozer<br>J. Tozer<br>L. Thompson<br>L. Thompson<br>W. Baker<br>W. Baker<br>L. Munro |

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# Committee of the Whole Board Meeting

Monday, November 8, 2021

Board Room, Education Centre

## AGENDA

- F - 1      **Other Business**  
(a) OPSBA Report D. Werden
- G - 1      **Correspondence**
- H - 1      **Adjournment**

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

Safe and Inclusive Schools (SIS)	November 18, 2021	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	November 18, 2021	6:00 PM	MS Teams Virtual Meeting
Chairs Committee	November 22, 2021	5:45 PM	Brant Room
Regular Board	November 22, 2021	7:15 PM	Board room
Privacy and Information Management Committee (PIM)	November 25, 2021	3:00 PM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	December 2, 2021	1:00 PM	MS Teams Virtual Meeting
Nomination and Organizational Meeting	December 6, 2021	7:15 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	December 9, 2021	6:00 PM	MS Teams Virtual Meeting
Chairs Committee	December 13, 2021	5:45 PM	Brant Room or Virtual
Inaugural Board	December 13, 2021	7:15 PM	Board Room or Virtual
Special Education Advisory Committee (SEAC)	December 16, 2021	6:00 PM	MS Teams Virtual Meeting



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Wayne Baker, Superintendent of Education  
**RE:** **Balanced School Year Calendar Ad Hoc Committee Report**  
**DATE:** November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive Balanced School Year Calendar Ad Hoc Committee Report as information.

## Background

On October 5, 2020, Trustees directed staff to create Terms of Reference for a committee that would make recommendations concerning a Balanced Year Calendar in November 2021. The committee was named the Balanced School Year Calendar Ad Hoc Committee.

In its Terms of Reference, the first responsibility of the Committee was “to identify one Grand Erie elementary school at which to establish a Balanced Year pilot.”

The Terms of Reference also identified the membership of the committee:

- Wayne Baker (Chair, Superintendent of Education)
- Amanda Baxter (GEETF – Occasional)
- Belinda Benko (OSSTF District 23, PSSP)
- Jennifer Boissoneault (Haldimand VP)
- Ava Burtis (Student Trustee)
- Heather-Jo Causyn (Recording Secretary)
- Brian Doyle (Trustee)
- Jennifer Faulkner (CUPE local 5100)
- Shawn Martin (GEETF)
- Grant McKinnell (Brantford principal)
- Graham Purcell (Brant County principal)
- Tammy Stoneman (DECEs)
- Rob Weber (Norfolk principal)

Other staff members supported the committee’s work: communications staff (Kimberly Newhouse, Jenny Gladish, Dave Smouter), System Research Leader (Greg Rousell), Manager of Transportation Services (Phil Kuckyt), Manager of Facility Services (Domenic Maniccia), and Manager of Human Resources Services (Sharon Bell).

## Additional Information

The committee met six times (December 10, 2020; January 14, 2021; February 10, 2021; March 18, 2021; September 14, 2021; October 7, 2021).

The committee was provided with documents and research material related to the use of non-traditional school year calendars, alternately referred to as a modified school year, a balanced school year or year-round schooling. The committee decided that meeting with people with experience would be a valuable complement to the available documentation.

The Peel DSB has employed the Balanced Year Calendar since the 1990s and became a primary source of information for the committee; the committee met with a teacher, two principals, three superintendents, several parents and a researcher with experience using the Balanced Year. From these conversations, additional criteria for site selection became apparent: the pilot site should be air conditioned and situated reasonably close to another Grand Erie elementary school.

With the additional criteria, the following Brantford schools were considered as a potential pilot site: Agnes Hodge, Banbury, Bellview, Branlyn, Brier Park, Cedarland, Central, King George, Ryerson Heights and Walter Gretzky. The committee chose to gauge the interest at three additional Brant County schools – Cobblestone, Paris Central and St. George-German.

### Information Sessions

The administrators at the target schools were invited to an information session with Sheryl Johnston, principal at Tony Pontes PS in the Peel DSB. Staffs at the target schools were invited to an information session with Mike Steer, teacher at Tony Pontes PS. Parents at these schools were invited to an information session with parents from Tony Pontes PS.

### Survey #1

In order to gauge preliminary support for the pilot, parents at the target schools were invited to participate in a brief survey after their information session. The survey follows.

1. If your school were selected to run the balanced calendar pilot, would you opt in or out of the school?
2. If a neighbouring school were selected to run the balanced calendar pilot, would you request to transfer to the school?
3. Please provide any additional comments.

Based on parental response and committee discussion, Bellview, Cobblestone, Paris Central and St. George-German were removed from the list of potential pilot sites. Following a discussion around capacity and distance with respect to the remaining schools, four options were established:

- Option #1 - Banbury/Branlyn
- Option #2 - Central/King George
- Option #3 - Cedarland/Brier Park
- Option #4 - Agnes Hodge/Ryerson/W. Gretzky

The options were not prioritized in any way. In each option, one school would potentially be the pilot school and the other would be the partner school, where opting-out students could attend.

### Town Hall Meetings

A virtual town hall meeting was held for each option in order to further explore parent response to the pilot. A presentation was made – including background to the pilot, history of the balanced calendar, and strengths and weaknesses – followed by questions from the audience. All questions and comments were recorded for consideration by the committee.

Option	Attendees	Questions/Comments Submitted
Banbury/Branlyn	161	188
Ryerson/W. Gretzky/Hodge	308	285
Cedarland/Brier Park	126	225
Central/King George	23	65
	<b>618</b>	<b>763</b>



### Themes from Parental Feedback

1. "This is not the time to be implementing anything new. Students have been through enough during the past 18 months. We have to be concerned about the mental health of our students."
2. Child care and Before- and After-School Programs are a huge concern. "Will these services be available to parents whose children are at the pilot school? Would families be able to resume them if they returned to their original school after the pilot?"
3. "The pilot should be implemented when the new elementary school comes into existence. Families feel connected to their home schools. It's not fair to make children change schools."
4. "The Balanced Year doesn't fit our family lifestyle. We enjoy the whole summer off. We live at the cottage during the summer. Our kids are involved in summer activities that wouldn't fit with going to school."

### Survey #2

After the town hall meetings, all parents in the target schools were sent a link to the same parent survey (or provided with a paper version of the survey). In total, 2320 families were invited to participate in the survey. 799 families responded, for a response rate of 34.4%. Paper versions of the survey comprised 7.5% of the responses, with 92.5% of responses were electronic.

School	Number of Families	Number of Responses	Response Rate	Stay at Pilot School	Move to Partner School	Stay at Partner School	Move to Pilot School
Banbury	241	85	35%	46(54%)	38 (45%)	81 (95%)	3 (4%)
Branlyn	176	52	30%	23 (44%)	29 (56%)	49 (94%)	2 (4%)
Brier Park	209	82	39%	32 (39%)	49 (60%)	77 (94%)	4 (5%)
Cedarland	160	80	50%	33 (41%)	46 (57%)	78 (98%)	2 (2%)
Central	165	87	53%	61(70%)	25 (29%)	85 (98%)	1 (1%)
Hodge	264	97	37%	61 (63%)	34 (35%)	88 (91%)	6 (6%)
K. George	179	74	41%	42 (57%)	31 (42%)	64 (86%)	8 (11%)
Ryerson	517	134	26%	70 (52%)	64 (48%)	127 (95%)	6 (4%)
W. Gretzky	409	108	26%	61 (56%)	44 (41%)	95 (88%)	12 (11%)
	<b>2320</b>	<b>799</b>	<b>34%</b>	<b>429(54%)</b>	<b>360(45%)</b>	<b>744(93%)</b>	<b>44(6%)</b>

### Interpreting the Data

- While the overwhelming percentage of the comments related to implementation of the Balanced Year Calendar in 2022-23 were negative, the majority of families reported that they would remain at their school if the pilot was located at their school. In some cases, those numbers were significant.
- The low response rates render any conclusions about parental preferences risky.
- The survey results reflect answers to the fundamental question, "how do you feel about leaving your school?" more than "how do you feel about the Balanced Year Calendar?" This was necessary because of the unique nature of the pilot: it was being introduced into an existing school, a different scenario than any others reviewed by the committee.

As a result of this information, and in appreciation of parent voice, the committee does not support implementing the Balanced Year Calendar pilot in 2022-23. The committee suggests re-considering this pilot for a new elementary school.

### Next Steps

- Results of final survey will be shared with parent communities and other stakeholders.

**Grand Erie Multi-Year Plan**

This report supports the Well-being indicator of Learn Lead Inspire and the following statement: we will build a culture of **well-being** to support the cognitive, social emotional and physical needs of each learner.

Respectfully submitted,

Wayne Baker  
Superintendent of Education





# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Consolidated Financial Statements – August 31, 2021**  
**DATE:** November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve the Auditor’s Report for the year ended August 31, 2021, as recommended by the Grand Erie District School Board’s Audit Committee.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board direct the Board Chair and Vice Chair to sign the Consolidated Financial Statements dated August 31, 2021 on behalf of the Board; and  
 THAT the Consolidated Financial Statements dated August 31, 2021 be forwarded to the Ministry of Education as required by the Education Act.

### Background

The Audit Committee has reviewed the attached Consolidate Financial Statements and Auditor’s Report for the year ended August 31, 2021 and passed a motion to recommend their approval at the meeting of the Audit Committee held November 2, 2021.

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

Respectfully submitted,

Rafal Wyszynski  
 Superintendent of Business & Treasurer

*Draft for discussion purposes only*

**Grand Erie District School Board**  
Consolidated Financial Statements  
**August 31, 2021**



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**Grand Erie District School Board**  
**Index to Consolidated Financial Statements**  
**August 31, 2021**

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*Draft for discussion purposes only*



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## MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

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

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

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

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JoAnna Roberto, Director of Education

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Rafal Wyszynski, Superintendent of  
Business & Treasurer

Brantford, Ontario  
November 08, 2021



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## INDEPENDENT AUDITOR'S REPORT

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To the Board of Trustees of Grand Erie District School Board

### *Opinion*

We have audited the consolidated financial statements of Grand Erie District School Board (the Board), which comprise the consolidated statement of financial position as at August 31, 2021, and the consolidated statements of operations, changes in net debt, and cash flow for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies (collectively referred to as the financial statements).

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Board as at August 31, 2021, and the results of its operations and its cash flow for the year then ended in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

### *Basis for Opinion*

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

### *Emphasis of Matter*

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements, which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian Public Sector Accounting Standards. As a result, the financial statements may not be suitable for another purpose.

### *Other Matter*

We draw our attention to Note 17 of the financial statements, which describes the effects of the novel coronavirus (COVID-19) on the Board. Our opinion is not modified in respect of this matter.

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

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

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

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

(continues)



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

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian Generally Accepted Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit, in accordance with Canadian Generally Accepted Auditing Standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

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

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

November 8, 2021  
Simcoe, Ontario

**Millard, Rouse & Rosebrugh LLP**  
Chartered Professional Accountants  
Licensed Public Accountants





**Grand Erie District School Board**  
**Consolidated Statement of Financial Position**  
**As at August 31, 2021**

	2021	2020
<b>Financial assets</b>		
Cash and cash equivalents	\$ 14,117,328	\$ 11,052,304
Accounts receivable (Note 2)	25,869,657	35,393,810
Accounts receivable - Government of Ontario (Note 3)	88,266,131	86,199,076
	<b>\$128,253,116</b>	<b>\$132,645,190</b>
<b>Financial liabilities</b>		
Accounts payable and accrued liabilities (Note 4)	\$ 30,161,457	\$ 40,133,250
Deferred revenue (Note 5)	10,586,398	7,635,218
Deferred capital contributions (Note 6)	210,207,909	198,739,986
Long-term debt (Note 7)	70,701,011	75,009,457
Retirement and other employee future benefits (Note 8)	22,383,437	24,575,408
	<b>344,040,212</b>	<b>346,093,319</b>
<b>Net debt</b>	<b>(215,787,096)</b>	<b>(213,448,129)</b>
<b>Non-financial assets</b>		
Prepaid expenses	619,639	2,769,735
Inventories of supplies	442,443	190,000
Tangible capital assets (Note 9)	225,682,299	215,804,389
	<b>226,744,381</b>	<b>218,764,124</b>
<b>Accumulated surplus (Note 11)</b>	<b>\$ 10,957,285</b>	<b>\$ 5,315,995</b>

**ON BEHALF OF THE BOARD**

\_\_\_\_\_ Chair of the Board  
 \_\_\_\_\_ Vice-Chair of the Board

See accompanying notes



**Grand Erie District School Board**  
**Consolidated Statement of Operations**  
**Year ended August 31, 2021**

	Budget 2021	2021	2020
<b>REVENUE</b>			
Provincial grants - grants for student needs	\$ 319,714,053	\$ 318,354,197	\$ 307,749,204
Provincial grants - other	5,339,546	16,480,811	4,504,404
Federal grants and fees	6,766,331	6,735,214	6,884,045
Other revenue - school boards	210,000	289,052	220,202
Other fees and revenue	1,632,280	1,864,098	1,969,992
School fundraising	4,720,280	1,320,490	3,881,746
	338,382,490	345,043,862	325,209,593
<b>Expenses (Note 12)</b>			
Instruction	257,913,553	258,213,792	247,767,743
Administration	8,138,599	8,572,996	8,321,409
Transportation	14,590,366	12,948,172	12,297,225
Pupil accommodation	46,074,441	45,816,842	44,716,546
Other	3,489,782	12,307,679	2,050,512
School funded activities	4,720,280	1,543,091	3,828,718
	334,927,021	339,402,572	318,982,153
<b>ANNUAL SURPLUS</b>	3,455,469	5,641,290	6,227,440
<b>Surplus (Deficit) - beginning of year</b>	4,249,703	5,315,995	(911,445)
<b>SURPLUS - END OF YEAR</b>	\$ 7,705,172	\$ 10,957,285	\$ 5,315,995

See accompanying notes



# Grand Erie District School Board

## Consolidated Statement of Cash Flow

Year ended August 31, 2021

	2021	2020
<b>OPERATING ACTIVITIES</b>		
Annual surplus	\$ 5,641,290	\$ 6,227,440
Items not affecting cash:		
Amortization of tangible capital assets	17,403,552	16,909,229
Revenue recognized from deferred capital contributions	(16,759,007)	(16,206,254)
	<b>6,285,835</b>	6,930,415
Sources (uses):		
Accounts receivable	9,524,153	(20,458,889)
Accounts payable and accrued liabilities	(9,971,792)	21,948,320
Deferred revenue - operating	1,679,947	1,416,730
Retirement and other employee future benefits	(2,191,972)	(405,601)
Prepaid expenses	2,150,096	(1,142,945)
Inventory	(252,443)	60,000
	<b>937,989</b>	1,417,615
Cash flow from operating activities	<b>7,223,824</b>	8,348,030
<b>INVESTING ACTIVITY</b>		
Cash used to acquire tangible capital assets	(27,281,462)	(18,271,772)
<b>FINANCING ACTIVITIES</b>		
Accounts receivable - Government of Ontario	(2,067,055)	1,400,544
Decrease in temporary borrowing	-	(2,225,252)
Increase in deferred revenue - capital	1,271,233	1,465,881
Additions to deferred capital contributions	28,226,930	19,842,976
Debt repayments	(4,308,446)	(4,128,921)
Cash flow from financing activities	<b>23,122,662</b>	16,355,228
<b>Net change in cash and cash equivalents during the year</b>	<b>3,065,024</b>	6,431,486
Cash and cash equivalents - beginning of year	<b>11,052,304</b>	4,620,818
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<b>\$ 14,117,328</b>	\$ 11,052,304

See accompanying notes

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**Grand Erie District School Board**  
**Consolidated Statement of Change in Net Debt**  
**Year ended August 31, 2021**

	Budget 2021	2021	2020
<b>ANNUAL SURPLUS</b>	\$ 3,455,469	\$ 5,641,290	\$ 6,227,440
<b>Tangible capital asset activity</b>			
Acquisition of tangible capital assets	(25,062,768)	(27,281,462)	(18,271,772)
Amortization of tangible capital assets	18,406,425	17,403,552	16,909,229
	(6,656,343)	(9,877,910)	(1,362,543)
<b>Other non-financial asset activity</b>			
Acquisition of supplies inventories	-	(1,141,896)	-
Consumption of supplies inventories	-	889,453	60,000
Acquisition of prepaid expenses	-	(591,356)	(2,871,164)
Use of prepaid expenses	-	2,741,452	1,728,219
	-	1,897,653	(1,082,945)
<b>(Increase) Decrease in net debt</b>	(3,200,874)	(2,338,967)	3,781,952
Net debt - beginning of year	(213,448,129)	(213,448,129)	(217,230,081)
<b>NET DEBT - END OF YEAR</b>	\$ (216,649,003)	\$ (215,787,096)	\$ (213,448,129)

See accompanying notes



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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

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

Basis of accounting

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

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

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

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

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

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

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Reporting entity

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

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

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

Cash and cash equivalents

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

Deferred revenue

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

Deferred capital contributions

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

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

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Retirement and other employee future benefits

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

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

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

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

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

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

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

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

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

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

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

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

Trust funds

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

Government transfers

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

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

Investment income

Investment income is reported as revenue in the period earned.

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

Property tax revenue

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

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Tangible capital assets

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

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

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

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
Furniture and equipment	5-15 years
Computer hardware	3 years
Computer software	5 years
Capital leased assets	10 years
Vehicles	5 years

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

The useful life for computer hardware was revised from five years to three years based on new information related to the actual life of the assets. As such, additional amortization has occurred for these assets as needed to bring the net book value in line with this new policy. The impact of this change in estimate is \$824,407.

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

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

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Budget figures

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

Measurement uncertainty

The preparation of consolidated financial statements in conformity with the basis of accounting described earlier in this note requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Such estimates are periodically reviewed and any adjustments necessary are reported in earnings in the period in which they become known. Actual results could differ from these estimates. The most significant estimates in these financial statements include the useful life of tangible capital assets and the determination of retirement and other employee future benefits.

**2. ACCOUNTS RECEIVABLE**

	2021	2020
Municipalities	\$ 7,801,179	\$ 25,481,241
Province of Ontario	6,622,977	954,986
Government of Canada	10,572,286	8,015,701
Other school boards	352,015	513,126
Other	521,200	428,756
	<b>\$ 25,869,657</b>	<b>\$ 35,393,810</b>

Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. This amount for the Board was \$15,639,949 and has been included in the 2019-20 accounts receivable on the statement of financial position. This amount was recovered fully by the Board in the 2020-21 school year.



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**3. ACCOUNTS RECEIVABLE - GOVERNMENT OF ONTARIO**

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

The Board has an account receivable from the Province of Ontario of \$88,266,131 as at August 31, 2021, (2020 - \$86,199,076) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2021 is \$1,440,974 (2020 - \$1,440,974).

**4. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	2021	2020
Trade	\$ 29,175,603	\$ 17,865,991
Teachers wage deferral plan payable	505,135	707,627
Province of Ontario	480,719	21,559,632
	<b>\$ 30,161,457</b>	<b>\$ 40,133,250</b>

Due to the response to Covid-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. To mitigate the financial impact of this deferral, the Province adjusted its cash flow through the School Board Operating Grant in July 2020 to pay an additional amount equal to approximately 25% of the annual education property tax amount as forecasted by the Board in the 2019-20 Revised Estimates. The amount for the Board was \$19,519,534 and has been included in the 2019-20 accounts payable. This amount was recovered by the Province during the 2020-21 year.



