



AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Pride of Place and Community Partnership Incentive Plan Report R. Wyszynski
 - * (b) Draft Proposed School Year Calendar 2020-21 W. Baker
 - * (c) Ad Hoc Committee – School Year Calendar W. Baker
 - * (d) Mileage Remuneration R. Wyszynski
 - * (e) Contract Award – Central Public Child Care Addition R. Wyszynski
 - * (f) Contract Award – Portables R. Wyszynski
 - * (g) Special Education Advisory Committee (SEAC) Membership L. Thompson
- D - 2 **New Business - Information Items**
- * (a) Literacy Intervention Report L. Thompson
L. De Vos
 - * (b) Employee Assistance Program Annual Report S. Sincerbox
 - * (c) Climate Change Leaders Initiative B. Blancher
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) FT2 New School Construction Projects (C) R. Wyszynski
 - * (b) FT3 Naming of Schools (C) R. Wyszynski
 - * (c) FT4 Community Use of Schools (C) R. Wyszynski
 - * (d) FT15 Safe Work Practices (A) R. Wyszynski
 - * (e) SO12 Code of Conduct (A) W. Baker
 - * (f) SO16 Voluntary Indigenous Self-Identification (A) D. Martins
 - * (g) SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals (A) L Thompson
 - * (h) Bylaw 8 Committees of the Board (A) B. Blancher
- E - 2 **Procedure Consideration - Information Items**
- * (a) F106 Receipt of Charitable Donations (C) R. Wyszynski
 - * (b) FT107 Asbestos (I) R. Wyszynski
 - * (c) HR104 Employee Safety Protocol at Non-Board Locations (I) S. Sincerbox
 - * (d) HR114 Confidentiality of Medical Records (I) S. Sincerbox

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, February 10, 2020
Board Room, Education Centre

- * (e) HR115 Employee Absenteeism (I) S. Sincerbox
- * (f) HR116 Workplace Accommodation and Return to Work Program S. Sincerbox (I)
- * (g) P103 Learning Resource Selection (C) L. De Vos
- * (h) P105 Prior Learning Assessment Recognition (PLAR) (C) L. Munro
- * (i) P107 Home Schooling (I) L. De Vos
- * (j) SO101 Pediculosis (Head Lice) (I) L. Thompson
- * (k) SO107 Physical Intervention/Restraint (I) L. Thompson
- (l) SO124 Use of Service Dogs (R) L. Thompson

F - 1 Other Business

G - 1 Correspondence

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

H - 1 Adjournment

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

Privacy and Information Management Committee	February 13, 2020	3:00 PM	Norfolk Room
Special Education Advisory Committee	February 20, 2020	6:00 PM	Board Room
Chairs' Committee	February 24, 2020	5:45 PM	Norfolk Room
Board Meeting	February 24, 2020	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	February 25, 2020	9:00 AM	Norfolk Room
Pre-Budget Review Meetings	February 26, 2020	5:30 PM	Board Room
Grand Erie Parent Involvement Committee	March 5, 2020	6:30 PM	Dogwood Room, Norfolk SSC
Committee of the Whole	March 9, 2020	7:15 PM	Board Room
Audit Committee	March 24, 2020	4:00 PM	Board Room
Quality Accommodation Committee	March 26, 2020	2:00 PM	Board Room
Special Education Advisory Committee	March 26, 2020	6:00 PM	Board Room
Chairs' Committee	March 30, 2020	5:45 PM	Norfolk Room
Board Meeting	March 30, 2020	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
 RE: **Pride of Place and Community Partnership Incentive Plan Report**
 DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2019-20.

Background

In the Board’s Multi-Year Plan, the Environment indicator goal is to “ensure that students and staff have a safe and welcoming environment in which to learn and work.” At the November 11, 2019 Committee of the Whole meeting, Trustees were presented with a report that outlined a plan to allocate \$1,000,000 and \$190,000 to the Pride of Place (POP) and Community Partnership Incentive Program (CPIP) respectively.

Additional Information

POP allocations address facility features that contribute to a more welcoming and safe environment for staff, students and the school community. Projects for 2019-20 have been prioritized and reviewed by Facility Services staff as set out in Policy FT13 Pride of Place and Community Partnership Incentive Programs. A detailed listing of the projects recommended for approval is attached in Appendix A.

Proposed CPIP projects have to meet the normal qualifications for work that is undertaken by the annual Facility Renewal Grant (FRG) budget process. The installation of creative playground equipment, swings, climbing equipment etc. is not funded through Facility Renewal budgets therefore money raised for playground equipment would not be eligible for CPIP matching funds. However, other outside work such as basketball standards, backboards and nets, baseball backstops and field upgrades would be eligible. A detailed listing of the projects recommended for approval is attached in Appendix B.

Due to the nature of the submissions received, Senior Administration is recommending approval of an additional \$72,996 in FRG funding for a total of \$262,996 so that all school requests and projects can be supported. This can be accommodated from within the available FRG funds. Alternatively, projects could be denied starting with those that have received funding support in each of the last three years to reduce the approved project total to \$202,996.

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

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business and Treasurer

PRIDE OF PLACE 2020

Facility # 126

Name: Agnes Hodge

Priority	Component Description	Component Deficiency	Estimate
2	Line painting- parking lot and school yard	Faded Lines	\$ 2,500.00

Facility # 157

Name: Banbury Heights

Priority	Component Description	Component Deficiency	Estimate
1	Security Cameras	Old, insufficient number of cameras	\$ 20,000.00

Facility # 101

Name: Bellview

Priority	Component Description	Component Deficiency	Estimate
1	Renewal of gym floors and walls	Parquet floor is in need of sanding, new lines, paint walls	\$ 20,000.00

Facility # 512

Name: Bloomsburg

Priority	Component Description	Component Deficiency	Estimate
1	Clean and treat stage drapes	Drapes did not pass latest testing	\$ 1,500.00
2	New blinds in rooms 02 , 04 and 36	Offices require blinds for lockdown	\$ 2,500.00
4	Repaint gym and stage walls- room 23	School was repainted- gym needs to match	\$ 10,000.00

Facility # 513

Name: Boston

Priority	Component Description	Component Deficiency	Estimate
1	Upgrade remaining door knobs to BEST®	For lockdown purposes	\$ 5,000.00
2	3 additional outlets in each upstairs classrooms	Health and safety; currently not enough receptacles	\$ 5,000.00

Facility # 156

Name: Branlyn

Priority	Component Description	Component Deficiency	Estimate
1	Paving Kindergarten Enclosure	Very uneven and covered in wood chips	\$ 10,000.00

Facility # 106

Name: Brier Park

Priority	Component Description	Component Deficiency	Estimate
1	Replace front foyer floor	Update old and worn flooring	\$ 15,000.00

Facility # 104

Name: Burford

Priority	Component Description	Component Deficiency	Estimate
1	New P.A System	Old, worn and not working in all classrooms	\$ 10,000.00

Facility # 713

Name: Caledonia Centennial PS

Priority	Component Description	Component Deficiency	Estimate
1	Security Camera System	Does not exist	\$ 20,000.00

Facility # 108

Name: Cedarland

Priority	Component Description	Component Deficiency	Estimate
1	Security Camera System	Current system not working	\$ 10,000.00
2	Window Covering- Various Rooms	Existing are old and not working properly	\$ 10,000.00

Facility # 109

Name: Centennial Grand Woodlands

Priority	Component Description	Component Deficiency	Estimate
1	Painting Classroom Walls/ Staff Room	Requires updating	\$ 10,000.00

Facility # 110

Name: Central Brantford

Priority	Component Description	Component Deficiency	Estimate
1	Paint classrooms	Old paint in classrooms - paint as many as possible	\$ 10,000.00

Facility # 161

Name: Cobblestone

Priority	Component Description	Component Deficiency	Estimate
1	Update Student Washrooms	Paint on walls is chipped, partitions require replacement	\$ 10,000.00

Facility # 539

Name: Courtland

Priority	Component Description	Component Deficiency	Estimate
1	Extend chain link fence along K/G area at road	Need to extend this fence to ensure student safety	\$ 5,000.00
2	Painting of classroom walls, ebase 25,26,22,28,29,21,20	Walls peeling	\$ 5,000.00

Facility # 543

Name: Delhi Public

Priority	Component Description	Component Deficiency	Estimate
1	Outside wall southside of school	Ceiling trusses , window panels and wall needs painting	\$ 10,000.00

Facility # 114

Name: Dufferin

Priority	Component Description	Component Deficiency	Estimate
1	Painting- Lower Washrooms/ stage walls/ Stairwells	Requires updating	\$ 10,000.00

Facility # 115

Name: Echo Place

Priority	Component Description	Component Deficiency	Estimate
1	VAT and carpet replacement (05,12,22,31,32,34)	Old and worn floor	\$ 10,000.00
3	New blinds classrooms	Old and worn	\$ 5,000.00

Facility # 164

Name: Ecole Confederation

Priority	Component Description	Component Deficiency	Estimate
1	Kitchen Expansion	Small expansion of current area is required	\$ 20,000.00

Facility # 521

Name: Elgin Ave.

Priority	Component Description	Component Deficiency	Estimate
	No Submission	New blinds to replace current ones	\$ 5,000.00

Facility # 103

Name: GELA Rawdon

Priority	Component Description	Component Deficiency	Estimate
2	Gym kitchen	Needs renovating	\$ 10,000.00

Facility # 119

Name: Glen Morris

Priority	Component Description	Component Deficiency	Estimate
1	Kitchen Expansion	Small expansion of current area is required	\$ 10,000.00

Facility # 120

Name: Graham Bell

Priority	Component Description	Component Deficiency	Estimate
2	Window Coverings	Replace old, broken or missing blinds	\$ 10,000.00

Facility # 121

Name: Grandview

Priority	Component Description	Component Deficiency	Estimate
1	Window Covering	Replace old, broken or missing blinds	\$ 10,000.00

Facility # 123

Name: Greenbrier

Priority	Component Description	Component Deficiency	Estimate
	No Submission	Painting of interior walls	\$ 5,000.00

Facility # 722

Name: HAGERSVILLE ES

Priority	Component Description	Component Deficiency	Estimate
1	Painting rooms 107,108,131,139,148, 149	Paint needs updating	\$ 10,000.00

Facility # 538

Name: Houghton

Priority	Component Description	Component Deficiency	Estimate
1	New flooring in Port-pack, rooms 64, 65, 66	Floor tiles peeling and worn, possible floor damage	\$ 10,000.00

Facility # 125

Name: James Hillier

Priority	Component Description	Component Deficiency	Estimate
1	Painting	Radiator covers, doors & frames and trim through out school	\$ 10,000.00

Facility # 718

Name: Jarvis

Priority	Component Description	Component Deficiency	Estimate
1	Blinds in rooms 18,19,20,21,22,23,24,25 and 26	Old, worn or don't exist	\$ 10,000.00
3	WR's 11 & 12	Needs renovating	\$ 10,000.00

Facility # 719

Name: JL Mitchener

Priority	Component Description	Component Deficiency	Estimate
2	Renovate WR's (1021,1022,1048,1050,1053,1054,1059,1060,1061,1063A)	Need upgrading	\$ 15,000.00

Facility # 129

Name: King George

Priority	Component Description	Component Deficiency	Estimate
1	Security Camera System	Doesn't exist	\$ 20,000.00

Facility # 542

Name: Lakewood

Priority	Component Description	Component Deficiency	Estimate
1	Roller blinds on remaining classroom windows south side	Reduce sun light and lock down	\$ 5,000.00
2	Replace Bradleys in girls washrooms- 2010, 1059	Original Bradley sinks	\$ 7,500.00

Facility # 534

Name: Langton Public

Priority	Component Description	Component Deficiency	Estimate
1	Renovate Kindergarten washroom- ebase 48	Paint/repair walls, new floors, vanity and plumbing fixtures,	\$ 7,500.00
2	Repair/Replace flooring	two areas of floor need repair/replacement	\$ 5,000.00

Facility # 130

Name: Lansdowne

Priority	Component Description	Component Deficiency	Estimate
1	Replace soccer nets	Replace 4 old post with new ones	\$ 6,000.00

Facility # 527

Name: Lynndale Hts.

Priority	Component Description	Component Deficiency	Estimate
1	Retaining Barrier in the kindergarten yard between the pavement and the field	Erosion occurring in the yard, dirt washing onto the pavement causing a safety hazard	\$ 10,000.00
5	New games painted on asphalt	Parking addition removed some, others faded	\$ 1,500.00

Facility # 132

Name: Major Ballachey

Priority	Component Description	Component Deficiency	Estimate
1	Asphalt for accessible parking	Required for AODA	\$ 7,500.00
2	Flooring (102,103)	Old residential vinyl floor needs replacing	\$ 12,000.00

Facility # 728

Name: Mapleview

Priority	Component Description	Component Deficiency	Estimate
----------	-----------------------	----------------------	----------

Facility # 134

Name: Mt. Pleasant

Priority	Component Description	Component Deficiency	Estimate
1	Bathroom Renovation	Replace fixtures, plumbing and paint	\$ 10,000.00

Facility # 136

Name: North Ward

Priority	Component Description	Component Deficiency	Estimate
1	Window Covering	Falling apart and do not operate correctly	\$ 10,000.00

Facility # 148

Name: Oakland - Scotland

Priority	Component Description	Component Deficiency	Estimate
1	Painting of doors and frames in J-I wing to match front and primary hall, ebase 28,31,33,34	Chipped, peeling paint	\$ 5,000.00
3	Replace ceiling tiles in hallways throughout building, 18,18A,09,02,01,28,31,33,34	Tiles are stained and cracked	\$ 5,000.00

Facility # 721

Name: Oneida Central

Priority	Component Description	Component Deficiency	Estimate
1	Flooring replacement in rooms 02,04,27 and 27A	Old VAT floors	\$ 7,000.00

Facility # 139

Name: Onondaga Brant

Priority	Component Description	Component Deficiency	Estimate
1	All exterior doors replaced (01,03,08)	Old and worn out	\$ 10,000.00

Facility # 140

Name: Paris Central

Priority	Component Description	Component Deficiency	Estimate
1	Replace Floor	Remove carpet from hallways	\$ 10,000.00

Facility # 537

Name: Port Rowan

Priority	Component Description	Component Deficiency	Estimate
1	Replace window coverings in ebase 46, 47, 48 and 49	Tattered, worn	\$ 3,000.00
2	Paint trim and interior doors	Throughout school where needed, paint peeling off	\$ 10,000.00

Facility # 142

Name: Prince Charles

Priority	Component Description	Component Deficiency	Estimate
2	Painting Hallways	Paint peeling and needs updating	\$ 10,000.00

Facility # 143

Name: Princess Elizabeth

Priority	Component Description	Component Deficiency	Estimate
1	Fence for kindergarten area at front of school	Current safety risks with kinders leaving school property	\$ 7,000.00
2	Continue to replace curtains with roller blinds	Any/all of 34,32,19,18,58,57,07,31,47 in order of preference	\$ 5,000.00

Facility # 723

Name: Rainham

Priority	Component Description	Component Deficiency	Estimate
1	Jr playground swings - pea gravel surfacing	Pea gravel has turned into mulch	\$ 10,000.00
4	Replace cabinets/countertop/sink in 2 classrooms	Old and worn	\$ 7,000.00

Facility # 733

Name: River Heights

Priority	Component Description	Component Deficiency	Estimate
1	Blinds for 1st floor classrooms (116-184)	Old and worn	\$ 10,000.00
2	Paint for intermediate corridor & rooms (117-190)	Old paint	\$ 10,000.00

Facility # 146

Name: Russell Reid

Priority	Component Description	Component Deficiency	Estimate
2	Coat Hooks and Shelves	Lockers have no doors, remove and install hooks and shelves	\$ 10,000.00

Facility # 160

Name: Ryerson Heights

Priority	Component Description	Component Deficiency	Estimate
1	Kinderpen project	Address kinder pen surface issues, drainage, mud, etc.	\$ 10,000.00

Facility # 724

Name: Seneca Central

Priority	Component Description	Component Deficiency	Estimate
1	Replace blackboards with whiteboards	Chalk boards are old and dust collectors. Need to update.	\$ 10,000.00
2	Replace all curtains with blinds	Current curtains are old and worn	\$ 5,000.00

Facility # 150

Name: St. George - German

Priority	Component Description	Component Deficiency	Estimate
1	Window Coverings	Some are damaged or missing	\$ 10,000.00
2	Painting	Chipping and Peeling	\$ 10,000.00

Facility # 519

Name: Teeterville

Priority	Component Description	Component Deficiency	Estimate
1	Painting heat registers in every classroom	Registers are starting to chip and fade	\$ 10,000.00
3	Painting cupboards throughout school	For added protection against possible mould growth	Budget

Facility # 715

Name: Thompson Creek

Priority	Component Description	Component Deficiency	Estimate
1	Replacement/addition of window blinds	Safety issue for lockdown	\$ 10,000.00

Facility # 726

Name: Walpole North

Priority	Component Description	Component Deficiency	Estimate
1	Painting of classrooms 05,06,07,10 and 19	Old paint	\$ 10,000.00
2	Install new soffit at entrance	Had been removed, now birds/insects are nesting in space.	\$ 5,000.00

Facility # 529

Name: Walsh

Priority	Component Description	Component Deficiency	Estimate
1	Ceiling fans in ebase rooms 31,33,72,75 and 76	Continuation of fan installation to the rest of the classes	\$ 3,000.00
3	Roller blinds, 03,04,05,08,09,10,11,22,23,31,33,49,50,53,54,57,58,75	Continue of roller blind installation	\$ 5,000.00

Facility # 162

Name: Walter Gretzky

Priority	Component Description	Component Deficiency	Estimate
	No Submission	Painting of walls	\$ 5,000.00

Facility # 516

Name: Waterford Public

Priority	Component Description	Component Deficiency	Estimate
2	Lockable storage cabinets built on the side of the gym stage and along the walls of one change room	Place to store gym equipment and to ensure it is in locked cabinets as we have many rentals. Our gym equipment room was not expanded when our school doubled in size and there is not enough room to store all of our equipment.	\$ 5,000.00

Facility # 524

Name: West Lynn

Priority	Component Description	Component Deficiency	Estimate
1	Painting of classroom wall	old paint needs a new coat	\$ 5,000.00

Facility # 154

Name: Woodman

Priority	Component Description	Component Deficiency	Estimate
1	Security Camera System	Only had a rudimentary DVR and analog cameras	\$ 15,000.00

Facility # 271

Name: Brantford Collegiate Institute

Priority	Component Description	Component Deficiency	Estimate
1	Security Camera System	System dated and not operating correctly	\$ 15,000.00
3	Painting Double Gym	Walls and ceiling need painting	\$ 20,000.00

Facility # 729

Name: Cayuga SS

Priority	Component Description	Component Deficiency	Estimate
3	Outdoor Special Education area	No fence currently	\$ 3,500.00

Facility # 505

Name: Delhi DSS

Priority	Component Description	Component Deficiency	Estimate
1	Installation of roller blinds in staff room E base1051	No window covers are currently installed. Safety and privacy issue during lock down as windows face onto back playing field.	\$ 4,000.00
3	Re-tread stairs at exits 3,4,5, ebase 2017, 2023, 2038	Treads and capping has become worn and slippery, concerns that student, staff and guest safety is at risk	\$ 15,000.00

Facility # 730

Name: Dunnville SS

Priority	Component Description	Component Deficiency	Estimate
1	Floor Tiles in room 3005, 3008, etc	Tiles are worn and lifting due to age	\$ 15,000.00
2	Painting (1035,1127,2025,2028,2056)	Peeling paint, cracks need filling	\$ 10,000.00

Facility # 731

Name: Hagersville SS

Priority	Component Description	Component Deficiency	Estimate
1	Water/sink/handwashing in staffroom and improve accessibility (2025)	No water, not fully accessible	\$ 10,000.00
2	Replace floors (2009,2010,2011)	Old and worn	\$ 15,000.00

Facility # 732

Name: McKinnon Park SS

Priority	Component Description	Component Deficiency	Estimate
1	Replace carpet with LVT in rooms 1034,1022,1023,1024,1143,1144 and 1017	Old and worn	\$ 20,000.00

Facility # 274

Name: North Park CVS

Priority	Component Description	Component Deficiency	Estimate
1	Upgrade Family studies Kitchen	Existing is in poor shape, handles falling off, water damaged	\$ 10,000.00
2	Locker/ Locker Door Replacement	Damaged, broken doors, Paint chipping	\$ 10,000.00

Facility # 275

Name: Paris DHS

Priority	Component Description	Component Deficiency	Estimate
1	Painting Halls, Doors, Stairwells, Railings	Continue Process of painting these areas	\$ 10,000.00
2	Replace Kitchen cupboards, countertops in Foods Lab	Area is showing its age (35 years)	\$ 10,000.00

Facility # 276

Name: Pauline Johnson CVS

Priority	Component Description	Component Deficiency	Estimate
1	Replace as many lockers as possible (1st floor)	lockers are old and in poor condition	\$ 10,000.00
2	Pulse hallway display cabinets	Area where lockers were removed was never finished	\$ 5,000.00
3	Replace hallway ceiling tiles	ceiling tiles old and not in good condition	\$ 20,000.00

Facility # 501

Name: Simcoe CS

Priority	Component Description	Component Deficiency	Estimate
1	Painting of all classroom doors and hallway walls	Current paint is peeling	\$ 10,000.00
2	Gym and drama room drapes	Do not meet fire code	\$ 10,000.00

Facility # 273

Name: Tollgate TSC

Priority	Component Description	Component Deficiency	Estimate
1	Security Camera System	System dated and not operating correctly	\$ 25,000.00

Facility # 509

Name: Valley Heights SS

Priority	Component Description	Component Deficiency	Estimate
1	Window Coverings in guidance office(1012), cws office (1071), 2 portables at Houghton, 1076 and 2014	These areas lack window covering for lock down	\$ 2,500.00
3	Sidewalk repair/replacement by greenhouse	The sidewalks in this area are in need of repair	\$ 10,000.00

Facility # 507

Name: Waterford DHS

Priority	Component Description	Component Deficiency	Estimate
1	Upgrades to main camera system and the addition of 4 cameras	Outside cameras need to be added and continue the upstairs, main system is glitches and needs improvements	\$ 25,000.00
3	Paint and wall repair in room ebase #1015 and 1070	Paint needs updated and repairs to drywall	\$ 15,000.00
5	Ceiling fans on second floor	Need air movement	\$ 5,000.00

Total \$995,500.00

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

CPIP 2020

D-1-a

The list of schools below have not received funding under the CPIP program in the previous three years

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Agnes Hodge	Upgrade to CCTV system	\$18,325	\$9,163	\$9,162	Proceed with project
Bellview	Installation of screen , projector and amplifier in gymnasium	\$20,000	\$10,000	\$10,000	Proceed with project
Caledonia Centennial	Outdoor learning space	\$20,000	\$10,000	\$10,000	Proceed with project
Courtland	Outdoor classroom and learning space	\$20,000	\$10,000	\$10,000	Proceed pending landscape design review
Seneca	Outdoor classroom	\$20,000	\$10,000	\$10,000	Proceed pending landscape design review
				\$49,162	

The list of schools below received CPIP funding in 2019

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Brier Park	Installation of screen and sound system in gym	\$20,000	\$10,000	\$10,000	Proceed with project
Ecole Dufferin	Kindergarten Pen upgrade	\$20,000	\$10,000	\$10,000	Proceed with project
Ryerson Heights	Kinder Pen makeover replacing surface	\$20,000	\$10,000	\$10,000	Proceed with project
Teeterville	Outdoor landscape enhancements	\$10,000	\$5,000	\$5,000	Proceed pending landscape design review
Woodman	Sod and shed for outdoor play area	\$8,000	\$4,000	\$4,000	Proceed with project
				\$39,000	

The list of schools below received CPIP funding in 2018

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Branlyn	Painting of stairwells	\$4,000	\$2,000	\$2,000	Proceed with project
Walpole	Removal of pea stone under equipment and replace with mulch	\$15,000	\$7,500	\$7,500	Proceed with project
				\$9,500	

The list of schools below received CPIP funding in 2017

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Banbury	Kitchen upgrade countertops and sink	\$2,000	\$1,000	\$1,000	Proceed with project
Ecole Confederation	Rear projector and screen on stage	\$20,000	\$10,000	\$10,000	Proceed with project
Glenn Morris	Rejuvenation of baseball diamond and long jump	\$5,000	\$2,500	\$2,500	Proceed with project
Grandview	Installation of soccer posts	\$2,500	\$833	\$1,667	Proceed with project
Houghton	Playground enhancements including storage shed, fencing and backboards	\$13,000	\$4,333	\$8,667	Proceed with project
Simcoe Composite	Outdoor classroom in courtyard including picnic tables, projector and pergola	\$17,000	\$8,500	\$8,500	Proceed with project
Walter Gretzky	Naturalized play space	\$20,000	\$10,000	\$10,000	Proceed pending landscape design review
				\$42,334	

The list of schools below received CPIP funding in 2017 and 2018

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Cedarland	School playground improvements	\$12,000	\$6,000	\$6,000	Proceed with project
Hagersville Elementary	Installation of screen , projector and amplifier in gymnasium	\$10,000	\$5,000	\$5,000	Proceed with project
Lansdowne	Grounds renewal	\$10,000	\$5,000	\$5,000	Proceed with project
Onondaga Brant	Gymnasium mats and storage	\$10,000	\$5,000	\$5,000	Proceed with project
Onondaga Brant	Baseball diamond fencing and benches ??	\$11,000	\$6,000	\$5,000	Proceed with project
Princess Elizabeth	New school sign	\$12,000	\$4,000	\$8,000	Proceed with project
Valley Heights	Outdoor classroom and greenspace	\$30,000	\$20,000	\$10,000	Proceed pending landscape design review
Waterford High School	New school sign	\$18,000	\$9,000	\$9,000	Proceed with project
				\$53,000	

The list of schools below received CPIP funding in 2017, 2018 and 2019

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Dunnville Secondary	Replacement of CCTV system and cameras	\$20,000	\$10,000	\$10,000	Proceed with project
JL Mitchener	Replace existing sign with electronic sign	\$22,000	\$12,000	\$10,000	Proceed with project
McKinnon Park	Roller blinds in classrooms	\$20,000	\$10,000	\$10,000	Proceed with project
Paris District	Family Studies room upgrade , cupboards, counter tops, paint	\$20,000	\$10,000	\$10,000	Proceed with project
St George German	Outdoor learning space	\$20,000	\$10,000	\$10,000	Proceed pending landscape design review
River Heights	Window coverings, flooring and painting throughout school	\$20,000	\$10,000	\$10,000	Proceed with project
				\$60,000	

The list of schools below received CPIP funding in 2017 and 2019

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
BCI	Installation of 100 lockers	\$25,000	\$15,000	\$10,000	Proceed with project
				\$10,000	

Total for all projects **\$262,996**

* Schools highlighted in yellow are compensatory and only need to contribute 1/3 to overall cost of project.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Draft School Year Calendars 2020-21**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "Draft School Year Calendars 2020-21".</p>

Background

The Grand Erie School Year Calendar Committee met on January 21, 2020, to review and discuss proposed school year calendars that were circulated on January 7, 2020, for consideration by stakeholder groups. Committee members in attendance were: Brian Doyle (Trustee), James Richardson (Trustee), Zachary Garbaty (Student Trustee), Jennifer Faulkner (CUPE), Peter Ashe (Elementary Administrators), Nancy Waldschmidt (School Council – Elementary), Sherry Marshall (School Council – Secondary), Heather-Jo Causyn (Recording Secretary) and Wayne Baker (Chair). Several committee members were absent due to job action.