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**5. DEFERRED REVENUE**

Revenues received and that have been set aside for specific purposes by legislation, regulation, or agreement are included in deferred revenue. Deferred revenue for specific purposes by legislation, regulation, or agreement as at August 31, 2021, is comprised of:

	Balance as at August 31, 2020	Revenue received and interest earned	Revenue recognized in the period	Transfer to deferred capital contributions	Balance as at August 31, 2021
Provincial - operating	\$ 1,704,404	\$ 53,585,162	\$ (51,806,549)	\$ -	\$ 3,483,017
Third party - operating	127,752	383,755	(482,421)	-	29,086
Provincial - capital	4,362,088	18,008,031	(13,274,281)	(3,195,325)	5,900,513
Third party - capital	1,440,974	152,590	-	(419,782)	1,173,782
	<b>\$ 7,635,218</b>	<b>\$ 72,129,538</b>	<b>\$ (65,563,251)</b>	<b>\$ (3,615,107)</b>	<b>\$ 10,586,398</b>

**6. DEFERRED CAPITAL CONTRIBUTIONS**

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

	2021	2020
Balance - beginning of year	<b>\$198,739,986</b>	\$195,103,264
Additions	<b>28,226,930</b>	19,842,976
Revenue recognized	<b>(16,759,007)</b>	(16,206,254)
Balance - end of year	<b>\$210,207,909</b>	\$198,739,986



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**7. LONG-TERM DEBT**

	2021	2020
Demand loan payable to Royal Bank of Canada, bearing interest at 3.31%, repayable in blended monthly principal and interest payments of \$22,073, due January 10, 2025.	\$ 837,520	\$ 1,070,460
Demand loan payable to Royal Bank of Canada, bearing interest at 3.18%, repayable in blended monthly principal and interest payments of \$22,042, due July 8, 2025.	972,997	1,202,703
Demand loan payable to Royal Bank of Canada, bearing interest at 3.39%, repayable in blended monthly principal and interest payment of \$22,390, due December 23, 2025.	1,081,578	1,309,504
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.76%, repayable in blended semi-annual principal and interest payments of \$529,236, due November 15, 2029.	7,328,350	8,013,288
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.56%, repayable in blended semi-annual principal and interest payments of \$399,470, due November 15, 2031.	6,607,617	7,088,733
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.9%, repayable in blended semi-annual principal and interest payments of \$331,482, due March 3, 2033.	5,886,279	6,247,486
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 5.23%, repayable in blended semi-annual principal and interest payments of \$659,390, due April 13, 2035.	12,916,316	13,534,930
Ontario Finance Authority Debenture for Good Places to Learn expenditures, bearing interest at 4.83%, repayable in blended semi-annual principal and interest payments of \$129,343, due March 11, 2036.	2,715,083	2,838,075
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive to Repair and Capital Priorities expenditures, bearing interest at 3.799%, repayable in blended semi-annual principal and interest payments of \$1,290,173, due March 19, 2038.	31,882,254	33,213,351

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**7. LONG-TERM DEBT (continued)**

	2021	2020
Ontario Finance Authority Debenture for Good Places to Learn, Prohibitive to Repair and Capital Priorities expenditures, bearing interest at 4.003% repayable in blended semi-annual principal and interest payments of \$18,692, due March 11, 2039.	473,017	490,927
	<b>\$ 70,701,011</b>	<b>\$ 75,009,457</b>

Principal repayment terms are approximately:

2022	\$ 4,502,000
2023	4,698,000
2024	4,880,000
2025	4,908,000
2026	4,569,000
Thereafter	47,144,011
	<b>\$ 70,701,011</b>

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**8. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS**

Retirement and other employee future benefit liabilities:

	2021	2020
<b>Accrued employee future benefit obligations</b>		
Retirement gratuity plan	\$ 15,439,877	\$ 17,271,429
Retirement life insurance and health care benefits	1,479,472	1,515,887
Workplace Safety and Insurance Board obligations	5,126,020	5,587,992
Sick leave top-up benefits	338,068	200,100
<b>Total employee future benefit liability at August 31</b>	<b>22,383,437</b>	<b>24,575,408</b>

Retirement and other employee future benefit expenses:

<b>Current year benefit cost</b>		
Sick leave top-up benefits	338,068	200,100
Workplace Safety and Insurance Board obligations	204,676	2,062,466
	<b>542,744</b>	<b>2,262,566</b>
<b>Interest on accrued benefit obligation</b>		
Retirement gratuity plan	242,535	371,162
Retirement life insurance and health care benefits	20,679	28,607
Workplace Safety and Insurance Board obligations	74,477	100,915
	<b>337,691</b>	<b>500,684</b>
<b>Plan amendment</b>		
Retirement life insurance and health care benefits	83,684	-
<b>Recognition of unamortized actuarial (gain) loss</b>		
Retirement gratuity plan	212,370	123,598
Retirement life insurance and health care benefits	(63,038)	99,909
Sick leave top-up benefits	111,964	(39,759)
	<b>261,296</b>	<b>183,748</b>
<b>Total employee future benefit expenses</b>	<b>\$ 1,225,415</b>	<b>\$ 2,946,998</b>

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**8. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)**

**Actuarial assumptions**

The accrued benefit obligations for employee future benefit plans as at August 31, 2021 are based on actuarial assumptions of future events determined for accounting purposes as at August 31, 2019, and based on updated average daily salary and banked sick days as at August 31, 2021. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2021	2020
	%	%
Inflation		
Retirement gratuity plan	1.5	1.5
Retirement life insurance and health care benefits	5	1.5
Workplace Safety and Insurance Board obligations	2	2
Wage and salary escalation		
Retirement gratuity plan	0	0
Insurance and health care cost escalation		
Health costs	7	7.25
Dental costs	4.5	3.75
Workplace Safety and Insurance Board obligations	4	4
Discount on accrued benefit obligations		
Retirement gratuity plan	1.8	1.4
Retirement life insurance and health care benefits	1.8	1.4

**Retirement benefits**

Ontario Teachers' Pension Plan

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

Ontario Municipal Employees Retirement System

Qualifying non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2021, the Board contributed \$4,147,179 (2020 - \$3,983,224) to the plan. These contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**8. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (*continued*)**

Retirement gratuities

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

Life insurance benefits

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

Health care and dental benefits

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

**Other employee future benefits**

Workplace Safety and Insurance Board obligations

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

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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**8. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)**

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

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

Sick leave top-up benefits

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$338,068 (2020 – \$200,100).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2021 and was based on the most recent one full year of Board carry-over sick leave experience (2020-21) since the start of Covid.

**9. TANGIBLE CAPITAL ASSETS**

COST	2020	Additions	Disposals & Transfers	2021
Land	\$ 4,131,147	\$ -	\$ (677,835)	\$ 4,808,982
Land improvements	19,993,243	2,500,709	-	22,493,952
Buildings	356,151,874	22,115,656	677,835	377,589,695
Portable structures	4,818,792	403,096	1,961,500	3,260,388
Furniture and equipment	4,872,195	727,156	945,874	4,653,477
Computer hardware	6,044,536	1,440,841	4,730,640	2,754,737
Pre-acquisition costs	-	9,443	-	9,443
Capital leased assets	534,779	-	-	534,779
Vehicles	822,908	84,561	-	907,469
	<b>\$397,369,474</b>	<b>\$ 27,281,462</b>	<b>\$ 7,638,014</b>	<b>\$417,012,922</b>



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**9. TANGIBLE CAPITAL ASSETS (continued)**

AMORTIZATION	2020	Amortization	Disposals	2021
Land improvements	\$ 7,076,372	\$ 1,568,271	\$ -	<b>\$ 8,644,643</b>
Buildings	163,647,004	12,990,923	-	<b>176,637,927</b>
Portable structures	3,057,560	203,112	1,961,500	<b>1,299,172</b>
Furniture and equipment	2,811,730	467,370	945,874	<b>2,333,226</b>
Computer hardware	3,815,017	2,079,755	4,730,640	<b>1,164,132</b>
Capital leased assets	534,779	-	-	<b>534,779</b>
Vehicles	622,623	94,121	-	<b>716,744</b>
	<b>\$181,565,085</b>	<b>\$ 17,403,552</b>	<b>\$ 7,638,014</b>	<b>\$191,330,623</b>

NET BOOK VALUE	2021	2020
Land	<b>\$ 4,808,982</b>	\$ 4,131,147
Land improvements	<b>13,849,309</b>	12,916,871
Buildings	<b>200,951,768</b>	192,504,870
Portable structures	<b>1,961,216</b>	1,761,232
Furniture and equipment	<b>2,320,251</b>	2,060,465
Computer hardware	<b>1,590,605</b>	2,229,519
Pre-acquisition costs	<b>9,443</b>	-
Vehicles	<b>190,725</b>	200,285
	<b>\$225,682,299</b>	\$215,804,389

**10. DEBT CHARGES AND CAPITAL LOAN INTEREST**

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

	2021	2020
Principal payments on long-term debt	<b>\$ 4,308,447</b>	\$ 4,128,921
Interest payments on long-term debt	<b>3,205,193</b>	3,384,719
	<b>\$ 7,513,640</b>	\$ 7,513,640



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**11. ACCUMULATED SURPLUS**

Accumulated surplus (deficit) consists of the following:

	2021	2020
<b>Surplus (deficit):</b>		
Invested in non-depreciable tangible capital assets	\$ 4,808,982	\$ 4,131,147
Employee future benefits	(3,342,125)	(5,813,557)
School generated funds	3,492,071	3,714,672
Accumulated surplus	5,998,357	3,283,733
	<b>\$ 10,957,285</b>	<b>\$ 5,315,995</b>

**12. EXPENSES BY OBJECT**

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

	2021 Budget	2021 Actual	2020 Actual
Salary and wages	\$225,629,288	<b>\$226,587,661</b>	\$219,325,116
Employee benefits	35,678,668	<b>37,622,149</b>	37,033,228
Staff development	920,207	<b>826,623</b>	514,812
Supplies and services	27,195,383	<b>20,625,519</b>	22,478,382
Interest charges on capital	3,297,696	<b>3,205,193</b>	3,384,719
Rental expenses	117,000	<b>86,621</b>	114,066
Fees and contract services	21,750,671	<b>21,519,896</b>	18,515,393
Amortization and loss on disposal of tangible capital assets and assets held for sale	18,406,425	<b>17,403,550</b>	16,909,229
Transfer to other boards	-	<b>66,985</b>	-
Other	531,589	<b>644,092</b>	707,208
Provision for contingencies	1,400,094	<b>10,814,283</b>	-
	<b>\$334,927,021</b>	<b>\$339,402,572</b>	<b>\$318,982,153</b>

**13. TRUST FUNDS**

Trust funds administered by the Board amounting to \$1,318,823 (2020 - \$1,218,035) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations.



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**14. EDUCATIONAL SERVICES TRANSFERS**

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

	2021	2020
<b>Indigenous Services Canada (Six Nations)</b>		
Educational services - secondary	\$ 4,427,620	\$ 4,797,929
Educational services - reciprocal education agreement	53,940	-
Special services agreement - educational counsellor/native advisor	470,084	476,900
Special services agreement - high cost special secondary	700,000	600,000
Other	228,039	164,648
	<b>5,879,683</b>	<b>6,039,477</b>
<b>The Mississaugas of the Credit First Nations</b>		
Educational services - secondary	451,621	548,409
Special services agreements	6,562	41,344
	<b>458,183</b>	<b>589,753</b>
<b>Jordan's Principle</b>		
Educational services	57,622	-
<b>Marten Falls</b>		
Educational services - secondary	6,884	-
<b>Total</b>	<b>\$ 6,402,372</b>	<b>\$ 6,629,230</b>

**15. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)**

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



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**16. CONTRACTUAL OBLIGATIONS**

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

2022	<b>\$ 4,678,000</b>
2023	<b>4,100,000</b>
2024	<b>3,498,000</b>
2025	<b>3,340,000</b>
2026	<b>3,871,000</b>

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**\$ 19,487,000**

The Board had \$611,625 in letters of credit outstanding with the bank as at August 31, 2021 (2020 - \$611,625), which were required for security on some of the construction projects.

**17. EXTRAORDINARY EVENT**

In March 2020, the World Health Organization declared a global pandemic due to the novel coronavirus (COVID-19). The situation is constantly evolving, and the measures put in place are having multiple impacts on local, provincial, national, and global economies.

As at date of issuance of the consolidated financial statements, the Board is aware of changes in its operations as a result of the COVID-19 crisis.

Management is uncertain of the effects of these changes on its financial statements and believes that any disturbance may be temporary; however, there is uncertainty about the length and potential impact of the disturbance.

As a result, we are unable to estimate the potential impact on the Board's operations as at the date of these financial statements.

**18. REPAYMENT OF "55 SCHOOL BOARD TRUST" FUNDING**

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



**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

**19. IN-KIND TRANSFERS FROM THE MINISTRY OF GOVERNMENT AND CONSUMER SERVICES**

The Board has recorded entries, both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment (PPE) and critical supplies and equipment (CSE) received from the Ministry of Government and Consumer Services (MGCS). The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MGCS and quantity information based on the board's records. The in-kind revenue recorded for these transfers is \$889,453 with expenses based on use of \$889,453 for a net impact of \$NIL.

**20. PARTNERSHIP IN TRANSPORTATION CONSORTIUM**

	2021		2020	
	Total	Board portion	Total	Board portion
<b>Financial position:</b>				
Financial assets	\$ 269,346	\$ 269,346	\$ 178,129	\$ 178,129
Liabilities	(269,346)	(269,346)	(178,129)	(178,129)
<b>Accumulated surplus (deficit)</b>	-	-	-	-
<b>Operations:</b>				
Revenues	19,268,092	13,099,278	17,351,583	11,989,654
Expenses	(19,268,092)	(13,099,278)	(17,351,583)	(11,989,654)
<b>Annual surplus (deficit)</b>	\$ -	\$ -	\$ -	\$ -

Transportation consortium

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

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



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**Grand Erie District School Board**  
**Notes to Consolidated Financial Statements**  
**Year ended August 31, 2021**

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**21. CONTINGENT LIABILITY**

The Board has been named as the defendant in certain legal actions, in which damages have been sought. Not all legal actions may be covered by insurance and any losses arising from these actions are recorded in the year that the related litigation is settled or when any likely amounts are measurable. Where the outcomes of actions are not determinable as at August 31, 2021, no provision has been made in the consolidated financial statements.

There is one specific claim outstanding as at August 31, 2021 where an amount has been accrued in these financial statements. The accrued amount is based upon information available to management as at the audit report date. The nature of this claim deals with a legal settlement issue. As this claim is currently being litigated, any further disclosure of the nature of the claim, as well as disclosure of the extent of the contingent liability, could have an adverse affect on the outcome, and as such, no further disclosure is provided herein. It is anticipated that this matter will be resolved in fiscal 2022. Any difference from the final amount settled and the amount accrued in these financial statements, with respect to this claim, will be recorded in the year the claim is settled.

*Draft for discussion purposes only*







# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **2020-21 Year End Report**  
**DATE:** November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the 2020-21 Year End Report as information.

**Background:**

Consistent with Board Policy F2 Budget Development Process, the Year End Dashboard Report for the twelve months ended August 31, 2021 is attached as Appendix A.

**Additional Information:**

**1. ACCUMULATED SURPLUS**

In 2019-20, the Ministry of Education formally notified the Grand Erie District School Board that it had successfully achieved the targets set out in its Multi-Year Financial Recovery Plan. This target required Grand Erie to achieve an accumulated surplus equal to 1 per cent of its operating allocation. It also encouraged the Board to continue to responsibly build an accumulated surplus balance of 2 per cent to address future contingencies.

At the end of the 2020-21 fiscal year, Senior Administration is pleased to report an in-year surplus of \$2,678,081. This surplus will increase the Board's accumulated surplus from \$3,320,276 to \$5,998,357. The Board's annual operating allocation for 2020-21 was \$297,903,484 resulting in an accumulated surplus of 2.01%. Grand Erie has now reached the low risk category with respect to its available surplus as a percentage of revenues.

Available Surplus	Risk Level	Ministry Assessment
Less than 1.0 %	High	Ministry Quarterly Review
Between 1.0% and 2.0%	Moderate	Ministry Monitoring
Greater than 2.0%	Low	Ministry Annual Review

School Boards report a list of accumulated surpluses annually to the Ministry when completing their financial statement submission through the Education Financial Information System (EFIS). The submitted report, known as **Schedule 5 - Detail of Accumulated Surplus/(Deficit)** is attached as Appendix B. The breakdown of these reserves are as follows:



Description	Balance at Aug 31, 2020	Increase / (Decrease)	Balance at Aug 31, 2021
Operating Surplus (1)	1,177,017	901,120	2,078,137
WSIB	700,000	-	700,000
Local Priorities Funding	400,044	-	400,044
Supports for Students Fund	-	1,186,673	1,186,673
IT Reserve	765,900	278,000	1,043,900
School Budgets	266,815	310,788	577,603
Community Tennis Courts	10,500	1,500	12,000
<b>Totals</b>	<b>\$3,320,276</b>	<b>\$2,678,081</b>	<b>\$5,998,357</b>

Note: (1) Ministry Review resulted in a post-audit change from \$1,140,469 to \$1,177,017; an increase of \$36,548

## 2. UNSUPPORTED CAPITAL

Unsupported capital refers to a board's capital projects and their funding sources. Funding can be either Ministry funded (supported) or board funded (unsupported). Unsupported capital purchases will create in-year pressures to a board's operating budget as it will need to support the annual amortization. This gap is referred to as the Deferred Capital Contributions – Amortization gap (or DCC Gap). Boards have access to certain strategies to draw down this balance, such as redirecting existing portions of School Renewal Allocation, or by utilizing proceeds from the sale of land or buildings. The following table illustrates the Unsupported Capital balance history for Grand Erie.

Date	Unsupported Balance	Annual Gap
<b>August 31, 2017</b>	\$19,035,692	\$1,147,948
<b>August 31, 2018</b>	\$15,591,577	\$798,761
<b>August 31, 2019</b>	\$15,237,435	\$752,495
<b>August 31, 2020</b>	\$12,933,257	\$702,974
<b>August 31, 2021</b>	\$11,343,243	\$644,544

The DCC gap for 2020-21 was \$644,544, a decrease from the 2019-20 DCC gap of \$702,974. The following table shows the changes to the unsupported balance during the last fiscal year. The Roof replacement at the Teacher Resource Centre, paving upgrades and repairs to boilers for administrative buildings are the reason for in-year increase to unsupported capital. There is also an amount attributed to the Central Child Care addition that will be eliminated once a transfer of child care funding is approved by the Ministry of Education.

Unsupported Balance, September 1, 2020	12,933,257
Transfer of 2020-21 School Renewal	- 890,000
New Unsupported Capital	730,317
Additional Funding - Mapleview	- 785,787
Annual DCC Gap Drawdown Pre-2010	- 328,027
Annual DCC Gap Drawdown Post-2010	- 316,517
<b>Unsupported Balance, August 31, 2021</b>	<b>11,343,243</b>

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It should be noted that Grand Erie received additional funding and approval to use Proceeds of Disposition from the Ministry of Education Capital Branch to convert the unsupported cost of the construction of Mapleview Elementary to the supported schedule.

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

### 3. DEFERRED REVENUE

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

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

Type	Description	Sept 1, 2020	Aug 31, 2021	Change	Note
Capital	School Renewal	3,567,257	<b>4,230,500</b>	663,243	Increase due to inability to spend full allocation
Capital	Proceeds of Disposition - Regular	424,181	<b>156,989</b>	- 267,192	Reserve held from sale of Anna Melick Memorial School. This reserve was utilized a part of the strategy to convert Mapleview to a fully supported project.
Capital	Proceeds of Disposition - Other	1,016,793	<b>1,016,793</b>	-	Reserve held from sale of Education Centre Lands
Capital	Temporary Accommodations	265,223	<b>252,717</b>	- 12,506	Grant not fully spent; enveloped for 2021-22.
Operating	Rural & Northern Education Funding	529,608	<b>1,120,015</b>	590,407	Grant not fully spent; enveloped for future use.
Operating	Indigenous Board Action Plan	387,161	<b>596,109</b>	208,948	Grant not fully spent; enveloped for 2021-22.
Operating	Targeted Student Supports Envelope	421,000	<b>733,449</b>	312,449	Grant not fully spent; enveloped for 2021-22.
Operating	Experiential Learning Envelope	-	<b>297,281</b>	297,281	Grant not fully spent; enveloped for 2021-22.
Operating	Special Education Allocation	-	<b>1,283,261</b>	1,283,261	Grant not fully spent; enveloped for 2021-22.
Operating	Mental Health Workers Envelope	-	<b>93,494</b>	93,494	Grant not fully spent; enveloped for 2021-22.
<b>Totals</b>	<b>Totals</b>	<b>6,611,223</b>	<b>9,780,608</b>	<b>3,169,385</b>	

### 4. CAPITAL SPENDING

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

Grand Erie District School Board  
2020-21 Financial Statements  
For the period ended August 31, 2021

Summary Comparison of Financial Statements versus Revised Budget

(\$Thousands)	Estimates (Budget)	Revised Estimates	Financial Statements	Variance from Rev	
				\$	%
<b>Revenue</b>					
Provincial Grants (GSN)	297,906	299,645	295,446	(4,199)	-1.4%
Grants for Capital Purposes	4,047	5,651	5,435	(216)	-4.0%
Other Non-GSN Grants	5,558	13,683	16,814	3,130	18.6%
Other Non-Grant Revenues	8,391	8,494	8,556	61	0.7%
Amortization of DCC	17,760	15,452	16,759	1,307	7.8%
<b>Total Revenue</b>	<b>333,662</b>	<b>342,925</b>	<b>343,009</b>	<b>84</b>	<b>0.0%</b>
<b>Expenditures</b>					
Classroom Instruction	228,808	233,130	229,433	(3,697)	-1.6%
Non-Classroom	29,126	29,147	28,537	(609)	-2.1%
Administration	7,876	7,847	8,225	378	4.6%
Transportation	14,590	14,173	12,948	(1,225)	-9.5%
Pupil Accommodation	49,771	47,481	48,880	1,399	2.9%
Contingency & Non-Operating	3,490	11,148	12,308	1,160	9.4%
<b>Total Expenditures</b>	<b>333,662</b>	<b>342,925</b>	<b>340,331</b>	<b>(2,594)</b>	<b>-0.8%</b>
<b>In-Year Surplus (Deficit)</b>	<b>0</b>	<b>(0)</b>	<b>2,678</b>	<b>2,678</b>	<b>-</b>
Prior Year Accumulated Surplus for compliance	2,960	3,284	3,320	36	1.1%
<b>Accumulated Surplus (Deficit) for compliance</b>	<b>2,960</b>	<b>3,284</b>	<b>5,998</b>	<b>2,715</b>	<b>45.3%</b>

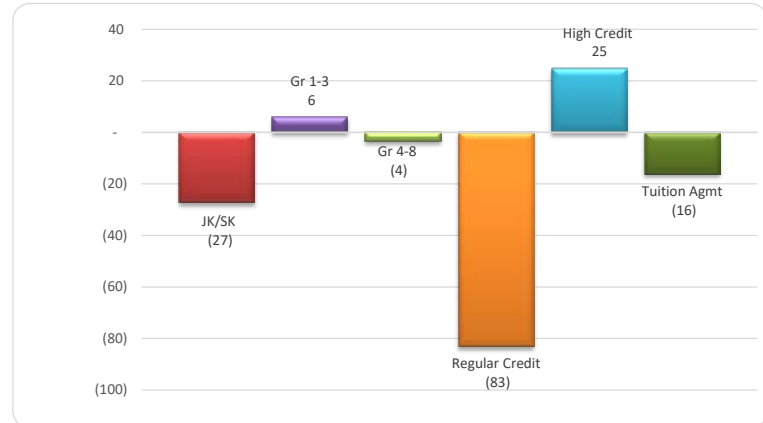
Summary of Staffing

FTE	Estimates (Budget)	Revised Estimates	Variance from Est	
			#	%
<b>Classroom</b>				
Teachers	1,625.3	1,690.8	65.5	4.0%
Early Childhood Educators	124.0	129.0	5.0	4.0%
Educational Assistants	331.0	331.0	-	0.0%
<b>Total Classroom</b>	<b>2,080.3</b>	<b>2,150.8</b>	<b>70.5</b>	<b>3.4%</b>
School Administration	226.9	232.9	6.0	2.6%
Board Administration	63.5	63.5	-	0.0%
Facility Services	208.1	222.1	14.0	6.7%
Coordinators & Consultants	41.5	41.5	-	0.0%
Paraprofessionals	50.0	50.0	-	0.0%
Child & Youth Workers	17.0	17.0	-	0.0%
IT Staff	31.0	31.0	-	0.0%
Library	12.7	12.7	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	7.0	7.0	-	0.0%
Continuing Ed	8.9	8.1	(0.8)	-9.0%
Trustees	14.0	14.0	-	0.0%
<b>Non-Classroom</b>	<b>686.7</b>	<b>705.8</b>	<b>19.2</b>	<b>2.8%</b>
<b>Total</b>	<b>2,767.0</b>	<b>2,856.6</b>	<b>89.7</b>	<b>3.2%</b>

Summary of Enrolment

ADE	Estimates (Budget)	Revised Estimates	Financial Statements	Variance from Rev	
				#	%
<b>Elementary</b>					
JK/SK	3,522	3,258	3,231	(27)	-0.8%
Gr 1-3	5,377	5,299	5,305	6	0.1%
Gr 4-8	9,304	9,281	9,278	(4)	0.0%
<b>Total Elementary</b>	<b>18,203</b>	<b>17,838</b>	<b>17,813</b>	<b>(25)</b>	<b>-0.1%</b>
<b>Secondary &lt;21</b>					
Regular Credit	7,051	7,221	7,138	(83)	-1.2%
High Credit	37	-	25	25	67.3%
Tuition & Visa	461	428	412	(16)	-3.5%
<b>Total Secondary</b>	<b>7,548</b>	<b>7,649</b>	<b>7,575</b>	<b>(74)</b>	<b>-1.0%</b>
<b>Total Board</b>	<b>25,751</b>	<b>25,487</b>	<b>25,388</b>	<b>(99)</b>	<b>-0.4%</b>

Changes in Enrolment: Budget v Forecast



**Grand Erie District School Board**  
**2020-21 Financial Statements**  
**Revenues**  
For the period ended August 31, 2021

(\$ Figures in Thousands)

	Budget Assessment					Material Variance Note
	2020-21 Estimates	2020-21 Revised	Financial Statements	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
<b>Grant Revenues</b>						
Pupil Foundation	141,836	140,369	139,732	(638)	(0.5%)	
School Foundation	20,811	20,753	20,700	(53)	(0.3%)	
Special Education	38,547	38,317	36,928	(1,389)	(3.6%)	a.
Language Allocation	4,269	4,269	4,390	122	2.9%	
Supported School Allocation	18	18	18	-	0.0%	
Rural and Northern Education Funding	622	1,151	31	(1,120)	(97.3%)	b.
Learning Opportunities	4,178	4,600	3,462	(1,138)	(24.7%)	c.
Continuing and Adult Education	1,449	1,449	1,335	(114)	(7.9%)	
Teacher Q&E	27,598	26,818	26,452	(366)	(1.4%)	
ECE Q&E	1,840	1,706	1,723	17	1.0%	
New Teacher Induction Program	129	129	148	19	14.7%	
Restraint Savings	(80)	(80)	(80)	-	0.0%	
Transportation	13,685	13,652	13,024	(627)	(4.6%)	d.
Administration and Governance	7,727	7,686	7,667	(19)	(0.2%)	
School Operations	26,499	26,441	26,330	(111)	(0.4%)	
Community Use of Schools	362	362	362	-	0.0%	
Declining Enrolment	805	1,369	1,690	320	23.4%	
Indigenous Education	2,917	3,301	2,579	(723)	(21.9%)	e.
Support for Students Fund	2,816	2,816	2,816	-	0.0%	
Mental Health Workers Allocation	367	367	274	(93)	(25.3%)	
Safe Schools Supplement	504	502	499	(2)	(0.4%)	
Program Leadership Grant	746	906	829	(77)	(8.5%)	
Permanent Financing - NPF	262	262	262	-	0.0%	
Support for COVID-19 Outbreak Allocation	-	311	311	-	0.0%	
Stabilization Funding	-	2,171	3,966	1,795	82.7%	f.
<b>Total Operating Grants</b>	<b>297,906</b>	<b>299,645</b>	<b>295,446</b>	<b>(4,197)</b>	<b>(1.4%)</b>	
<b>Grants for Capital Purposes</b>						
School Renewal	2,937	2,937	2,937	-	0.0%	
Temporary Accommodation	397	391	-	(391)	(98.4%)	g.
Short-term Interest	200	200	178	(22)	(10.9%)	
Debt Funding for Capital	3,098	3,098	3,098	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(2,585)	(975)	(778)	197	(7.6%)	
<b>Total Capital Purposes Grants</b>	<b>4,047</b>	<b>5,651</b>	<b>5,435</b>	<b>(216)</b>	<b>(5.3%)</b>	
<b>Other Non-GSN Grants</b>						
Priority & Partnership Fund (PPF)	3,521	8,593	9,099	505	14.4%	h.
Federal COVID-19 Funding	-	2,935	4,551	1,616	100.0%	i.
Other Federal & Provincial Grants	2,037	2,155	3,164	1,009	49.5%	j.
<b>Total Non-GSN Grants</b>	<b>5,558</b>	<b>13,683</b>	<b>16,814</b>	<b>3,130</b>	<b>56.3%</b>	
<b>Other Non-Grant Revenues</b>						
Education Service Agreements - Six Nations	5,943	5,892	5,880	(12)	(0.2%)	
Education Service Agreements - MCFN	607	554	458	(96)	(15.9%)	
Other Fees	45	145	158	13	28.5%	
Other Boards	210	210	210	(0)	(0.0%)	
Community Use & Rentals	680	717	569	(147)	(21.7%)	k.
Miscellaneous Revenues	905	976	1,281	305	33.7%	
<b>Non Grant Revenue</b>	<b>8,391</b>	<b>8,494</b>	<b>8,556</b>	<b>61</b>	<b>0.7%</b>	
<b>Deferred Revenues</b>						
Amortization of DCC	17,760	15,452	16,759	1,307	7.4%	l.
<b>Total Deferred Revenue</b>	<b>17,760</b>	<b>15,452</b>	<b>16,759</b>	<b>1,307</b>	<b>7.4%</b>	
<b>TOTAL REVENUES</b>	<b>333,662</b>	<b>342,925</b>	<b>343,009</b>	<b>86</b>	<b>0.0%</b>	

**Explanations of Material Grant Variances**

- a. Reduction in revenue due to lower than anticipated salary and materials expenditures. Revenue deferred to 2021-22.
- b. Reduction due to decreased spending on RNEF eligible expenditures. Revenue deferred to 2021-22.
- c. Reduction due to supply chain challenges with procurement of goods. Revenue deferred to 2021-22.
- d. Reduction in GSN funding due to impact of school closures on transportation costs.
- e. Modest decrease in revenue due to inability to procure certain goods, as well as restrictions on professional development. Revenue deferred.
- f. Increase in revenue to offset the significant decrease in enrolment. Revenue stabilized to 2020-21 funding based on Estimates enrolment.
- g. Revenue not utilized for operational expenses, approximately half was used for portable purchases and remainder deferred to 2021-22.
- h. Priority & Partnership Funding (PPFs) released after Revised Estimates.
- i. Increase due to additional Federal COVID-19 funding announced after Revised Estimates.
- j. Increase due to the requirement to recognize the PPE received from the government as revenue.
- k. Decrease in revenue due to community rentals not available due to COVID-19 restrictions .
- l. Increase due to higher amortization as a result of increased capital additions.

**Notes:**

1. Estimate is the 2020-21 Estimate Budget as approved by the Board in August 2020

**Grand Erie District School Board**  
**2020-21 Financial Statements**  
**Expenses**  
**For the period ended August 31, 2021**

(\$ Figures in Thousands)

	<b>Budget Assessment</b>					Material Variance Note
	2020-21 Estimates	20-21 Revised	Financial Statements	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
<b>Classroom Instruction</b>						
Teachers	171,443	173,342	175,874	2,532	1.5%	a.
Supply Teachers	6,288	6,288	6,159	(129)	(2.0%)	
Educational Assistants	17,555	17,544	18,166	621	3.5%	
Early Childhood Educators	6,787	6,797	6,127	(670)	(9.9%)	b.
Classroom Computers	3,285	4,997	4,511	(485)	(9.7%)	c.
Textbooks and Supplies	9,437	9,735	5,158	(4,577)	(47.0%)	d.
Professionals and Paraprofessionals	9,585	9,973	9,057	(916)	(9.2%)	e.
Library and Guidance	3,446	3,467	3,425	(42)	(1.2%)	
Staff Development	583	586	559	(27)	(4.7%)	
Department Heads	400	400	396	(4)	(1.0%)	
<b>Total Instruction</b>	<b>228,808</b>	<b>233,130</b>	<b>229,433</b>	<b>(3,697)</b>	<b>(1.6%)</b>	
<b>Non-Classroom</b>						
Principal and Vice-Principals	14,536	14,629	14,581	(48)	(0.3%)	
School Office	7,413	7,422	6,824	(598)	(8.1%)	f.
Co-ordinators and Consultants	5,599	5,680	5,427	(253)	(4.5%)	
Continuing Education	1,577	1,416	1,705	290	20.4%	g.
<b>Total Non-Classroom</b>	<b>29,126</b>	<b>29,147</b>	<b>28,537</b>	<b>(609)</b>	<b>(2.1%)</b>	
<b>Administration</b>						
Trustees	287	288	255	(33)	(11.4%)	
Director/Supervisory Officers	1,487	1,452	1,615	163	11.2%	h.
Board Administration	6,103	6,107	6,355	248	4.1%	i.
<b>Total Administration</b>	<b>7,876</b>	<b>7,847</b>	<b>8,225</b>	<b>378</b>	<b>4.8%</b>	
<b>Transportation</b>	<b>14,590</b>	<b>14,173</b>	<b>12,948</b>	<b>(1,225)</b>	<b>(8.6%)</b>	j.
<b>Pupil Accommodation</b>						
School Operations and Maintenance	24,830	24,871	24,131	(739)	(3.0%)	
School Renewal	2,937	2,937	3,985	1,048	35.7%	k.
Other Pupil Accommodation	3,598	3,598	3,360	(238)	(6.6%)	
Amortization & Write-downs	18,406	16,075	17,404	1,328	8.3%	l.
<b>Total Pupil Accommodation</b>	<b>49,771</b>	<b>47,481</b>	<b>48,880</b>	<b>1,399</b>	<b>2.9%</b>	
<b>Contingency &amp; Non-Operating</b>	<b>3,490</b>	<b>11,148</b>	<b>12,308</b>	<b>1,160</b>	<b>10.4%</b>	m.
<b>TOTAL EXPENDITURES</b>	<b>333,662</b>	<b>342,925</b>	<b>340,331</b>	<b>(2,594)</b>	<b>(0.8%)</b>	

**Explanations of Material Grant Variances**

- Increase due to higher staffing costs as a result of additional hiring of positions to support both virtual and face to face learning. Increase also includes higher benefit costs as well as additional costs for teaching positions which were initially budgeted to other lines such as the Success for Students Fund (SSF).
- a. Students Fund (SSF).
  - b. Increase due to lower utilization of ECEs during the COVID-19 pandemic.
  - c. Decrease due to reduction in purchases of projectors as well as an underspend with the Broader Modernization project (multi-year funding).  
Decrease due to the COVID-19 pandemic, numerous budgets such as texts, materials, field trips, mileage, and professional development were unable to be fully spent due to restriction on gatherings and bottlenecks in the supply chain. In addition, the entire SSF was budgeted to this envelope, but spent in other lines.
  - d. envelope, but spent in other lines.
  - e. Decrease due to the deferral of Special Education equipment purchases as well as vacancies in certain support roles.
  - f. Decrease due to general underspend in clerical hours as well as phone costs that came in under budget.
  - g. Increased expenses due to expenditures related to funding announced for the PSW Program; supported by additional revenue.
  - h. Increase due to higher than anticipated retirement gratuity expenditures.
  - i. Increase due to legal fees, payroll support costs, and increased communication expenses as a result of COVID-19.
  - j. Lower transportation contract payments and taxi costs due to COVID-19.
  - k. Various repair and maintenance activities were charged to renewal, offset by \$600k underspend in utility consumption.
  - l. Higher amortization expense due to increased capitale additions as well as changes to the service life of computers.
  - m. Increase due to additional announcement of funding for COVID-19 related expenses.

**Notes:**

1. Estimates is the 2020-21 Estimate Budget as approved by the Board in August 2020

# Appendix B

## Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	<b>Available for Compliance - Unappropriated</b>				
1.1	Operating Accumulated Surplus	1,177,017	-	901,120	2,078,137
1.2	<b>Available for Compliance - Unappropriated</b>	<b>1,177,017</b>	<b>-</b>	<b>901,120</b>	<b>2,078,137</b>
2	<b>Available for Compliance - Internally Appropriated</b>				
2.1	Retirement Gratuities	-	-	-	-
2.2	WSIB	700,000	-	-	700,000
2.3	School Renewal (previously included in pupil accommodation debt reserve)	0	-	-	0
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Local Priorities Funding carryforward	400,044	-	-	400,044
2.5	Information Technology Reserve	765,900	-	278,000	1,043,900
2.6	Community Tennis Court	10,500	-	1,500	12,000
2.7	School budget carryforwards	266,815	-	310,788	577,603
2.8	Supports for Students	0	-	1,186,673	1,186,673
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.2	Committed Capital Projects	-	-	-	-
	.....from Schedule 5.5				
	Other Purposes - Capital:				
2.9		0	-	-	0
2.10		0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	<b>Available for Compliance - Internally Appropriated</b>	<b>2,143,259</b>	<b>-</b>	<b>1,776,961</b>	<b>3,920,220</b>
3	<b>Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)</b>	<b>3,320,276</b>	<b>-</b>	<b>2,678,081</b>	<b>5,998,357</b>
4	<b>Unavailable for Compliance</b>				
4.1	Employee Future Benefits - retirement gratuity liability	-2,230,485		2,230,485	0
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-481,893		240,947	-240,946
4.1.3	Employee Future Benefits - other than retirement gratuity	-3,101,179		-	-3,101,179
4.2	Interest to be Accrued	0		0	0
4.4	School Generated Funds	3,714,672	-	-222,601	3,492,071
4.7	Revenues recognized for land	4,131,147	-	677,835	4,808,982
4.8	Liability for Contaminated Sites	-		-	-
4.9	<b>Total Accumulated Surplus (Deficit) Unavailable for Compliance</b>	<b>2,032,262</b>	<b>-</b>	<b>2,926,666</b>	<b>4,958,928</b>
5	<b>Total Accumulated Surplus (Deficit)</b>	<b>5,352,538</b>	<b>-</b>	<b>5,604,747</b>	<b>10,957,285</b>

2020-21 Capital Projects			
Capital Project Category	2020-21 Committed	2020-21 Actuals	Variance
<b>Planned Projects</b>			
Principal Building and Grounds	135,000	41,076	93,924
Pride of Place	1,000,000	815,771	184,229
Community Partnership Incentive Program (CPIP)	190,000	134,085	55,915
Learning Commons Fund	1,825,000	2,103,110	- 278,110
<b>Capital Projects Identified by Facilities</b>			
Asbestos Abatement	400,000	239,041	160,959
Electrical	1,205,000	1,018,082	186,918
HVAC	3,100,000	2,778,827	321,173
Life-Safety Systems	420,000	40,353	379,647
Masonry	3,950,000	1,018,993	2,931,007
Outdoor Learning Spaces	300,000	-	300,000
Paving	1,950,000	1,476,519	473,481
Plumbing; Water System	240,000	215,490	24,510
Renovation/Upgrade	250,000	340,307	- 90,307
Roofing	4,965,000	5,130,317	- 165,317
Security	575,000	102,026	472,974
Site Work	440,000	584,925	- 144,925
Windows and Doors	2,080,000	1,074,586	1,005,414
Other: Project Management Fees	110,000	51,928	58,072
<b>Accessibility Upgrades</b>	250,000	-	250,000
<b>Committed Capital and Other</b>	2,542,460	2,186,181	356,279
<b>Total</b>	<b>\$ 25,927,460</b>	<b>\$ 19,351,617</b>	<b>\$ 6,575,843</b>





# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Trustee Honoraria**  
**DATE:** November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2021 to November 14, 2022 as presented.