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

Additional Information

Two significant issues arose in the development of the 2020-21 school year calendars.

Creating Calendars Specific to Norfolk County

Young Canada Day at the Norfolk County Fair has been a Grand Erie PA day for the past few years. Concerns have arisen about aligning the entire Board with a Norfolk County activity. In consideration of these concerns, the School Year Calendar Committee recommends that Norfolk schools have unique calendars, with Young Canada Day (October 6, 2020) designated as a PA day, while Brant and Haldimand schools recognize (October 9, 2020) as their corresponding PA day. In all other respects, the Norfolk and Brant/Haldimand elementary calendars are identical; likewise, in all other respects, the Norfolk and Brant/Haldimand secondary calendars are identical.

Starting the School Year Prior to Labour Day 2020

The school year encompasses 194 days and – without Ministry approval – must fall between September 1 and June 30, inclusive. In most years, the school year can start after Labour Day. In 2020-21, however, there are only 192 school days from Labour Day until June 30. Achieving the full school year involves scheduling two school days prior to Labour Day; that can be done using a combination of instructional days, Board-designated holidays and Professional Activity days. The School Year Calendar Committee recommends designating both September 2 and 3 as PA days, recognizing that there will be an imbalance of PA days per term.

Ministry Communication

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

Professional Activity Days

In compliance with *Regulation 304, "School Year Calendar, Professional Activity Days"*, three mandatory professional activity days must be designated for provincial priorities:

Day 1: All teachers and education workers will participate in activities devoted to developing and implementing strategies to improve student achievement in mathematics, with a focus on fundamental math concepts and skills.

Day 2: Secondary teachers will participate in activities that align with ministry priorities, such as improving student achievement in mathematics and/or developing strategies to ensure equity for all students, or to a topic that is also a current school board priority.

Elementary teachers will spend a **half-day** in activities that align with ministry priorities, specifically developing and implementing strategies to improve student achievement in mathematics, and a **half-day** in occupational health & safety training, including violent incident reporting.

Education Workers will spend a **half-day** in role-specific training or professional development, and a **half-day** in occupational health & safety training, including violent incident reporting.

Day 3: All teachers and educational workers will spend a **half-day** participating in learning opportunities for supporting students with Autism Spectrum Disorder, and a **half-day** devoted to bullying prevention, intervention and de-escalation training.

The Board-designated PA days will be coordinated by Elementary Program, Student Success, Special Education and Safe Schools.

Calendar Specifications:

- The school year has been set at 194 days.
- All calendars designate 7 Professional Activity days (3 mandatory Ministry days; 4 optional Board days), resulting in 187 instructional days.
- 10 instructional days will be designated as exam days in secondary school.
- All calendars share common PA days on September 2, September 3, November 13 and June 30.
- The Secondary calendar is balanced by semester in terms of school days (97) and examination days (5). Semester 1 has 5 PA days; semester 2 has 2 PA days.

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



2020-21 SCHOOL YEAR CALENDAR

Brant/Brantford/Haldimand - Elementary

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

The 2020-21 School Year Calendar provides a total of 187 Instructional and 7 Professional Development Days.

H School Holiday

P Professional Activity Day

B Board Designated Holiday

- Sept. 2/20 • Autism Spectrum Disorder/Cyberbullying
- Sept. 3/20 • Health & Safety/Improving Student Achievement in Math
- Oct. 9/20 • Improving Student Achievement in Math
- Nov. 13/20 • Student Assessment & Reporting - Parent Interviews

- Jan. 18/21 • Student Assessment & Reporting - Report Cards
- June 11/21 • Student Assessment & Reporting - Report Cards
- June 30/21 • School Achievement Reflection and Planning

SUCCESS for Every Student



2020-21 SCHOOL YEAR CALENDAR

Brant/Brantford/Haldimand - Secondary

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

The 2020-21 School Year Calendar provides a total of 187 Instructional and 7 Professional Development Days.

H School Holiday

P Professional Activity Day

B Board Designated Holiday

E Examination Day

- Sept. 2/20 • Autism Spectrum Disorder/Cyberbullying
- Sept. 3/20 • Improving Student Achievement: System Standards
- Oct. 9/20 • Improving Student Achievement: School Improvement Planning
- Nov. 13/20 • Improving Student Achievement: Focus on Math

- Feb. 2/21 • Reporting and Program Planning
- Feb. 3/21 • Reporting and Program Planning
- June 30/21 • School Achievement Reflection and Planning

SUCCESS for Every Student



2020-21 SCHOOL YEAR CALENDAR

Norfolk - Elementary

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

The 2020-21 School Year Calendar provides a total of 187 Instructional and 7 Professional Development Days.

H School Holiday

P Professional Activity Day

B Board Designated Holiday

- Sept. 2/20 • Autism Spectrum Disorder/Cyberbullying
- Sept. 3/20 • Health & Safety/Improving Student Achievement in Math
- Oct. 6/20 • Improving Student Achievement in Math
- Nov. 13/20 • Student Assessment & Reporting - Parent Interviews

- Jan. 18/21 • Student Assessment & Reporting - Report Cards
- June 11/21 • Student Assessment & Reporting - Report Cards
- June 30/21 • School Achievement Reflection and Planning

SUCCESS for Every Student



2020-21 SCHOOL YEAR CALENDAR

Norfolk - Secondary

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

The 2020-21 School Year Calendar provides a total of 187 Instructional and 7 Professional Development Days.

H School Holiday

P Professional Activity Day

B Board Designated Holiday

E Examination Day

- | | | | |
|------------|--|------------|--|
| Sept. 2/20 | • Autism Spectrum Disorder/Cyberbullying | Feb. 2/21 | • Reporting and Program Planning |
| Sept. 3/20 | • Improving Student Achievement: System Standards | Feb. 3/21 | • Reporting and Program Planning |
| Oct. 6/20 | • Improving Student Achievement: School Improvement Planning | June 30/21 | • School Achievement Reflection and Planning |
| Nov. 13/20 | • Improving Student Achievement: Focus on Math | | |

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Ad Hoc Committee – Modified School Year Calendar**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board strike an Ad Hoc Committee to explore the creation of a modified school year calendar for Grand Erie.

Background

Grand Erie has always complied with the standard Ministry of Education school year calendar with respect to the beginning and ending of the school year. Specifically, the school year must fall between September 1 and June 30, unless granted an exemption by the Ministry.

Executive Council heard a presentation by a Grand Erie principal extolling the benefits of a school year that begins in August and includes a vacation week near the end of October. Executive Council believes this is a concept worth exploring.

Additional Information

Implementing a modified school year calendar would be significantly impactful on all stakeholders within the Board. Consequently, it would be prudent to seek wide representation on this ad hoc committee. If ultimately approved by Trustees, the modified school year calendar of choice would be piloted in a small number of schools representative of the diversity within Grand Erie.

Next Steps

Upon approval of this ad hoc committee, invitations would be sent to all stakeholders, with committee work beginning in Spring 2020. Completion of the committee work would, hopefully, allow for a report to Trustees in September 2020. This timeline allows for consideration by the School Year Calendar Committee during its annual deliberations.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Wayne Baker
Superintendent of Education

Ad Hoc Committee – Modified School Year Calendar Terms of Reference

1.0 Statement of Purpose and Responsibilities

1.1 The Ad Hoc Committee – Modified School Year Calendar will:

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

2.0 Committee Composition

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

- 2.1 one (1) Trustee
 - 2.2 one (1) Student Trustee
 - 2.3 Superintendent of Education responsible for developing school year calendars
 - 2.4 one (1) elementary school Principal
 - 2.5 one (1) secondary school Principal
 - 2.6 one (1) system Principal
 - 2.7 one (1) representative from the Indigenous Education Team
 - 2.8 one (1) representative from CUPE
 - 2.9 one (1) representative from ETFO
 - 2.10 one (1) representative from OSSTF
- * Recording secretary will be the Executive Assistant to the Superintendent of Education responsible for developing school year calendars

3.0 Committee Operating Procedures

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

4.0 Role of the Board

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Mileage Remuneration Review**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the current mileage rate of \$0.59 per kilometer for the first 5,000 kilometers, and \$0.53 per kilometer thereafter effective March 1, 2020.</p>
--

Background

1. The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board.
2. The last change to the mileage rate was effective September 1, 2019 when the Board approved an increase from \$0.54 to \$0.58 per kilometer.
3. The Canada Revenue Agency's (CRA) Automobile allowance rates are as follows:

The automobile allowance rates for 2020* are:

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

The automobile allowance rates for 2019* were:

- 58¢ per kilometre for the first 5,000 kilometres driven
- 52¢ per kilometre driven after that

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

Additional Information

The CRA considers a reasonable automobile allowance rate for 2020 to be 59¢ per kilometer for the first 5,000 kilometers, and 53¢ per kilometer thereafter. The rates are a slight increase from 2019.

Budget Implications

1. Travel remuneration in 2019-20 accounts for approximately \$550,000 of the Board's operating budget. An increase to \$0.59 effective March 1, 2019 would increase this year's expenses by approximately \$5,000.
2. As part of the 2020-21 Budget development, a model that incorporates a projection of CRA's 2021 rate would result in a budget adapted to align with economic and inflationary pressures; elements that the CRA rate includes.

Next Steps

The annual mileage remuneration report should be presented to the Board for approval in February every year as the Board should align its rate with the rate recommended by the Canada Revenue Agency for each calendar year not each school year.

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: **Contract Award – Child Care Addition at Central Public School**
 DATE: February 10, 2020

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

Background

On November 11, 2019 Trustees approved the design of the childcare and the release of tender documents. Tender 2019-74-T for the Child Care Addition at **Central Public School** was issued on December 18, 2019 and closed on January 23, 2020 at 2:00 p.m. Bids were received from 13 firms and the results are listed in the table below:

Proponent	Stipulated Bid Price (Excl. HST)
1320376 ONT LTD Gen Pro	\$2,017,000
Abcott Construction	\$1,711,731
AEC Construction	\$2,230,000
Bestco Construction	\$1,878,090
Elgin Contracting	\$2,053,000
Golden Gate Contracting Inc.	\$1,955,000
Index Construction	\$2,861,643
Paulsan Construction	\$1,909,000
Renekrew	\$2,196,000
SPEC Construction	\$1,860,000
STM Construction	\$1,914,163
Tradition Construction	\$2,005,766
TRP Construction	\$2,010,000

Additional Information

Purchasing services has completed all the necessary evaluation steps of the competitive process and recommends award of the contract to **Abcott Construction** being the lowest bidder for the Stipulated Bid Price. The estimated timeline for the project spans 29 weeks.

Financial Impact

The recommended bid including provisional items is well within the capital funding provided by the Ministry of Education for this project. Updates for this project will appear in the bi-monthly major construction report.

Respectfully submitted,

Rafal Wyszynski,
 Superintendent of Business & Treasurer

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award – Classroom Portables**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the five-year lease and installation of eight classroom portables from NRB Inc. in the amount of \$845,600 plus HST.</p>
--

Background:

Facility Services recommends proceeding with the installation and lease of 8 portables for the school year of 2020-21. In addition, one portable will be purchased and installed with funding from insurance proceeds as a result of the Caledonia Centennial Public School portable fire.

Projected enrolment is being reviewed for the 2020-21 school year, and it is determined that portable classrooms are required to satisfy growing student populations as well as the replacement of older portables throughout the system.

Additional Information:

The purchase of one unit is approximately \$90,880 plus installation costs of \$8,200 each resulting in a cost of \$99,080 each. However, given limited annual funding, staff is recommending a five-year lease for the 8 portables. The leasing option will cost approximately \$1,625 per month per portable plus a one time installation cost of \$8,200.

Over the life of the lease, the annual cost will amount to approximately \$105,700 per portable.

The cost to lease eight portables will cost \$845,600 over the life of the lease; equivalent to \$221,600 for the 2019-20 school year and \$156,000 for the next four years.

Exact locations of the school sites are to be determined pending a final review of enrolment numbers. The estimated timeline for the project is July-August 2020 for installation at all sites, prior to the new school year starting September 2020.

Financial Impact:

This will be a fully funded purchase that will utilize the Temporary Accommodation Grant the Board receives. For information, Grand Erie District School Board is expected to receive \$534,055 from this grant for the 2019-20 school year.

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Special Education Advisory Committee (SEAC) Membership**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the addition of Tara Buchanan, representing Community Living Brant as an Agency Representative to the Special Education Advisory Committee.

Background

A letter of interest from Ms. Buchanan was received by the Superintendent of Education – Special Education on January 23, 2020.

Additional Information

Currently the roster of community agency representatives is not full for Grand Erie’s SEAC.

Next Steps

SEAC members, including the new applicant will be advised of the board’s decision and, if approved, a revised membership list will be posted to the Board’s website.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities to support family and community involvement in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
Liana Thompson, Superintendent of Education
RE: **Literacy Intervention Report**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Literacy Intervention report as information.

Background

Elementary and Special Education Program Staff have been gathering data about literacy intervention programs being used in Grand Erie in order to:

- To recommend a list of evidence-based literacy intervention tools by grade and/or by student profile;
- To create a system strategy for the selection and use of early literacy intervention programs;
- To determine materials and training requirements to match intervention recommendations to facilitate consistent implementation; and
- To ensure personal student information is used appropriately.

Through the work of the Literacy Intervention Review Team, the characteristics of an effective Literacy Intervention program have been identified.

The characteristics of an effective literacy program are:

- In-classroom delivery or carry over to classroom instruction;
- Evidence-based;
- Matched to student profile;
- Incorporation of diagnostic, pre, and post assessment to monitor growth;
- Cost effectiveness;
- Availability to all students that require it;
- Inclusion of all reading skills: phonics, vocabulary, fluency, comprehension; and
- Engaging to students.

Board considerations for effective literacy intervention implementation:

- Protected and dedicated time for implementation;
- Equity – accessible to all schools;
- Training for administrators in order to measure and monitor implementation is crucial to program fidelity and engagement;
- Consistent and regular training for staff implementing programs; and
- The teacher must appreciate the value of the program and be comfortable and knowledgeable implementing it.

In the 2018-19 school year, the following literacy interventions that fit the criteria above as selected by the system teams were implemented by select schools:

Sound Bites

Sound Bites is designed to help emergent and at-risk readers through phonetic skill building. Sound Bites utilizes high-frequency words to guide students through phonetic awareness of the relationship between letters and sounds and the words they make. In the fall of 2018, the Sound Bites resource was provided in either English or French to every kindergarten classroom. At a professional development day for kindergarten teams, speech language pathologists shared ways to use the tool to target early literacy skills like rhyming and phonemic awareness. Sound Bites was purchased as a more cost-effective alternative to Kindergarten Language and Literacy in the Classroom (KLLIC) and Class Act as it is more accessible to classroom teachers and requires less training.

Levelled Literacy Intervention

Levelled Literacy Intervention (LLI) is a tool that is used mostly with primary students that focuses on decoding skills and phonological awareness but can include a writing component and a home connection. LLI was used primarily in Grade 2. Teachers were asked to identify student reading growth by (1) level, (2) levels, (3) levels, or (4) plus levels over a specific time period. An additional 25 classroom and learning resource teachers who were new to the LLI program were trained in fall of 2018.

Lexia

Lexia is an online decoding and comprehension intervention tool that can be used with students at any grade level or ability. It ensures that students have mastered one level before allowing them to move on. It provides teachers with data about student areas of struggle so that they can provide targeted lessons in response. Home participation is available. 530 student Lexia licenses were purchased for the 2018-19 school year. Nine schools that had no other formal literacy intervention programs in place were given enough licenses for their grade 2 students, with an additional 5-10 licenses to be used with students in other grades who were struggling with literacy. For comparison purposes, three schools that had both LLI and Empower were also given Lexia licenses for grade 2 students. Five licenses were allocated to English Language Learners at one school to monitor the effectiveness of the intervention for students with an ELL profile. Finally, licenses were allocated to self-contained classrooms for students with Mild Intellectual Disabilities and Hearing/Language Impairment to determine the effects of the intervention with students who have special education needs. Grade 2 teachers, special education classroom teachers and Learning Resource Teachers from all selected schools were trained in the use of the Lexia program in the fall of 2018. In the winter of 2019 principals from each selected school received a half day of training to provide an overview of Lexia.

Empower

Empower is a program developed by Sick Kid's Hospital. It teaches five key reading strategies in one hour per day for 110 lessons. It is used primarily with students who do not demonstrate sufficient reading progress through their participation in a comprehensive classroom literacy program and who have participated in other literacy intervention programs with no success. The Empower teacher must be trained by the program developer. Initial training is four full days in length, with a required half-day refresher session each school year. The maximum number of students in any Empower group is six to eight.

Literacy Intervention Data 2018-19

Sound Bites

Data was not collected.

Levelled Literacy Intervention (LLI)

Data was collected for the Grade 2 cohort in order to compare results with students in Grade 2 who participated in Lexia and Empower.

LLI Grade Two Data June 2019

Data by Grade Level

PRE-DATA:

- 112 students participated in a Spring LLI Session
- According to System Standards targets:
- 74 students or 66% of students were below grade level (a grade level below or more)
 - 17 students or 15% of students were slightly below grade level (5 levels or less below)
 - 21 students or 19% of students were at grade level

POST-DATA:

- 112 students were reassessed:
- 21 students or 19% of students were significantly below grade level (now two years or more)
- 45 students or 40% of students were below grade level (five levels or less below)
- 20 students or 18% of students were slightly below grade level (just one or two levels below)
- 20 students or 18% of students were at grade level
- 6 students or 5% of students were slightly above grade level (one or two levels)

LLI All Grades (SK-5) June 2019

Data by Reading Level

Number of Students per grade that participated in the Spring LLI Session

- SK - 7
- Grade One - 91
- Grade Two - 112
- Grade Three - 41
- Grade Four - 24
- Grade Five - 2

For all students combined:

- 250 students went up one or more levels
- 27 students saw no change in reading level

Of the students who went up one level or more:

- 52 students or 19% of students went up one level
- 72 students or 26% of students went up two levels
- 47 students or 17% of students went up three levels
- 38 students or 14% of students went up four levels
- 24 students or 9% of students went up five levels

- 17 students or 6% of students went up six or more levels

A variable that impacted student success was how long the student participated in the program. Some schools reported students only spending eight weeks in the program with other schools reporting students spending up to twenty weeks.

Lexia Grade Two Data June 2019

Data by Grade Level

PRE-DATA:

- 90 students were randomly selected for data collection
- According to System Standards targets:
- 26 students or 29% of students were below grade level (a grade level below or more)
 - 12 students or 13% of students were slightly below grade level (five levels or less below)
 - 19 students or 21% of students were at grade level
 - 25 students or 28% of students were above (up to three levels above)
 - 8 students or 9% of students were significantly above (four or more levels above)

POST-DATA:

- 89 students were reassessed:
- 11 students or 12 % of students were significantly below grade level (now two years or more)
- 14 students or 16% of students were below grade level (five levels or less below)
- 14 students or 16% of students were slightly below grade level (just one or two levels below)
- 32 students or 40% of students were at grade level
- 9 students or 10% of students were slightly above grade level (one or two levels)
- 9 students or 10% of students were significantly above grade level (three or more levels which is equivalent to a year ahead)

Data by Reading Level

Of 89 students:

- 81 students went up one or more level
- 1 student went down (by four levels)
- 7 students saw no change in their reading level

Of the students who went up one level or more:

- 29 students or 38% of students went up one level
- 10 students or 12% of students went up two levels
- 14 students or 17% of students went up three levels
- 16 students or 19% of students went up four levels
- 9 students or 11% of students went up five levels
- 3 students or 3% of students went up six or more levels

Lexia Special Education Data June 2019

Lexia was implemented in five self-contained classrooms to twenty-six students.

Data by Reading Level

Of the 26 students:

- 20 students went up one or more level
- 6 students saw no change in their reading level

Of the students who went up one level or more:

- 7 students or 27% of students went up one level
- 5 students or 19% of students went up two levels
- 2 students or 8% of students went up three levels
- 2 students or 8% of students went up four levels
- 1 student or 4% of students went up five levels
- 3 students or 12% of students went up six or more levels

Twenty students received Lexia intervention only. Of the twenty students, 75% went up one or more reading levels.

Six students received Lexia and Empower intervention. Of the six students, 100% went up one or more reading levels.

Empower Grade Two Data June 2019

Data by Reading Level

Of 37 students:

- 32 students went up two or more levels
- 1 student went down (by two levels)
- 1 student saw no change in their reading level
- 3 students left the program (moved)

Of the students who went up two levels or more:

- 3 students or 8% of students went up two levels
- 4 students or 11% of students went up three levels
- 2 students or 5% of students went up four levels
- 8 students or 22% of students went up five levels
- 15 students or 41% of students went up six or more levels

Empower All Grades (1-6) June 2019

Data by Reading Level

Number of Students per grade that participated in Empower

- Grade One - 1
- Grade Two - 37
- Grade Three - 47
- Grade Four - 23
- Grade Five – 20
- Grade Six - 10

For all students combined:

- 125 students went up one or more levels
- 2 students went down reading levels (by one and two levels)
- 2 students saw no change in reading level
- 9 students left the program (moved, removed due to absenteeism)

Of the students who went up one level or more:

- 4 students or 3% of students went up one level
- 17 students or 12% of students went up two levels
- 14 students or 10% of students went up three levels
- 14 students or 10% of students went up four levels
- 23 students or 17% of students went up five levels
- 53 students or 38% of students went up six or more levels

A variable that impacted student success was the fidelity of implementation of the program. Recommended implementation is one hour per day for four or five days a week.