## Background

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

## Additional Information

- Trustee honoraria consist of three components; a base amount, an enrolment amount and Chair/Vice Chair allowances. The base amount of \$5,900 per trustee is established per regulation.
- The enrolment amount is adjusted annually based on the actual enrolment from the previous school year.
- Until December 31, 2018, for income tax purposes, only 2/3 of the monthly honorarium was defined as income and subject to deduction for the Canada Pension Plan. The remaining 1/3 of the honorarium was exempt from income tax which is defined as Municipal Officers' allowance under the Income Tax Act.
- Commencing January 1, 2019, the federal government repealed subsection 81(3) of the Income Tax Act meaning that all allowances became fully taxable.
- The Honoraria shall be paid on a semi-monthly basis

Proposed Trustee honoraria for the year from December 1, 2021 to November 14, 2022 are illustrated in the table below. Honoraria approved effective December 1, 2020 are shown for comparison.

	December 2020	December 2021 <i>(proposed)</i>	Change
<b>Base Amount</b>	5,900.00	<b>5,900.00</b>	-
<b>Board Chair Allowance</b>	5,000.00	<b>5,000.00</b>	-
<b>Board Vice Chair Allowance</b>	2,500.00	<b>2,500.00</b>	-
<b><u>Enrolment Amounts</u></b>			
All Trustees	4,503.73	<b>4,454.80</b>	<b>(48.93)</b>
Board Chair	1,287.35	<b>1,272.80</b>	<b>(14.55)</b>
Board Vice Chair	643.68	<b>636.40</b>	<b>(7.28)</b>
<b><u>Total Remuneration</u></b>			
Trustee	10,405.73	<b>10,354.80</b>	<b>(50.93)</b>
Board Chair	16,693.08	<b>16,627.60</b>	<b>(65.48)</b>
Board Vice Chair	13,549.41	<b>13,491.20</b>	<b>(58.21)</b>

Detailed calculations for the proposed honoraria effective December 1, 2021 are shown on the attached schedule.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

**Trustee Remuneration Calculations**

Effective December 1, 2021

Ending November 14, 2022

**Average Daily Enrolment as per Sched 13, Line 3.9, 2020-21 Estimates Budget**

<b>25,456.00</b>	Prior Yr	Change
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**Enrolment Amounts**

Trustee	25456 x 1.75 / 10 =	\$ 4,454.80	\$ 4,505.73	\$ (50.93)
Board Chair	25456 x 0.05 =	\$ 1,272.80	\$ 1,287.35	\$ (14.55)
Vice Chairperson	25456 x 0.025 =	\$ 636.40	\$ 643.68	\$ (7.28)

**Trustee**

Base Amount	\$ 5,900.00		
Enrolment Amount	\$ 4,454.80		
<b>Total Annual Trustee Remuneration</b>	<b>\$ 10,354.80</b>	<b>\$ 10,405.73</b>	<b>\$ (50.93)</b>
Semi-monthly pay amount (1/24)	\$ 431.45	\$ 433.57	\$ (2.12)

**Board Chair**

Base Amount	\$ 5,900.00		
Enrolment Amount	\$ 4,454.80		
Board Chair Allowance	\$ 5,000.00		
Board Chair Enrolment Amount	\$ 1,272.80		
<b>Total Annual Board Chair Remuneration</b>	<b>\$ 16,627.60</b>	<b>\$ 16,693.08</b>	<b>\$ (65.48)</b>
Semi-monthly pay amount (1/24)	\$ 692.82	\$ 695.55	\$ (2.73)

**Board Vice Chair**

Base Amount	\$ 5,900.00		
Enrolment Amount	\$ 4,454.80		
Board Vice Chair Allowance	\$ 2,500.00		
Board Vice Chair Enrolment Amount	\$ 636.40		
<b>Total Annual Board Vice Chair Remuneration</b>	<b>\$ 13,491.20</b>	<b>\$ 13,549.41</b>	<b>\$ (58.21)</b>
Semi-monthly pay amount (1/24)	\$ 562.13	\$ 564.56	\$ (2.43)

Prepared: October 28, 2021





# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Trustees' Expenses**  
**DATE:** November 8, 2021

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Trustees' Expenses Report as information.</p>
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**Background**

Trustees are reimbursed for out-of-pocket expenses in accordance with Bylaw 15 Trustee Expenses. The Policy requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the year ended August 31, 2021 and current year to date expenses for 2021-22 from September 1, 2021 to October 31, 2021

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

<b>Trustee Expense Report</b>					
<b>For the year ending August 31, 2021</b>					
<b>Trustee</b>	<b>Professional Development</b>	<b>Travel/Mileage</b>	<b>Internet</b>	<b>Cell Phone</b>	<b>Total</b>
Greg Anderson	\$ -	\$ 792.48	\$ 960.00	\$ 807.56	<b>\$ 2,560.04</b>
Rita Collver	\$ -	\$ 799.22	\$ 982.97	\$ 1,057.31	<b>\$ 2,839.50</b>
David Dean	\$ -	\$ 62.66	\$ 849.10	\$ 839.10	<b>\$ 1,750.86</b>
Eva Dixon	\$ -	\$ 832.79	\$ -	\$ -	<b>\$ 832.79</b>
Brian Doyle	\$ -	\$ 120.36	\$ 861.24	\$ 845.31	<b>\$ 1,826.91</b>
Susan Gibson	\$ -	\$ -	\$ 181.50	\$ 320.00	<b>\$ 501.50</b>
James Richardson	\$ -	\$ 281.78	\$ 479.97	\$ 510.00	<b>\$ 1,271.75</b>
Carol Ann Sloat	\$ -	\$ 174.64	\$ 324.00	\$ -	<b>\$ 498.64</b>
Christina Speers	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Claudine VanEvery-Albert	\$ -	\$ 57.11	\$ 480.00	\$ -	<b>\$ 537.11</b>
Tom Waldschmidt	\$ -	\$ 36.59	\$ 720.00	\$ -	<b>\$ 756.59</b>
Don Werden	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Ava Burtis	\$ 159.75	\$ -	\$ -	\$ -	<b>\$ 159.75</b>
Ia'teieká:nereh Doxtador-Swamp	\$ 159.75	\$ -	\$ -	\$ -	<b>\$ 159.75</b>
Zachary Garbaty	\$ 159.75	\$ 71.74	\$ -	\$ -	<b>\$ 231.49</b>
<b>Total Trustees</b>	<b>\$ 319.50</b>	<b>\$ 3,229.37</b>	<b>\$ 5,838.78</b>	<b>\$ 4,379.28</b>	<b>\$ 13,926.68</b>

<b>Trustee Expense Report</b>					
<b>For month ending October 31, 2021</b>					
<b>Trustee</b>	<b>Professional Development</b>	<b>Travel/Mileage</b>	<b>Internet</b>	<b>Cell Phone</b>	<b>Total</b>
Greg Anderson	\$ -	\$ 72.69	\$ 80.00	\$ 63.33	<b>\$ 216.02</b>
Rita Collver	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
David Dean	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Eva Dixon	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Brian Doyle	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Susan Gibson	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
James Richardson	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Carol Ann Sloat	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Claudine VanEvery-Albert	\$ -	\$ 14.28	\$ -	\$ -	<b>\$ 14.28</b>
Tom Waldschmidt	\$ -	\$ 35.40	\$ 80.00	\$ -	<b>\$ 115.40</b>
Don Werden	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Carson Kitchen	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Reilly Mitchell	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
Sierra Green	\$ -	\$ -	\$ -	\$ -	<b>\$ -</b>
<b>Total Trustees</b>	<b>\$ -</b>	<b>\$122.37</b>	<b>\$160.00</b>	<b>\$ 63.33</b>	<b>\$345.70</b>



# Grand Erie District School Board

TO: JoAnna Roberto, Director of Education & Secretary of the Board  
FROM: Liana Thompson, Superintendent of Education  
RE: **Annual Progress Report on the Multi-Year Accessibility Plan 2017-22**  
DATE: November 8, 2021.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Annual Progress Report on the Multi-Year Accessibility Plan for 2017-22 as information.

## Background

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

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

## Additional Information

The attached Annual Progress Report on the Multi-Year Accessibility Plan has been vetted through Executive Council, Grand Erie's Accessibility Committee, and the Safe and Inclusive Schools department. It was presented to the Special Education Advisory Committee for input on October 21, 2021.

## Highlights from 2020-21

Program staff in all portfolios continue to support educators to working to understand and implement universal design for learning as well as responsive instruction and assessment strategies to achieve the full participation of all students, both face-to-face and in virtual models of learning.

Accessibility Awareness Month in December 2020 saw board wide participation in 12 Rick Hansen Foundation virtual Ambassador presentations, 3 at each of 4 grade levels. This initiative is being showcased in an impact article to be published in *Leaders and Learners Magazine*, in January 2022. It also led to a Specialist High Skills Major (SHSM) Construction Tech reach ahead opportunity, an initiative that started in Grand Erie in collaboration with the Avon Maitland District School Board that has been made available provincially. Accessibility awareness in other economic sectors of the SHSM is underway.

## Planning for 2022-22

- Roll out of *How can we help you?* school signage.
- Align addressing accessibility attitudinal barriers with Safe and Inclusive Schools' Equity Champions program.



- Accessibility Awareness Month, December 2021 with Rick Hansen Foundation Ambassador Presentations
- Awareness raising of K-12 Education Standards document (<https://www.ontario.ca/page/kindergarten-grade-12-k-12-education-standards-development-committee>)
- Universal Design for Learning professional development for all staff through K-12 Program Team
- Planning for updated Accessibility Plan 2022-27

### **Next Steps**

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

### **Grand Erie Multi-Year Plan**

This report supports Grand Erie's Mission: Together we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



# Grand Erie District School Board

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Multi-Year Accessibility Plan 2017-2022

Annual Progress Report 2021

## **MULTI-YEAR ACCESSIBILITY PLAN**

NOVEMBER 2017 to NOVEMBER 2022

Annual Progress Report, November 8, 2021





# Grand Erie District School Board

Multi-Year Accessibility Plan 2017-2020

Annual Progress Report 2021

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# Grand Erie District School Board

Multi-Year Accessibility Plan 2017-2020

Annual Progress Report 2021

## MULTI-YEAR ACCESSIBILITY PLAN GRAND ERIE DISTRICT SCHOOL BOARD

November 2017 – 2022

Prepared by

### Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)

Accessibility for Ontarians with Disabilities Act (AODA)

Integrated Accessibility Standards Regulation (IASR)

### Annual Program Report, November 8, 2021

#### Plan Availability:

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

Dave Smouter, Manager of Communications and Community Relations  
Grand Erie District School Board  
349 Erie Avenue, Brantford ON  
Telephone: (519) 756-1601 or 1-888-548-8878 ext. 281147  
E-mail: [dave.smouter@granderie.ca](mailto:dave.smouter@granderie.ca)

#### Aim:

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



# Grand Erie District School Board

Multi-Year Accessibility Plan 2017-2020

## Annual Progress Report 2021

### 1.0 Definitions and Terminology

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

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

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

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

### 2.0 Objectives

This Plan:

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

### 3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board’s Special Education Advisory Committee (SEAC), the Accessibility Committee, the Safe and Inclusive Schools Committee and other relevant stakeholders. It is the Board’s role to consider and approve the new Plan every 5 years and to receive as information the updates to the plan in years 1-4.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee, the Safe and Inclusive Schools Committee and persons with disabilities;
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;



# Grand Erie District School Board

Multi-Year Accessibility Plan 2017-2020

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

### 4.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It represents more than 26,000 students in 72 schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk. With a dedicated staff of 2,700, Grand Erie is committed to its vision building accessible learning and work spaces that promote all learners to Learn Lead and Inspire.

### 5.0 Board Multi-Year Plan

Grand Erie's Vision – Learn Lead Inspire.

Grand Erie's Mission – Together we build a culture of learning, well-being and belonging to inspire each learner.

### 6.0 Members of Accessibility Committee Working Group 2020-21

The Accessibility Committee met four (4) times in 2020-21 to review and update the Multi-Year Accessibility Plan for 2017-22.

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

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

### 7.0 Strategy for Prevention and Removal of Barriers

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



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## 8.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Program K-12, Special Education Program K-12, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with OSSTF, ETFO and CUPE, Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback: <a href="http://www.granderie.ca/board/community/accessibility">http://www.granderie.ca/board/community/accessibility</a>
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Education Services Corporation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations.

## 9.0 Recent Barrier Removal Achievements (2020-21 School Year)

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



# Grand Erie District School Board

## Multi-Year Accessibility Plan 2017-2020

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Board's Return to Work programs. The Grand Erie website and staff portal meet current accessibility standards.

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

Type of Barrier	Location	Action Taken
Systemic	Board-wide	Safe & Inclusive Schools Committee reviewed all policies out for comment through an Accessibility lens
Systemic	Board-wide	All volunteers participate in online accessibility training
Attitudinal	Accessibility Awareness -Month #AccessibleGE December 2020	Rick Hansen Foundation (RHF) provided 12 virtual Ambassador presentations, 3 at each grade level (K-2, 3-5, 6-8, 9-12). Speakers shared lived experiences as a person with a disability stimulating discussion about accessibility and inclusion. 100 classes (83 unique teachers) from 38 schools participated.
Information and Communication	Board-wide	Implementation of accessible Parent Portal and Grand Erie app
Technology	Board-wide through Ed Tech, Student Success, Elementary Program & Special Education	Explicit focus on accessibility features in teaching/learning software and understanding of universal (inclusive) lesson planning in all PD
Technology	Board-wide through Ed Tech, Elementary Program and Student Success	Explicit focus on supporting all -educators to effectively use the Brightspace learning platform to support all learners.
Physical	Banbury Heights School	Parking lot improvement with 2 new accessible ramps
	Bellview Pubic School	Parking lot improvement with 2 new accessible ramps  Accessible washroom
	Cayuga Secondary School	New track surface with accessible pathway from parking lot





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	Central School	Accessible washroom Ramp to new daycare addition
	Delhi Public School	Hand rail and bright paint on stair case to increase visibility
	Dunnville Secondary School	New automatic door opener for learning commons and lift for gym viewing from second floor
	GELA Rawdon	New asphalt surface and ramp
	King George School	Nosing on stairs to increase visibility
	Northward Public School	Gym entrance doors and automatic opener
	Pauline Johnson C & VS	New front entrance and ramp replacement
	Teacher Resource Centre	New asphalt, improved grade and signage in parking lot

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

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

- Information and Communications
- Employment
- Transportation

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

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



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Type of Barrier	Location	Action		Effective Date
Systemic	Board-wide	Newly developed and revised policies/procedures will be reviewed by the Accessibility Committee or through the Safe and Inclusive Schools Committee to provide input from an accessibility lens.		On-going
Systemic	Board-wide	The Safe and Inclusive Schools Committee gathers data from students, staff and the community about their experiences in Grand Erie and uses this information as invitations to make changes for the better.	October 2021 System Professional Day has a focus on BELONGING priority	On-going
Attitudinal	Board-wide	Raise awareness of and initiate discussion about the K-12 Education Standards in DRAFT form  <a href="https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations">https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations</a>		Fall 2021
Attitudinal	Board-wide	Rick Hansen Foundation School Partnership Initiative	Partner with the Rick Hansen Foundation to provide schools with an online platform to access resources to support the full participation of all.	On-going



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## Multi-Year Accessibility Plan 2017-2020

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Attitudinal	Board-wide	Accessibility Awareness Month #AccessibleGE	December 2021	Accessibility Awareness Month is held annually
Attitudinal	Board-wide	With the support of Program K-12 and Special Education Program K-12, school staff design course content, instruction and assessment in an inclusive (universal) design framework in both in-person and remote learning contexts.		On-going
Information and Communications	Board-wide	Develop school/work site signage to invite requests for accommodation from the public	<i>How can we help you?</i> Signage	Fall 2021
Technology	Board-wide	Ed Tech and Special Education staff provide in-service to improve staff and student understanding of accessibility features available in Grand Erie software		On-going
Technology	Board-wide	Program K-12 and Ed Tech staff support the use of Brightspace by Desire to Learn to maximize access to blended and on-line learning		September 2020
Architectural	Board-wide	Facilities Services is working towards creating a geographical representation of accessible sites in Grand Erie to ensure they are fully accessible schools in all geographic areas that comply with AODA standards by 2025.		On-going
Physical	Board-wide	Accessibility requests can be made through submission of information to the Accessibility Committee or Pride of Place		On-going



# Grand Erie District School Board

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Physical	Board-wide	Facility Services will hire an Accessibility Consultant to audit specific schools by geographical area		2021-22
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### 11.0 Review and Monitoring Process

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

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

- (a) An annual report on the progress of the measures taken to implement the Plan is brought to the Board for information at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-Year Accessibility Plan will be undertaken in 2021-22 using the Ministry of Seniors and Accessibility K-12 Education Standards DRAFT report as guidance: <https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

### 12.0 Communication of the Plan

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

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

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

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

Chair, Accessibility Committee  
 Grand Erie District School Board  
 349 Erie Avenue, Brantford, ON N3T 5V3  
 OR  
[info@granderie.ca](mailto:info@granderie.ca)





# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Rafal Wyszynski, Superintendent of Business & Treasurer  
**RE:** **Health and Safety Annual Report 2020-21**  
**DATE:** November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Health and Safety Annual Report 2020-21 as information.

## Background

### 1. Introduction

#### 1.1. Occupational Health and Safety Services operates to:

- Provide advice to Senior Administration and Trustees on measures and procedures, for the Board's consideration to strengthen the safety management program while providing a healthy and safe environment during the delivery of the entire range of educational activities.
- Coordinate the activities of the Joint Occupational Health and Safety Committee (JOHSC).
- Liaise with regulatory agencies and other organizations to keep the Board informed of regulatory and industry sector changes which could impact the Board's Health and Safety Program.
- Ensure that policies and procedures are in place for inspections, testing and training and that they meet the expectation required by legislation.
- Ensure timely reporting of workplace injuries and corrective measures the Ministry would deem reasonable.
- Ensure timely reporting of critical injuries and occupational illnesses to regulatory bodies according to Occupational Safety Act and Workplace Safety and Insurance Act.

In 2020-21 the Occupational Health and Safety office, under the direction of the Division Manager of Operations and Health and Safety, operates with a staff of 2 Full-Time Health and Safety Officers.