Literacy Interventions 2019-20

Kindergarten:

Sound Bites (bilingual) was available to all Kindergarten classrooms, in both English track and French Immersion track programs. Kindergarten teachers will complete a phonological screening assessment when they have concerns about a student. Sound bites continues to be delivered by the classroom teacher and/or Designated Early Childhood Educator.

Grade 1-3:

A primary focus was on ensuring that Comprehensive Literacy programs were implemented in Grades 1 classrooms, delivered by classroom teachers. Grade One Teachers were invited to a full day session on Comprehensive Literacy. Those who attended were given a new set of guided reading materials (200 student books and 5 teachers manuals) as well as a professional resource titled “Multiple Paths to Literacy” by M. Treharne.

Targeted in-services for the Benchmark Assessment System for Grade 2 teachers (BAS) were offered in the fall of 2019.

Levelled Literacy Intervention (LLI)

In schools that already had Levelled Literacy Intervention (LLI) programs available and have staff who were trained in the intervention program, continued with implementation for students that were continuing to struggle in the primary grades.

Grade 2-8

Lexia

Schools that wished to use Lexia as an intervention in 2019-20 were required to make an application requesting the intervention, indicating compliance to the criteria outlined in the application form (student needs, staff commitment to implementation).

- Name the student who will be using the license
- Identify the reason that the student requires the license (i.e. is waiting for a psycho-educational assessment, has a learning disability, is a struggling reader in grades 2-4, a speech/language assessment has determined that the student is at risk, is a special education student at any grade, is an ELL student, is a self-contained Strategies/MID/ASD student, as a special high school program).
- Provide the name and email address of the teacher attached to the student.

Grand Erie had available 2500 licenses for the school year. The number of licenses available per school were allocated based on the application process. Top priority were students on a waiting list for a psycho-educational assessment and those students flagged as at risk through a speech and language assessment.

Use of the Lexia program required schools to agree to the following commitments:

- The Learning Resource Teacher must participate in training (two full days) and will act as the School Administrator for *Lexia* Licenses, setting up teacher and student accounts.
- Schools will choose one other Lead *Lexia* Teacher to participate in training and help the Learning Resource Teacher train other teachers in the school.
- Teachers will give students the opportunity to work with the *Lexia* program daily.
- Teachers will check student data regularly and use this assessment data to program for students and differentiate their instruction.
- Teachers will gather starting Developmental Reading Assessment/Benchmark Assessment System (DRA/BAS) levels and end of year levels (using the same measure) and submit this data upon request.

Every elementary school applied for and was given between 15-150 student licenses, based on student needs. Some secondary schools also applied for and were granted Lexia licenses. The Learning Resource Teacher and the Lead Lexia teacher attended one day of training in the fall of 2019. One more day of training will be offered in the spring of 2020.

In total 2302 licenses have been distributed to schools for students in grades 2-8 in all elementary schools and in five secondary schools. As needs arise, schools are requesting more licenses.

Empower

Empower has not been implemented in Grand Erie schools in the 2019-20 school year. In order to implement the Empower program, staffing in each school must be dedicated to at least one hour per day of direct instruction of the Empower group of students. Each group can consist of no more than six to eight students. Prior to the 2019-20 school year, Learning Resource Teachers implemented the Empower program in select schools (where there was more than 1.0 Learning Resource Teacher allocated to the school). In the 2019-20 school year, the role of the Learning Resource Teacher has shifted to include a stronger focus on supporting classroom teachers through coaching and co-

teaching in order to effectively implement Tier 1 strategies that are necessary for some students but good for all.

Next Steps- we will identify and commit to:

- Create literacy intervention system standards based on the results of the literacy intervention review;
- Share the literacy intervention system standards with all stakeholders (school administrators, classroom teachers, learning resource teachers, system support staff);
- Direct funding to support the effective implementation of the system standards;

Elementary Program and Special Education will continue to work together to support schools with implementation of literacy interventions, coordinate the student selection process when required, clarify and communicate messaging around the structure and implementation of delivery to ensure that that integrity and fidelity of the literacy intervention programs is maintained in schools, and gather data to inform Grand Erie’s Achievement Plan – Success for Every Student.

This report supports the Multi-Year Plan indicator in Achievement by monitoring the effectiveness of our literacy interventions and reflecting on student outcomes based on those interventions.

Respectfully submitted,

Linda De Vos
Liana Thompson
Superintendents of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
 RE: **Employee Assistance Program Report – 2018-19 School Year**
 DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2018-19, as information.

1.0 Rationale/Background

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

2.0 Additional Information

2.1 **Cost of the Employee Assistance Program**

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

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

Budget for 2018-2019 \$60,390.00
 Total expenditure for 2018-2019 \$51,405.26
 Utilization of the available budget 85%

Year	EAP Appointments Subsidized by Board	EAP Appointments Paid by Employee
2018-2019	573.5	111
2017-2018	678	143
2016-2017	638	133
2015-2016	535	40
2014-2015	494	85
2013-2014	534	89

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

As per the chart below, the number of appointments decreased by 136.5 from last school year. There was also a decrease in the number of employees accessing the EAP of 23.

Year	Number of Employees Utilizing Program	Number of Appointments
2018-2019	221	684.5
2017-2018	244	821
2016-2017	246	771
2015-2016	199	575
2014-2015	175	579
2013-2014	175	534

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

Year	Employee FTE on Oct. 31, 2018	% of Employees Accessing Service	Average No. Visits per Employee
2018-2019	2822	7.8%	2.60
2017-2018	2848	8.5%	2.78
2016-2017	2806	8.8%	2.59
2015-2016	2837	7.0%	2.69
2014-2015	2861	6.1%	2.82
2013-2014	2827	6.2%	3.05

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

Year	EFTO-Elementary Teachers	ETFO – ECEs	OSSTF – Secondary Teachers	OSSTF – PSSP	CUPE – Clerical	CUPE – Facility Services	CUPE – EAs	Non-Union
2018-2019	112	1	48	5	15	5	23	12
2017-2018	119	4	49	10	16	6	30	10
2016-2017	110	0	62	16	11	5	27	15
2015-2016	74	2	61	10	12	7	25	8
2014-2015	82	0	65	7	20	8	21	7
2013-2014	69	0	50	11	7	12	17	7

2.3 Presenting Problems

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

2.4 Committee Activities

No activities were taken on by the committee. The EAP brochure was revised and will be redistributed.

2.5 **EAP Participant Survey**

Sixteen (16) Participant Surveys were received, representing a 7.2% response rate. Overall, comments were positive. Eight (8) respondents indicated that they learned of the EAP through the brochure, four (4) indicated co-worker and four (4) indicated other. One survey indicated two ways in which they learned about the EAP.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Climate Change Leaders Initiative**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Climate Change Leaders Initiative report as information.</p>

Background

In October 2019 Directors of Education from 10 school boards in close proximity to Mohawk College in Hamilton were invited to attend a Climate Change Leaders briefing session. The session was hosted by Ron McKerlie, President of Mohawk College and took place at the Joyce Centre for Partnerships and Innovation, Hamilton's first zero-carbon institutional building and one of the largest of its kind in Canada. Also in attendance were staff from MCW Custom Energy Solutions, the firm who helped design the Joyce Centre at Mohawk College.

At the October session, the group was introduced to a proposed initiative to develop a learning partnership that would help build the capacity and capability skill sets necessary for the transformation to a Low Carbon Community, including:

- To activate technology and student experiential learning opportunities through demonstration projects
- To lower the carbon footprint for school facilities
- To attract small to mid-sized enterprise opportunities to kick-start technology research at Mohawk's campuses, or at satellite K-12 campuses which could lead to new dual credit strategies, student cooperatives, apprenticeships and jobs to support a low carbon community

The group explored the idea of collaboration to work together to mitigate climate change through education decisions and actions while reducing carbon and greenhouse gas emissions and supporting career development, greater wellness and healthier learning environments.

Additional Information

As follow-up to the October session, a meeting was held in early December and Superintendent of Business Raf Wyszynski and Superintendent of Education Lisa Munro accompanied the Director to this meeting. Participants engaged in a briefing process to help define the elements of a Memorandum of Understanding (MOU) for Climate Change Leaders as a way to formalize any future work together. The MOU includes three pillars—Learning, Carbon Reduction and Capital Investment.

Throughout late December and early January, organizers of the Climate Change Leaders initiative invited school boards staff to review a non-binding MOU, attached as Appendix A, that will provide a solid foundation for collaborative work between Mohawk College and local school boards for experiential learning opportunities, curriculum support and job opportunities. We submitted questions about the MOU and offered suggestions and through this process we were assured that there is no financial commitment from Grand Erie as part of the signing of the MOU. We are most

interested at this time in the opportunities for our students and in supporting the goals of being Climate Change Leaders.

The Grand Erie Senior Administrative Team views this initiative as a good opportunity for our students to learn more about the impacts of climate change through curriculum modules and experiential learning opportunities. There is direct alignment with our current Multi-Year Plan – Success for Every Student in the areas of achievement, environment, technology and well-being. We feel this is also a good opportunity for Grand Erie staff and Trustees to learn more about climate change and carbon reduction strategies and also, to gain informed direction for any new school builds.

We are encouraged that the MOU is non-binding as this allows us to participate in upcoming collaborative work with other school boards and Mohawk College to investigate the possibilities, while also having the chance to opt out if we realize this initiative is not a good fit for Grand Erie.

It should be noted that even though there is a private sector company attached to this initiative (MCW Custom Energy Solutions) due to their connections to the work done at Mohawk College, we are not obligated to engage with this company in any way.

Next Steps

The Chair and Vice Chair of the Board along with members of Senior Administration and Student Trustees will be attending the Memorandum of Understanding Signing event at Mohawk College on February 11th.

More information on this initiative will be shared with Trustees as it becomes available.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: We will set high expectations for our students and staff; the Environment indicator goal to improve energy and environmental conservation at all sites; the Technology indicator statement: We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner; and, the Well-Being indicator statement: We will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Mohawk College Climate Change Leaders MoU Agreements

Our Three Pillars – (The Why?)

1. The climate crisis is well-documented and the path is clear: we must dramatically reduce greenhouse gas emissions and transition to a low- carbon economy
2. As a collective, we represent a critical mass of significant institutions that can show leadership, reduce emissions, and accelerate the transition
3. We agree that by aligning and working together, we can go farther in our efforts to help solve the climate crisis

Therefore – we commit to a **non-binding**, collaborative approach to plan, do, check, and act on the three MoU pillars:

1. **Learning – building capacity and capability in clean technology and a low carbon community**
 - Student experiential learning (STEAM) linked to school building technology transformation
 - New curriculum and occupant behaviour
 - Mohawk student mentorship
 - Develop and implement K12 Micro credentialing for students, teachers and staff
 - SHSM/Dual credit enhancements
 - Skill development & awareness with industry
 - Link new research to student awareness
 - Link impact on wellness and wellbeing (both emotional and physical)
 - Engage stakeholders - students, teachers, staff and parents beyond awareness and into climate change action
2. **Carbon reduction – Reducing carbon in our buildings and communities**
 - Develop a greenhouse gas roadmap reduction plan to examine deep school building retrofits and on-site renewable energy systems
 - Link the technology transformation with an education plan to create an exceptional student experience
 - Explore new research and technology demonstration with Mohawk College and the National Research Council (NRC)
 - Link project measurement and validation of energy & carbon savings to a dashboard to be shared with all stakeholders
3. **Capital Investment – being fiscally responsible stewards**
 - Develop demonstration projects using energy saved or energy made to generate the capital funding required (meet Ontario treasury standards via an energy performance contract investment model)
 - Where possible, integrate Government funding grants to accelerate carbon reduction and transformational change
 - Leverage private sector investment markets supporting green projects
 - Team together with school district members to identify and accelerate financing and funding approaches that will reduce costs for each **individual school district project**



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT2 New School Construction Projects**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy FT2 New School Construction Projects to all appropriate stakeholders for comments to be received by April 1, 2020.</p>
--

Background

Policy FT2 New School Construction Projects was approved by the Board in January 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



New School Construction Projects

Board Received: January 25, 2016

Review Date: February 2020

Policy Statement

The Grand Erie District School Board shall approve and monitor all new school construction projects to ensure that they are completed on schedule and within approved budgets.

Accountability

1. Frequency of Reports – Bi-monthly
2. Criteria for Success – New school construction projects completed on time
– New school construction projects completed within budget
– Construct new facilities with the best practices for safety, efficiency, energy conservation, and quality while addressing local community needs.
~~– Community input incorporated into project plans~~

Procedures

1. Staff shall provide the Board with information for approval regarding the preliminary scope of new school construction projects. Elements of the information provided shall include size (FTE or square footage) and program (grades and/or specialized programs, and partnership opportunities). ~~The Board shall provide direction to staff regarding the preliminary scope of new school construction projects. Elements of the direction shall include size (FTE or square footage), program (grades and/or specialized programs, and partnership opportunities).~~
2. Ministry Capital Approval Process requires the submission of a Facility Space Template and approval of project scope before hiring an architect. See Appendix A.
3. The Superintendent of Business shall issue a Request for Proposal (RFP) for a Construction Manager, Architect or Professional Services based upon the approved preliminary scope of project. The Board shall approve the final selection of ~~Construction Manager~~, Architect or Professional Services.
4. All projects shall consider the School Design Guidelines as set out in Appendix ~~A~~B where applicable. The Appendix is intended to be a checklist of items for consideration during the project design phase, not an absolute list for inclusion.
4. Executive Council shall select a Principal, based upon an open, competitive process, prior to the first meeting of the Project Committee.
5. The Project Committee shall be struck by the Board and comprised of:
 - a) Architect or other professional consultants, as required
 - b) General Contractor or Construction Manager, as required
 - c) Superintendent of Education for the area
 - d) Superintendent of Business (Committee Chair)
 - e) Principal(s) affected by the construction
 - f) School Council Chair(s) affected by the construction
 - g) Facility Services staff representative

- h) Trustee
- h)i) Community Partner (as necessary)

The Board shall disband the committee upon the commencement of the project construction~~completion of the project.~~

6. The Project Committee shall meet at the planning stages of the project to provide guidance and input into the design and scope of the project and to recommend a design and scope of work for review consideration by the Board. ~~This committee will be consulted and updated during the project should the scope of work or schedule vary substantially from the initial plans.~~ Minutes of all Project Committee meetings will be posted on the Board portal.
7. The Project Committee less the Construction Manager/Architect/Professional Services and General Contractor shall also serve to address the following matters:
 - a) develop recommendations with respect to boundaries/catchment area for the new school;
 - b) review the draft plans for the project;
 - c) provide advice to Board staff with respect to the project;
 - d) consider the impact on Special Education delivery within the school;
 - e) convene a minimum of one public meeting to solicit community input;
8. ~~The Architect Facilities Services~~ shall prepare a preliminary design draft plan in consultation with the Project Committee based upon the approved preliminary scope and input from the Project Committee. An independent Cost Consultant shall be retained to review the design, provide ~~objective~~ costing analysis based on a Class C or D cost assessment, ~~and advice and report on options to ensure that the proposed capital expenditure is within the approved budget.~~
9. The Committee of the Whole shall consider the Project Committee's recommendations with respect to boundaries/catchment area and make recommendations to the Board. The Board shall approve the boundaries/catchment area for the new school.
10. The Committee of the Whole shall receive a report from the Superintendent of Business, which shall include recommendations on:
 - a) the design and scope of the base project (with estimated costs);
 - b) additional elements suggested by the ~~Project Committee~~Senior Administration (with appropriate costs).
 - c) funding strategy including a breakdown of both internal and external funding sources, as well as a snapshot of the current balances of:
 - i. Proceeds of Disposition; or
 - ii. Capital Reserves such as School Renewal and School Condition Improvement; or
 - iii. Unsupported Capital
11. The Committee of the Whole shall recommend to the Board the final design and scope of the new school construction project, including size, preliminary budget, timelines and release of tender documents for approval.
12. The Board shall approve the final design and scope of the new school project, including size, preliminary budget, timelines and release of tender documents.
13. The Architect shall proceed to develop the detailed design drawings and tender specifications based on the approved final design and scope of the new school project.

- ~~12.~~14. An independent Cost Consultant shall be retained to review the detailed design drawings and provide costing analysis based on a pre-tender Class A cost assessment.
- ~~13.~~15. Facilities Services and the Construction Manager, Architect or other Professional Consultant will develop a final budget ~~price~~ based on the Class A cost estimate and other related project costs as well as approved design and scope and the tendered amount recommended for approval that will become the basis for the final project contract amount awarded to the General Contractor.
- ~~14.~~16. The final project budget, design, scope and recommended tender/contract award will be presented to the Committee of the Whole and subsequently, the Board for approval as the final project contract amount. This amount will be the basis for a Stipulated Sum Contract or a Guaranteed Maximum Price Contract as may be appropriate.
- ~~15.~~17. If the tendered amount for the capital project ~~is higher~~ is higher than the pre-tender project approval granted ~~in Step 3~~ above, the Board will be required to identify the source of funding to offset the higher costs and will need to seek additional Ministry approval for the higher amount before the contract can be awarded. The Board may also recommend not to award the project and proceed to change the design of the school and re-tender.
- ~~16.~~18. Transition matters will be managed by a Transition Committee in accordance with policy FT9.
- ~~17.~~19. Executive Council shall consider inclusion of funding to allow for planning time for the incoming principal. The amount of planning time will be recommended by Executive Council for inclusion in the project budget presented for Board approval.
- ~~18.~~20. The Board shall approve a name for the new school as outlined in Policy FT3 - Naming of Schools Policy.
- ~~19.~~21. The Superintendent of Business shall initiate planning for a “sod turning” ceremony.
- ~~20.~~22. The Superintendent of Business shall provide a progress report to the Board on a bi-monthly basis for the duration of the project. The report shall include budgeted and actual costs to date, details of project progress and schedule for completion. This report will also describe the funding strategy that will be applied should the forecasted expenditures for a project exceed the budget established in section 9-c.
- ~~21.~~23. Project updates shall be posted on the Board’s website.
- ~~22.~~24. The Superintendent of Business shall report to the Board upon substantial completion of the project, which shall include a budgeted and actual cost comparison.
- ~~23.~~25. The Grand Erie District School Board, in consultation with the Principal/Superintendent of the school and the Manager of Communications and Community Relations will organize an official opening ceremony upon completion of the project.

Ministry Capital Approval Process Chart

Capital Construction Approval Process Updated May 11, 2017		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, FDK)
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect.						
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.						Not Required
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						Not Required
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						Not Required
GOAL	Board to proceed to tender.							
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	<ul style="list-style-type: none"> Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K. Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete. 50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility). * If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request. ** If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education is still required. 							
Definitions:	Addition: Expansion of the gross floor area of a facility, including child care and child and family program rooms. Major Retrofit: Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

Appendix BA



SCHOOL DESIGN GUIDELINES ELEMENTARY

The intent of the guidelines is to identify design features to be considered when renovating or constructing new Elementary Schools within Grand Erie District School Board. These are not absolute since each facility and program has its own characteristics but rather a starting point to develop the best plan for the school community.

These guidelines will provide overall direction as to the design goals the Board wishes to provide in all locations.

The document should not be considered as a static report. It should be reviewed and updated regularly as changes are made to programs.

All design features must comply with the Ontario Building Code standards and include for requirements to satisfy the Ontario Disabilities Act and Grand Erie School Board Policy FT10 Green School Construction and Renovation.

For new Elementary Schools the Gross Floor Area is derived directly from the operations funding formula of 100 square feet per student. (e.g. a 450-pupil school will have a gross floor area of 45,000 square feet.

1.0 General Areas

1.1 Main Entrance (Exterior)

- Controlled safe entry (camera/buzzer)
- Accessibility features (ramp, power door operator, dedicated parking, etc)
- Area for visitors / temporary parking
- Flagpole
- School Signage
- Security Lighting

1.2 Main Entrance (Interior)

- Display case (School paraphernalia, trophies, awards).
- Awards Wall
- Environmental Acknowledgment for Sustainable Construction (Plaque or poster)
- Welcome Sign / School Symbol / Colours / Motto
- Registration Area
- Gathering / Sitting Area
- Natural lighting
- Fire Safety Plan / Enunciator Panel in Front Vestibule.

1.3 Corridors

- Provide sufficient width for needs
- Coat Hooks / boot rack – proper height to accommodate students
- Drinking Fountains with Bottle Filling Stations
- Security Cameras

- Wall outlet locations
- Electronic Display Boards
- Locate Tack Boards to meet Fire Code requirements

1.4 Washrooms

- Fixture count to current code requirements
- Location to accommodate classrooms
- Urinal height
- Privacy partition between urinals
- Barrier Free Access to designated accessible washrooms
- No doors on main washrooms. Ensure there is no line of sight from corridor
- Install wash fountains
- Floor drains
- Electrical outlets
- Accessories conforming to Health Unit requirements and Board Standards

1.5 Stairs

- Accessible stair tread/nosing and visibility strips
- Provide natural light
- PA Speakers
- Outlets to accommodate cleaning equipment
- Provide space for Evacuation chairs at top landing

1.6 Lifts & Elevators

- Central location
- PA Speaker to Office
- Telephone connection to ULC (Underwriters Laboratory of Canada) approved monitoring service
- Signage to provide operating instructions including braille

1.7 Storage Rooms

- Book Storage
- Teaching Supplies
- Audio- Visual Equipment

2.0 Administration Area

2.1 Main Office / Reception

- View of Main Entrance
- Size to accommodate students, staff and community
- Electrical, telephone and Data outlets
- Main station for PA and CCTV systems
- Counter to meet AODA standards

2.2 Principal's Office

- View of Front Entrance & Main Office
- Electrical, telephone & Data outlets

2.3 Vice Principal's Office

- Same as principal's office

- 2.4 **Meeting Room**
 - To accommodate large meeting table for up to eight people and provide dimmable lighting and areas for presentations
 - This can be a separate room or Principal's Office can be sized to accommodate

- 2.5 **Staff Room**
 - Half lockers for personal effects
 - Coat Area
 - Sitting area
 - Meeting/conference area
 - Display area
 - Adjacent washrooms
 - Include space for kitchen area (full-sized refrigerator, microwave oven, stove hood & range)
 - Counter space and cabinets, for storage
 - Eyewash station

- 2.6 **Work Room**
 - Space for office supplies, paper supply and storage
 - Electrical and Data outlets to support photocopier
 - Work area for large projects
 - Work stations

- 2.7 **Health Room**
 - Should be in close proximity, if not attached to Main Office
 - Electrical, Telephone outlets
 - Appropriate plumbing

- 3.0 **Assembly Areas**
 - 3.1 **Gymnasium**
 - Size:
 - o For schools with population of 350 or less students, recommended size is 2000 to 3150 square feet. Ceiling of 18 feet.
 - o For schools with population over 350 students, recommended size is 4000 to 6300 square feet. Ceiling of 18 feet.
 - o Drop down curtain to be installed to create two separate gym spaces
 - Accessories:
 - o Double Gym:
 - two Main Fold-up basketball backstops
 - four Cross court, Fold-up practice basketball backstops
 - Roll-down curtain partition with safety stops
 - o Single Gym:
 - two Main Fold-up basketball backstops
 - four Offset practice basketball backstops
 - o Electrical and Data outlets and PA system speakers to be provided for both 'single' gym spaces.
 - o Rough-in for Scoreboard
 - o Game Lines
 - o Sound System
 - o Assistive listening devices for hearing impaired

- o Sleeves for net standards
- o Provide wall padding to current standards

3.2 Change Rooms

- Access to be determined by school administration
- Accessories: benches along walls, shelving for storage
- Drainage should be provided in centre of change rooms for cleaning purposes

3.3 Gymnasium Storage

- Interior storage space to be adjacent to gymnasium
- Size: to accommodate all gym equipment
- Storage for field sports equipment should have direct access to exterior
- Sleeves for storage of net posts

3.4 Multipurpose Room

- Size dependent on intended use (community room, alternate activity room or alternate learning space, alternate storage space)
- Electrical, Data, and telephone outlets and PA system speaker to be provided as it would be for typical classroom
- Room height may vary subject to location
- Adjacent Storage for tables and chairs
- Lockable storage area for community use

3.5 Kitchen

- Adjacent to Multipurpose Room
- Layout to meet Local Health Unit requirements
- Adequate counter surfaces for food preparation
- Services to suit needs of all equipment
- Mechanical systems must accommodate proper ventilation for all equipment
- Provisions for garbage disposal
- Provide lockable storage area in kitchen

3.6 Stage

- Options:
 - o Portable Stage
 - o Fold-down stage
 - o Rough-in for lighting
- Portable Stage will require storage area

4.0 Learning Spaces

4.1 Typical Classroom

- Size: 700 to 800 square feet
- Natural daylight equal to minimum 10% gross floor area
- Accessories:
 - o 80 square feet of white board and/or black board
 - o 100 square feet of tack board
 - o Millwork under white boards and/or black boards
 - o One large lockable teacher storage cupboard
 - o Millwork with counter space, and cabinets along top and bottom

- o Rough in for Smart Board and LCD Projector
- o Electrical and Data outlets
- o Intercom

4.2 Kindergarten

- Location: Adjacent to parking area
- Size: minimum area of 1200 square feet
 - o Includes space for learning “zones”
 - Sand/water table
 - Reading nook
 - Visual Arts
 - Math
 - Dramatic play
- Natural daylight equal to minimum 10% gross floor area
- Direct access to exterior preferred
- Washroom in room or adjacent to Room
- Accessories:
 - o Low sink with drinking fountain in room
 - o Coat cubbies in Room
 - o Change Table
 - o Electrical & Data outlets
 - o Low white/tack boards located at student level
 - o Rough in for Smart Board and LCD Projector
 - o Intercom

4.3 Special Education

- Size: Minimum 800 square feet
- Washroom with shower, change table, cabinets, shelving, specialty vanity, etc.
- Direct access from classroom
- Accessories:
 - o Kitchen facilities including dishwasher, washer & dryer, stove & range hood, sink, microwave oven.
 - o 80 square feet of white board and/or black board
 - o 100 square feet of tack board
 - o Millwork under white boards and/or black boards
 - o One large lockable teacher storage cupboard
 - o Millwork with counter space and sink, and cabinets along top and bottom
 - o Rough in for Smart Board and LCD Projector
 - o Electrical to accommodate specialty items (i.e. lifts)
 - o Electrical and Data outlets
 - o Intercom

4.4 Snoezelen Room

- Designed by Special Education consultants when required

4.5 Information Technology

- Data drops and power for wireless connections to all areas
- Laptop storage
- Laptop charging

- 4.6 **Library**
 - Size: 5 square feet/pupil place with a minimum 1000 square feet
 - Reception desk should be clearly identified and visible from library entrance
 - Electrical and Data outlets for all computer work stations and reception desk
 - Intercom

- 4.7 **Library Office / Storage**
 - Space for work station with Electrical & Data outlets
 - Storage space for specialized equipment

- 5.0 **Teacher Resource**
 - 5.1 **Resource Room**
 - Adjacent to Washrooms
 - Work area with bright lighting
 - Display Area
 - Electrical & Data outlets
 - Work space and storage for Non-classroom teachers (LRT, French etc.)