### 2. Program Administration

#### 2.1. Joint Occupational Health and Safety Committee (JOHSC)

2020-2021 Joint Occupational Health and Safety Membership

##### ❖ Employee Group Appointees

- |                   |   |
|-------------------|---|
| ○ John Henderson  | OSSTF Teachers (Certified Member)                       |
| ○ Liz Armstrong   | CUPE Clerical/Technical                                 |
| ○ Jennifer Orr    | GEETF (Certified Member)                                |
| ○ Denise Kelly    | CUPE Facility Services                                  |
| ○ Nancy Hondula   | CUPE Educational Assistants (Certified Member)          |
| ○ Laura Adlington | OSSTF PSSP (Certified Member)                           |
| ○ Bruce Hazelwood | OSSTF Occasional Teachers (Certified Member)            |
| ○ Amanda Baxter   | GEETF Occasional Teachers (Co-Chair & Certified Member) |

- o Katie Hashimoto Non-Union
- o Angela Korakas Early Childhood Educators (Certified Member)

❖ **Board Appointees**

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

Apart from a break during the summer months the Committee met monthly. Over the course of the 2020-2021 school year, major items considered by the Committee included:

- o COVID-19 Pandemic
- o Ministry of Labour Safe at Work Ontario
- o Ministry of Labour visits
- o Approval of JOHSC Terms of Reference with the Ministry of Labour
- o Ministry of Labour Workplace Violence Consultation
- o Asbestos concerns and program updates
- o Indoor Air Quality including mould
- o Updating certification training for site safety reps and JOHSC members
- o Workplace Inspections
- o Workplace Hazardous Materials Information System (WHMIS) Regulations 2015 for Globally Harmonized System (GHS) compliance
- o Slip, trips and falls prevention
- o Preventing strains and sprains
- o Workplace Violence and Workplace Harassment Legislation
- o Health & Safety Training

**Additional Information**

**3. Accidents/Incidents Statistics**

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

3.2. Summary of Incident/Accidents

Employee Group	FTE	Slips, Trips & Falls	Strains/Sprains	Struck by Object & Caught On	Workplace Violence & Aggression**	Other	Total 2020-21		Total 2019-20	
							#	Incidents per 100 Employees	#	Incidents per 100 employees
Non-union/Admin	251.6	6	0	1	13	4	24	9.53	30	14.8
Elementary Teachers	1117	25	12	21	163	21	242	21.7	264	23.9
Secondary Teachers	549.33	4	2	4	10	3	23	4.2	44	8.1
PSSP	63	0	0	0	17	0	17	27.0	5	8.5
Clerical/Technical	204.23	1	0	0	1	1	3	1.47	7	3.5
Educational Assistants	350	22	11	16	701	14	764	218.3	586	176.8
Facilities	199.36	5	16	20	1	15	57	28.6	32	16.6
ECE	125	3	2	0	14	2	21	16.8	60	49.2
Elementary Occasional Teachers	363	5	0	1	44	3	53	14.6	26	8.2



Employee Group	FTE	Slips, Trips & Falls	Strains/Sprains	Struck by Object & Caught On	Workplace Violence & Aggression**	Other	Total 2020-21		Total 2019-20	
							#	Incidents per 100 Employees	#	Incidents per 100 employees
Secondary Occasional Teachers	194	0	0	0	0	0	0	0	2	1.0
Casual Educational Assistants	60	0	0	2	10	0	12	20	25	29.4
Casual Early Childhood Educators	49	0	0	0	5	0	5	10.2	2	4.4
Casual Caretakers /Seasonal workers	36	2	0	3	0	1	6	16.7	2	5.3
Casual Clerical Technical	40	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>3601.52</b>	<b>73</b>	<b>43</b>	<b>68</b>	<b>979</b>	<b>64</b>	<b>1227</b>	<b>34.07</b>	<b>1085</b>	<b>31.19</b>

Note: Statistics for both 2019-20 and 2020-21 include various durations where school boards in Ontario pivoted to remote learning models as a result of the COVID-19 pandemic; some data may be distorted.

### 3.3. Student Aggression/Workplace Violence

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

Number of Aggression and WV reports completed by an individual (Total 979 Reports made)

Number of Reports	Number of people who reported	Percentage of people who completed # of Reports
1	129	51.60%
2	40	16.00%
3	20	8.00%
4	14	5.60%
5	11	4.40%
6	5	2.00%
7	8	3.20%
8	1	0.40%
9	3	1.20%
10	2	0.80%
11	3	1.20%

[Learn](#)
[Lead](#)
[Inspire](#)



Number of Reports	Number of people who reported	Percentage of people who completed # of Reports
12	0	0.00%
13	1	0.40%
14	1	0.40%
15	1	0.40%
16	1	0.40%
17	1	0.40%
18	1	0.40%
19	4	1.60%
42	1	0.40%
47	1	0.40%
58	1	0.40%
109	1	0.40%
Number of People Completing Reports 250		

#### 4. Management of Hazardous Materials

##### 4.1. Asbestos

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

##### 4.2. Hazardous Waste

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

#### 5. Compliance with Health and Safety Legislation

The Occupational Health and Safety Act (OHSA) requires an employer to co-operate with the JOHSC to develop a written Health and Safety Policy. The policy was developed by Health and Safety, in consultation with the JOHSC, and accepted by the Board.

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

The Education Act and Regulations govern most school related activities in Ontario. This Act and its Regulations establish expectations of duties of principals and teachers, safety of students and the cleanliness of schools. The Occupational Health and Safety Act's jurisdiction govern the safety of employees in the school. The overlap of these two Acts and their associated Regulations are intended to ensure a safe and healthy environment for everybody.

For the Board to meet its health and safety duties of an employer, the site supervisors/principals must have an active role in ensuring compliance with requirements

of the Laws and Regulations; therefore, they must be provided with ongoing support, training, health and safety policies/procedures and be held accountable to implementing those. When implemented the responsibility and liability for health and safety rests with the supervisor/principal and the Board.

In 2020-21 the Ministry of Labour (MOL) received 5 complaints for the Board that were investigated. Three complaints were regarding COVID-19 PPE concerns (no orders issued), one for COVID-19 communications (no orders issued), and 1 for occasional staff not completing their COVID-19 training (1 order was issued mandating “to provide information and instruction” that has been complied with).

There were 2 critical injuries reported and investigated by MOL Inspectors. Both were related to employee injuries. (In special circumstances, student critical injuries are reportable.) No orders were issued to the board for either of these investigations.

There were 17 Field visits conducted. 16 were for COVID-19 Occupational illness /Outbreak reports (no orders issued) and one was a MOL proactive initiative to discuss the Board's COVID-19 Re-opening plans (no orders issued).

The Board had one Stage 2 work refusal related to workplace violence. One order was issued requiring, “Employer to take every precaution reasonable”. The order has been complied with.

## 6. Indoor Air Quality (IAQ)

IAQ continues to be a major concern in some areas. Protocols have been developed to address these concerns in a timely manner. Ventilation improvements were a key upgrade in the summer of 2021 for COVID-19 in various Board buildings.

## 7. Harassment and Objectionable Behaviour

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

### **Definitions**

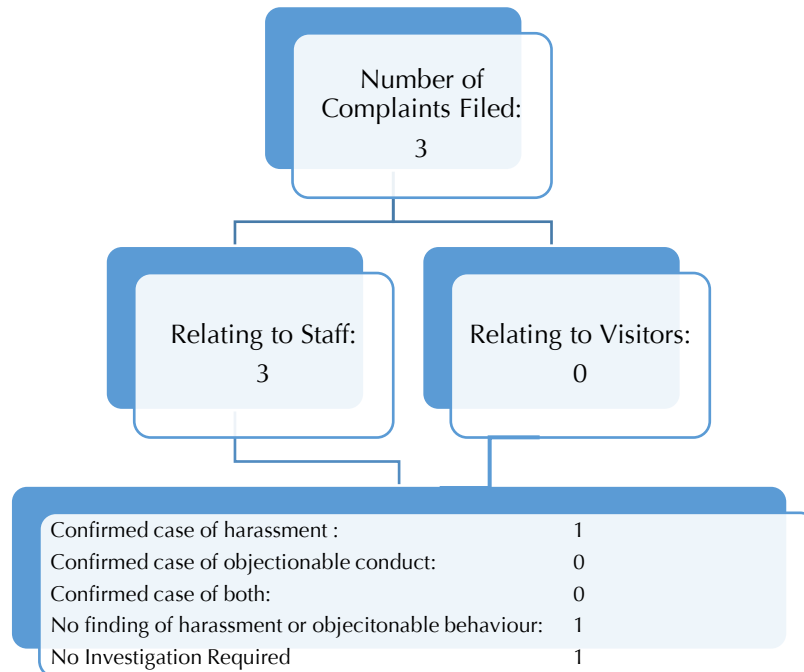
#### a) **Harassment/Workplace Harassment**

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

#### b) **Objectionable Behaviour**

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

## Summary of Harassment Complaints 2020-2021



### 8. Priorities for 2021-22

#### a) COVID-19

The COVID-19 pandemic will continue to be the focus of the JOHSC and the Board until such time as the Public Health Unit declares the event over. Ministry Protocols are in place to minimize the risk to staff and students, such as hand hygiene, self assessment for COVID symptoms, enhanced environmental disinfection, encouraging physical distancing, maintain cohorts indoors, use of PPE by staff and face coverings for students from JK to 12.

As the pandemic lingers, Grand Erie will continue to work with local Public Health Units to follow recommendations and update protocols as required.

#### b) Workplace Violence and Student Aggression

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

#### c) Slips, Trips and Falls, Strains and Sprains

Slips, trips, falls, strains and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The committee's focus this year will be on continued education of preventing slips and falls through: proper footwear, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The committee will continue to promote an awareness program which will include such things as:

- continuing the education and training on proper lifting techniques for staff working with special needs children to prevent strains,
- education on how to maintain a healthy back,

- providing ergonomic workstations/equipment to prevent repetitive strain injuries with office and support staff.

Facility Services, in conjunction with the Accident Prevention, Products and Methods Committee, will continue to consider more ergonomically friendly tools used for cleaning purposes to decrease strain and sprain injuries.

d) **Workplace Hazardous Materials Information System**

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

e) **Machine Guarding in Technology Classes**

Grand Erie continued with safety upgrades in 2020-2021 with upgrades and improvements made to a total of \$200,000. The improvements will continue in September of 2021 with a Board allocated budget amount of \$200,000.

f) **Training and Development**

Training continues to be a significant component of Occupational Health and Safety culture development. The focus in 2021-22 will be on:

- COVID-19 Health and Safety Awareness
- Behavioural Management Systems (BMS), De-escalation Techniques and Data Collection Training
- Asbestos Awareness Training
- Occupational Health and Safety issues for Administrators
- Student Injury Prevention Initiative
- Accident Investigation training for Administrators
- Safe Lifting Techniques for staff working with special needs students
- Continuing Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training
- Workplace Violence and Harassment
- WHMIS 2015
- Working at Heights training

g) **Chemical Management Program**

Velocity EHS provides online access and a management tool for the Board's Safety Data Sheet inventory. Inventories continue to be maintained for all schools and support locations. Access to the data base is through the Staff Portal.

h) **Ministry of Labour Safe at Work Ontario and Education Initiatives**

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

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

- injury rates and associated costs
- compliance history
- hazards inherent to the work
- new businesses
- size of businesses
- specific events or incidents (e.g., critical or fatal injuries, or violence)
- new and/or vulnerable workers.

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

The Ministry of Labour will continue to conduct an enforcement strategy in the Education Sector in 2021 and 2022.

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

Provincial health and safety compliance initiatives focus on specific hazards or topics and have two phases.

During phase 1 of the initiatives the ministry focused on education, outreach, and awareness:

The MOL will work with health and safety associations to raise awareness and provide resources, training and education to workplace parties (for example: employers, labour associations and workers) on that initiative's focus. The goal is to give workplace parties tools and knowledge to comply with health and safety requirements. Workplaces can prepare and access resources or get help before the inspection campaign starts.

During phase 2 the Ministry conducts a focused inspection blitz:

Inspectors conduct field visits to check that employers are complying with the Occupational Health and Safety Act and its regulations and to raise awareness about specific issues at the workplaces they are visiting. Inspectors will engage with workplaces to promote compliance. Health and safety associations will continue to provide compliance support.

Focused inspections

Healthy workers in healthy workplaces.

In response to COVID-19, the Ministry of Labour, Training and Skills Development has not yet released their plans for the 2021-22 year. Further information will be made available by them in the near future.

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

### **Grand Erie Multi-Year Plan**

This report supports the Well-being indicator of Learn Lead Inspire and the following statement: We build a culture of well-being to support the cognitive, social emotional and physical needs of each learn

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer

### Appendix A – Accident Statistics

	<b>2020-2021</b> %	<b>2019-2020</b> %	<b>2018-2019</b> %	<b>2017-2018</b> %
<b>Slips, Trips, Falls</b>	<b>73</b> 5.949% (50 First Aid, 5 Health Care, 11 Lost Time, 1 Reoccurrence, 6 No Treatment)	<b>84</b> 7.74% (51 First Aid, 13 Health Care, 18 Lost Time, 2 No Treatment)	<b>90</b> 6.9% (57 First Aid, 6 Health Care, 15 Lost Time, 2 Reoccurrence, 10 No Treatment)	<b>90</b> 10.72% (54 First Aid, 15 Health care, 12 Lost Time, 9 No Treatment)
<b>Sprains/Strains</b>	<b>43</b> 3.504% (17 First Aid, 11 Health Care, 13 Lost Time, 2 No Treatment)	<b>35</b> 3.23% (16 First Aid, 8 Health Care, 11 Lost Time)	<b>42</b> 3.2% (15 First Aid, 12 Health Care, 12 Lost Time, 3 Reoccurrence)	<b>44</b> 5.24% (18 First Aid, 12 Health Care, 13 Lost Time, 1 Reoccurrence)
<b>Struck by/Caught on Object</b>	<b>68</b> 5.542% (53 First Aid, 8 Health care, 4 Lost Time, 3 No Treatment)	<b>101</b> 9.31% (69 First Aid, 13 Health Care, 15 Lost Time, 4 No Treatment)	<b>82</b> 6.3% (53 First Aid, 9 Health Care, 16 Lost Time, 1 Reoccurrence, 3 No Treatment)	<b>105</b> 12.50% (72 First Aid, 22 Health Care, 8 Lost Time, 2 No Treatment, 1 Reoccurrence)
<b>Workplace Violence and Aggression (Aggression was in a separate section in 2017-18)</b>	<b>979</b> 79.788% (114 First Aid, 8 Health Care, 7 Lost Time, 850 No Treatment)	<b>844</b> 77.88% (156 First Aid, 17 Health Care, 16 Lost Time, 655 No Treatment)	<b>1048</b> 80.7% (314 First Aid, 30 Health Care, 14 Lost Time, 690 No Treatment)	<b>552</b> 65.71% (14 First Aid, 1 Health Care, 5 Lost Time, 531 No Treatment, 1 Reoccurrence)
<b>Other</b>	<b>64</b> 5.216% (14 First Aid, 9 Health Care, 17 Lost time, 224 No Treatment)	<b>21</b> 1.94% (6 First Aid, 3 Health Care, 3 Lost Time, 1 Reoccurrence, 8 No Treatment)	<b>37</b> 2.85% (14 First Aid, 13 Health Care, 4 Lost Time, 6 No Treatment)	<b>49</b> 5.83% (19 First Aid, 12 Health Care, 8 Lost Time, 10 No Treatment)
<b>Totals</b>	<b>1227</b> 100% (248 First aid, 41 Health Care, 52 Lost Time, 1 Reoccurrence, 885 No Treatment)	<b>1085</b> 100% (298 First Aid, 54 Health Care, 63 Lost Time, 1 Reoccurrence, 669 No Treatment)	<b>1299</b> 100% (453 First Aid, 70 Health Care, 61 Lost Time, 6 Reoccurrence, 709 No Treatment)	<b>840</b> 100% (177 First Aid, 66 Health Care, 46 Lost Time, 552 No Treatment, 3 Reoccurrence)

Classification of accidents/incidents shows the major contributions are workplace violence/aggression, slips, trips, falls, struck by/caught on an object, sprains and strains. This analysis will provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2021-22.





# Grand Erie District School Board

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TO: JoAnna Roberto, Ph.D., Director of Education and Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F2 Budget Development Process**  
DATE: November 8, 2021

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Policy F2 Budget Development Process</b> to all appropriate stakeholders for comments to be received by <b>January 13, 2022.</b></p>
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### Background

Policy F2 Budget Development Process was approved by the Board in October 2017 and has been identified for review.

### Additional Information

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

### Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer





<b>Budget Development Process</b>
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Board Received: October 30, 2017                      Review Date: November 2021

**Policy Statement:**

The Grand Erie District School Board shall allocate its resources to reflect the board's multi-year strategic plan in an effective and efficient manner through the application of an annual budget development process.

**Accountability:**

1. Frequency of Reports – As needed
2. Criteria for Success – Budget approval complies with Ministry Regulations  
– Budget addresses Multi-Year Strategic Plan components as ratified by the Board

**Procedures:**

1. The Board's approved Multi-Year Strategic Plan, ~~the Board's Student Achievement Plan – Success for Every Student~~ and the annual operating plans will inform the budget development process.
2. The Superintendent of Business shall ~~submit~~ prepare preliminary elementary and secondary enrolment projections ~~to the Ministry~~ that will include trend analysis and historical comparators (January).
3. The Board will provide direction to administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. A public meeting will be set to facilitate preliminary budget discussions (February).
4. The Human Resources and Planning staff, in consultation with the Superintendent of Business, shall ~~confirm~~ review elementary and secondary enrolment projections with Principals (March).
5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions.
6. The Superintendent of Business shall prepare a draft budget for Executive ~~C~~ouncil.
7. Executive Council shall develop a pro forma budget for Board consideration by May of each year. The pro forma budget shall also include a five-year enrolment forecast.
8. Significant budget modifications made to the initial draft budget presented to Executive Council will be formally documented to ensure that the final budget can be reconciled to the draft budget.
9. The Board shall review/modify the pro forma budget ~~over~~ during ~~several~~ public meetings (May/June).
10. The Board shall approve the final budget ensuring compliance with Ministry regulations. Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.

11. The approved budget book shall be posted on the Board's website.
12. The Superintendent of Business shall provide quarterly reports to the Board on the status of the current budget as follows; in January for the first quarter; in April for the second quarter; in August for the third quarter; in November for the full year.



## Budget Development Process

Board Received: October 30, 2017 Review Date: November 2021

### Policy Statement:

The Grand Erie District School Board shall allocate its resources to reflect the board's multi-year [strategic](#) plan in an effective and efficient manner through the application of an annual budget development process.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Budget approval complies with Ministry Regulations  
– Budget addresses Multi-Year [Strategic](#) Plan components as ratified by the Board

### ~~Guidelines~~Procedures:

1. The Board's approved Multi-Year [Strategic](#) Plan, ~~the Board's Student Achievement Plan – Success for Every Student~~ and the annual operating plans will inform the budget development process.
2. The Superintendent of Business shall ~~submit~~ [prepare](#) preliminary elementary and secondary enrolment projections ~~to the Ministry~~ that will include trend analysis and historical comparators (January).
3. The Board will provide direction to administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. A public meeting will be set to facilitate preliminary budget discussions (February).
4. The Human Resources and Planning staff, in consultation with the Superintendent of Business, shall ~~confirm~~ [review](#) elementary and secondary enrolment projections with Principals (March).
5. The Superintendent of Business shall receive the Grants for Student Needs from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions.
6. The Superintendent of Business shall prepare a draft budget for Executive ~~C~~ouncil.
7. Executive Council shall develop a pro forma budget for Board consideration by May of each year. The pro forma budget shall also include a five-year enrolment forecast.
8. Significant budget modifications made to the initial draft budget presented to Executive Council will be formally documented to ensure that the final budget can be reconciled to the draft budget.
9. The Board shall review/modify the pro forma budget ~~over~~ [during several](#) public meetings (May/June).
10. The Board shall approve the final budget ensuring compliance with Ministry regulations. Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.

11. The approved budget [book](#) shall be posted on the Board's website.
12. The Superintendent of Business shall provide quarterly reports to the Board on the status of the current budget as follows; in January for the first quarter; in April for the second quarter; in August for the third quarter; in November for the full year.





# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F7 Reporting of Wrongdoing**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy F7 Reporting of Wrongdoing.**

## Background

Policy F7 Reporting of Wrongdoing was circulated to all appropriate stakeholders for comments to be received by October 28, 2021.

## Comments Received

- Comment: The policy needs an accountability section that includes frequency of report and criteria for success  
**Response:** Amended.
- Comment: Policy statement, Paragraph 2 – need to include trustees having a duty to report in this area  
**Response:** Amended.
- Comment: 5<sup>th</sup> paragraph should be removed. Wrongdoing is not covered in bylaw 28  
**Response:** By-law 28 must to be updated to include this .
- Comment: 1a – is a statement needed that a report to the Board does not mean they do not have to also report to the appropriate professional organization (i.e. OCT)  
**Response:** No, that obligation is found in other legislation or professional codes of conduct.
- Comment: 1b – include bylaws in this section  
**Response:** Amended.
- Comment: 1e – as ‘and finances’  
**Response:** Board operations includes finances; no change required.
- Comment: Need to be a statement that The Board will protect anyone who reports a wrongdoing and that there may be reprisals for an improper report. Need a statement that this policy still allows reporting to other agencies like OHRC  
**Response:** Complaints made under bad faith are covered under the procedure; at the discretion of the Director.
- Comment: Reference to the proposed procedure F107 and other relevant polices HR5  
**Response:** Reference to Procedure F107 already exists and relation to other policies will unduly complicate the essence of this policy.

9. Comment: Should the titles of policy F7 and proposed procedure F107 be the same?  
**Response:** Amended.

**Additional Information**

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

**Next Steps**

This approved Policy will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



**Reporting of Wrongdoing**

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Policy Statement:**

The Grand Erie District School Board (the “Board”) is committed to ensuring that its actions and operations are performed, with transparency, to the extent permitted by law, accountability, honesty, and integrity.

To that end this policy imposes a duty on every Board employee, Trustee, independent contractor, agent and volunteer to Report, in confidence, any reasonable knowledge or suspicion of wrongdoing as defined herein. If warranted, the alleged wrongdoing will be investigated, and appropriate action will be taken on the report of the investigation. This Policy is also available without obligation, to anyone, and in particular students of the Board, past or present, who believe they have been victim to sexual misconduct by a Board employee or volunteer.

This Policy establishes that any person or legal entity reporting any wrongdoing reasonably and in good faith, ("Reporting Party ") shall not be subject to any reprisal as defined herein.

For greater clarity, the role and relationships between the Board and the Reporting Party shall not, in any way be adversely affected by any Report made pursuant to this Policy reasonably and in good faith.

The Reporting of suspected Wrongdoing of Trustees of the Board is not included by this Policy. Bylaw 28, Trustee Code of Conduct, applies in those circumstances.

**Accountability:**

1. Frequency of Reports – As needed
2. Criteria for Success – concerns are reviewed and resolved fairly and appropriately without fear of reprisal.

**Definitions**

**1. WRONGDOING**

Any action or inaction, past, present, or intended by a Board employee, independent contractor, agent and volunteer which is contrary or prohibited by any Federal or Provincial Legislation, or Regulations enacted thereunder, Common Law, or Municipal Bylaw.

It also includes but is not limited to:

- a) Professional Misconduct as defined by relevant Professional Organizations;
- b) Intentional breach of Board Policies, By-Laws, Practices and Procedures;
- c) Instructing, counselling or extorting anyone to commit an act of wrongdoing;
- d) Statutory or Common Law Conflicts of Interest;
- e) Mismanagement or maladministration of Board operations;
- f) Dishonest or unethical behaviour; and
- g) Sexual misconduct of any nature or description.



**2. REPRISAL**

Any action, inaction or threat of any such action or inaction against a Reporting Party by reason of a Report made under this Policy, including but not limited to:

- a) employment status;
- b) working conditions;
- c) legal relationship with the Board;
- d) discipline; and
- e) threats, intimidation or bullying.

Reference:

Procedure F107 Reporting Suspected Wrongdoing



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F107 Reporting of Wrongdoing**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure F107 Reporting of Wrongdoing** as information.

### Background

Procedure F107 Reporting of Wrongdoing was circulated to all appropriate stakeholders for comments to be received by October 28, 2021.

### Comments Received

- Comment: #1 Can the director designate to a third party without any investigation? Reports of sexual misconduct – can they be made to either director or HR superintendent? Should there be an alternate to HR SO named?  
**Response:** Yes. There may be situations that require this flexibility. All reports of wrongdoing are to go to the Director in first instance. This ensures consistency of all required decisions thereafter.
- Comment: #4 Would anonymous reports be included in the annual report to the Board?  
**Response:** Yes.
- Comment: #7 – reference to #5 – should that be #6.  
**Response:** Amended.
- Comment: #11 – need a statement that if an allegation is made against the director, it must be reported to the Board through the Chair. The report shall be made to the Board through the chair.  
**Response:** Amended.
- Comment: #12 – reference should be to #8  
**Response:** Amended.
- Comment: #15 – financial wrongdoings must be reported to the Audit committee  
**Response:** This is covered by Ontario Regulation 361/10: Audit Committees, section 5.
- Comment: Does there need to be a statement regarding malicious reporting?  
**Response:** This would be covered by section 6a.



**Additional Information**

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

**Next Steps**

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



Reporting Suspected of Wrongdoing

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

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

**The Report**

1. Unless as otherwise provided herein Reports of reasonable knowledge or reasonable suspicion of wrongdoing will be made promptly to the Director or person designated by the Director to receive and act on such Reports. The Director may designate a Senior Board Official or an external Third Party for this purpose. Reports of sexual misconduct may be made orally or in writing to Superintendent of Human Resources.

**Content and Anonymous Report**

2. The Report will be sent in writing or in electronic form and will contain the information set out in schedule "A" herein;
3. Reports of sexual misconduct may be made orally or in writing to the person designated in section 1 above.
4. The Director or designate may decline to investigate an anonymous Report.
5. The Report and the identity of the Reporting Party will not be disclosed unless required by law;

**Assessment by Director**

6. Upon receipt of the Report the Director or designate will assess it to determine:
  - a) Whether it is made in good faith, is frivolous, vexatious and satisfies the definition of Wrongdoing;
  - b) Whether another legal authority should receive and investigate the Report. For example, Reports of suspected criminal activity should be reported immediately to the Police;
  - c) Whether the Report is already the subject of a legal proceeding or should be processed by another appropriate statutory authority;
  - d) Whether the matter involves employment or labour relations matters and can be addressed by other means;
  - e) In all of the circumstances, whether the matter should be addressed by other means;
7. Where the Director or designate confirms any of the factors set out in section 65 exists no investigation of the Report should be undertaken and the Reporting Party will be informed accordingly.

**Investigation**

8. Where the Director or designate decides an investigation of the reported Wrongdoing is warranted it will be carried out without delay adhering to principles of fairness and in accordance with relevant Board Policies and Procedures; Whenever appropriate the Investigation should be conducted by an independent third party;
9. As part of the investigation the alleged wrongdoer will be provided with the substance of the Wrongdoing allegations and given a reasonable opportunity to respond.
10. All documentation of any kind generated by an investigation or any other action taken under this Procedure is confidential and will be securely retained by appropriate Board officials;
11. Where the Report alleges Wrongdoing on the Part of the Director, it will immediately be referred to the Chair who then will immediately refer to an independent third party for processing under this Procedure. The Report of any investigation under this part will be made to the Chair of the Board who will thereafter report to the Board of Trustees.

**Receipt of Investigative Report**

12. Upon receipt of the report of the investigation under section 7~~8~~ above, the Director or designate will determine whether any disciplinary action is warranted, any law enforcement or professional authorities should be notified, to what extent the Reporting Party can be informed of the results of the investigation and whether any other action should be taken;

**Obstruction**

13. Anyone who intentionally interferes with or obstructs any investigation undertaken under this Procedure will be subject to appropriate discipline and/or other available legal sanctions;

**Reprisal**

14. Any person who commits or attempts to commit any act of reprisal as defined by Policy F7 will be subject to appropriate discipline and/or available legal sanctions;

**Report to Board**

15. The Director or Chair of the Board, as the case may be, will Report to the Board annually on all investigations of Reports of Wrongdoings~~.~~;

**Reference:**

Policy F7 Reporting of Wrongdoing

**Resources:**

HR119 – Employee Discipline

HR5 – Harassment and Objectionable Behaviour

## CONTENT REQUIREMENTS OF REPORT OF SUSPECTED WRONGDOING

1. Full name, address and contact information of Reporting Party;
2. Relationship to Board (employee, independent contractor other);
3. Name, contact information (if available);
4. Description of the Wrongdoing;
5. Duration of Wrongdoing if known;
6. Persons affected by the Wrongdoing;
7. How did the Wrongdoing come to your attention;
8. Any additional information you consider relevant;
9. Attach a copy of any documentation you consider relevant. Any information in electronic form should also be included.





# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **FT101 Smoke-Free Environment**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive Procedure FT101 Smoke-Free Environment as information.

### Background

Procedure FT101 Smoke-Free Environment was circulated to all appropriate stakeholders for comments to be received by October 28, 2021.

### Comments Received

- Comment: 2<sup>nd</sup> paragraph - Vaping is mention as bottom of this procedure – should it be included in this are also?  
**Response:** Amended.
- Comment: Should this procedure title be amended to add vaping  
**Response:** No, a definition has been added.
- Comment: Should there be references to other ways that this procedure is enforced. Community use of school’s policy and handbook. What if a trustee does not follow this procedure?  
**Response:** The Community Use of Schools handbook addresses the responsibilities of the permitholder which includes adhering to references make to a smoke-free environment, as well as Board policies and procedures. Trustees are subject to the Trustee Code of Conduct.
- Comment: Medical marijuana, 1<sup>st</sup> bullet – who retains a copy of the prescription? How long retained?  
**Response:** This would be filed with Human Resources and subject to standard retention policies for employee records.
- Comment: Medical marijuana, 4<sup>th</sup> bullet – smoking is the only option – where can this smoking occur?  
**Response:** Amended.
- Comment: Must the ‘commercial device that restrict the amount of second-hand smoke be used?  
**Response:** Amended to include “should”
- Comment: 6<sup>th</sup> bullet – need where retained and for how long  
**Response:** This would be filed with Human Resources and subject to standard retention policies for employee records.



**Additional Information**

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

**Next Steps**

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



## Smoke-Free Environment

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

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

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Board property is smoke-free at all times

### Procedures:

The Grand Erie District School Board believes in providing a healthy work and learning environment for employees and students.

### Definitions:

- Smoking includes the act of smoking and/or the holding of lighted tobacco or cannabis (medical and/or recreational).
- Vaping includes the use of an e-cigarette with any substance. Under the Electronic Cigarette Act (2015), the use of e-cigarettes (vaping) is illegal wherever smoking is already prohibited.

To this end, all Board properties (and within 20 metres from property perimeter) and Board vehicles are designated as smoke-free at all times. This Procedure applies to all Board-sponsored and school-sponsored events. This includes board business, school buses, on leased or rented property, or during any part of a school field trip, including team trips and school excursions.

Noncompliance with this Smoking on Board property or in Board vehicles Procedure will be dealt with through the Board's progressive discipline procedure (HR119) and the Code of Conduct of individual schools.

Medical marijuanacannabis – under the following controlled conditions —is allowed to be smoked on Board property.

- There must be a personal prescription (signed by a physician or nurse practitioner) specifically for medical marijuanacannabis. A copy of the prescription will be kept on file.
- There must be a specific dosage prescribed.
- The physician must indicate that the medical marijuanacannabis ~~has to~~ must be administered during the school/workday.
- The physician must indicate the form in which the medical marijuanacannabis will be used. Smoke free options are preferred; however, if smoking is the only option, then it must occur off-site and there are commercial devices that restrict the amount of second-hand smoke should be used.
- Proof of a personal license to use marijuanacannabis must be presented to the Principal/Supervisor. A copy of the license will be kept on file.
- Proof of an authorized marijuanacannabis supplier must be provided. A copy of this documentation will be kept on file.

~~Under the Electronic Cigarette Act (2015), the use of e-cigarettes (vaping) is illegal wherever smoking is already prohibited.~~

The Grand Erie District School Board will ensure compliance with all relevant aspects of the “Smoke-Free Ontario Act – ~~2006~~2017”.

Reference:

Policy SO30: Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Jennifer Tozer, Superintendent of Human Resources  
RE: **HR102 Working with Blood-Borne Infections, Precautions and Practices**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure HR102 Working with Blood-Borne Infections, Precautions and Practices.**

### Background

Procedure HR102 Working with Blood-Borne Infections, Precautions and Practices was circulated to all appropriate stakeholders for comments to be received by October 28, 2021.

### Comments Received

1. ... Comment: 2c – Are there more specific instructions in this area since we are dealing with Covid? Should mouth to mouth one way resuscitation devices be available in all schools?  
**Response:** comment considered – protocols under the current pandemic are addressed by health and safety. Mouth to mouth resuscitation devices are part of the first aid kits presently.
2. Comment: 3 – using disposal towels – how are these towels properly disposed of? Should this item be included in 4b?  
**Response:** comment considered – 4B includes ALL disposable items
3. Comment: 5d – encouraged to bleed – suggest encouraged/allowed to bleed.  
**Response:** comment considered – no change made as words are similar in intent.
4. Comment: 5e – ‘an accident form’ – is this specific enough? – correct terminology used? Portal refers to Injury/Incident/Disease Report.  
**Response:** comment considered and changes have been made.
5. Comment: 6 – is this section already covered in other areas of this procedure?  
6v – are the disposal of soiled materials dealt with the same?  
**Response:** comment considered – yes, it’s covered, however, this section summarizes the general procedures when giving first aid. Yes, it’s disposed of in the regular waste disposal.

### Additional Information

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

### Next Steps

This procedure will be distributed in keeping with Board Bylaw 9.



Respectfully submitted,

Jennifer Tozer, Superintendent of Human Resources



# PROCEDURE

HR102

## Working with Blood–Borne Infections, Precautions and Practices

Board Received: June 26 November 8, 2021 2017 Review Date: September December 2025+

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Appropriate safety precautions are taken.  
– Equipment and training provided for all staff.

### Procedures:

These procedures outline precautions applying to any staff involved in the care and the handling of individuals when blood and other body fluids are present.

Although the risk of contracting blood-borne infections through occupational exposure is very low, these infections are a reality when dealing with Hepatitis “B” (HBV), Human Immune-Deficiency Virus positive serology (HIV), Hepatitis C Virus (HCV) and other potential infections. Staff who may be exposed to blood and other body fluids should take appropriate precautions to minimize direct contact.

#### 1. Responsibility:

Principals/supervisors have the responsibility to ensure that their staff are aware of the precautions and safe practices regarding blood-borne infections.

#### 2. Precautions:

In order to minimize direct contact with blood and body fluids, the following general precautions are suggested for all situations where blood or body fluids are encountered:

- a) *Hand washing:* Hands (and any skin surface) must be washed thoroughly as soon as practicable. To wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least twenty seconds. Rinse thoroughly under a stream of water. Cuts or sores on hands should also be covered with a waterproof dressing.
- b) *Gloves:* New, disposable waterproof vinyl gloves (or nitrile) should be worn when in contact with blood, blood products, other body fluids, open wounds or sores (non-intact skin) and items or surfaces soiled with blood or other body fluids. If gloves are punctured or cut they should be removed as soon as practicable. Schools will provide gloves for all staff who are involved.

#### Procedures for Using Gloves:

- i) Wash hands.
- ii) Put on gloves, making sure they cover cuffs if long sleeves are worn.
- iii) After using gloves, remove them by hooking gloved fingers of dominant hand into lower outside edge of the other glove. Pull the glove inside out as you remove it and then hold the glove in your gloved hand.
- iv) Tuck your ungloved hand into the inside of the remaining glove. Remove that glove by pulling it inside out and encase the other glove as you do so.
- v) Dispose of gloves immediately in waste disposal.
- vi) Wash hands thoroughly after removal of gloves.

Staff unfamiliar with gloving procedures are advised to contact the Health and Safety Office.

- c) *Pocket Masks or Other Ventilation Devices*: These can be purchased for those settings where the need for resuscitation can be anticipated. However, the risk of infection is so slight that no one should hesitate to give mouth-to-mouth resuscitation if such equipment is not available. Employees must be adequately trained in the use of such equipment.

### 3. Clean-up of Spills and Contaminated Surfaces:

Spills of blood or other body fluids and contaminated surfaces should be cleaned promptly with detergent and water, using disposable towels. The area should then be disinfected with a disinfectant cleaning product and left to dry. Chemical germicides approved for use as hospital disinfectants can also be used. The Material Safety Data Sheet for the product must be checked before use and all safety precautions followed.

### 4. Waste Disposal:

- a) Sharp Devices and Glass (needles, syringes, broken glass, sharp devices or instruments):
  - should be placed in disposable, puncture-resistance containers;
  - prior to disposal, puncture resistant containers should be securely sealed and the contents identified with a label or tag;
  - schools may be able to arrange for disposal through hospitals in the community;
  - if in doubt, call the Health and Safety Office.
- b) Solid Wastes (ie. disposable articles and dressings):
  - should be placed in a sturdy impervious (plastic) bag, tied securely with a twist tie and the contents identified with a label or tag;
  - double bagging is necessary only if the outside of the bag is contaminated with blood or other body fluids, or if there is potential for leakage;
  - dispose with regular garbage in a secure sanitary landfill or have incinerated.
- c) Unclotted Blood and Other Body Fluids:
  - dispose into a drain connected to a sanitary sewer and flush with water.
- d) Soiled Clothing:
  - clothing which has been soiled with blood or other body fluids may be washed with regular laundry;
  - soiled linen and clothing should be handled as little as possible;
  - linen and clothing which have been heavily soiled with blood or other body fluids should be transported in bags that prevent leakage, and be tagged indicating the contents.

### 5. What to do if Exposure Occurs:

- a) where there has been contact or splashes of blood or other body fluids on the skin, the area should be thoroughly washed as soon as practicable with soap and water;
- b) splashes of mucosa membranes such as the lips, mouth, eyes or nose, should be flushed with water as soon as practicable;
- c) clothing which becomes soiled with blood or other body fluids should be removed as soon as practicable;
- d) penetrating wounds such as needle/stick punctures or cuts from sharp objects should be encouraged to bleed and then washed thoroughly with soap and water; medical attention should be sought as soon as possible if exposure to a biological or chemical agent is suspected.

e) penetrating wounds or splashes onto mucous membrane or non-intact skin should be reported to the employee's principal/supervisor. ~~An Accident Form should also be completed following the incident.~~

If blood enters an open cut or sore on your hands, etc., wash thoroughly and proceed to the nearest hospital emergency for follow-up for HBV, HCV, and HIV, preferably within one to two hours of exposure

f) Employees who are exposed should complete ~~the online an EMPLOYEE~~ Employee INJURY ~~INCIDENT DISEASE REPORT~~ report through the Staff Portal within 24 – 48 hours, so that the event can be documented with and forwarded on to the WSIB.

#### 6. Giving First Aid to Any Person:

a) Where feasible, wash your hands first.

b) Always:

- i) wear disposable gloves, especially if you have any open cuts, sores, etc. on the hands;
- ii) wash your hands thoroughly with soap and water after giving the first aid;
- iii) if blood enters an open cut or sore on your hands, etc., wash thoroughly and proceed to the nearest hospital emergency for follow-up for HBV, HCV, and HIV, preferably within one to two hours of exposure;
- iv) after wiping up spilled blood with a paper towel, etc., wipe the surface with a disinfectant cleaning product and allow to air dry;
- v) soiled gloves, towels, etc. should be placed in a plastic or paper bag and discarded in the waste disposal.







# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Jennifer Tozer, Superintendent of Human Resources  
RE: **HR120 Communicable Diseases**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure HR120 Communicable Diseases** as information.

### Background

Procedure HR120 Communicable Diseases was circulated to all appropriate stakeholders for comments to be received by September 29, 2021.

### Comments Received

- Comment: 1.0 will/should COVID-19 be added to this statement  
**Response:** Comment reviewed – change made
- Comment: Section 4.1 – should the reference to section 4.8 (c) (iii to vii) still be here, or would it be clearer to have reporting for chicken pox  
**Response:** Comment reviewed – change made
- Comment: 4.2 reference to the employee benefit plan covering these costs, since the board no longer holds the benefit plan and has no idea what is contained in the plans, should this be changed to suggest an employee should check with their plan  
**Response:** Comment reviewed – change made
- Comment: 4.5 – same comment at 4.2 above - Also the provincial plan will cover a pertussis shot as part of the tetanus/diphtheria (Tdap rather than Td) once in adulthood, should it be suggested checking with their health care provider  
**Response:** Comment reviewed – change made
- Comment: 4.9 – same about Board's extended health care plan  
**Response:** Comment reviewed – change made
- Comment: 4.10 – is the language here the same as procedure SO101? Appendix a of SO101 states may return after treatment is completed  
**Response:** Comment reviewed – change made
- Comment: 5.1 – should there be direction on who is responsible to report to the local Medical Officer of Health  
**Response:** Comment reviewed – change made

### Additional Information



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

**Next Steps**

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Jennifer Tozer  
Superintendent of Human Resources



## Communicable Diseases

Board Received: November 8, 2021 Review Date: December 2025

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Safety issues addressed.  
– Clear communication present.