 - 5.2 **Testing Room**
 - Size: approximately 10 feet by 10 feet
 - Connected to Teacher Resource Room
 - Glazing to Teacher Resource Room
 - Electrical and Data outlets

- 6.0 **Facility Operation**
 - 6.1 **Custodial Office**
 - Location for control panels for building systems
 - Half locker for personal effects
 - Display Area
 - Telephone and Data outlets and PA Address system required

 - 6.2 **Receiving Room**
 - Adequate size for receiving & storing equipment and products
 - Ideally located with access to exterior
 - Eyewash station
 - Sufficient electrical outlets

 - 6.3 **Waste Disposal / Recycling Area**
 - Located with access to students to encourage education on environmentally friendly practices and individual responsibilities.
 - Provide sufficient space for sorting, water for clean-up and short-term storage area

 - 6.4 **Boiler Room**
 - Location will be separate from all learning spaces
 - Provide appropriate access for maintenance of all equipment

 - 6.5 **Electrical Room**
 - Location will be separate from all learning spaces

- Provide appropriate access for maintenance of all equipment
- 6.6 **Communication Room / Tower**
- Tower location (if required) would be determined by other authorities
 - Communication Room to be adjacent to tower
- 7.0 **Site**
- 7.1 **Site Features**
- Separation for bus drop-off, parent drop-off, visitor parking and staff parking
 - Special needs parking areas in excess of bylaw requirements
 - Garbage /recycling enclosure
 - Bicycle Storage
 - Signage
 - Lighting
 - Site furniture
 - Paved play area adjacent to school (approximately 65 square feet per student)
 - Future portables area including underground conduits to a sub-grade box for future use.
 - Creative Playgrounds:
 - o location only (not provided by Board)
 - Landscape:
 - o Low maintenance
 - o Shade
 - Playground Equipment:
 - o two Basketball Standards
 - o one set of Soccer Goal Posts
- 8.0 **Amenities / Finishes**
- 8.1 **Flooring Material**
- Corridors: Hard Surface
 - Washrooms: Hard Surface
 - Library: Hard Surface
 - Offices: Hard Surface
 - Classrooms: Hard Surface
 - Kindergarten: Hard Surface
 - Work Rooms: Hard Surface
 - Gymnasium: Appropriate Sports Flooring
 - Operations Rooms: Sealed Concrete
- 8.2 **Paint**
- Containing Low-Emitting Volatile Organic Compounds (VOCs)
 - Use recycled
- 8.3 **Ceilings**
- 2 foot x 2 foot acoustic tile in Corridors, Library, and Main Office
 - Paint other areas where structure is exposed, unless required to cover mechanical equipment
- 8.4 **Air Conditioning**

- Options:
 - o Complete School
 - o Administration Offices, Staff Room and Library only

8.5 Window Coverings

- Blackout Drapes
- Sliding tack boards

9.0 Portable Classrooms

- Minimum 40 feet from main school and 20 feet from other portables if not fire rated
- Size: Typical Portable Classroom is 750 square feet (24 feet x 32 feet), 12 feet height
- Skirting to be installed over support columns after anchors are installed and approved
- Electrical & Data outlets
- Intercom
- Security tied to main building system

10.0 Portapaks

- Group of portables with corridor typically attached to Main building with a link providing the required Fire Separation
- Set on a temporary foundation

11.0 Relocatable Classroom Modules (RCMs)

- Classrooms constructed with ability to relocate.
- Design and materials similar to permanent construction
- Set on a poured foundation



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT3 Naming of Schools**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy FT3 Naming of Schools to all appropriate stakeholders for comments to be received by April 1, 2020.</p>

Background

Policy FT3 Naming of Schools was approved by the Board in January 2016 and has been identified for review.

Additional Information

No revisions are being recommended at this time to the Policy, but the Policy is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Naming of Schools

Board Received: January 25, 2016 **Review Date:** February 2020

Policy Statement:

The Grand Erie District School Board shall involve the community in the naming of new schools and/or the renaming of existing schools. A school name shall be consistent with the mission statement, belief statement and values of the Board.

Accountability:

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Community involvement
– Name selected reflects positively on the Board

Procedures:

The Board shall determine when naming of a new school or renaming of an existing school is required. Renaming could be a consideration as a result of a school consolidation process.

Naming of New Schools:

- 1. When a name for a school is required, the Board will solicit suggestions from the school's community and all stakeholder groups via the normal methods of internal and external communications; i.e. requests in the media, internally to staff, to federations and union leaders, School Councils, Student Councils and the school community whose school is to be named. The call for community and stakeholder suggestions will typically commence in September or October of the year preceding the opening of the new school.
- 2. In considering the naming of schools, the following may apply:
 - name of street on which school is located;
 - name of district which school serves;
 - historical name applied to area in which school is located;
 - historical events;
 - geographic connections;
 - recognition of an individual for outstanding and enduring contribution to the Grand Erie educational community.
- 3. Public solicitation will take not less than 60 days from the call for suggestions.
- 4. The existing Transition Committee shall consider suggestions received and make a recommendation to the Board through the Family of Schools Superintendent. The recommendation must include three unranked names that provide an inspiration to students and promote a positive image of the Grand Erie District School Board. The report will include rationale for the three names chosen.
- 5. The Board may select one of the names recommended by the Transition Committee. The Board reserves the right to make the final determination, notwithstanding the recommendation from the Transition Committee.

Renaming of Existing Schools:

1. From time to time, a School Council or trustee may determine that they would prefer an alternate or consolidated name for a school.
2. The request from a school council or trustee must come to the Board in a report through the Family of Schools Superintendent. The report should include a rationale detailing why the name should be changed.
3. The Board shall consider approving the formation of a Renaming Committee to include the following representation: Trustee, Family of Schools Superintendent, Principal(s) of the school(s), School Council(s) member and a minimum of one staff member.
4. In the event that a Renaming Committee is struck, that committee shall solicit input from stakeholders.
5. Once input is received, the Renaming Committee shall make a recommendation to the Board through the appropriate Family of Schools' Superintendent with respect to an alternate or consolidated name. The Board reserves the right to make the final determination, notwithstanding the recommendation from the Renaming Committee.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT4: Community Use of Schools**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy FT4 Community Use of Schools** to all appropriate stakeholders for comments to be received by **April 1, 2020**

Background

Policy FT4 Community Use of Schools was approved by the Board in January 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



Community Use of Schools

Board Received: January 25, 2016 Review Date: February 2020

1. Policy Statement

The Grand Erie District School Board believes in supporting its communities by making school board facilities available to the public and supports the Community Use of Schools Program that fosters partnerships and community relationships.

2. Accountability

- a. Frequency of Reports - As needed
- b. Criteria for Success
 - Community use of facilities is enhanced
 - School-designated activities take precedence
 - Community use shall not be subsidized with funds provided by the province for the education of the Board's pupils.

3. Guiding Principles

The Grand Erie District School Board will permit approved applicants to use its school facilities outside regular school hours, in accordance with the following principles:

- a. The School Board shall determine operating procedures to protect its property and to manage the community use of school facilities.
- b. The School Board will subsidize any community group activities with funds provided by the province for this purpose. Funds provided for educational purposes will not be used to subsidize the Community Use of Schools Program.
- c. Official school activities scheduled outside regular school hours shall take priority over community use activities. Board staff will be given the opportunity to book facilities for after hour Board activities before the facilities are made available to community groups.
- d. The Use of Grand Erie District School Board facilities for Community Use must enhance mental, physical and social well-being through a safe and inclusive environment.
- e. The Community Use of Schools program is a cooperative program through the mutual support of Board administration, Principals, custodians, school staff and the Community at large.
- f. Board staff shall follow the Community Use of Schools Policy when using school space for non-school sponsored events.
- g. Community Use of Schools Fees are reviewed and adjusted when required with Board approval.
- h. Schools are available any weekday after 6:00 p.m. and on weekends, excluding statutory holidays and holiday weekends. Exceptions may be applied where governed through an agreement.
- g.i. No permits will be approved for the last 2 weeks of August to allow for preparations for the new school year (exceptions can be made for school based activities).

4. Definitions

- a. Community Users
Community Users include anyone who attends a Community Use of Schools event at a Board facility, including participants, leaders, of the group and or audience.
- b. Community Use Event
A Community Use event is any event held at a Board facility that is applied for through the Community Use of Schools program and for which a Community Use Permit has been issued.
- c. Community Use Permit
A Community Use Permit is issued by the Board and is the authority for the use of a school for all Community Use events.
- d. Applicant
The Applicant is the person who submits the Community Use Application.
- e. Permit Holder
The Permit Holder is the person and or Organization named on the Community Use Permit.
- f. Permit Holder Designate/Event Supervisor
The ~~Permit Holder~~~~Event Supervisor~~~~Designate~~ is the person designated by the Permit Holder to be the representative at the Community Use Event.
- g. Historical Bookings
Booking from any permit type that have been booking with the Grand Erie District School Board for five or more consecutive years in the same facility and time.
- h. Permit Types
The following permit types are defined in order to understand the priority of bookings and fee structure:
 - i) IUFA & Affiliates-Type 1
Joint Use of Facility Agreement partners or Non-profit, volunteer organization approved for affiliation by a municipal ~~r~~Recreation ~~a~~Authority (where applicable) for the purpose of ~~making offering~~ recreational and/or cultural programs on behalf of the municipality available to all residents of the local community. This does not include tournament events.
 - ii) Non-Profit Youth and Other-Type 1-A
Not for profit youth groups or groups that are donating to the Grand Erie District School Board in an amount that is greater than the fee charged for the use of the facility. This also includes School Alumni sanctioned by the school administrator, Cubs, Scouts, Brownies and other Non-Profit Youth groups not affiliated with a Municipality. Not for Profit Groups will be required to show proof of status or provide an affidavit letter indicating that the organization is a not for profit organization.
 - iii) Non-Profit, Non Youth-Type 1-B
Groups that are providing community services but are adult focussed. Examples are Red Cross, St. John's Ambulance, Health Units and ~~short-term~~short-term use by municipal emergency services.
 - iv) Non-Profit (Other)-Type 2
Fundraising Events, Church Group meetings, Service Club meetings, Amateur Drama Clubs, Non-Affiliated Community Groups, Local Cultural Groups, Other Educational Groups I.e. Colleges and Universities, Tournaments, Union/Federation events, School Alumni Activities NOT sanctioned by school administrator and Non-Affiliated Adult Recreation.

- v) Commercial/Private User-Type 3
Commercial enterprises, professional theatre groups, Church Services, Private individuals, Political Groups, Private Fitness and Dance Instructional Groups.
- vi) Grand Erie District School Board/School Use-Type 4
Student and staff events sanctioned by the school administrator, school Clubs and School Council Meetings, Administrative or other staff meetings and sports teams.
- vii) Non-Profit Priority Schools-Type 5
Not for profit youth related Community Groups, Not for profit Children's Recreation Providers (not including tournaments or special events) as defined by the Ministry of Education.
- viii) Reciprocal Groups-Permit Type 6
Non-Profit Childcare and Before and After School Children's Recreation Providers (not including tournaments or special events)

5. Responsibilities

- a. School Principals or designates are required to submit a permit for any activity after school hours.
- b. The Board is responsible to inform the Permit Holder or ~~Permit Holder Designate~~Event Supervisor of any scheduling changes and administer any applicable refund.
- c. Community Users, Permit Holders and/or ~~Permit Holder Designate~~Event Supervisors are solely responsible for personal injury and/or damage, loss or theft of clothing and equipment, of anyone attending a Community Use Event anywhere on Board property, including all grounds and parking lots.
- d. The Permit Holder or ~~Permit Holder Designate~~Event Supervisor is liable for all damages and injuries due to their Community Use activity.
- e. The Permit Holder, ~~Permit Holder Designate~~Event Supervisor and/or ~~affiliated organization~~ agree to indemnify and save harmless the Board from any action or claim being brought against it as a result of the use of the school facilities by the community user.
- f. Community Users are not covered under the Board's liability insurance policy.
- g. All Community Use of Schools permits shall provide a valid liability insurance certificate with their Application.
- h. The Permit Holder or ~~Permit Holder Designate~~Event Supervisor shall be responsible for the security and safety of Board facilities while they are using the facility.
- i. All persons admitted to the Board facility for a Community use event agree to abide by all policies and procedures of the Board.
- j. All Community Users must adhere to the Board's Codes of Conduct and demonstrate respectful behaviour at all times. The permit Holder and /or ~~Permit Holder Designate~~Event Supervisor is responsible for conduct, supervision and the preservation of order for the scheduled event.
- k. Violation to the Community Use Permit or misconduct by Community Users and /or Permit Holders may result in immediate cancellation of the Community Use Permit.
- l. Permit Holders or ~~Permit Holder Designate~~Event Supervisors are responsible to inform the Board of any scheduling changes at least three business days prior to date of the Event.

6. Procedures

- a. Community Use of Schools staff is responsible for approving the use of school facilities for activities taking place on non-school days or after 6:00 p.m. on school days, subject to availability.
- b. The Principal is responsible for approving the use of school facilities for school related activities which take place on school days between 8:00 a.m. and 6:00 p.m.
- c. Schools within the jurisdiction of the Grand Erie District School Board shall be given priority for the use of school facilities on non-school days or after 6:00 p.m. on school days.
- d. School Board administrators must submit permit requests for use on non-school days or after 6:00pm and changes must be completed with no less than ~~three~~five days' notice. If bookings are submitted after June 30, Principals must make every effort to avoid times where there is an approved permit.
- e. The Superintendent of Business and Treasurer reserves the right to waive rental fees, provided there is no extra expense to the Board.
- f. Historical users may be given the opportunity to renew the facilities and times they have reserved in the past, providing the Board does not require the space/time for its own purposes.
- g. When two or more community use events request the same time and space, preference for accommodation will be given to the sport that is in season over the sport that is off season.
- h. Bookings are based on the following Priority:
 - Grand Erie District School Board
 - Historical Groups
 - Municipal Direct Programs governed through Joint Use of Facilities Agreements
 - Affiliated Groups identified through Joint Use of Facilities Agreements
 - Others
- i. Child Care programs, ~~Best Start Early Learning and Parenting~~ EarlyOn Centres and Before and After School Program Providers, will require contract approval or a lease agreement as determined by Senior Administration in addition to approval by the school principal.
- j. Schools as Election Polling Stations:
The Board will co-operate in providing the necessary accommodation for polling booths for municipal, provincial, and federal elections, and in accordance with applicable legislation. All permits or agreements governing the use of board facilities as election polling stations will be required to comply with Board's procedures.
- k. Parent Groups, Home and School Associations, Alumni Associations:
Groups and associations wishing to host a school-sanctioned event, must have the consent of the school principal and request the Principal to submit the application in the school name on behalf of the organization. Applications for events by groups and associations who do not apply through the Principal will not be considered a school-sanctioned event and will be subject to the usual rental and service charges of the board and required insurance.
- l. ~~The Board's "The Ontario Smoke Free Act for public places prohibits No~~ Smoking/Vaping on Board Property ~~"Policy and~~ applies 365 days per year and 24 hours per day. Community Use ~~applicants~~ permit holder and event supervisors must ensure that patrons move off of Board property 20 meters for smoking/vaping purposes, not just outside the building.
- m. Depending on the size and nature of the event, supplementary security and/or custodial services may be required, the cost of which will be the responsibility of the applicant.

- n. All events must have sufficient adult supervision, one of whom has been appointed and/or designated by the Permit Holder.
- o. Permission for the community use of school facilities is granted solely at the discretion of the Board.
- ~~e.p.~~ Permits submitted less than two weeks from the booking date will be denied.

7. Restrictions and Limitations

- a. The Grand Erie District School Board does not permit overnight bookings as a Community Use Event. For Grand Erie Use, permit requests for overnight bookings will only be approved for events that are not requesting to provide sleeping accommodations.
- b. Bookings are initially limited to two bookings per week per rental facility to ensure that all rental groups have an opportunity to book space. Additional bookings can be submitted after September 15. ~~two weeks after the date in which all users can book space.~~
- c. Permits will be cancelled when buildings are closed because of inclement weather, strike, or other cause beyond the control of the Board. Unless the permit holder is governed by an agreement/lease that permit access when a facility is closed.
- d. Groups which might reasonably be expected to have their own accommodation will be limited to one year's use. I.e. Church Services
- e. Use of facilities during Non-Instructional periods is only through special agreement with the board.
- f. Libraries/Learning Commons and classrooms may be used only for activities that are not physical, meetings conducted by approved groups and are subject to final approval of school administrator.
- g. Priority Schools: The intention of this funding is to make specific community programs more accessible to certain groups by reducing the operating cost to agencies.
- h. Alcohol Events: Community Use Events planning to serve alcohol must adhere to the Board's Alcohol Event requirements that include, detailed event plan, Special Occasion Permit, procured Party Alcohol Liability insurance, designated driver program, signage that warns of drinking and driving and no smoking/vaping on Board property, certified smart servers and a minimum of two (2) police officers.
- i. Schools where the water is supplied by a well must be tested daily by a qualified Grand Erie District School Board staff member on any day that children under 18 years of age will be present in the building. ~~Groups~~ Affiliates and Reciprocal groups may enter into agreement with, and training for water flushing from the Board.
- j. High risk activities and or machines (e.g. fireworks or pitching machines) that may cause injury to people or may damage school property are not permitted in any school.
- k. The use of any school equipment by the permit holder is solely at the discretion of the school Principal.
- l. Grand Erie District School Board does not permit products that contain nuts in its facilities. Community Users shall avoid bringing into a school facility any product posted in a school as an allergy hazard.
- m. Grand Erie District School Board does not permit food in the gymnasium/library/learning commons however permit applicants can apply for use of the cafeteria or classrooms to serve food.
- l.n. Service animals and guide dogs are permitted for persons with a disability that require assistance and must keep the animal with them at all times as defined by the Animal Welfare

Act. Grand Erie District School Board has the right to inquire about the animal and ask for documentation to confirm the persons requirement.

8. Fees

- a. Service charges to community user groups are subsidized under the Community Use of Schools Grant provided by the Ministry of Education.
- b. The rate of subsidy will be determined annually based on the grant provided to the Board.
- c. Overtime rates paid to board staff who assist with Community Use of Schools will be adjusted according to contractual obligations the Board has negotiated with its staff.
- d. Priority Schools are designated by the Ministry of Education and are made available at no cost to those organizations who qualify under the definitions set out by the Ministry for the duration of the funding.
- e. For schools who have water supplied by a well and require testing daily, a charge for this service will be levied to groups requesting non-school day use of board buildings.
- f. Education Services-Service charges will be levied to recover costs for the use of school facilities by other education services, such as universities and colleges.
- ~~g.~~ The Fee Schedule outlining all fees to be paid, shall be established by the Board and may be adjusted annually or sooner if contractual obligations are required. Fees will be adjusted annually based on the Consumer Price Index Board expenses from June of each year.
- ~~g.~~ h. Internal Permits, including school fundraising and alumni events scheduled on weekends will be charged for any custodial costs when there is not a custodian already scheduled. Exceptions may be considered for teams/groups preparing for a higher level of competition/event.

9. Cancellation of a Permit

- a. A Permit Holder may cancel a Community Use event without cost (except for the non-refundable Administration Fee and insurance fees if purchased) provided that written notice (email accepted) and a phone confirmation be provided to the Community Use of Schools Clerk or designate at least three business days prior to the date of the event.
- b. If a Permit Holder does not give or provide adequate time for the Board to cancel, Community Use Permit incurred costs (e.g. custodial overtime, rental fees, technicians and administration fees) may be charged.
- c. Permits are non-transferable.
- d. The Board reserves the right to revoke a Permit at any time.

10. Insurance

- a. All permit holders, including municipal affiliates are required to provide the Community Use of Schools with a Certificate of Insurance in the amount of not less than two million dollars (\$2,000,000) per occurrence, with the School Board named as additional insured. Failure to provide such a Certificate prior to the first date of the event(s), shall result in cancellation of the permit.
- b. Any group not able to provide a Certificate of Insurance as outlined shall make application to purchase insurance through the Community Use of Schools third party provider. Such application will be subject to the approval of the insurance carrier. Premium costs are the responsibility of the permit applicants.

COMMUNITY USE OF SCHOOLS HANDBOOK



Grand Erie District School Board

Table of Contents

1.	Introduction	3
2.	The Community Use of School Program	3
3.	Definitions:	3
a.	Community Users	3
b.	Community Use Event	3
c.	Community Use Permit	3
d.	Applicant	3
e.	Permit Holder	3
f.	Permit Holder Designate Event Supervisor	3
g.	Historical Bookings	3
4.	Eligible Users and Permit Types	3
a.	Affiliates-Type 1	4
b.	Non-Profit Youth and Other-Type 1-A	4
c.	Non-Profit, Non-Youth-Type 1-B	4
d.	Non-Profit (Other)-Type 2	4
e.	Commercial/Private User-Type 3	4
f.	GEDSB Grand Erie DSB/School Use-Type 4	4
g.	Non-Profit Priority Schools-Type 5	4
h.	Reciprocal Groups-Permit Type 6	4
5.	Permit Holder’s Responsibilities	4
6.	Damage to School Property	5
7.	Available Facilities	5
a.	Priority Schools	6
b.	Dates and times of Availability	7
c.	School Availability	7
8.	Booking a Facility	7
9.	Key booking dates:	7
10.	Supervision and Security	8
11.	Emergency Procedures	8
a.	Fire Safety	8
b.	Critical Injuries	8
12.	Permit Holder’s Restrictions and Limitations	9

- a. [Smoking on ~~GEDSB~~ Grand Erie DSB property](#) 9
- b. [Alcohol Usage on ~~GEDSB~~ Grand Erie DSB property](#)..... 9
- c. [Food and Drink in Schools](#) 9
- d. [Equipment Usage](#) 9
- e. [Schools Supplied by Well Water](#).....10
- f. [Restricted Activities](#)10
- g. [Restricted Areas](#).....10
- h. [Inclement Weather and snow removal](#).....10
- 13. [Community Use of School Fees](#)10
- 14. [Cancellation of a Permit](#)11
- 15. [Insurance Requirements](#)11
- 16. [Access, Keys and Doors](#).....12
- 17. [Contacts](#).....13
- 18. [FT4 Appendix A](#)14

1. Introduction

The Grand Erie District School Board ([Grand Erie DSB](#)) has developed the Community Use of Schools Handbook as a tool and resource to clarify the policies and procedures that govern the Community Use of Schools ([CUS](#)) program. This handbook is written to compliment the Community Use of School Policy-FT4. Where any conflict in language between the documents occurs, Policy FT4 shall govern.