### Procedure:

#### 1.0 Definition

This procedure for staff ~~shall~~ applies to all communicable diseases which include, but are not limited to, influenza, Parvovirus B-19 (fifth disease), measles, mumps, rubella, chickenpox, Covid-19 (Corona virus), Hepatitis B and C and the Human Immunodeficiency Virus (HIV), the virus which causes Acquired Immune Deficiency Syndrome (AIDS).

#### 2.0 Hygiene

The best protection against outbreaks of infectious diseases is frequent and thorough hand washing techniques with water and soap. Where waste and body fluids are a potential risk, strict adherence to guidelines including gloves and hand washing techniques are required.

#### 3.0 General Guidelines

This Procedure was prepared in consultation with the local Health Units.

3.1 Employees with communicable diseases are considered to have a medical disability and are protected by the *Ontario Human Rights Code*. They will be treated fairly and equitably and in a manner that respects their privacy and dignity in the workplace. These employees will be given the opportunity to remain in their position(s) providing they are physically and mentally able to meet appropriate performance standards, and providing that their presence does not pose a safety or health hazard to themselves or others. Confidentiality of an employee's medical information will ~~shall~~ be maintained.

3.2 Preventing exposure to infectious and communicable disease is a shared responsibility of all staff. Routine precautions should be used whenever employees have contact with blood or body fluids at work. Refer to Procedure HR 102 for information regarding hand washing, the use of gloves, clean-up procedures and disposal of waste. Employees who experience an unprotected exposure to blood or body fluids (e.g., human bite, needle puncture) will report the incident using, Employee Injury Report (through the Staff Portal) within 72 hours (see HR121).

#### 4.0 Communicable Diseases

Immunization is an important step in the fight against illness. It stimulates the body's own immune system to produce antibodies so if an exposure occurs years later, the immune system response is activated to prevent viral or bacterial infection. Immunization begins in early infancy and continues throughout life. Having up-to-date immunization is the best protection against infectious diseases.

##### 4.1 Varicella (Chickenpox)

a) Those staff with a history of chickenpox, caused by the varicella virus, are usually immune. Those who have not had varicella or are unsure should have

a titre (blood) test to establish their immunity. Adults who get varicella should see their physician as soon as possible. If there is a diagnosis of chickenpox, the employee can return to work as soon as they are feeling well enough to participate in normal activities. Chickenpox is no longer considered a disease that requires an employee to be excused from work. ~~Please refer to section 4.8 (c) (iii) to (vii) for procedures to follow if an employee or student is diagnosed with chickenpox.~~

- b) ~~Should a diagnosed case of Varicella (chicken pox) occur in a school, the principal/supervisor will shall:~~
- i) ~~confirm that the child/children has/have been diagnosed by a physician as having Varicella (chicken pox);~~
  - ii) ~~immediately notify all staff members, including any support staff who report to the school;~~
  - iii) ~~if there is a pregnant staff member, check to see if they are aware of their immunization status to Varicella (chicken pox). If they know they are immune, they can remain at work;~~
  - iv) ~~If the pregnant staff member is not aware of their immunization status, direct the staff member to contact their physician immediately to determine immunity or to have the blood test done. If blood work is ordered by the physician, the staff member will shall be released from work that that purpose, otherwise you are not to send the staff member home;~~
  - v) ~~direct the pregnant staff member to obtain a physician's note immediately and forward to the Health and Disability Officer within 24 hours. The employee's physician may:~~
    - ~~determine that the staff member can return to work immediately for which no note is required;~~
    - ~~provide a note indicating that the staff member cannot return to their worksite until such time as the test results are known but may be reassigned to a location that has no known cases of Varicella (chicken pox). In this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Superintendent of Human Resources, will shall review the circumstances and determine a suitable placement, if possible, for the staff member until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first;~~
    - ~~provide a note indicating that the staff member cannot work at any site, the staff member may access their sick leave until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, which occurs first.~~
  - vi) ~~obtain a contact telephone number from the staff member so that they can be reached to discuss their status;~~
  - vii) ~~ensure all absences entered in the absence dispatch system for all employees include a notation to the substitute that there is a diagnosed case of Varicella (chicken pox) in the school. Substitutes already booked into jobs for that site must also be contacted and informed, if female;~~
  - viii) ~~contact the Superintendent of Human Resources, Manager of Human Resources and Healthy and Disability Officer immediately. There is~~

- no need to contact the District Health Unit as Varicella (chicken pox) is considered a 'non-reportable' disease;
- ix) notify the school community by memo on school letterhead (see Appendix A)
  - x) post a notice on all entrances to the school indicating that there is a case of diagnosed Varicella (chicken pox) in the school.
- c) a staff member who is found to have immunity from Varicella (chicken pox) as a result of testing is required to report to work.
  - d) a staff member who has been tested and found to be susceptible to Varicella (chicken pox) and whose health is at risk as a result of an outbreak at her school/location, as certified by the employee's physician, ~~shall,~~ until the outbreak is over (10 calendar days with no confirmed cases);will:
    - i) be re-assigned to an alternate work site (either on-site or off-site); or
    - ii) access sick leave if the staff member provides medical information regarding restrictions and limitations that prevent her from working;
    - iii) be granted a leave of absence with pay if the Board determines that a re-assignment is not possible;
    - iv) be deducted pay if the staff member refuses a re-assignment.
  - e) if a staff member is found to be susceptible to Varicella (chicken pox), and does not wish to remain in a school/location for fear of potential exposure, although no presence of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.

#### 4.2 Hepatitis B

Hepatitis B is a virus that is transmitted by blood or body fluids including saliva of an infected person. Grade seven students are immunized; however, this is a voluntary program sponsored through the Public Health unit. There is no guarantee that staff members may not be exposed. The Hepatitis B vaccine is a series of three shots given over a six-month period. A post-vaccine blood test will be administered one month after the series of shots to ensure immunity. Employees should confirm with their Employee Health Trust as to whether s' extended health care plan will cover the cost of these vaccines are covered, if ordered through a physician. Inquiries may be directed to your representative in Human Resources Services. A record of immunization should be maintained by the staff member.

#### 4.3 Influenza

An annual influenza vaccine is strongly suggested.

#### 4.4 Tetanus

Employees are encouraged to maintain their immunization at a current status. Boosters will be given by a health care provider when the employee's last recorded shot was ten or more years prior, or the employee is uncertain.

#### 4.5 Pertussis (Whooping Cough)

Due to exposure to students, the Board's employees may be at a higher risk of getting Pertussis. Adults who have not had a booster dose are susceptible to Pertussis. ~~The vaccine is covered by the Board's extended health care plan.~~Employees should confirm with their Employee Health Trust as to whether the cost of these vaccines are covered, if ordered through a physician.

#### 4.6 Conjunctivitis (Pink Eye)

Employees with conjunctivitis must remain off duty for 24 hours after starting treatment with antibiotics or when the symptoms are no longer present.

4.7 Measles, Mumps and Rubella (German Measles)

Employees born before 1970 are considered immune while those born after 1970 should receive one dose of MMR. Please refer to section 4.8 (iii) to (vii) for procedures to follow if an employee or student is diagnosed with Rubella.

4.8 Parvovirus B-19 (Fifth disease)

a) Fifth disease or Parvovirus B-19 is a common viral infection associated with fever and a distinctive rash. Outbreaks of fifth disease can occur at any time of the year, but most often occur in winter and spring. Fifth disease is not highly contagious and is spread by respiratory secretions from person to person. Symptoms include a brief mild illness with fever, malaise, muscle aches, joint pain and headache 7 to 10 days before the rash appears. The cheeks take on a flushed appearance that looks like the face has been slapped. There may also be a lacy rash on the trunk, arms and legs that lasts 7 to 10 days. However, not all infected persons develop a rash. The infectious period is before the onset of the rash. Once the rash appears, a person is no longer contagious. Therefore, a child who has been diagnosed with fifth disease need not be excluded from the classroom. This decision is made by the child's physician. Once a child recovers from Parvovirus B-19 infection, they develop lasting immunity, which means that the child is protected against future infection.

b) Women of child-bearing age are encouraged to have a blood test to determine their immune status as part of their pregnancy planning. The virus can be transmitted from an infected mother to her unborn child. Pregnant women who have been in contact with children during the infectious period, before the appearance of the rash, have a lower risk for infection than women exposed through household contact. Approximately 50% to 60% of women of reproductive age have developed immunity to Parvovirus B-19. Transmission of the virus can be decreased through proper hand washing and proper disposal of used tissues.

The Society of Obstetricians and Gynecologists of Canada states in their clinical guideline that leave from the workplace for pregnant women is not routinely recommended during an outbreak of the virus in the school. Research suggests that pregnant women do not reduce their risk of infection by leaving the workplace. However, susceptible pregnant women who have medical conditions that increase their risk for complications due to Parvovirus B-19 infection may be removed from the workplace or reassigned (see ~~iv~~ below), in the event of an outbreak, to reduce the risk of infection. Each pregnant woman who is exposed to the virus should discuss her individual risk, based on her risk of infection, gestational age and other obstetrical consideration with her physician.

- i) Confirm that the child/children has/have been diagnosed by a physician as having Parvovirus B-19;
- ii) immediately notify all staff members, including any support staff who report to the school;
- iii) if there is a pregnant staff member, check to see if they are aware of their immunization status to Parvovirus B-19. If they know they are immune, they can remain at work;



- iv) if the pregnant staff member is not aware of their immunization status, direct the staff member to contact their physician immediately to determine immunity or to have the blood test done. If blood work is ordered by the physician, the staff member ~~will~~shall be released from work for that purpose, otherwise you are not to send the staff member home;
- v) direct the pregnant staff member to obtain a physician's note immediately and forward to the Health and Disability Officer within 24 hours. The employee's physician may:
- Determine that the staff member can return to work immediately for which no note is required;
  - Provide a note indicating that the staff member cannot return to their worksite until such time as the test results are known but may be re-assigned to a location that has no known cases of Parvovirus B-19. In this case, Human Resource Services staff and the Healthy and Disability Officer, in consultation with the principal and Superintendent of Human Resources, ~~will~~shall review the circumstances and determine a suitable placement, if possible, for the staff member until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first;
  - Provide a note indicating that the staff member cannot work at any site, the staff member may access their sick leave until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first.
- vi) obtain a contact telephone number from the staff member so that they can be reached to discuss their status
- vii) ensure all absences entered in the absence dispatch system for all employees include a notation to the substitute that there is a diagnosed Parvovirus B-19 in the school. Substitutes already booked into jobs for that site must also be contacted and informed, if female.
- viii) contact the Superintendent of Human Resources, Manager of Human Resources and Health and Disability Officer immediately. There is no need to contact the District Health Unit as Parvovirus B-19 is considered a 'non-reportable' disease;
- ix) notify the school community by memo on school letterhead (see Appendix A)
- x) post a notice on all entrances to the school indicating that there is a case of diagnosed Parvovirus B-19 in the school.
- c) A staff member who is found to have immunity for Parvovirus B-19 as a result of testing is required to report to work;
- d) A staff member who has been tested and found to be susceptible to Parvovirus B-19 and whose health is at risk as a result of an outbreak at her school/location, as certified by the employee's physician, ~~shall~~, until the outbreak is over (10 calendar days with no confirmed cases) will:
- i) be re-assigned to an alternate work site (either on-site or off-site); or
  - ii) access sick leave if the staff member provides medical information regarding restrictions and limitations that prevent her from working;
  - iii) be granted a leave of absence with pay if the Board determines that a re-assignment is not possible;
  - iv) be deducted pay if the staff member refuses a re-assignment.



- e) If a staff member is found to be susceptible to Parvovirus B-19 and does not wish to remain in a school/location for fear of potential exposure, although no presence of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.
- ~~e) Should a diagnosed case of fifth disease occur in a school, the principal/supervisor shall:~~
- ~~(i) confirm that the child/children has/have been diagnosed by a physician as having fifth disease~~
  - ~~(ii) immediately notify all staff members, including any support staff who report to the school~~
  - ~~(iii) if there is a pregnant staff member, direct the pregnant employee to contact their physician immediately to determine immunity or to have the blood test done. If blood work is ordered by the physician, the pregnant employee shall be released from work for that purpose~~
  - ~~(iv) direct the pregnant employee to obtain a doctor's note immediately and forward to the Health and Disability Officer within 24 hours (see [d](#) below)~~
  - ~~(v) obtain a contact telephone number from the employee so that they can be reached to discuss their status~~
  - ~~(vi) ensure all absences entered in the absence dispatch system for all employees include a notation to the substitute that there is a diagnosed fifth disease in the school. Substitutes already booked into jobs for that site must also be contacted and informed~~
  - ~~(vii) contact the Superintendent of Education, Manager of Human Resources and the Health and Disability Officer immediately. There is no need to contact the District Health Unit as fifth disease is considered a "non-reportable disease"~~
  - ~~(viii) notify the school community by memo on school letterhead (see Appendix A)~~
  - ~~(ix) post a notice on all entrances to the school indicating that there is a case of diagnosed fifth disease in the school~~
- ~~d) The employee's physician may~~
- ~~(i) determine that the employee can return to work immediately~~
  - ~~(ii) provide a note indicating that the employee cannot return to their worksite until such time as the test results are known but may be reassigned. In this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Superintendent of Education, shall review the circumstances and determine a suitable placement, if possible, for the employee until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first~~
  - ~~(iii) provide a note indicating that the employee cannot work at any site; the employee may access their sick leave until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first~~
- ~~e) An employee who is found to have immunity from fifth disease as a result of testing is required to report to work.~~
- ~~f) An employee who has been tested and found to be susceptible to fifth disease and whose health is at risk as a result of an outbreak at her school, as certified~~

~~by the employee's physician shall, until the outbreak is over (10 calendar days with no confirmed cases):~~

- ~~(i) be re-assigned to an alternate work site (either on-site or off-site); or~~
- ~~(ii) access sick leave if the employee provides medical information regarding restrictions and limitations that prevent her from working;~~
- ~~(iii) be granted a leave of absence with pay if the Board determines that a reassignment is not possible.~~
- ~~(iv) Be deducted pay if the employee refuses a re-assignment~~

~~g) If an employee is found to be susceptible to fifth disease and does not wish to remain in a school/location for fear of potential exposure, although no presence of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.~~

#### 4.9 Meningococcal Disease

Most adults over 24 years of age are considered immune. Outbreaks are rare, however, employees less than 24 years of age are encouraged to have the vaccine. ~~The Board's extended health car~~Employees should confirm with their Employee Health Trust as to whether the cost of these vaccines are covered, if ordered through a physician. The plan will cover the cost when recommended by the employee's physician. Contact your representative in Human Resources Services for additional information.

#### 4.10 Scabies/Head Lice

Exposure to scabies and head lice is a common risk to employees working with children. Employees who get head lice may return to work ~~24 hours~~ after treatment, ~~as long as no nits remain in the hair.~~ Employees who may feel they are exposed should be seen by their physician prior to using commercial products while pregnant or nursing.

#### 4.11 COVID-19 (Coronavirus)

Vaccination and any required booster shot(s) is strongly suggested

## 5.0 Employees with a Communicable Disease

- 5.1 Under Section 28 of the *Health Protection and Promotion Act*, school Principals have a duty to report all reportable diseases to the Medical Officer of Health of the Health Unit in which the school is located. Principals and Supervisors should be familiar with the list of reportable diseases maintained by the area Health Units (see Appendix B). In addition, Health Units can also provide information regarding the conditions/diseases that require children to be excluded from attending school.
- 5.2 Pregnant staff or those who are trying to become pregnant should know their health history. Several childhood diseases can potentially harm the unborn child and the mother if she is not immune. These diseases include: chickenpox or shingles, cytomegalovirus, fifth disease and rubella. Prior to pregnancy, or as soon as possible if the pregnancy is not planned, a woman should talk to her health care provider about any necessary precautions.
- 5.3 Employees with a communicable disease who pose a risk of transmission to students or other employees will remain off work and provide a medical certificate for their absence in accordance with the Board's Health and Disability Management Procedures and return to work when they no longer pose a risk of transmission.
- 5.4 Employees who are placed in quarantine by the Medical Officer of Health will remain off work until cleared by the MOH.

## Appendix A

This letter is to be printed on school letterhead and distributed to all families of the school when there is a confirmed case of either fifth disease or chickenpox. Please insert the name of the confirmed disease in the three blanks.

Date

Dear Parents/Guardians:

We have recently had a diagnosed case of \_\_\_\_\_ at the school.

If you suspect that your child may have \_\_\_\_\_, please make an appointment with your doctor for medical confirmation. If medically confirmed, please notify the school.

Children with \_\_\_\_\_ may attend school if they are feeling well enough to take part in activities. By the time the rash develops, the child is no longer infectious.

If you have any questions, please contact your doctor or your local Health Unit.

Principal

**REPORTABLE DISEASES**

The following specified Reportable Diseases, (Ontario Regulations 559/94-135/18 under the Health Protection and Promotion Act) are to be immediately reported to the Local Medical Officer of Health:

**IMMEDIATE REPORTING REQUIRED (Confirmed & Suspect Cases)**

Due to the need for public health follow-up, the following diseases must be reported immediately. Immediate reporting is also required: A) for clusters of any reportable diseases, and B) when the Health Unit issues an alert requesting immediate reporting.

Anthrax	Meningococcal disease, invasive
Botulism	Mumps
Bruceellosis	Paralytic Shellfish Poisoning (PSP)
Carbapenemase-producing <i>Enterobacteriaceae</i> (CPE) outbreaks	Paratyphoid fever
<i>Clostridium difficile</i> infection (CDI) outbreaks in public hospitals	Pertussis (Whooping Cough)
Diphtheria	Plague
Food poisoning, all causes	Poliomyelitis, acute
Gastroenteritis outbreaks in institutions and hospitals	Rabies
Group A Streptococcal disease (iGAS), invasive	Respiratory infection outbreaks in institutions and hospitals
<i>Haemophilus influenzae</i> , all types, invasive	Rubella
Hantavirus pulmonary syndrome	Severe Acute Respiratory Syndrome (SARS)
Hemorrhagic fevers, including: Ebola, Marburg and other viral causes	Shigellosis
Hepatitis A	Smallpox
Influenza, novel (NOT seasonal)	Tuberculosis (all sites)
Lassa Fever	Typhoid Fever
Listeriosis	Verotoxin-producing <i>E.coli</i> infection indicator conditions, including Haemolytic Uraemic Syndrome (HUS)
Measles	

**REPORT AS SOON AS POSSIBLE & BY NEXT BUSINESS DAY (Confirmed & Suspect Cases)**

Acquired Immunodeficiency Syndrome (AIDS)	Hepatitis B
Acute Flaccid Paralysis (AFP)	Hepatitis C
Adverse events following immunizations (AEFIs)	Influenza (Seasonal)
Amebiasis	Legionellosis
Blastomycosis	Leprosy
Campylobacter enteritis	Lyme Disease
Carbapenemase-producing <i>Enterobacteriaceae</i> (CPE) colonization and infections, cases	Meningitis, acute: bacterial, viral and other
Chancroid	Ophthalmia neonatorum
Chickenpox (Varicella)	Pneumococcal disease, invasive
<i>Chlamydia trachomatis</i> infections	Psittacosis/Ornithosis
Cholera	Q Fever
Creutzfeldt-Jakob Disease, all types	Rubella, congenital syndrome
Cryptosporidiosis	Salmonellosis
Cyclosporiasis	Syphilis
Echinococcus multilocularis infection	Tetanus
Encephalitis including: primary, viral, post-infectious, vaccine-related, subacute sclerosing panencephalitis and unspecified	Trichinosis
Giardiasis, except asymptomatic cases	Tularemia
Gonorrhoea	West Nile Virus Illness
Group B Streptococcal disease, neonatal	Yersiniosis



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Liana Thompson, Superintendent of Education  
RE: **SO-08 Community Partnerships**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Policy SO-08 Community Partnerships** to all appropriate stakeholders for comments to be received by January 13, 2022.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward **Procedure SO-008 Community Partnerships** to all appropriate stakeholders for comments to be received by January 13, 2022.