The Grand Erie District School Board believes in supporting it's communities by making the school board facilities available to the public and supports the Community Use of Schools Program that fosters partnerships and community relationships.

2. The Community Use of School Program

The Community Use of Schools (CUS) program offers access to Grand Erie District School Board Facilities to organizations and individuals for various community programs. Funding for this program is provided by the Ministry of Education to offset costs related to community use. Funding is allocated to individual school Boards on an annual basis and fees are offset for Children and Youth providers, Non-Profit and Senior's groups.

3. Definitions:

a. Community Users

Community Users include anyone who attends a Community Use of Schools event at a Board facility, including participants, leaders, of the group and or audience.

b. Community Use Event

A Community Use event is any event held at a Board facility that is applied for through the Community Use of Schools program and for which a Community Use Permit has been issued.

c. Community Use Permit

A Community Use Permit is issued by the Board and is the authority for the use of a school for all Community Use events.

d. Applicant

The Applicant is the person who submits the Community Use Application.

e. Permit Holder

The Permit Holder is the person and or Organization named on the Community Use Permit.

f. ~~Permit Holder Designate~~Event Supervisor

The ~~Permit Holder Designate~~Event Supervisor is the person designated by the Permit Holder to be the representative at the Community Use Event.

g. Historical Bookings

Booking from any permit type that have been booking with the ~~GEDSB~~-[Grand Erie DSB](#) for five or more consecutive years in the same facility and time.

4. Eligible Users and Permit Types

The following permit types are defined in order to understand the priority of bookings and fee structure:

a. [Affiliates-Type 1](#)

Non-profit, volunteer organization approved for affiliation by a municipal Recreation Authority for the purpose of making recreational and/or cultural programs available to all residents of the local community. This does not include tournament events.

b. [Non-Profit Youth and Other-Type 1-A](#)

Not for profit youth groups or groups that are donating to the ~~GEDSB~~ [Grand Erie DSB](#) in an amount that is greater than the fee charged for the use of the facility. This also includes School Alumni sanctioned by the school administrator, Cubs, Scouts, Brownies and other Non-Profit Youth groups not affiliated with a Municipality. Not for Profit Groups will be required to show proof of status or provide an affidavit letter indicating that the organization is a not for profit organization

c. [Non-Profit, Non-Youth-Type 1-B](#)

Groups that are providing a community services but are adult focussed. Examples are Red Cross, St. John's Ambulance, Health Units and short-term use by municipal emergency services.

d. [Non-Profit \(Other\)-Type 2](#)

Fundraising Events, Church Group meetings, Service Club meetings, Amateur Drama Clubs, Non-Affiliated Community Groups, Local Cultural Groups, Other Educational Groups i.e. Colleges and Universities, Tournaments, Union/Federation events, School Alumni Activities NOT sanctioned by school administrator and Non-Affiliated Adult Recreation.

e. [Commercial/Private User-Type 3](#)

Commercial enterprises, professional theatre groups, Church Services, Private individuals, Political Groups, Private Fitness and Dance Instructional Groups.

f. ~~GEDSB~~ [Grand Erie DSB/School Use-Type 4](#)

Student and staff events sanctioned by the school administrator, school Clubs and School Council Meetings, Administrative or other staff meetings and sports teams.

g. [Non-Profit Priority Schools-Type 5](#)

Not for profit youth related Community Groups, Not for profit Children's Recreation Providers (not including tournaments) as defined by the Ministry of Education.

h. [Reciprocal Groups-Permit Type 6](#)

Non-Profit Childcare and Before and After School Children's Recreation Providers (not including tournaments)

5. Permit Holder's Responsibilities

- a. School Principals or designates are required to submit a permit for any activity after school hours.
- b. The Board is responsible to inform the Permit Holder or ~~Permit Holder Designate~~ [Event Supervisor](#) of any scheduling changes and administer any applicable refund.
- c. Community Users, Permit Holders and/or ~~Permit Holder Designate~~ [Event Supervisors](#) are solely responsible for personal injury and/or damage, loss or theft of clothing and equipment, of anyone attending a Community Use Event anywhere on Board property, including all grounds and parking lots.
- d. The Permit Holder or ~~Permit Holder Designate~~ [Event Supervisor](#) is liable for all damages and injuries due to their Community Use activity.

- e. The Permit Holder, ~~Permit Holder Designate~~Event Supervisor and /or affiliated organization agree to indemnify and save harmless the Board from any action or claim being brought against it as a result of the use of the school facilities by the community user.
- f. Community Users are not covered under the Board's liability insurance policy.
- g. All Community Use of Schools permits shall provide a valid liability insurance certificate with their Application.
- h. The Permit Holder or ~~Permit Holder Designate~~Event Supervisor shall be responsible for the security and safety of Board facilities while they are using the facility.
- i. All persons admitted to the Board facility for a Community use event agree to abide by all policies and procedures of the Board.
- j. The applicant is responsible for the enforcement of all fire regulations and must ensure that no obstructions are placed in corridors or in front of fire exits.
- k. All Community Users must adhere to the Board's Codes of Conduct and demonstrate respectful behaviour at all times. The permit Holder and /or ~~Permit Holder Designate~~Event Supervisor is responsible for conduct, supervision and the preservation of order for the scheduled event.
- l. Violation to the Community Use Permit or misconduct by Community Users and /or Permit Holders may result in immediate cancellation of the Community Use Permit.
- m. Permit Holders or ~~Permit Holder Designate~~Event Supervisor are responsible to inform the Board of any scheduling changes.
- n. Vehicle parking is permitted only in designated parking areas.
- o. Signs or decorations may not be attached to walls or elsewhere without prior arrangement with and approval from the Community Use of Schools Permit Clerk.

6. Damage to School Property

- a. If a CUS group damages ~~GEDSB-Grand Erie DSB~~ property, it must be immediately reported to an on-site custodian who will report it to the CUS Permit Clerk or their Supervisor or reported by permit holder the next business day to the CUS Permit Clerk. The cost to repair or replace damaged property is the responsibility of the CUS Permit Holder.
- b. Custodians who have been advised of damage will follow procedure FT104 and complete a reporting Vandalism Involving Property and Unusual Property Occurrence Report, detailing any damage or misuse of Grand Erie property, including property being left in an unsatisfactory condition by the permit holder. ~~A copy of the report will be sent to the Superintendent of Business and Treasurer and a copy sent to the Principal and Permit Holder along with an invoice detailing the damages.~~
- c. Any equipment that may scratch, mark or break ~~GEDSB-Grand Erie DSB~~ property is not allowed for CUS. If a CUS group damages ~~GEDSB-Grand Erie DSB~~ property because of equipment brought into the school, the CUS Permit Holder will be held financially responsible for all costs associated with the repair or replacement of the ~~GEDSB's~~Grand Erie DSB property.

7. Available Facilities

A wide range of school facilities are available for use by the community, including gymnasiums, cafeterias, auditoriums, grounds and secondary school classrooms. Please check the Community Use of Schools website (click on the calendar icon, select schools and catalogue) for detailed information on specific spaces.

BRANT / BRANTFORD AREA	HALDIMAND AREA	NORFOLK AREA
Agnes G. Hodge PS Banbury Heights S Bellview PS Branlyn CS (ALT) Brier Park PS Burford District Elementary S (W) Cedarland PS Centennial-Grand Woodlands S Central PS, Brantford Cobblestone Elementary S Dufferin PS Echo Place S Fairview S Glen Morris Central PS Graham Bell-Victoria PS Grandview PS (PrS) Greenbrier PS James Hillier PS King George S Lansdowne-Costain PS Major Ballachey PS (PrS) Mt. Pleasant S Oakland-Scotland PS (W) Onondaga-Brant PS North Ward S Paris Central PS Prince Charles PS Princess Elizabeth PS Russell Reid PS Ryerson Heights ES St. George-German PS Walter Gretzky ES (ALT) Woodman Drive S Brantford Collegiate IVS North Park Collegiate VS Paris District HS Pauline Johnson Collegiate VS (PrS) Tollgate Technological SC	Anna Melick Memorial S (W) Caledonia Centennial PS Fairview Avenue PS Grandview Central (W) Hagersville Elementary S Jarvis PS J.L. Mitchener PS Mapleview ES Oneida Central PS (W) River Heights S Seneca Central PS (W) Thompson Creek ES Walpole North ES (W) Cayuga Secondary S Dunnville Secondary S Hagersville Secondary S McKinnon Park Secondary S	Bloomsburg PS (W) Boston PS (W) Courtland PS Delhi PS Lakewood PS Houghton PS (W) Langton S (W) Lynndale Heights PS Port Rowan PS Teeterville PS (W) Waterford PS West Lynn PS Delhi District Secondary S Simcoe Composite S Valley Heights Secondary S (W) Waterford District High S

ALT-Indicates there is an alternate contact to request use of this school.

PrS-Indicates the school has been designated as a priority community use school which provides free use of schools to those groups identified by the Ministry of Education.

W-Indicates the school's water is supplied by a well which must be tested daily by a qualified [GEDSB-Grand Erie DSB](#) staff member.

a. **Priority Schools**

Priority Schools are designated by the Ministry of Education and are made available at no cost to those organizations who qualify under the definitions set out by the Ministry for the duration of the funding. The intention of this funding is to make specific community programs more accessible to certain groups by reducing the operating cost to agencies.

- i) Priority Schools (PS) are identified in the Available Facility Chart on page (6).

b. [Dates and times of Availability](#)

Dates and times of the facilities vary depending on the school year calendar. As a general rule, school facilities are available weekdays from 6:00 pm till 10:00pm and from 7 am to 10 pm on weekends.

c. [School Availability](#)

Available any weekday after 6:00 pm and on weekends. Schools are not available during non-school days, including Summer, December and March Breaks, P.A. Days ~~and~~ Board designated holidays and statutory holiday weekends. Some exceptions do apply for Municipal and Community Partnerships. Please contact the Community Use of Schools Permit Clerk for clarification on availability during non-school days.

8. [Booking a Facility](#)

a. The Community Use of Schools website

<https://www.granderie.ca/board/community/community-use-schools> allows Community Users to check availability of school facilities, complete the permit application process and generate a CUS permit.

b. A CUS applicant must have an account and login in order to be able to book a [GEDSB Grand Erie DSB](#) facility. Previous users who have forgotten their user login information can contact the Community Use of Schools Permit Clerk for assistance. See page (12) for contact information.

c. New CUS Applicants can watch the introductory video on the Community Use of Schools website, <https://gedsb.ebasefm.com/rentals/welcome>.

d. Once a permit application has been submitted it may take up to two weeks to be processed. Insurance requirements and payments must be received prior to the permit being issued. Once the permit has been approved it will be emailed to the Applicant.

e. Historical Users will be notified by May 15 of each year and the Historical User must respond no later than June 30 to reserve their space for the following year.

f. Bookings are limited to no more than two bookings per week per rental facility. Beginning September 15, permit applicants can submit additional bookings per week per rental facility.

g. When two or more Permit Applications are received, requesting the same time and space, preference for accommodation will be given to the Community Use Event that is in season.

h. Bookings are based on the following Priority:

- [GEDSB Grand Erie DSB](#)
- Historical Groups
- Municipal Direct Programs governed through Joint Use of Facilities Agreements
- Affiliated Groups identified through Joint Use of Facilities Agreements
- Others

9. [Key booking dates:](#)

a. Historical User Groups will be notified by May 15 of each year and must respond by June 30 to keep their historical booking. It is the historical user's responsibility to contact Grand Erie DSB if you think that you are a historical booking and did not receive notification.

b. Schools must submit permits by June 30 of each year for events on non-school days or after 6:00 pm on school days.

- c. For new Community Use Events, for bookings commencing in September, permit applications may be received any time after July 1, ~~2015~~ of each year.
- d. For new bookings throughout the school year, applications must be submitted not less than two (2) weeks prior to the permit start date.

10. Supervision and Security

- a. Depending on the size and nature of the event, supplementary security and/or custodial services may be required by the Board, the cost of which will be the responsibility of the permit holder.
- b. For all Community Use events, ~~two (2) responsible adults,~~ the permit holder or event supervisor ~~one of whom~~ must be the permit holder ~~must be~~ in attendance for the duration of the event and must stay until the premises are vacated and whenever possible, notify the Board's representative when leaving.
- c. For all Community Use events involving minor children, the permit holder must ensure a ratio of 1:20 is maintained for the duration of the permit.

11. Emergency Procedures

In the event of an emergency, Emergency contact numbers for ~~GEDSB-Grand Erie DSB~~ staff are located on the front page of ~~your~~ the approved permit. Should there be an emergency that needs immediate attention call the appropriate emergency services by dialing 911. In case of fire, and if it is safe to do so, a Community User should pull the fire alarm and all Community Users should immediately leave the building.

a. Fire Safety

Permit Holders are required to follow the Ontario Fire Code and have responsibilities to follow the School fire Safety Plan. Information will be provided for site specific duties and responsibilities with the approved permit.

b. Critical Injuries

Critical injury means an injury of a serious nature that:

- i. places life in jeopardy or
- ii. produces unconsciousness or
- iii. results in substantial loss of blood or
- iv. involves the fracture of a leg, ~~or~~ arm or ankle or more than one finger or more than one toe (but not a finger or toe) or
- v. involves the amputation of a leg, arm, hand, ~~or~~ foot or ankle or more than one finger or more than one toe (but not a finger or toe) or
- vi. consists of burns to a major portion of the body or
- vii. causes the loss of sight in an eye

Reporting a Critical Injury:

For all critical injuries, the Grand Erie District School Board requires to be notified of all Critical Injuries by contacting the After Hours Emergency Contact, identified on the approved permit. See page 12 for contact numbers.

~~Public Access Defibrillators~~ Automated External Defibrillators (AED) are located ~~at~~in all Grand Erie District School Board facilities and are available in the event of an emergency. Please take the time to locate the closest AED (usually near the gym and /or the front entrance) prior to the commencement of the permit.

12. Permit Holder's Restrictions and Limitations

Please refer to Appendix B for the listing of Permit Holder Restrictions.

- a. Smoking/Vaping on ~~GEDSB~~ Grand Erie DSB property
The Ontario Smoke Free Act for public places prohibits Smoking / Vaping on Grand Erie District School Board property is not permitted and applies 24 hours per day, 365 days per year. Permit ~~h~~ Holders and event supervisors must ensure that Community Users move off Board property 20 meters for smoking and vaping purposes, not just outside the building.
- b. Alcohol Usage on Grand Erie DSB~~EDSB~~ property
 - i) For Community Use Events where alcohol will be served, Permit Applications must identify this through the Community Use of Schools booking system.
 - ii) Community Use Events serving alcohol must have a Liquor License Permit and public liability insurance that includes alcohol liability such as Party Alcohol Liability (P.A.L).
 - iii) The use of a designated driver program and promoted to Community Users is recommended.
 - iv) Posters warning of the dangers of driving after drinking are to predominantly display at the event.
 - v) The Permit Holder makes use of qualified Smart Servers as required by the Liquor Control Board.
 - vi) A minimum of two (2) police officers are in attendance for the duration of the event. The Board reserves the right to waive this clause at its own discretion for certain events, permission may only be granted by the Superintendent of Business or designate.
- c. Food and Drink in Schools
 - i) Grand Erie District School Board does not permit products that contain nuts in its facilities. Community Users shall avoid bringing into a school facility any product posted in a school as an allergy hazard.
 - ii) No food or flavored drink is to be taken into the gymnasiums or auditorium ~~without permit approval.~~ Permits requiring food or drink can apply for use of the cafeteria or classroom ~~Food is generally only allowed in cafeterias.~~
 - iii) Where catering services are required and applicable, the permit holder must make private arrangements with the ~~provide approved the~~ Food Services Company at the site who is under contract with the Board the first right of refusal for the catering contract.
 - iv) If food is sold, the CUS Permit holder may have to apply for applicable municipal licences. Costs for this licence would be the responsibility of the permit holder.
- d. Equipment Usage
 The use of any school equipment is solely at the discretion of the school Principal. If a Community Users require the use of equipment, Applicants may identify this through the online booking system. The set-up of the equipment is the responsibility of the Permit Holder, under the supervision of a Board representative, unless other arrangements have been made ahead of time. Additional costs may apply.

Community Users are not permitted to move retractable dividers, adjustable basketball nets, stage risers, stadium seating, bleachers or any other mechanized equipment. Adjustments are to be made only by the school custodian or qualified facility staff with five days notice prior to the event.

Field Use

Field use is subject to the conditions of the field and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored. In general, field use permits will be approved after May 1st of each year or until the fields conditions are appropriate.

e. Schools Supplied by Well Water

For schools that have water supplied by a well, require testing daily and water flushing. A charge for this service will be levied to groups requesting non-school day use of board buildings. Affiliates and Reciprocal groups may enter into agreement with, and training for water flushing from the Board.

f. Restricted Activities

Any high risk activity is not permitted on school property. Such activities include baseball pitching machines, rock climbing, circus performances and fireworks.

g. Restricted Areas

Community Users are restricted to the school area identified in the permit and the closest washroom facilities. All other areas of the school are out of bounds. If Community Users are found in other areas of the school the Permit may be revoked.

h. Inclement Weather and snow removal

i) Periodically the ~~Grand Erie DSB~~GEDSB may cancel a CUS permit due to unforeseen circumstances such as inclement weather or other emergency/safety situations, or an unexpected school use. In these situations a refund will be given to the Permit Holder. If it is a onetime CUS event, a refund will be issued for the Permit Application Fee. Insurance Fees are non-refundable.

ii) CUS permits will be cancelled when schools are closed due to inclement weather. Check the Grand Erie District School Board website for up to date information on closures. www.granderie.ca

iii) Snow removal of the parking lot is the sole responsibility of the Grand Erie District School Board.

~~iii)~~iv) Service animals and guide dogs are permitted for persons with a disability that require assistance and must keep the animal with them at all times as defined by the Animal Welfare Act. Grand Erie District School Board has the right to inquire about the animal and ask for documentation to confirm the persons requirement.

~~13.12.~~ Community Use of School Fees

- a. Service charges to Community Users are subsidized under the grant provided annually by the Ministry of Education. The rate of subsidy will be determined annually based on the grant provided to the Board.

- b. Overtime rates paid to board staff who assist with Community Use of Schools will be adjusted accordingly to contractual obligations the Board has negotiated with its staff.
- c. All permit holders are responsible to determine if there are any local, provincial or federal fees or tax applications to the event and to collect and remit any and all fees or taxes to the proper government authority.
- d. Permit Fees:
 - i) Fees for Community Events are outlined in Appendix A. This chart identifies the fees charged by the different Permit Types. These fees are subject the annual funding provided by Ministry of Education and the amount of subsidy is subject to change based on the funding received. Fees will be adjusted annually based on the Consumer Price Index from June of each year.
 - ii) Custodial Fees are updated annually and provided on the Community Use of Schools website.
<http://www.granderie.ca/Community/SchoolRentals/Fees/Pages/default.aspx>
<https://www.granderie.ca/board/community/community-use-schools/fees>
 - iii) Custodial fees will include two and half hours in addition to the permit time to account for opening and closing procedures. When there are multiple permits during the same time, these fees will be shared between the permit.
 - iii) Fees will be outlined in the permit application and are the permit fee and purchased insurance is payable in full prior to the permit being issued. Booking and custodial fees are charged at the end of the month of that date(s).

14.13. Cancellation of a Permit

- a. Grand Erie District School Board Cancellations:
Community Use of Schools may cancel a permit if the permit holder has not been abiding by the limitations and restrictions outlined in the Policy, Community Use of Schools FT4 or the information outlined in the handbook.
- b. Permit Holder Cancellations:
A Permit Holder may cancel a Community Use event without cost (except for the non-refundable Permit Application Fee and insurance fees if purchased) provided that written notice (email accepted) and a phone confirmation be provided to the of the Community Use of Schools Clerk or designate at least three business days prior to the date of the event.
 - i) If a Permit Holder does not give provide adequate time for the Board to cancel, Community Use Permit incurred costs (e.g. custodial overtime, rental fees, technicians sand administration fees) may be charged.
- c. Permits are non-transferable.
- d. The Board reserves the right to revoke a Permit at any time.

15.14. Insurance Requirements

All permit holders, including municipal affiliates are required to provide the Community Use of Schools Program with a Certificate of Insurance in the amount of not less than two million dollars (\$2,000,000) per occurrence, with the School Board named as additional insured. The certificate of insurance is to be uploaded during the permit application process. Failure to provide such a Certificate prior to the first date of the event(s), shall result in the permit not being processed.

Any group not able to provide a Certificate of Insurance as outlined shall make application to purchase insurance through the Community Use of Schools permit process. Such application will be subject to the approval of the insurance carrier. Premium costs are the responsibility of the permit applicants and will be added to the overall permit cost and paid in full prior to the permit. These fees are non-refundable.

16.15. Access, Keys and Doors

- a. Obtaining a Key Access Card
 - i) The Grand Erie District School Board recognizes that certain groups and events requesting use of school facilities are identified as low risk. Responsible permit holders who require access when custodial staff are not present, may be approved for electronic access cards and an access code for the period stated on their permit.
 - ii) Permit holders who are approved for electronic access are required to come to the Grand Erie District School Board, Facilities Services building at 349 Erie Ave., Brantford and will be required to complete a form and provide a refundable deposit of \$20.00/key. The signatory is responsible for opening and closing the school and for ensuring adequate security is in place during the permit times. The permit holder may be required to be trained to perform water flushing activities.
 - iii) The Board reserves the right to refuse future request for electronic access if sufficient security is not provided, if the building is left unsecured, if damage to or theft of Board property occurs. Future permits will require the permit holder to obtain security service at the permit holder's expense.
 - iv) Electronic Access Cards and access codes must be returned to the Board's Facility Services following the event. Permit holders who do not return their electronic access cards and access codes within one (1) month will lose their deposit.
- b. Community Users may be held responsible for all costs incurred by the accidental triggering of an alarm or security system.
- c. Facility Access

Permits Holders where a custodian is present:

 - i) Permit holders/event supervisor will receive electronic confirmation of approved permits which must be printed or have an electronic copy ~~and~~ presented to gain access to the premises. The custodian will open the door for permit holders approximately 15 minutes prior to the start time of the permit. The permit holder must assign someone to be responsible for letting Community Users in to the facility. The doors must remain locked and are not to be propped open.

Permits holders who have an Electronic Access Key:

 - ii) Permit holders/event supervisor will receive electronic confirmation of approved permits which must be printed and held while on premise or have an electronic copy. Permit holders are permitted to obtain facility access 15 minutes prior to time that is identified on the permit and are required to secure the building no longer than 15 minutes on the permit end time. The Permit holder/event supervisor must assign someone to be responsible for letting Community Users into the facility. The doors must remain locked and are not to be propped open. Permit holders/event supervisor are to ensure security of the building for the entire duration of the permit.

~~17.16.~~ 16. Contacts

- a. Community Use of Schools Permit Clerk
How to book a permit, follow up on a permit, cancelling a permit
519-756-6301 ext. 281295 schoolrentals@granderie.ca
- b. Community Use of Schools Coordinator, Kathryn Underwood
Policy Administration, Community Partnerships and Municipal Affiliates
519-756-6301 ext. 281134 Kathryn.underwood@granderie.ca
- c. After Hours Emergency Contacts:
Facility Access and Emergencies: 519-756-6306, press 3 for building related emergency
519-750-8033 if the above noted number is not working.

18.17. FT4 Appendix A

FT4 APPENDIX A

Permit Type	Type 1 Affiliated Groups	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit, Non- Youth	Type 2 Non-Profit (Other)	Type 3 Commercial/ Private User	Type 4 GEDSB/ School Use	Type 5 Non-Profit Youth- Related Community (Priority Schools)	Type 6 Reciprocal Groups
Examples	Groups approved by Municipal partners through IUFA (not including tournaments)	Cubs, Scouts, Brownies etc. Groups donating to the GEDSB in an amount of money greater than the fee charged for the use of the facility	Red Cross, St. John's Ambulance, Approved Health Unit activities, Short term use by municipal emergency services	Fundraising Events, Church Groups-occasional meetings, Service Club Clubs, Non-Affiliated Community Groups, Local Cultural Groups, Other Educational Groups i.e. Colleges & Universities, Tournaments, Union/Federation events, School Alumni Activities NOT sanctioned by school administrator, Non-Affiliated Adult Recreation	Commercial Enterprises, Professional Theatre Groups, Church Services, Private Individuals, Political Groups, Private Fitness and Dance Instructional Groups,	Student and Staff Events sanctioned by the school administrator, School Clubs and School Council Meetings, Administrative or other staff meetings, Sports Teams	Non-Profit Youth-Related Community Groups* Non-Profit Children's Recreation Providers* (not including tournaments) Other Not-for Profit or Charitable Groups *As identified by the Ministry of Education	Non-Profit Childcare & Before and After School Children's Recreation Providers (not including tournaments)*
Space and Rental Fees								
Classroom	\$0.00	\$0.00	\$ 3.75	\$ 7.50	\$ 15.00	N/A	\$0.00	\$0.00
Cafeteria (No Kitchen Use)	\$0.00	\$0.00	\$ 12.50	\$ 25.00	\$ 50.00	N/A	\$0.00	\$0.00
Library (Elementary)	\$0.00	\$0.00	\$ 7.50	\$ 15.00	\$ 30.00	N/A	\$0.00	\$0.00
Library (Secondary)	\$0.00	\$0.00	\$ 10.00	\$ 20.00	\$ 40.00	N/A	\$0.00	\$0.00
Single Gym/Auditorium	\$0.00	\$0.00	\$ 10.00	\$ 20.00	\$ 40.00	N/A	\$0.00	\$0.00
Stage (Elementary)	\$0.00	\$0.00	\$ 12.50	\$ 25.00	\$ 50.00	N/A	\$0.00	\$0.00
Stage (Secondary)	\$0.00	\$0.00	\$ 17.50	\$ 35.00	\$ 70.00	N/A	\$0.00	\$0.00
Double Gym	\$0.00	\$0.00	\$ 15.00	\$ 30.00	\$ 60.00	N/A	\$0.00	\$0.00
Triple Gym	\$0.00	\$0.00	\$ 20.00	\$ 40.00	\$ 80.00	N/A	\$0.00	\$0.00
Custodial Fees	100 % of Actual Costs	25 % of Actual Costs	25 % of Actual Costs	50 % of Actual Costs	100 % of Actual Costs	N/A	0%	0%
Permit Application Fee	N/A (IUFA)	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	\$25.00 to a maximum of \$100 per year	N/A	\$0.00	\$0.00
* Fees subject to the limits of Ministry of Education Priority School Funding.								

Community Use of Schools Conditions

Access

~~GEDSB-Grand Erie DSB~~ schools will be given priority use of the use school facilities. Generally, schools are available for CUS on school days after 6pm and on weekends. ~~On long weekends schools are not available Saturday, Sunday, and the designated holiday of the weekend. Excluding statutory holidays and holiday weekends.~~

Permit holders must present a printed copy of the electronic confirmation of their permit in order to gain access to the premises.

Special Non-School Days

Generally, CUS is unavailable for Statutory holidays, Professional Development Days, ~~school examination periods in Secondary Schools~~, Christmas Break, March Break or Summer Break. CUS may be available in a limited capacity to ensure the continuity of some programming (e.g. ~~day child~~ ~~cares centres~~, before and after school programming and ~~Break-Joint Use of Facility programming camps~~). ~~Please contact the CUS Clerk prior to booking over the Break periods to ensure availability.~~ Permission for CUS during these times is strictly at the discretion of the Board.

Insurance

A Permit Holder must present an up to date liability insurance certificate naming the Board as an additional insured prior to the approval of their permit. The ~~GEDSB's-Grand Erie DSB's~~ school insurance does not cover individual people or groups who use ~~GEDSB-Grand Erie DSB~~ facilities for CUS. A minimum liability limit of \$2,000,000 per occurrence is required. To purchase liability insurance through the Board contact the CUS Clerk for rates and information.

CUS Permit Holder's Responsibilities / Restrictions

1. The permit holder is responsible for the enforcement of all fire regulations;
 - a. No obstructions in corridors or in front of fire exits
 - b. Submit a floor plan for Fire Safety compliance if requested
 - c. Do not prop open fire and exit doors
2. The Permit Holder or Supervisor noted on the permit must be present at the CUS event and must stay until all participants have left the facility.
3. The Permit Holder or ~~Permit Holder Designate~~ ~~Event Supervisor~~ is responsible for all participants' and guests' behaviour during their time on ~~GEDSB-Grand Erie~~ property.
4. Community Users may be held responsible for all costs incurred by the accidental triggering of an alarm or security system.
5. Permit Holders are responsible for the cost of damage to ~~GEDSB-Grand Erie DSB~~ facilities caused by the actions of permit holder, participants or guests.
6. Signs or decorations may not be attached to walls or elsewhere without prior arrangement with the School Administration.
7. Vehicle parking is permitted only in designated parking areas. Parking is not permitted on grass or asphalt play areas.
8. Where catering services are required, the permit holder must make private arrangements with the Food Services Company under contract with the school.
9. No food or flavored drink is to be taken into the gyms or auditoriums without School approval.
10. No nut products ~~or identified student allergens~~ are to be brought into any school.

11. Clean, rubber soled, non-skid and non-marking shoes must be worn during all athletic functions held in school gymnasiums.
12. Field use is subject to the conditions of the field and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored.
13. Floor hockey is not allowed in any of our Facilities.
14. Permit holders are not permitted to store furniture, equipment or materials in any facility without prior approval from School Administration indoor practice or whiffle balls must be used for indoor baseball practice.

Smoking on ~~GEDSB~~Grand Erie DSB School Property

The ~~Board's No~~ Ontario Smoke Free Act for public places prohibits Smoking/Vaping on Board Property policy applies 24 hours a day. Permit holders and event supervisors must ensure that participants move off Board property for smoking/vaping purposes, not just outside the building.

Emergency Procedures

Emergency contact numbers for ~~GEDSB~~Grand Erie DSB staff are located on the front page of your approved permit. Should there be an emergency that needs immediate attention call the appropriate emergency services by dialing 911. In case of fire, and if it is safe to do so, a Community User should pull the fire alarm and all Community Users should immediately leave the building.

Damage to School Property

The permit holder assumes full responsibility for all damages arising from the use of school facilities. If property is damaged, it must be immediately reported to a ~~GEDSB~~Grand Erie DSB staff representative who will inform the CUS clerk. The costs to repair or replace damaged property are the responsibility of the CUS Permit Holder.

Any equipment that may scratch, mark or break property is not allowed for CUS.

Equipment Usage

With the exception of the tables and chairs, the use of school equipment for a user group is at the discretion of the School Principal who may impose a user fee or replacement charge for damaged equipment. Any arrangements must be made in advance of the permit start date. The set up of the equipment is the responsibility of the applicant, under the supervision of a Board representative, unless other arrangements have been made ahead of time. Additional costs may apply.

Alcohol

In ALL cases where permits allow the serving of alcoholic beverages, the permit holder must provide a copy of the Special Occasion Permit/Liquor License to the rentals office. The permit holder must guarantee that:

- a) the use of a designated driver program has been encouraged;
- b) posters, warning of the dangers of driving after drinking, will be prominently displayed at the event;
- c) posters indicating that there will be no smoking on Board property are displayed;
- d) the permit holder make use of "qualified smart servers" as required by the Liquor Control Board;
- e) public liability insurance is in place prior to the event that includes alcohol liability such as P.A.L.; and
- f) a minimum of two police officers are in attendance for the duration of the event. NOTE: The board reserves the right to waive this clause at its own discretion for certain events.

Doors

In order to ensure safety to all, entrance doors to [GEDSB-Grand Erie DSB](#) Buildings during Community Use events will be open for **15 minutes prior to and 15 minutes after the permitted start time of the event**. Custodians will lock the doors 15 minutes after the start of a Community Use event. At all other times doors will be closed and the Community Use group is responsible for opening doors for their late participants. **The propping open of doors is not allowed.**



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT15 Safe Work Practices**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT15 Safe Work Practices.
--

Background

Policy FT15 Safe Work Practices was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: Page 2 – Individuals performing hot work – 1st bullet, 2nd part – not sure how this fits in?
Response: Amended.
2. Comment: Page 5 Training – 4th bullet, should it say who at the board will determine?
Response: Amended by adding Manager of Facility Services
3. Comment: Page 7 Responsibilities – GEDSB last bullet, should it say no Board employee enters into a confined space?
Response: Minor change; we need to ensure no workers, including contractors/service providers, enter confined spaces unless trained and authorized.
4. Comment: Page 8 facility services etc – same as above – using “board employee” not worker
Response: No change (same reason as above, we need to make sure we advise all workers not to enter confined spaces)

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski,
Superintendent of Business & Treasurer



Safe Work Practices

Board Received: _____ Review Date: _____

Policy Statement

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

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

Facility Services Standard Operating Procedures (FSOP) are posted on the Grand Erie Portal by clicking on “Facilities” under the Departments heading.

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

Accountability

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

Operating Standards - Hot Work and Hot Work Permits

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

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

Responsibilities

Division Managers

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

Supervisors, Project Coordinators, Project Managers

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

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

Hot Work Site Pre-Inspection

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

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

Individuals Performing Hot Work

Individuals are responsible for:

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

Firewatchers

Firewatchers are responsible for:

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

Managers

Managers shall be responsible for:

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

Supervisors and or Facility Staff coordinating projects

Supervisors and or Facility Staff coordinating projects are responsible for:

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

Training and Review

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

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

Operating Standards Lockout, Tagging and Test

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

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

Responsibility

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

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

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

Training and Review

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

The form shall provide:

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

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

Operating Standards Working on Energized Electrical Equipment

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

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

Responsibility

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

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

Management will

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

Person in Charge will

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

Qualified Employees will

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

Training

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

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

Training in the procedures above will be provided to;

- Electricians and apprentice electricians
- Heating, Ventilation and Air-Conditioning (HVAC) Technicians
- Persons in Charge
- Others as determined by the [Manager of Facility Services at](#) Grand Erie District School Board

The content of the training will include the;

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

Successful completion of training requires;

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

Operating Standards Restricted and Confined Space

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

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

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

Definitions

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

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

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

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

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

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

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

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

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

“competent person” means a person who,

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

“competent worker” means a person who,

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

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

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

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

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

Responsibilities

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

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

Facility Services Manager or Designate – Shall be responsible to:

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

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

Facility Services Division Managers and Supervisors

Have the authority to authorize a restricted space entry

Shall be responsible to:

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

Workers – The worker shall be responsible for ensuring that:

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

Health and Safety Officer – Shall:

- monitor legislative changes impacting this procedure

Training Requirements

General Training

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

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

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

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

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

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

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

Identification

Method for Restricted Space Identification

The Grand Erie District School Board requires that:

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO12 – Code of Conduct**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO12 – Code of Conduct.
--

Background

Policy SO12 Code of Conduct was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: Page 1 - 5th bullet – not sure why all the examples are necessary, should it be “respect and treat others fairly”
Response: This statement acknowledges the Ontario Human Rights Code protected grounds.
2. Comment: Page 1 - 9th bullet – if this policy is for all staff, why the reference to school staff only?
Response: Revision made.
3. Comment: Page – 10th bullet – why “especially persons in authority”?
Response: Persons in authority have ultimate responsibility for maintaining positive environments.
4. Comment: Page 2 Safety – 6th bullet – why the addition of firearms specifically?
Response: That’s Ministry wording.
5. Comment: Page 2 Safety – 11th bullet – this is covered in bullet 9
Response: Revision made.
6. Comment: Roles and Responsibilities – this section is toward schools and student, should there be a reference in this section to all other Board staff and trustees and volunteers?
Response: Revision made.
7. Comment: Community partners and the police – last line – update to the current titles of the protocols
Response: Revision made.
8. Comment: communication of the code – 1st bullet – location on website needs to be updated – also suggest removing “A copy of”
Response: Revision made.

Additional Information

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

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Code of Conduct

Board Received: _____

Review Date: _____

Accountability

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

Policy Statement

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

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

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

Procedures

1.0 Standards of Behaviour

1.1 Respect, Civility, and Responsible Citizenship

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

- 1.1.1 Respect and comply with all applicable federal, provincial, and municipal laws;
- 1.1.2 Demonstrate honesty and integrity;
- 1.1.3 Respect differences in people, their ideas, and their opinions
- 1.1.4 Treat one another with dignity and respect at all times, and especially when there is disagreement;
- 1.1.5 Respect and treat others fairly regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, gender identity, gender expression, marital status, family status, or disability;
- 1.1.6 Respect the rights of others;
- 1.1.7 Show proper care and regard for school property and the property of others;
- 1.1.8 Take appropriate measures to help those in need;
- 1.1.9 Seek assistance from a staff member ~~of the school staff~~, if necessary, to resolve conflict peacefully;

- 1.1.10 Respect all members of the school community, especially persons in positions of authority;
- 1.1.11 Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational purposes, health and medical purposes, and to support special education needs;

1.2 Safety

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

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

2.0 Roles and Responsibilities

2.1 Grand Erie

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

- 2.1.1 develop policies that set out the manner in which schools will promote and support respect, civility, responsible citizenship, and safety;
- 2.1.2 review these policies by seeking input from all staff, student, parent and community stakeholders, including the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Committee;
- 2.1.3 establish a process that clearly communicates the provincial Code of Conduct and Board Code of Conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;

- 2.1.4 ensure that its code of conduct is up to date and consistent with the provincial Code of Conduct;
- 2.1.5 develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- 2.1.6 provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe and inclusive learning and teaching environment;
- 2.1.7 whenever possible, collaborate to provide coordinated prevention and intervention programs and services, and;
- 2.1.8 arrange for appropriate training of staff.

2.2 Principals

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

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

2.3 Teachers and Other School Staff Members

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

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

2.4 Non-School Employees

Under the leadership of their site managers, all employees are expected to uphold the highest standards or respectful and responsible behaviour. These standards are demonstrated when employees:

- 2.4.1 support fellow employees in working to their full potential and developing their sense of self-worth;
- 2.4.2 demonstrate respect for all others in their work environments
- 2.4.3 understand the nature of bullying and harassment, and refrain from engaging in any conduct of this nature.

2.5 Visitors and Volunteers

Under the authority of school administration or site managers, all visitors and volunteers to Board sites are expected to uphold the highest standards of respectful and responsible behaviour. These standards are demonstrated when visitors and volunteers:

- 2.5.1 demonstrate respect for all others within their setting;
- 2.5.2 comply with all direction provided by site administrators or managers;
- 2.5.3 understand the nature of bullying and harassment, and refrain from engaging in any conduct of this nature.

2.6 Students

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

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

2.7 Parents/Guardians

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

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

2.8 Community Partners and the Police

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

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

3.0 School Codes of Conduct

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

4.0 Communication of Code of Conduct

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

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

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

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

Reference: Policy/Program Memorandum 128



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **SO16 Voluntary Indigenous Self-Identification**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy SO16 Voluntary Indigenous Self-Identification**.

Background

Policy SO16 Voluntary Indigenous Self-Identification was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: #2 implementation – why then change from a newsletter insert to a verification insert. The Board does not verify the information received. Think a word is need before self id. Make? Have?

Response: The board verifies student information on a yearly basis.

2. Comment: Definitions – suggestion to add a Grand Erie acknowledgement statement: “Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation’s name will be used; otherwise the term Indigenous, Metis or Inuit will be referenced in print or otherwise.”

Response: Amended

Additional Information

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

Next Steps

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

Respectfully submitted,

Denise Martins
Superintendent of Education



Voluntary Indigenous Self-Identification

Board Received: _____

Review Date: _____

Policy Statement

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

Rationale

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

Definitions

Under this policy, Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific Nation's name will be used; otherwise the term Indigenous, Métis or Inuit will be referenced in print or otherwise. These groups include the following categories:

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

Accountability

1. Accountability: - Annual Report
2. Criteria for Success: - Increase number of self-identified students through implementation of the Self-Identification Policy
- Students, parents and First Nation Communities are aware of Policy

Procedures

1. Outcomes of the Voluntary Self-Identification Process

The Grand Erie District School Board has two primary outcomes for Indigenous Education. To attain higher levels of student achievement and close the gaps between Indigenous and non-Indigenous students in the areas of literacy, retention of students in school, graduation rates and advancement to post-secondary studies. The Grand Erie District School Board has established the following outcome statements of the Voluntary Self-Identification Process:

- a) to provide high-quality, learner-oriented, culturally and historically relevant teaching and learning experiences for all students
- b) to provide learning opportunities that are responsive, flexible and accessible for FNMI students

- c) to improve the success of FNMI students in elementary and secondary school courses and programs
- d) to improve literacy and mathematics EQAO (Education Quality and Accountability Office) scores for FNMI students
- e) to increase the graduation rates for FNMI students
- f) to provide access to services and supports for students.

2. Implementation

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

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

3. Data Collection, Storage, Use and Protection

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

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals.</p>
--

Background

Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals was circulated to all appropriate stakeholders for comments to be received by January 31, 2020.

Comments Received

1. Comment: not sure exactly where this fits, possible page 12 of manual – need a note about Community Use of Schools (CUS) and dogs for 2 pieces and not sure if we are allowing or not
 - i. A service animal being used by a participant of a CUS event. (*are we allowing this as long as the dog owner is responsible for the cleanup etc.?*)
 - ii. A CUS permit holder who wants to run a dog training/obedience course inside one of our schools (*I think we should only allow this for outside use of the field areas NOT for inside activities*).

Response: Use of service dogs by the public is addressed in Policy SO31 – Accessibility. Amended to include reference to this policy.

2. Comment: Policy - 1.1 Remove beginning of sentence “it is the policy of”

Response: Amended

3. Comment: Policy – 1.8 policy shall be available in accessible formats on Grand Erie’s website – Is that possible, should it be in accessible formats upon request?

Response: Amended

4. Comment: Suggest having a statement in the policy about animals in classrooms, not just in the manual.

Response: Amended

5. Comment: Manual – Table of contents needs to be updated to included “animals in schools”

Response: Amended

6. Comment: Manual – Sec. 5 – 5.1 e. Why must it be the trainer of the dog making the presentation to the school council? Distance? Cost?

Response: Amended

7. Comment: Manual – Sec. 5 – 5.1 g (i) requirements are different here than in STSBHN policy #39 around signage?
Response: STSBHN Policy 39 will be amended to reflect direction provided in this policy
8. Comment: Manual - Animals in Schools – 2nd paragraph – is the statement about weekends and holidays strong enough?
Response: Amended to state that in the majority of cases, animals will not be left in schools on weekends. Animals are not to be left in schools over holidays.
9. Comment: Manual – checklist 5th bullet – include fire in the hazards (electric, trip)
Response: Amended
10. Comment: General precautions - #4 should be part of #3
Response: Amended
11. Comment: General precautions - #7 are there 'local health unit regulations for animal waste disposal'?
Response: Amended to include "local animal control regulations for animal waste disposal"
12. Comment: Appendix A – Veterinary Certificate – 3.2a vii – says dated within 3 months – because of cost and possibility of being turned down, should this be that there must be a valid certificate submitted between approval and before dog can be allowed on property?
Response: Amended to include "(submitted after approval and before the dog can be allowed on school property)"
13. Comment: Certificate of training – why should the trainer have to attend a meeting? Cost? Distance?
Response: Amended to include or "a member of the association related to the Service Animal that can speak to the training requirements"
14. Comment: Appendix B – same concerns about vet certificate.
Response: Amended
15. Comment: Sample letter for bus students – will it come from the school principal to students who might be on the bus from different schools or a different board? STSBHN policy 39 states letter comes from STS.
Response: Amended to state it comes from STSBHN.

Additional Information

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

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



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

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Proper documentation provided to the school/Board
 - The services provided by the Guide Dog / Service Dog to the student, must accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school.
 - The introduction or continuing presence of any animal into a classroom, school or worksite must take into account any competing human rights of students, staff, and community members using the school pursuant to a permit.

POLICY

- 1.1 ~~It is the policy of the~~The Grand Erie District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, ~~to~~ provides individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - (a) Grand Erie utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - (b) Grand Erie does not provide Guide Dogs, Service Dogs or Service Animals to students.
 - (c) Grand Erie encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making a commitment.
- 1.2 This policy identifies the individualized process to be followed when a parent or adult student applies to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event. [This policy also provides guidelines about animals in schools for educational purposes.](#)
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Grand Erie District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the Grand Erie District School Board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog *and* the Student Handler must be certified as having been successfully trained by an accredited training facility.
 - (a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will Grand Erie consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will Grand Erie consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.
- 1.7 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 1.8 A copy of this policy shall be available in accessible formats on Grand Erie's website upon request and may be requested by a parent or adult student in a different language through the school attended by the student.
- 1.9 Grand Erie shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals.
- 1.10 Please also refer to the Grand Erie District School Board's policies and procedures regarding:

Policy SO14 – Equity and Inclusive Education Procedure

Policy SO31 – Accessibility

Procedure SO126 - Volunteers



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

Implementation Manual

January 2020

Table of Contents

1. Background	3
2. DEFINITIONS	3
3. ROLES AND RESPONSIBILITIES	5
4. ASSESSMENT OF THE ACCOMMODATION REQUEST	7
5. IMPLEMENTING THE ACCOMMODATION	9
6. CONTINUOUS ASSESSMENT	10
7. RECORDS	10
8. FOOD AREAS	11
9. ANIMALS IN SCHOOLS	11
10. SOURCES	12
11. RELATED FORMS & LETTERS	13
Appendix A: Application for Guide Dog / Service Dog	14
Appendix B: Application for Service Animal	15
Appendix C: Principal’s Checklist for Guide Dog/Service Dog	16
Appendix D: Sample Letters	17
Sample Letter to the School Community	19
Sample Letter to the Parents of Students on School Bus	20
Sample Letter to the Parents of Students in Class(es)	21
Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal	22
Sample Letter Decision Letter Declining Guide Dog/Service Dog/Service Animal	23
Appendix E:	24

1. Background

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

1.4.1.5 The procedures outlined in this manual apply to the use of Guide Dogs, Service Dogs and Service Animals *by students* in schools. The use of Guide Dogs by the general public is addressed in Policy SO31 – Accessibility.

2. DEFINITIONS

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

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

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

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

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

Disability means,

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

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

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

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

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

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

3. ROLES AND RESPONSIBILITIES

3.1 Principals

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

3.2 Parents/Adult Students

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

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

3.3 Students

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

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

3.4 Guide Dog / Service Dog

The Guide Dog / Service Dog:

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

4. ASSESSMENT OF THE ACCOMMODATION REQUEST

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

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

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

5. IMPLEMENTING THE ACCOMMODATION

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

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

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

6. CONTINUOUS ASSESSMENT

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

7. RECORDS

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

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

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

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

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

8. FOOD AREAS

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

9. ANIMALS IN SCHOOLS

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

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

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

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

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

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

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

General Precautions

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

9.10. SOURCES

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

10.11. RELATED FORMS & LETTERS

Forms

Appendix A Application Request for Guide Dog / Service Dog

Appendix B Application Request for Service Animal

Appendix C Checklist for Principals

Letters

Appendix D Sample Letters

Sample Letter to Employees & School Permit Holders

Sample Letter to the School Community

Sample Letter to the Parents of Students on the School Bus

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

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

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

Signage

Appendix E Service Animal on Premises



Appendix A: Application for Guide Dog / Service Dog

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

School _____

Grade _____

Student Name: _____

Address: _____

Telephone Number: Home: _____ Cell: _____

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

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

Municipal License

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

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

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

Certificate of Training

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

Student NOT the Handler

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

Insurance

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

Signature of Parent/Guardian/Adult Student

Date:



Appendix B: Application for Service Animal

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

School _____

Grade _____

Student Name: _____

Address: _____

Telephone Number: Home: _____ Cell: _____

Disability-Related Needs to be Accommodated by Service Animal

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

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

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

Information regarding Animal

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

Student

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

Insurance

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

Signature of Parent/Guardian/Adult Student

Date:

File location: OSR

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

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



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

School _____

Grade _____

Student Name: _____

Student OEN# _____

Application Requirements for Guide Dog / Service Dog

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

Implementation Requirements

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

Principal Signature

Date:

File location: OSR

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

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



Appendix D: Sample Letters

ON SCHOOL LETTERHEAD

Sample Letter to Employees & School Permit Holders

Date

To Employees and Permit Holders

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

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

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

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

Thank you for your on-going cooperation and support.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Sample Letter to the School Community

Date

Dear Parents/Guardians

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

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

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

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

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

Thank you for your on-going support.