### Background

Policy SO-08 Community Partnerships was circulated to all appropriate stakeholders for comments to be received by September 29, 2021.

### Comments Received

- Comment: When this policy came to the Board in June it was suggested that the procedures would not be included because they are covered under procedure SO-108

**Response:** Correct
- Comment: Procedure SO-108 was written as a result of PPM 149 Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals, and paraprofessionals

**Response:** Correct
- Comment: This policy directs our work with other groups like the partnership we have at PJ for SOAR or use of the gyms at Waterford DHS

**Response:** Correct
- Comment: This policy has the school connecting with the school council and community before partnerships agreements are made

**Response:** Correct
- Comment: I would respectfully suggest that the procedure be added back to this policy so that work with our community partnerships can continue in a positive manner

**Response:** A new procedure will be created to provide operational guidance for community partnerships.

**Additional Information**

As a result of these comments, suggested revisions have been made to the Policy. It was also recognized that a Procedure outlining operational guidance for working with community partners is necessary. Both the Policy SO-08 - Community Partnerships and the new Procedure SO-008 - Community Partnerships are attached.

**Next Steps**

It is recommended that Policy SO-08 - Community Partnerships and Procedure SO-008 Community Partnerships be circulated out for comment in keeping with Board Bylaw 9.

Respectfully submitted,

Liana Thompson  
Superintendent of Education



**Community Partnerships**

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

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

**Policy Statement:**

The Grand Erie District School Board believes that building strong and collaborative working relationships with community partners can enhance the opportunities available to our students. Community partnerships must comply with Board Policy, the Education Act, collective agreements, other contracts and all legal requirements. All partnerships shall be based on the principles of equity, inclusiveness, and anti-oppression.

**Accountability:**

- 1. Criteria for Success Collaborative working relationships:
  - improve services and programs for students.
  - increase public support for education.
  - increase efficiency and effectiveness of service implementation through shared services/resources.

Reference: Procedure SO-008 – Community Partnerships





## Community Partnerships

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

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

### Guiding Principles:

Partnerships may:

- improve services and programs for students
- motivate students
- build relationships and promote understanding
- increase public support for education
- increase parental and community involvement in, commitment to and responsibility/accountability for student learning
- increase efficiency and effectiveness through sharing of services and resources
- recognize the contributions of all partners
- promote equity and inclusiveness in our schools
- be built on open communication and trust
- include defined problem-solving and decision-making process
- include mechanisms for reflection and assessment

### Procedures:

- 1.0 Working with school staff keeping the focus on students, principals may:
  - 1.1 encourage partnerships where appropriate
  - 1.2 protect the interests of students by being selective about partnerships
  - 1.3 be open to proposals from a variety of partners
  - 1.4 seek input from the school council regarding potential partnerships
  - 1.5 clarify the purpose of the partnership by defining the roles and responsibilities
  - 1.6 carry out a regular review of the partnership
  - 1.7 celebrate the contributions of partnerships, e.g., appropriately acknowledge the partner in school newsletters and at public events
  - 1.8 always have donated goods and services evaluated by a third party when a tax receipt is to be issued
  - 1.9 contact the appropriate Education Centre support staff for assistance
- 2.0 Police Record Check: If community partners are working in schools with students, they must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.
  - Police Record Checks will remain valid for a three-year period from the date they are received by the school.
  - Police Record Checks can be transferred within the three-year period between schools.
  - If the community partner has a current Police Record Check and Vulnerable Sector Search, they will provide a copy of this to the school principal.
  - If the community partner does not have a current Police Record Check and Vulnerable Sector Search, the principal will provide the prospective partner with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the community partner resides. (see SO-126 – Volunteers)

- 3.0 Accessibility for Ontarians with Disabilities Act (AODA) Training
  - 3.1 All community partners are required to complete an online AODA training module and proof of completed AODA training will be provided to the school principal. If a community partner has not completed AODA training, they may access the training on the Grand Erie District School Board website (see SO-126 – Volunteers)
  
- 4.0 COVID-19
  - 4.1 All community partners will follow all COVID-19 requirements and protocols as outlined by the Grand Erie District School Board
  
- 5.0 Record Keeping

A community partner's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only. Files will be maintained while the community partner provides services to the school and for a two-year period thereafter, after which time they will be shredded.

Reference: Policy SO-08 – Community Partnerships





# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Wayne Baker, Superintendent of Education  
RE: **SO-10 Bullying Prevention and Intervention**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy SO-10 Bullying Prevention and Intervention.**

### Background

Policy SO-10 Bullying Prevention and Intervention was circulated to all appropriate stakeholders for comments to be received by September 29, 2021.

### Comments Received

1. Comment: The safe schools reporting forms  
**Response:** see below
2. Comment: Should there be a where stored and retention timelines on the actual forms  
**Response:** see below
3. Comment: There is language in section 4 but we usually also add to the actual forms  
**Response:** The following addition has been made to Safe Schools Incident Report 1, “if placed in OSR, retention will align with GEDSB Records Management.”

### Additional Information

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

### Next Steps

This approved Policy and received Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



**Bullying Prevention and Intervention**

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Policy Statement**

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual, and is free from bullying.

Bullying adversely affects:

- a student’s ability to learn.
- a school’s ability to educate its students
- healthy relationships and school climate.

Bullying will not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

This policy applies to students (incidents of bullying involving Board personnel will be addressed through Policy HR5 – Harassment/Objectionable Behaviour; incidents involving visitors or parents could involve Trespass Letters or police). All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.

**Accountability**

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

**1. Definition of Bullying**

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- |                            |                              |                     |
|----------------------------|------------------------------|---------------------|
| • Size                     | • Ethnicity                  | • Religion          |
| • Strength                 | • Disability                 | • Gender identity   |
| • Age                      | • Need for special education | • Gender expression |
| • Intelligence             | • Sexual orientation         |                     |
| • Economic status          | • Family circumstances       |                     |
| • Social status            | • Gender                     |                     |
| • solidarity of peer group | • Race                       |                     |

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

## 2. Prevention and Awareness-Raising Strategies

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12).

Each school must strive to develop a positive school climate. A school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school."

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

## 3. Intervention and Support Strategies

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies, from counselling to suspension/expulsion. Note: students under grade 4 are not subject to discretionary suspensions.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. Specific support plans will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

#### 4. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed electronically, using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form, principals must provide the person who submitted the report with electronic acknowledgement, using the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal must inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form - both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents must always be made as soon as possible.

#### 5. Notifying Parents

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

## 6. Training Strategies

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of, and intervention in, bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g., parent night, newsletters, pamphlets, social media) in order to best support their children and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations involving equity-seeking groups.

All annual School Improvement Plans will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

The Grand Erie Safe Schools Team will act as a resource and support for school teams.

### References:

Procedure SO10 Bullying Prevention and Intervention

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



**SAFE SCHOOLS INCIDENT REPORTING FORM  
— PART I —**

*CONFIDENTIAL*

Report No:		
Name of School		
1. Name of Student(s) Involved (if known)		
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) <input type="checkbox"/> At a school-related activity (please specify) <input type="checkbox"/> On a school bus (please specify route number) <input type="checkbox"/> Other (please specify)	
3. Time of Incident	Date:	Time:
4. Type of Incident (check all that apply)	<p><b>Activities for which suspension must be considered under section 306(1) of the Education Act for students in grade 4 or above:</b></p> <input type="checkbox"/> Threatening to inflict serious bodily harm on another person. <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a prescription <input type="checkbox"/> Swearing at, or in reference to, a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities <input type="checkbox"/> Bullying, including cyberbullying <input type="checkbox"/> Physical or verbal aggression <input type="checkbox"/> Persistent opposition to authority <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community <p><b>Activities for which expulsion must be considered under section 310(1) of the Education Act:</b></p> <input type="checkbox"/> Possessing a weapon or replica, including a firearm <input type="checkbox"/> Using a weapon or replica to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trafficking in weapons or illegal/restricted drugs</li> <li><input type="checkbox"/> Committing robbery</li> <li><input type="checkbox"/> Giving alcohol or cannabis to a minor</li> <li><input type="checkbox"/> Bullying, if,             <ul style="list-style-type: none"> <li>i. the pupil has previously been suspended for engaging in bullying, AND,</li> <li>ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;</li> </ul> </li> <li><input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right where;             <ul style="list-style-type: none"> <li>i. The pupil has previously been suspended for this behaviours, AND</li> <li>ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person.</li> </ul> </li> <li><input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.</li> <li><input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and</li> </ul>
--	--

<b>5. Report Submitted By:</b>	
Name:	
Signature:	Date:
<b>Contact Information:</b>	
Location:	Telephone:

SAFE SCHOOLS INCIDENT REPORTING FORM  
 — PART II —

*ACKNOWLEDGEMENT OF RECEIPT*

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken		<input type="checkbox"/> No Action Required
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		



# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Wayne Baker, Superintendent of Education  
RE: **SO-11 Progressive Discipline and Promoting Positive Student Behaviour**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy SO-11 Progressive Discipline and Promoting Positive Student Behaviour.**

### Background

Policy SO-11 Progressive Discipline and Promoting Positive Student Behaviour was circulated to all appropriate stakeholders for comments to be received by September 29, 2021.

### Comments Received

1. Comment: Statement of guiding principles 2<sup>nd</sup> bullet – Grand Erie Code of Conduct – if this is a reference to policy SO12 – should that be included?

**Response:** SO12 Code of Conduct has been added as a reference.

### Additional Information

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

### Next Steps

This approved Policy and received Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



## Progressive Discipline and Promoting Positive Student Behaviour

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety  
– Effective student discipline  
– Improved student conduct  
– Improved student performance

### Statement of Guiding Principles

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Grand Erie Code of Conduct* and a school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour will reflect consideration of mitigating factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

### 1. Progressive Discipline and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Board codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e., mitigating factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e., the relationships within the school community); and
4. The Individual Education Plan

### 2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

#### Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or ECE.

#### Level 2

Level two discipline offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

#### Level 3

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parent, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

#### Level 4

Level four offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.

### 3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.

Employees report incidents using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

Third-party service providers working with students will establish procedures for reporting inappropriate student behaviours to principals.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

#### 4. Responding to Incidents

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/ or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report electronically using the "Safe Schools Incident Reporting Form – Part 1". For incidents where suspension or expulsion would not be considered, and Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

#### 5. Support for Students

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Board-based and community agencies.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. When principals have decided not to notify parents of victims, they must inform the teacher who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when parents are not called.



When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

#### 6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions.

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

Teachers may be delegated the authority to initially deal with situations that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether parents should be called, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

#### 7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider suspending a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Threatening to inflict serious bodily harm on another person.
- Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- Swearing at, or in reference to, a teacher or another person in a position of authority;

- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities;
- Bullying, including cyberbullying;
- Physical or verbal aggression;
- Persistent opposition to authority;
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

#### 8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon or replica, including a firearm
- Using a weapon or replica to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol or cannabis to a minor;
- Bullying, if,
  - i) The pupil has previously been suspended for engaging in bullying, AND
  - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
  - i) The pupil has previously been suspended for this behaviour, AND
  - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person
- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

#### Reference

Policy S012 Code of Conduct

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour





# Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board  
FROM: Lisa Munro, Superintendent of Education  
RE: **SO-134 Website Requirements**  
DATE: November 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure SO-134 Website Requirements** as information.

## Background

Procedure SO-134 Website Requirements was circulated to all appropriate stakeholders for comments to be received by September 29, 2021.

## Comments Received

- Comment: Criteria for success - All Grand Erie website will be compliant – with this procedure? With AODA  
**Response:** Amended to specify AODA compliance
- Comment: Many references to should – suggest these changed to must 2.7 , 3.3, 4.1 ii  
**Response:** No changes made
- Comment: 3.2 needs to add guardian after parent to be the same as language in 3.1  
**Response:** Amended
- Comment: 4.4 content that is no longer relevant will be removed – by whom  
**Response:** Amended to specify the owner of the content
- Comment: 5.1b – why can't volunteers either students or parents update websites? This cannot be a co-op placement for a student  
**Response:** No changes made in order to support security and privacy

## Additional Information

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

## Next Steps

This Procedure will be distributed in keeping with Board Bylaw 9.

Respectfully submitted,

Lisa Munro  
Superintendent of Education



**Website Requirements**

Board Received: \_\_\_\_\_ Review Date: \_\_\_\_\_

**Accountability:**

- 1. Accountability: – As needed
- 2. Criteria for Success: – All Grand Erie websites will be AODA compliant  
Content on all Grand Erie websites will be current  
Content will comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)  
Websites will be a valuable communication outlet for the Board’s stakeholders

**1. Overview:**

- 1.1 This document outlines the requirements to be followed when students, teachers and other Board employees publish material on the Internet. It includes website content and student safety requirements.
- 1.2 The availability of Internet access in all Grand Erie District School Board schools provides an educational opportunity for students and staff to contribute to the Grand Erie District School Board’s web pages.
- 1.3 The creation of a web page provides a means for sharing information with the Grand Erie District School Board and the world about school curriculum and instruction, school-authorized activities, and other information relating to our schools, our mission and vision; and provides instructional resources for staff and students. While the Board’s Senior Administration supports a decentralized approach to administering school websites, the Board’s Senior Administration retains the final decision on the suitability of website content and design and can direct schools to change content and/or design.

**2. Website Content Requirements:**

- 2.1 All board and school web pages will provide a section for feedback (e.g., [info@granderie.ca](mailto:info@granderie.ca), Talking Locker). Schools will have in place a mechanism for reviewing and addressing feedback submissions in a timely manner.
- 2.2 All board and school websites must comply with the Visual Identity of the Board (See Policy SO25 – Visual Identity) and must be hosted on the appropriate web platform supported by Information Technology Services. School sites will have a shortened style domain address for ease of access. No alternative domain, site, blog, or server will be used to represent the school in an official or unofficial capacity.
- 2.3 Creators of web pages need to familiarize themselves with — and practice — the following requirements. Grand Erie websites should be relevant, have information that is easy to access, reflect the values of the Grand Erie District School Board and establish brand equity throughout the system. Grand Erie employs communication methods and strategies to convey and strengthen the image and culture of the organization as a quality public educator which reflects equity and inclusivity. Consistent messaging in print and electronic

materials supports this objective and helps our communities identify with Grand Erie, which is essential in maintaining the Grand Erie District School Board as the educator of choice for the communities we serve. Websites must meet the [Web Content Accessibility Guidelines](#) (WCAG) under the Accessibility for Ontarians with Disabilities Act (AODA).

- 2.4 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Grand Erie District School Board is fulfilling its Multi Year Plan.
- 2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Procedure
  - (a) Content will not promote violence or hatred
  - (b) Content will not contain sectarian or denominational content
  - (c) Content that is focused on issues must inform or educate, create awareness of issues in the community and or/facilitate community discussions
  - (d) Content will not promote a specific political party
  - (e) No advertising from external organizations is permitted
  - (f) Content will not contain criticisms of trustees, staff or students or statements that could cause the Board embarrassment or liability
  - (g) Content must be organized in a user-friendly format
  - (h) Content must be clear, comprehensive and jargon-free. It must be responsive and provide a mechanism for visitors to the site to contact the school or Board e.g. by offering an email address
  - (i) Material must reflect the principles of equity and inclusivity as outlined in the Grand Erie Equity and Inclusivity in Education Policy, SO14
  - (j) Content must adhere to the privacy and information requirements (See section 3)
- 2.6 All board and school websites will provide public pages (accessed by school and local community) and secure pages (accessed by single sign-in authentication; not available to others outside board). Functionality in secure pages will be specific to the users logging in (staff, students and parents/guardians).
- 2.7 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2.4 and 2.5 of this document. All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.

### 3. Photographs, Personal Information and Student Safety:

- 3.1 For the safety of our students, the Board will not use the name of a Grand Erie student or the photograph of a Grand Erie student on any website without consent given through the Freedom of Information Parent/Guardian Information Sheet process collected annually through the registration form or the current information sheets.
- 3.2 A class picture will not be posted online if there is even one student in the photo whose parents/guardians have not provided informed written consent on the Registration/Current Information Sheet based on the Freedom of Information Parent/Guardian Information Sheet.
- 3.3 Grand Erie employees should refrain from taking or posting photographs of a large group when there are students in the group who do not have consent to be photographed.

It should be noted that the Board cannot control or prevent the further distribution or use of photos, videos, or other personal information taken by parents/guardians or members of the community at public functions held inside or outside the school. The Board urges all school guests to protect the personal information and identity of students and seek consent from the parents/guardians of the child(ren) before posting pictures, videos or other personal information on the internet.

Due to the nature of certain types of personal information, some information should never be included on school or school board public facing pages. This would include:

- (i) Student's report card and academic transcript
- (ii) Student's Ontario Student Record (OSR)
- (iii) Student's full name, telephone number, home address, personal/student email address, and social media account/contact information
- (iv) Parent's/Guardian's full name, telephone number, home address, personal email address
- (v) Staff's personal email address, home address, and/or telephone number

#### 4. Content Standards:

##### 4.1 Subject Matter

- (a) All subject matter on Grand Erie District School Board web pages and any links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or Multi Year Plan.
  - (i) Staff or student work may be published only as it relates to a class project, course, or other school-related activity
  - (ii) Staff and student work should not contain or promote non-school items, events or products unless approved by the school and/or Board administration.
  - (iii) Neither students, staff, nor other individuals may use the Board's or School's public web pages to provide access to their personal pages (non-teaching pages) on other servers or online services. Staff and students may provide links to instructional sites or materials not on Grand Erie servers from within the secure pages, but these links/materials need to be related to class work, curriculum, and instruction and should never divulge personal information of students.
  - (iv) Classroom or individual teacher web pages are to be linked from the landing page of the secure student or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.

##### 4.2 Copyright

- (a) All posted content must comply with copyright and trademark regulations and Grand Erie Policy SO24 Copyright Fair Dealing Guidelines.
- (b) Graphics, video, audio, or text created by another person may not be placed on a page without demonstrated permission of the author or artist.

##### 4.3 Quality

- (a) All content must be free of any spelling or grammatical errors.
- (b) Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related Board procedures).

4.4 Content should be regularly updated and maintained. Content that is no longer relevant will be removed by content owner.

## 5. School Websites:

### 5.1 Roles & Responsibilities

- (a) The principal is responsible for the content of the school website. The principal or a staff volunteer approved by the principal will act in the role of school webmaster. The webmaster will assist the staff members in the school in ensuring these requirements are adhered to and that the content of the school web pages meets these procedures and the principal's approval.
- (b) Students or parent volunteers cannot act as webmaster or have access to update web-content on public pages of school sites.

### 5.2 All school websites are required to adhere to the following:

- (a) School web pages may not contain any commercial or promotional advertising. School web pages may contain small acknowledgements of school partnerships or sponsorships.
- (b) Public school pages' content cannot provide the means for people to contact any student directly. If communication back to the school is needed, it should be directed to the appropriate staff member.

School website training opportunities and resources are available for school staff by connecting with the Communications Department through [info@granderie.ca](mailto:info@granderie.ca)

Reference: SO12 Code of Conduct  
SO14 Equity and Inclusivity in Education  
SO19 Privacy and Information Management  
SO24 Copyright Fair Dealing Guideline  
SO25 Visual Identity  
SO 27 Acceptable Use of Information Technology