Sincerely,

Principal

ON SCHOOL LETTERHEAD

Sample Letter to the Parents of Students on School Bus

Date

Dear Parents/Guardians

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

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

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

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

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

Thank you for your on-going support.

Sincerely,

STSBHN Principal

ON SCHOOL LETTERHEAD

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

Date

Dear Parents/Guardians

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

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

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

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

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

Sincerely,

Principal

ON SCHOOL LETTERHEAD

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

Date

Dear Parent/Adult Student

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

I wish to confirm approval of your request.

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

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

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

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

Sincerely,

Principal

ON SCHOOL LETTERHEAD

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

Date

Dear Parent/Adult Student

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

I wish to communicate that your request is being denied.



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

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

Sincerely,

Principal

Appendix E:



**SERVICE ANIMAL
ON PREMISES**

Please do not separate
animal from handler.

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

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 8 – Committees of the Board**
DATE: February 9, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 8 – Committees of the Board.
--

Background

At the November 25, 2019 Chairs' Committee a question was asked as to why the Accessibility Committee is designated as a Statutory Committee under Bylaw 8. Unlike the other statutory committees listed in Bylaw 8, the *Integrated Accessibility Standards Regulation* (2011) does not require that the Board establish a committee. As stated in Bylaw 8, the regulation requires school boards to prepare a multi-year accessibility plan, with annual progress reports but is silent on the committee requirement.

For this reason, a revision to Bylaw 8 which moves the Accessibility Committee from statutory status to a Standing Committee is proposed along with revisions to the Terms of Reference of the Accessibility Committee.

A revised draft is presented for Trustee consideration.

Communication Plan

Bylaw 8 – Committees of the Board will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Committees of the Board

Board Received: January 29, 2018 Review Date: February 2022

Statutory Committees

The Board is required under the Education Act and its Regulations to establish the following committees:

1. **Special Education Advisory Committee (SEAC)**

The Board shall establish a Special Education Advisory Committee, in accordance with Regulation 464/97; a regulation made under the *Education Act*

2. **Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School Committee**

The Board shall establish a Supervised Alternative Learning for Excused Pupils Committee, in accordance with Ontario Regulation 308; a regulation made under the *Education Act*.

3. **Student Discipline Committee**

Matters related to student suspensions and expulsions which have been directed to the Board will be referred to a sub-committee of the whole Board as permitted under the Education Act, Section 308 (7).

~~4. **Accessibility Committee**~~

~~The *Integrated Accessibility Standards Regulation (2011)* requires school boards to prepare a multi-year accessibility plan, with annual progress reports.~~

~~5.4. **Audit Committee**~~

~~The Board shall establish an Audit Committee in accordance with Ontario Regulation 361/10; a regulation made under the *Education Act*.~~

~~6.5. **Parent Involvement Committee**~~

~~The Board shall establish a Parent Involvement Committee in accordance with the Parent Engagement Policies of the Ministry of Education (Ontario Regulation 330/10).~~

The Terms of Reference for Statutory Committees shall be consistent with the associated Regulations and are attached in Appendix A.

Standing Committees

The Board will establish Standing Committees to provide advice to the Board. The work of a Standing Committee is on-going from year-to-year. The following Standing Committees will be established at the Inaugural Meeting of the Board:

Accessibility Committee

Brantford Joint Use Committee
Director's Review Committee
Indigenous Education Advisory Committee (IEAC)
Native Advisory
Privacy Information Management
Quality Accommodations Committee
Safe and Inclusive Schools
School Year Calendar
Student Transportation Services Brant Haldimand Norfolk

The Board may create and eliminate Standing Committees based on the needs of the Board. The Terms of Reference for Standing Committees are attached in Appendix B.

Ad Hoc Committees

The Board may establish Ad Hoc Committees to provide advice to the Board.

Ad Hoc Committees are created to collect and analyze information around an identified issue, to evaluate the information, and to make recommendations to the Board. Unless otherwise described in Regulation, By-Law or policy, the Board shall determine the membership and terms of reference for the Ad Hoc Committee. Upon completing its report an Ad Hoc Committee will be disbanded.

The operating guidelines for Ad Hoc Committees are:

1. Ad Hoc Committee may request information reports from staff or other resources personnel.
2. Ad Hoc Committees will provide opportunities for public and staff input, if such opportunities are part of the mandate of the Committee.
3. Only members of the Ad Hoc Committee (or their designated alternates) may participate in the deliberations of the Committee. Student Members and Student Trustees may participate fully in the discussions of the Committee. On issues that come to a vote, committee members (or designates) may vote. Student Members and Student Trustees are non-voting members but may have their position officially recorded in the minutes
4. Decisions of the Ad Hoc Committee will be reached through consensus, to the greatest extent possible.

Role of Trustees on Committees of the Board

Trustee representation on statutory and standing committees is referenced in the Terms of Conditions for each committee. A Striking Committee meets immediately following the annual Organizational Meeting of the Board to nominate representation on Committees of the Board. The role of Trustees on Committees of the Board is as follows:

- To represent the Board of Trustees
- To respond to Trustee questions arising from the minutes of the committee as appropriate
- To attend all meetings of the committee(s) to which they are assigned.

If an individual Trustee is unable to attend a scheduled committee meeting they are to contact the committee alternate where applicable. Where there is not a designated alternate or if the alternate is not available the Trustee representative will contact the Chair of the Board who will seek to find a replacement for that meeting.

If a Trustee is unable to continue to represent the Board on a committee, they are to communicate this to the Chair of the Board in writing. The Chair of the Board will then reconvene the Striking Committee to choose another Trustee for the committee for the duration of the term.

Accessibility Committee Terms of Reference

1.0 Statement of Purpose and Responsibility

~~The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) requires the Board to create a committee.~~ The Integrated Accessibility Standards Regulation (an amendment to the AODA) requires that, at least once every five years, the Grand Erie District School Board ~~committee~~ must develop a plan that describes the measures that the Grand Erie ~~District School Board~~ will be taking to identify, remove and prevent barriers and enhance accessibility for people who work, learn and participate in the Board community and environment. On an annual basis, ~~the committee must prepare~~ a status report must be prepared on the progress of the measures presented in the multi-year plan.

In Grand Erie, an Accessibility Committee has been created to inform decision making in regards to Grand Erie's progress towards the goals in the Multi-Year Accessibility Plan.

2.0 Committee Composition

The Accessibility Committee is comprised of:

2.1 One Human Resources representative

2.2 One Facilities Services representative

~~2.3 One Purchasing representative~~

~~2.4~~ 2.3 One Information Technology representative

~~2.5~~ 2.4 ~~One~~ Three Special Services/Student Support Services representatives

~~2.6~~ 2.5 One Trustee

~~2.7~~ 2.6 One Transportation Services representative

~~2.8~~ 2.7 One Communications representative

~~2.9~~ 2.8 One Elementary administrator

~~2.10~~ 2.9 One Secondary administrator

2.10 One Supervisory Officer

2.11 One Representative from the community representing people with disabilities

2.12 Other member(s) as determined by the committee

3.0 Committee Operating Procedures and Scope

3.1 The committee shall meet at the call of the Chair

3.2 The committee shall develop a multi-year plan at least once every five years.

3.3 The committee shall create an annual progress report in accordance with legislation

3.4 The committee shall present each multi-year plan and annual progress report to Special Education Advisory Committee for information and feedback

4.0 **Role of the Board**

- 4.1 Appoint a Trustee member
- 4.2 Approve each multi-year plan at the appropriate November Board meeting
- 4.3 Receive as information the annual progress report.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F106: Receipt of Charitable Donations**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure F106 Receipt of Charitable Donations** to all appropriate stakeholders for comments to be received by **April 1, 2020**.

Background

Procedure F106 Receipt of Charitable Donations was approved by the Board in January 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

F106

Receipt of Charitable Donations

Board Received:

January 25, 2016

Review Date:

February 2020

Accountability

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

Procedures

1. General Guidelines
 - a. Donors must have a legal right to the property or goods they are offering to a school or the Board.
 - b. Any donation ~~of cash or property~~ shall, if accepted, become the property of the Board and will remain in the facility of origin to which it was donated. In the event of closure of the facility, the Board will determine the final disposition ~~of the cash or property~~.
 - c. All donations will meet or exceed the Board's applicable standards for use in educational settings.
 - d. The Board reserves the right to refuse any donations.
 - e. For donations of property, donors must complete an application form and will work with Board or school staff personnel that are willing to accept the donation (Appendix A).
 - f. The school Principal will inform the community/parent group of any donations accepted by the Board on behalf of the school.
 - g. Items of nominal value may be accepted by the school to support school programs – examples of such items include gently used books, toys, games etc. Such items would not require the completion of Appendix A.
2. Delivery of Donated Items
 - a. The donor is responsible to arrange for the delivery of the item(s) with the appropriate staff who will take receipt of the designated goods at the school or other designated Board location.
3. Donations will be considered for the following:
 - Appliances;
 - Artwork, Artefacts, Paintings;
 - Automobiles and Automotive Parts;
 - Books & Magazines;
 - Fitness and Exercise Equipment;
 - Furniture and Classroom Equipment;
 - Greenhouse or Gardening Equipment;
 - Health Care or Medical Equipment;
 - Lab or other Science Equipment;
 - Musical Instruments;
 - Playground Equipment (see Grand Erie DSB Administrative Procedure FT105);
 - Shop Equipment and Tools;
 - Sports Equipment; and
 - Toys & Games.
4. Donations made by of Cash/Cheque or through the School Cash On-line Donation Module
~~a. Any cash donated must be hand delivered and not sent via inter-office courier.~~

- ~~b. Cash – The preferred method is for the school to deposit the funds in the school’s account and send a school cheque to the board office listing the following – donor’s name, address, phone number, donation amount, and the directions for distribution of donation proceeds. Principals are required to sign this to verify the accuracy of the information.~~
- ~~e.a. Cheques - Cheques must be made payable to Grand Erie District School Board – and forwarded to Business Services for deposit. The donor’s name, address, phone number, donation amount and directions for the distribution of donation proceeds must also be provided.~~
- ~~b. School Cash On-line – safe and secure donation module which allows donors to direct funds to the school of their choice.~~
- ~~c. Cash will not be accepted for donations. Donations must be converted into a cheque or bank draft.~~
5. Donations of New or Used Appliances, Equipment or Furnishings
- a. Donations of used electrical or mechanical equipment must be inspected by an approved inspection provider and be accompanied by proof of worthiness before being accepted by the Board.
- ~~b. Items donated must bear proof of CSA or ULC, where applicable, meet current Canadian safety standards and must be in good condition.~~
- ~~c. Donations of used upholstered furniture (Couches, chairs, bean bag chairs etc.) will not be accepted.~~
- ~~b.d. Donation of used furniture must be of a condition and type that falls within the board standards for purchasing.~~
6. Donations of Vehicles
- a. Donors must provide Grand Erie District School Board with an informal “assessment of value” from a qualified third party. This “assessment of value” must assign a fair market value (FMV) to the vehicle. Examples of a qualified third party are Used Car Dealers, Auto Repair Shops and/or Scrap Yards. The “assessment of value” document must provide contact information for the person/organization providing the appraisal. FMV must not exceed the Red Book Value of the automobile and if the FMV is not deemed reasonable by Business Services staff, the donor will be asked to provide ~~three (3)~~ “assessment of values”.
- b. Donors must complete and sign the ‘vehicle permit portion’ of the ownership – and provide the signed original to the Grand Erie District School Board official taking delivery of the donated vehicle.
- c. Donors must complete the Grand Erie District School Board’s Donated Appliance, Equipment and Furnishings Form (Appendix A).
- d. Donors must deliver the vehicle to the pre-arranged location and remove the licence plates.
- e. It is the donor’s responsibility to take the plates and the ‘plate permit portion’ of the ownership to the licensing office to cancel the plates.
7. Donations of Consumable Supplies
- a. Products which may be considered for acceptance by the Board must be of a quality consistent with current standards for school use.
- b. Quantities of donated supplies shall not exceed what can be used and safely stored during one school year.
- c. Products which may fall under Workplace Hazardous Materials Information System (WHMIS) regulation require current, valid ~~MSDS documentation~~ Safety Data Sheet (SDS) documentation and proper WHMIS labelling, e.g., artistic supplies, paint, solvents, etc.
8. Donations of Landscaping Supplies
- a. Donations of flowers, plants, trees, shrubs shall be of healthy stock and suitable for the location and terrain.

- b. Facility Services staff must be consulted before final approval for acceptance.
9. Donations of Computers
- a. Computers, audio-visual equipment and peripheral equipment will not be accepted by a school or the Board without the concurrence of the Manager of Information Technology Services
10. Charitable Donation Receipts
- a. Donation receipts will be issued upon request, and in accordance with Canada Revenue Agency guidelines for monetary donations greater than \$20 and non-monetary donations valued at greater than \$250.00.
 - b. The fair market value of non-monetary donations must be determined by a ~~third-party~~third-party valuation at the donor's expense.
 - c. In the case of non-monetary donations, only the value of the goods donated and not the applicable taxes will be receipted.
 - d. Eligible donations must be made voluntarily and the donor must receive no benefit in return, whether directly or indirectly, which also includes benefits to a family member of the donor.
 - e. Receipts will be issued only for donations that benefit the student body in general. Donations cannot be directed to a specific individual or family. For example, in the event of a parent donation, parents will receive a charitable tax receipt when the donation is towards a "general school" fund, however a tax receipts will not be issued to cover the cost of an individual student's trip.
 - f. Donations of services are acceptable if the provider of the services is paid directly by the school/board and that provider then makes a voluntary donation to the Board. The donation cannot be a condition of contracting the provider's services.
 - g. For a business ~~making a donation~~donating out of from their inventory, receipts will be issued at the retail value.
 - h. Donations of gift certificates will only be receipted when the donation is made by someone independent of the honouring business.
 - i. Donations received by loose collection, i.e. where a ~~particular donor~~donor cannot be identified as having made a ~~particular donation~~donation will not be receipted.
 - j. Receipts will not be issued for any portion of the purchase of lottery tickets or amounts paid for the admission to school concerts, dinners and similar ~~fund-raising~~fund-raising functions. Receipts will also not be issued for donations made by staff for use in their personal classrooms or for use in staff/class meetings or parties.

Related Resources:

- F3 Capital Related Fundraising and Community Donations
- SO1 Fundraising Policy
- SO4 Advertising and Material Distribution in Schools
- SO8 Community Partnerships
- FT105 Playground Equipment

Donated Appliances, Equipment and Furnishings

This form when completed must be approved
by the appropriate Supervisory Officer
before a School or the Board takes receipt of a donation

School Name _____ Date of Application _____

SECTION A Donor & Supplier Information				
		Supplier/Manufacturer		
Donor Name		Contact		
Address		Address		
Postal Code		Postal Code		
Daytime Telephone		Daytime Telephone		
SECTION B Item Information (complete applicable sections)				
Description of Item				
Quantity		A separate list is attached	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Item is New		Item is Used		
Model/Make		Date Manufactured		
Serial Number		CSA/ULC Labels intact		
WHMIS & MSDS		Existing Warranty		
SECTION C Income Tax Receipts				
Charitable Donation Receipt Required		YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<i>Receipts will be mailed to donor following acceptance of items which have supporting documentation as outlined in Item 2 of the Procedures</i>				
SECTION D Authorization of All Parties				
Signature of Donor Named in Section A		Signature of ITS Manager <i>(when approval required under Item 8 of Procedures)</i>		
Printed Name		Printed Name		
Signature of Principal of Receiving School		Signature of Grand Erie DSB Supervisory Officer <i>(approval required prior to acceptance of donation)</i>		
Printed Name		Printed Name		
Date Donation Approved				



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT107 Asbestos**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure FT107 Asbestos as information.
--

Background

Procedure FT107 Asbestos was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: page 3 #8 and #14 can be put into one item
Response: Slightly amended by placing the items next to each other in the procedure.
2. Comment: Page 4 3rd #4 (bottom of page) - Why would staff report know asbestos?
Response: Amended. This is for staff to report damage to known asbestos-containing material.
3. Comment: Page 5 – external contractor – should it state external asbestos contractor
Response: The sentence has been revised to provide more clarity.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Asbestos

Board Received: _____ Review Date: _____

Accountability

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

Background

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

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

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

Definitions

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

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

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

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

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

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

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

Responsibilities:

A. Manager of Facility Services or Designate will:

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

B. Facility Division Managers, Facility Supervisors and IT Managers will:

1. Managers and Supervisors must be knowledgeable about the locations of, hazards and standard operating procedures associated with working with asbestos, the education and training requirements for working with asbestos, the appropriate standard operating procedures for all such locations under their authority.
2. Ensure that all employees under their authority are familiar with the hazards and the standard operating procedures for working with asbestos and act in accordance with the standard operating procedures for asbestos.
3. Ensure that employees and building occupants are notified of all asbestos work within their workplace.
4. Ensure that all employees under their authority are informed about the location of asbestos-containing materials that may be disturbed in the course of their duties.
5. Ensure that all employees under their authority who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos and only perform work in accordance with the level of training received.

6. Ensure that all employees use appropriate equipment and materials for working with asbestos at all times.
7. Arrange for the cleanup, sealing, enclosure or removal of any fallen or deteriorated asbestos.
8. Ensure that no employee of the Grand Erie District School Board is assigned to perform Type 2 or Type 3 asbestos work.

Ensure that any Type 2 or Type 3 asbestos work is done by qualified external contractor, who specializes in such work and has a well-established reputation for quality workmanship in the field of asbestos control and remediation. (Contractor Qualifications are outlined in Appendix A of this Procedure).

~~8.9.~~

~~9.10.~~ Prior to the commencement of any construction related activity or repair work on any building component, equipment or machinery by board employees or qualified contractors, engage a qualified consultant to provide a designated substance report for the building area(s) to be affected by the planned work.

~~10.11.~~ Prior to calling for tenders for any construction-related activity, or repair work on equipment or machinery, determine whether any asbestos containing material will be disturbed. Building asbestos containing material and suspect asbestos containing material is identified in the online Asbestos Survey Report database at <http://gedsb.ebasefm.com/login>. Material that has been identified as "suspect" will require sampling by the Board's Asbestos Consultant.

~~11.12.~~ Prior to any building demolition, ensure that all designated substances including asbestos have been removed from the structure.

~~12.13.~~ Provide any contractor, in advance of receiving tenders, a copy of all drawings, plans or specifications showing the location of asbestos containing material from the current Asbestos Survey Report.

~~13.14.~~ Classify all asbestos work under their jurisdiction as Type 1, Type 2 or Type 3, in consultation with the Board's asbestos consultant.

~~14.1. Ensure that any Type 2 or Type 3 asbestos work is done by qualified external contractor, who specializes in such work and has a well-established reputation for quality workmanship in the field of asbestos control and remediation. (Contractor Qualifications are outlined in Appendix A of this Procedure).~~

15. Provide notification via email or phone call to the appropriate building Administrator/Manager and the Health and Safety Officer prior to the commencement of asbestos removal and repair operations.

16. Provide assistance and information to the Board's Asbestos Consultant regarding the location of, or removal of, asbestos-containing material in Board buildings to be used in the development and updating of the Asbestos Survey Report.

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

C. Administrators or Department Managers will:

1. Be familiar with; the hazards associated with asbestos, this Procedure and the location of asbestos within their building environment. Ensure an up-to-date copy of your Asbestos Survey Report is accessible to all.
2. Ensure that all employees under their supervision who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos.
3. On an annual basis review the contents of your Asbestos Survey Report with ALL staff and ensure they know the location of the report. Ensure ALL staff works in manner that does NOT DISTURB OR DAMAGE ANY product that does or may contain asbestos.

4. Promptly report any damage to material that is known or suspected to contain asbestos-~~containing material that you are aware of or that is~~ and ensure that it is reported ~~to you~~ immediately to Facility Services Dispatch at extension 281282 or the Maintenance Supervisor for your location.

D. The Health and Safety Officer will:

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

E. Facility Services Operations, Maintenance Employees and IT Employees:

1. Be familiar with the hazards associated with working with asbestos, the pertinent standard operating procedures for asbestos. Work in accordance with written policy and procedures for asbestos.
2. Ensure reading and acknowledgment of asbestos reports in the work order system.
3. Use the appropriate equipment and materials provided for working in the proximity of known or suspected asbestos containing material.
4. Promptly report any known or suspected asbestos-containing material to their supervisor.

F. Teaching, Office and All Other Support Staff will:

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

G. External Contractors will:

1. Review the current Asbestos Survey Report before starting any work.
2. Provide written acknowledgement that they have read and will comply with the requirements of the "Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05" and the Grand Erie District School Board Asbestos Procedure
3. Ensure that all employees under their control are trained in asbestos hazards and control procedures prior to conducting any work which may disturb asbestos, and provide documentation of training to the department which is contracting the work.
4. In the event that ANY asbestos removal (Type 1, 2 or 3) needs to occur, external contractors conducting or supervising such work will provide documentation of training for all employees, and supervisors and trades under their control, ~~who are involved in Type 3 asbestos removal~~. The training must meet the requirements of "Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05" under the *Occupational Health and Safety Act* and be approved by the Ministry of Training, Colleges and Universities (MTCU) effective November 1, 2007.
5. Ensure that all employees, supervisors and trades under their control are informed about the location of asbestos-containing materials that may be disturbed.

6. In the event that previously unidentified asbestos-containing material is discovered in the course of work, ensure that employees immediately stop all work and notify the department contracting the work.
7. Only perform Type 2 and Type 3 Asbestos work as authorized under approved contract.
8. Ensure that all asbestos waste is safely packaged and properly disposed of in accordance with legislative requirements.

H. Awareness:

1. All Board employees who work around and who may disturb friable asbestos containing material shall receive awareness training and education commensurate with their degree and risk of exposure.
2. Prior to commencing such activities, all Board employees who will be responsible for managing, overseeing or coordinating work that may disturb asbestos-containing material shall receive appropriate training and education in keeping with the level of asbestos work they may be involved with.
3. Annual asbestos awareness sessions, designed to make employees aware of the uses, locations and hazards of asbestos, work practices around asbestos and asbestos management policies in the workplace is mandatory for all Facility Services, and Information Technology Service employees who may come into contact with asbestos through the course of the work, and may be required to perform Type 1 procedures.
4. Annual asbestos management, designed to provide information on the uses, locations and hazards of asbestos, discuss the different impacts of friable and non-friable asbestos materials, outline work practices around asbestos and asbestos management in the workplace, is mandatory for all management employees responsible for both day-to-day management of the facility and for ongoing modifications, renovations or ultimately demolition of facilities. This will include all Facility Services Division Managers, Health and Safety Officers, Maintenance Supervisors, Operations Supervisors and Information Technology Services (ITS) Managers and Supervisors.

I. Air Testing:

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

J. Communications:

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

K. Record of Training and Information Shared with Staff and Contractors.

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

L. Asbestos Management Plan:

1. The Board must maintain an Asbestos Management Plan that includes a Survey Report of the locations of known or suspected Asbestos-containing material, the condition of this material, and detailed procedures that must be followed to reduce the health risk of asbestos exposure to staff students and others.
2. Information for the Asbestos Survey Report will be compiled from a room-by-room survey conducted by a specialized consultant, recognized for expertise in the field of asbestos.
3. The Asbestos Management Plan and Survey Report will be accessible online to Grand Erie District School Board employees, building occupants, and contractors.
4. The Survey Report for each building will contain the following information:
 - building address
 - location within the building of the material and its condition
 - indication of if it is known to be asbestos, or suspect
5. Inspections will be conducted annually as per the Board's Asbestos Management Plan and the online Survey Report will be updated annually or as required.

Applicable Legislation

- Occupational Health and Safety Act
- O. Reg. 490/09: Designated Substances
- Asbestos on Construction Projects and in Buildings and Repair Operations R.R.O. 278/05
- Canadian Standards Association (CSA) Z94.4-02

Reference:

Policy F6 - Purchasing

APPENDIX A

CONTRACTOR QUALIFICATIONS

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

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

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR104 Employee Safety Protocol at Non-Board Locations**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR104 Employee Safety Protocol at Non-Board Locations** as information.

Background

Procedure HR104 Employee Safety Protocol at Non-Board Locations was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: B4. Remove “administrative”
Response: Changes were made
2. Comment: Is C5 covered under A4?
Response: Changes were made

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



Employee Safety Protocol at Non-Board Locations

Board Received: _____

Review Date: _____

Accountability

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

Background

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

Procedures

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

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

Limitations

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

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

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

B. Incident Reporting

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

C. General Safety Guidelines

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

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR114 Confidentiality of Medical Records**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR114 Confidentiality of Medical Records** as information.

Background

Procedure HR114 Confidentiality of Medical Records was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: vii. Is the length of time long enough for retention?
Response: The advice from legal counsel was to leave as is.

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



PROCEDURE

HR114

Confidentiality of Medical Records

Board Received: _____ Review Date: _____

Accountability:

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

Procedures

Responsibilities

Responsibilities of the Health and Disability Officer, or Designate:

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR115 Employee Absenteeism**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR115 Employee Absenteeism** as information.

Background

Procedure HR115 Employee Absenteeism was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: Under Procedure 1 definition section, we define innocent absenteeism but not Culpable absenteeism I would suggest wording "Culpable Absenteeism refers to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness for work or leaving early, and abuse of leave are examples of culpable absences. Employees with culpable absences are subject to progressive discipline, in accordance with the associated Progressive Discipline Administrative Procedure. These absences are not dealt with through the Attendance Management Program, as they are beyond the scope of this procedure".

Response: On the advice of legal counsel, it was suggested that we remove references to 'culpable' absenteeism.

2. Comment: Under Procedure Section 5a, we need to ensure we document and set expectations for improved attendance I would suggest adding the following "Outline the employee's attendance record to date, Identify contributing factors or extenuating circumstances, set clear attendance goals and expectations, document the attendance meetings

Response: At this stage of the process, HR is not setting goals, it's still an informal conversation. If absenteeism progresses HR defaults to HR119.

3. Comment: New 5e – after each occurrence the supervisor has reviewed the attendance record and outlined goals and expectations what happens if the employee continues to be absent? At what point does innocent absenteeism progress to the road to *Frustration of Contract*? Should there be a more defined threshold of absenteeism?
e.g. 5 – 8 occurrences within the same school year – meet with supervisor, after the 8 occurrences meet with supervisor and HR Rep, after 10 occurrences meet with Supervisor and HR Manager

Response: At this stage of the process HR is not setting goals. It is still an informal conversation. If absenteeism progresses, HR defaults to HR119.

4. Comment: Frequency of reports – this procedure should include an annual report
Response: Employee absenteeism fluctuates due to a variety of factors. There is no predictability, so a report would be done in isolation and not necessarily reflect trends.
5. Comment: 7e HR116 title is proposed to be changed
Response: Amended.
6. Comment: 7f ii Should there be a reference to reasonable time for a request to be filled?
Response: HR needs flexibility around timing depending on the circumstances.
7. Comment: 9 c iv. Need a word at the beginning of the sentence ‘absences’?
Response: This change was accepted.
8. Comment: 9 j. states that supervisor is to participate in the development of the return to work plan, but HR116 section 6 a x states that a RTW plan is developed by Health and Disability office and the employee
Response: The Health and Disability Officer is involved as is the supervisor.
9. Comment: Last line of procedure the title of HR116 should be updated
Response: Amended.
10. Comment: Does it need to be stated which designations are appropriate medical practitioners that are acceptable to the Board?
Response: HR needs the flexibility in deciding who is involved in the process depending on individual circumstances.

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



Employee Absenteeism

Board Received: _____

Review Date: _____

Accountability

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

Procedures

1. Definitions

a) Innocent (Non-Culpable) Absenteeism:

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

2. Illness/Injury Statistics Reporting

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

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

For full-time, 12-month employees:

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

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

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

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

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

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

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

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

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

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

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

7. Sick Leave Benefit:

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

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

8. Responsibilities of the Employee:

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

9. Responsibilities of the Administrator/Supervisor:

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

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

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

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

For further direction beyond this Procedure, refer to HR116 [Workplace Accommodation and Return to Work Program](#) ~~and Workplace Accommodation~~ Procedure.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR116 Workplace Accommodation and Return to Work Program**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure HR116 Workplace Accommodation and Return to Work Program** as information.

Background

Procedure HR116 Workplace Accommodation and Return to Work Program was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: 2b. Should it be explained who “they” are?
Response: Suggestion considered, change made
2. Comment: 4b v. should there be reference to the groups that are covered by terms of conditions?
Response: Suggestion considered, change made
3. Comment: 5a vii has different persons as part of who put together the plan than in section 6a x?
Response: Suggestion considered, 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 BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



PROCEDURE

HR116

Workplace Accommodation and Return to Work Program

Board Received: _____

Review Date: _____

Accountability

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

Procedures

1. Background

- a) The Board's Workplace Accommodation and Return to Work Program are integrated partnerships among employees, administrators/supervisors and health care providers that foster a widespread understanding that the way to reduce the incidence and duration of an employee's absence is through early intervention and support.

2. Purpose of the Program

- a) Workplace Accommodation and the Return to Work Program facilitate a safe and timely transition from illness/injury to active employment.
- b) When appropriate, ~~they may assist~~ employees may be assisted through the provision of by providing assistive devices, rehabilitation support, gradual return to work and/or modified work prior to returning to regular full-time, part-time or occasional work.
- c) When a permanent disability exists, the Board shall modify both the work and the workplace to accommodate the needs of the permanently disabled employee, based on medically supported restrictions and/or limitations, provided that it does not cause undue hardship to the Board.

3. Temporary Disability

a) Limitation Assessment

- i) An employee who becomes ill or is injured and it appears that an absence from work will result, is responsible for providing medical restrictions and/or limitations documented by the appropriate treating medical practitioner(s) or specialist for assessment by the Health and Disability Officer, or designate. The restrictions and/or limitations shall be shared with the Administrator/Supervisor, and at the discretion of the employee, their union representative.

4. Permanent Partial Disability

- a) An employee who becomes permanently disabled as a result of an illness or injury, such that they are unable to return to their former position, may be accommodated based on their physical, mental and vocational capabilities.
- b) The conditions for providing such work are:
 - i) The employee provides current medical restrictions and/or limitations from the appropriate treating medical practitioner(s) and/or by submitting Functional Abilities Evaluation (FAE) documentation.
 - ii) The employee participates in a vocational assessment approved by the employer, as needed.

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

5. Responsibilities

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

- x) arranges regular follow-up during the accommodation and/or the Return to Work Plan to modify the Plan as required.
- b) The Administrator/Supervisor:
 - i) participates in the development of the employee's Workplace Accommodation and/or Return to Work Plan;
 - ii) modifies the work or workplace, as outlined in the Workplace Accommodation and/or the Return to Work Plan;
 - iii) assigns work or duties according to the employee's Workplace Accommodation or Return to Work Plan;
 - iv) closely monitors the progress of the employee through the accommodation and/or the Return to Work Plan and immediately reports any problems or concerns to the Health and Disability Officer or designate.
- c) The Employee:
 - i) engages in medical rehabilitation and/or treatment that can be expected to facilitate a timely return to work;
 - ii) participates in development of the Workplace Accommodation and/or the Return to Work Plan and recovery goals;
 - iii) maintains regular contact, as identified in the Return to Work Plan, with the Health and Disability Officer, or designate, to provide updates on status, changes in condition and review progress through the Return to Work Plan;
 - iv) must provide appropriate documentation as required by the Health and Disability Management Program as per HR115 Employee Absenteeism Procedure.

6. Development of a Workplace Accommodation and/or Return to Work Plan

- a) Workplace Accommodation and/or Return to Work Plan
 - i) Identification of likely candidates for participation in a Workplace Accommodation and/or a Return to Work Plan shall be made initially by the Health and Disability Officer, or designate, based on documentation received from the appropriate treating medical practitioner(s) and, when appropriate, representatives of the Workplace Safety and Insurance Board and Long-Term Disability (LTD) Insurance carrier.
 - ii) Workplace Accommodation and/or a Return to Work Plan, in general may include, but are not restricted to, some or all of the following:
 - reduced work hours
 - provision of workplace assistive devices
 - modification of duties
 - workplace modifications
 - removal of physical barriers
 - job sharing
 - reassignment to another position, if available, if the employee has the necessary skills and abilities to perform the essential duties of that position.
 - iii) The employee may be provided with a letter to be given to the appropriate treating medical practitioner(s) that outlines a Return to Work Plan and which indicates that modified work is available. The letter may also include documentation regarding the employee's job description and physical demands analysis. A release of medical documentation consent form may also be provided.
 - iv) Modified work is provided within the employee's own school or service area wherever possible.
 - v) While participating in an accommodation and/or a Return to Work Plan, the employee's status will be monitored by the Health and Disability Officer, or

- designate, Administrator/Supervisor, in consultation with the appropriate treating medical practitioner(s).
- vi) Ongoing reviews of the employee's accommodation and/or Return to Work Plan will be conducted with any necessary adjustments made to support the employee's successful re-entry into the workplace. The frequency of these reviews is established prior to the placement of an employee in the Plan.
 - vii) The Board shall modify both the work and the workplace to accommodate the needs of permanently disabled employees provided that it does not cause undue hardship to the Board.
 - viii) All documentation will be maintained by the Health and Disability Officer, or designate, filed separately from the personnel file and will not be further released without the employee's written permission or unless required by law. The documentation is collected for the sole purpose of assisting the employee with a successful re-entry into the workplace.
 - ix) The Health and Disability Officer, or designate, will review the documentation and then contact the employee to discuss the employee's participation in a Workplace Accommodation and/or a Return to Work Plan.
 - x) The Health and Disability Officer, or designate, in consultation with the Administrator/Supervisor shall develop a Workplace Accommodation and/or Return to Work Plan based on medically supported restrictions and/or limitations and the workplace assessment in 5(a)(vi) above, if any. The Workplace Accommodation and/or Return to Work Plan shall be shared with the employee, Administrator/Supervisor, the employee's union if the employee so chooses, or as relevant, the appropriate treating medical practitioner(s), the Workplace Safety Insurance Board, LTD insurance carrier or other staff, and the employee will develop a Workplace Accommodation and/or a Return to Work Plan based on the medically supported restrictions and/or limitations. The initial meeting must include the employee's supervisor and, should the employee desire, union representative. A written Return to Work Plan must be shared with the employee and the immediate supervisor. It may be shared with the appropriate treating medical practitioner. Should the employee desire, it may also be shared with their union representative.
 - xi) Any necessary changes to the work environment will take place prior to the employee's commencement of the accommodation and/or a Return to Work Plan.
 - xii) Should the employee not be medically cleared to participate in a Workplace Accommodation and/or a Return to Work Plan, the employee and the Health and Disability Officer, or designate, will maintain regular contact. Ongoing updated medical documentation will be obtained from the appropriate treating medical practitioner(s) to determine when participation in a Workplace Accommodation and/or a Return to Work Plan will be feasible.
 - xiii) The employee may be required to participate in an Independent Medical Evaluation, conducted by a third party, to determine restrictions and/or limitations and the employee's capacity to perform the duties of their position, and to assist in the development of a Workplace Accommodation and/or a Return to Work Plan.
 - xiv) A Workplace Accommodation and/or a Return to Work Plan may include the following information:
 - essential job duties/tasks;
 - specific physical requirements;
 - restrictions and/or limitations;
 - work schedule;
 - follow-up work assessment date(s) by the Health and Disability Officer, or designate;

- a gradual resumption of duties assigned under the Return to Work Plan;
- a gradual increase in hours worked;
- expected date of completion of Plan;
- next meeting date;
- conditions for withdrawal of the individual from the Plan.

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

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **P103 Learning Resource Selection**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure P103 Learning Resource Selection**
to all appropriate stakeholders for comments to be received by **April 1, 2020**.

Background

Procedure P103 Learning Resource Selection was approved by the Board in February 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



PROCEDURE

P103

Learning Resource Selection

Board Received: January 25, 2016 Review Date: February 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Program enhances curriculum.
 - Materials 'Trillium List' approved
 - Resources meet criteria of the Board.

Procedures

1. Definitions

- a. For the purposes of these procedures, the term "learning resources" refers to any print or non-print material other than textbooks, whether purchased, borrowed, locally produced or downloaded, with instructional content or function that is used for formal or informal teaching and/or learning purposes.
- b. For the purposes of these procedures, the term textbook refers to those documents that have been listed on the Ministry of Education's *Trillium List*. *The Trillium List* has established criteria for selection of materials suitable for classroom use. Any item not referred to on the Ministry's Trillium List is subject to the principles laid out in this policy for determining suitability as a Learning Resource. Whenever new classroom materials or textbooks are purchased schools must look first to the *Trillium List* for already approved materials.

2. Principles for Selection of Learning Resources

The Grand Erie District School Board affirms that it is the responsibility of its professional staff to:

- Select resources that will support and enrich the curriculum. Such resources shall: stimulate intellectual growth, and are culturally responsive to ensure including a critical appreciation for literary, aesthetic, philosophic and community values, and take into consideration the wide range of interests, abilities and maturity levels of students;
- Select a variety of resources in a variety of formats so that students will have the opportunity to develop, with their teachers' guidance, the practice of critical analysis and the ability to make informed judgements in their daily lives;
- Select resources that contribute to the students' growing understanding and appreciation of their culture and other cultures so that they can live compassionately with all people in our society;
- Provide resources that contribute to the students' understanding and appreciation for media and social media that help develop critical thinking/analysis and viewing skills, and skills and provide the opportunity to make informed judgements about media.

While initial resource selection falls within the scope of these procedures, the transitory nature of these resources requires caution. Resources are a dynamic form of information. A resource may be recommended for use, but responsibility for continual monitoring for suitability rests with the teacher.

While the primary focus of these procedures is on learning resources rather than on human resources, it is recognized that many people are brought into our schools to enrich the teaching and learning experiences of students. This practice is encouraged and the general principles for

selection which follow can be used to determine the appropriateness of the many outside human resources available to supplement the programs of the schools.

3. Responsibility for Selection of Learning Resources

- a. Responsibility for selection of learning resources shall reside with the professional system staff employed by the Grand Erie District School Board.
- b. The responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the school's principal in consultation with the system and professional staff.

4. Criteria for Selection of Learning Resources

- a. In selecting learning resources, teachers and principals will determine curriculum needs and evaluate the learning resources available and the quality of existing resources to meet those needs. In this process of evaluation, teachers will make a professional judgement of the actual resources and it is recommended that they consult with program support staff to support their evaluations.
- b. Selection is a continuous process which should include the maintenance of resources which are still suitable and the removal of resources which are no longer appropriate.
- c. Learning resources shall support and be consistent with the educational goals of the Ministry of Education and the Board. They should reflect the stated needs aims and objectives of individual school improvement plans and support the overall curriculum expectations outcomes for specific courses and programs for which they are being considered.
- d. The criteria outlined below apply to all learning resources. Although not ALL learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources (see appendix A for details)
 1. Appropriateness to Program/Ontario Curriculum
 2. Suitability for Students
 3. Equity and Inclusiveness
 4. Canadian Content and Publication
 5. Quality of Visual and Physical Format
 6. Cost and Durability
 - 6-7. Accessible in Multiple Formats

5. Procedure for Challenge of a Learning Resources

In the event that a parent/guardian or other petitioner wishes to challenge the appropriateness of a particular resource:

- a. The teacher and/or principal should explain to the petitioner the board's selection procedure, the reasons the resource is included, and how the resource is intended to be used.
- b. The teacher and/or principal and petitioner will determine whether an alternate selection can be substituted to suit this student's needs.
- c. If the petitioner is not satisfied, the principal will request that the concern be expressed in writing using the Request for Formal Reconsideration of a Learning Resource form (Appendix B). This form will be returned to the administrator for discussion.
- d. If, after meeting with the principal to discuss the request, the petitioner is not satisfied, the principal will request that the petitioner sign page one and complete page two of the Request for Formal Reconsideration of a Learning Resource form. The administrator will then consult with the Family of School Superintendent.

If a resolution cannot be achieved through Family of School Superintendent consultation, the issue will be referred to a Learning Resource Review Committee which will be chaired by the appropriate Superintendent with program responsibilities. The committee chair will

bring together a team consisting of a Principal Leader and Teacher Consultant. The committee chair will consult with Education Officers or Student Achievement Officers from the Ministry of Education, as necessary. The Review Committee will endeavor to meet in a timely fashion and will share their decision with the Family of Schools Superintendent and the Principal involved. The Family of Schools Superintendent will share the decision with the parent/[guardian](#).

Criteria for Assessing Learning Resources

General Criteria

The criteria outlined below apply to all learning resources. Although not ALL learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources.

1. Appropriateness to Program/Ontario Curriculum
2. Suitability for Students
3. Equity and Inclusiveness
4. Canadian Content and Publication
5. Quality of Visual and Physical Format
6. Cost and Durability
7. Accessible in Multiple Formats

Specific Criteria

The criteria listed below expand on the seven ~~six~~ general criteria above by highlighting key points to be considered in such areas as gender; race, religion, and culture; values; and Canadian content. The use of these specific criteria reflects Policy SO14 Equity and Inclusive Education.

1. Appropriateness to Program
 - Does the material support the curriculum as outlined in Ministry, Board, and school documents?
 - Does the material support specific kinds of programs or modifications, e.g., Special Education, ESL/ELD (English as a Second Language/English Literacy Development), enrichment, remediation, upgrading?
 - Is the material appropriate for the grade?
2. Suitability for Students
 - Will the resource enrich the learning experiences of students?
 - Will the resource sustain the interest of students?
 - Will the resource be appropriate to the maturity and experience of students?
 - Will the resource be current, relevant and reflective of students' lives?
 - Will the resource be appropriate for learning styles and skills of the intended audience?
3. Equity and Inclusiveness

Recognizing that bias exists in all learning materials:

 - Are people of a variety of races, religions, genders, cultures, sexual orientations, classes, abilities, and age represented?
 - Are Indigenous ~~aboriginal~~ peoples and a range of their issues and experiences represented?
 - Does the material depict individuals and groups in a range of social, economic, and political environments?
 - Does the resource address issues from a variety of perspectives?
 - Can the examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) be used by the teacher for anti-discriminatory educational purposes?
 - If the material contains controversial issues, can they be addressed in ways that are educationally appropriate to students and programs respecting culture, religion and community of origin?

4. Canadian Content
 - Does the material present a broadly-based perspective of Canada within a global framework?
 - Does the material present Indigenous ~~aboriginal~~ Canadians in contemporary contexts where appropriate?
 - Does the material present Canada and its people within a multicultural context?
 - Is the material written or edited by a Canadian author?
 - Is the material edited, printed, or bound in Canada?

5. Quality of Visual and Physical Format
 - Is the material well-organized and presented clearly and logically?
 - Is the format of illustrations, graphics, pictures, photographs, and artwork of a high quality?

6. Cost and Durability
 - Is the cost of the material justified for its use?
 - Is the resource durable?

- 7. Accessible in Multiple Formats
 - Is the learning resource available in print and electronic versions?
 - Is the format acceptable and accessible for individuals with identified disabilities as per AODA?



Request for Formal Reconsideration of a Learning Resource

Title of Learning Resource: _____

Producer (if applicable) _____

Author (if applicable) _____

Distributor (if applicable) _____

Publisher (if applicable) _____

Grade / Course _____

Request Initiated by: _____ Telephone: _____

Home School _____ Date: _____

Are you raising the concern as an individual or as a group member? Individual Group

Please identify group _____

Have you completely viewed or read the material? Yes No

Is the material compulsory for the child? Yes No

What specifically is the cause for concern?

What parts of the material are acceptable to you?

What would be a satisfactory solution? Why?

If a resolution is not achieved following a meeting with the Principal, please sign the bottom of this form, complete page two, and return it to the Principal who will forward it to the Family of Schools Superintendent.

Petitioner Signature _____ Date: _____

I acknowledge receipt of this concern.

Principal Signature: _____ Date: _____

Date and Time Met with Principal: _____

Describe the outcome of your conference with the Principal and your concern:



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **P105: Prior Learning Assessment Recognition (PLAR)**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure P105 – Prior Learning Assessment Recognition (PLAR) to all appropriate stakeholders for comments to be received by April 1, 2020.</p>
--

Background

Procedure P015 – Prior Learning Assessment Recognition was approved by the Board in January 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Lisa Munro
Superintendent of Education



Prior Learning Assessment Recognition (PLAR)

Board Received: January 25, 2016 Review Date: February 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Students receive credits through PLAR process

Purpose

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside of secondary school.

PLAR procedure is informed by Ministry policy and guidelines.

~~a.~~ PPM 129 (2001) outlines the requirements for day school students; PPM 132 (2003) provides direction to school boards regarding how mature students earn PLAR credits.

~~b. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school~~

1.0 Procedures

1.1 In order to ensure consistency in the process and to facilitate delivery, the Grand Erie District School Board will deliver PLAR through a model managed by its system PLAR Committee. The committee shall be comprised of:

- Principal of Grand Erie Learning Alternatives (Chair);
- ~~Principal of Sprucedale Secondary School~~
- Program Coordinator – Secondary;
- Teacher Consultant – Secondary;
- Department Head of Guidance (Guidance Heads' Chair);
- Adult Education Guidance Counsellor;
- Superintendent of Education who is responsible for Secondary Program (or designate)

1.2 There are two PLAR procedures dependent upon whether the applicant seeking the recognition for previously acquired knowledge and skills is classified as a mature student or ~~a day-a student enrolled in a Grand Erie District School Board secondary school.~~
~~school student.~~

~~1.2~~1.3 PPM 132 (2003) defines a mature student as, "...a student who is at least eighteen years of age (i.e., an adult) on or before December 31 of the school year in which ~~he or she~~ ~~[they]~~ returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD."

~~1.3~~1.4 PLAR information for day school and mature students is ~~included in each Secondary School Course Calendar and~~ on the Grand Erie District School Board website.

2.0 PLAR For Day School Students

1.4.2.1 PLAR Challenge Procedures for Day School Students:

- a. Grand Erie's PLAR procedure is informed by Ministry of Education Policy/Program Memorandum 129 (2001);
- b. Students are eligible to challenge for PLAR when they are enrolled in a regular day school program in a secondary school within the Grand Erie District School Board;
- c. Only courses developed from a provincial curriculum policy document and offered by the Grand Erie District School Board can be challenged;
- d. The challenge process is an evaluation process and shall not be used as a way for students to improve their mark for a course for which they have already earned a credit, nor as a way to obtain credit for any course they have previously failed;
- e. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. (Ontario Secondary Schools, 1999) The term discipline refers to the subject area covered by any one curriculum policy document;
- a.f. Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (Ontario Secondary Schools, 1999);
- b. ~~Students are eligible to challenge for PLAR when they are enrolled in a regular day school program in a secondary school within the Grand Erie District School Board~~
- e.g. Student and parent/guardian (if the student is under the age of 18) will meet with the home school Principal and the PLAR Committee Chair before the first week of October;
- d.h. Student supplies reasonable evidence and criteria through the application package (See Appendix A) and submits to home school Principal for approval to proceed by the end of October in the school year the PLAR credit will be granted;
- i. Based on the receipt of reasonable evidence that the student is likely to be successful, the Principal recommends that the student proceed to Phase 1, and forwards the application package to the system PLAR Committee Chair. In cases where there is a disagreement with the decision of the Principal about whether or not the student should challenge for credit, the parent/guardian or adult student may ask the Superintendent of Education, who is responsible for their school, to review the matter;
- e. ~~In cases where there is a disagreement with the decision of the Principal about whether or not the student should challenge for credit, the parent or adult student may ask the Superintendent of Education, who is responsible for their school, to review the matter~~
- g.j. Upon approval, the System PLAR Committee co-ordinates the administration of individual PLAR assessments;
- h.k. PLAR challenges are delivered in three phases:
 - Phase 1 consists of a knowledge exam based on Ministry of Education guidelines (November/December);
 - Phase 2 is an independent assignment which demonstrates prior learning related to the curriculum (January – March);
 - Phase 3 is a summative performance/demonstration (April).
- i.l. The System PLAR Committee will report all results to the home school Principal, who will grant the credit if applicant is successful, and will file all documentation in the student's Ontario Student Record^{SR} (May);
- j.m. The System PLAR Committee will communicate results to all students throughout the process;
- k.n. The System PLAR Committee will maintain Board-wide statistics of challenges completed;

o. Alternate timelines could be considered at the discretion of the Committee.

2.03.0 PLAR Procedures for Mature Students

- a. Grand Erie's PLAR Procedure for Mature Students is informed by the Ministry of Education's Policy/Program Memorandum 132 (2003): 'The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students' (p. 2-3)
- b. Grand Erie Learning Alternatives (GELA) is the facilitator of this process
- c. To begin the PLAR process, mature students must contact the Principal of GELA (or designate) at (519-)753-6079
- ~~i.d.~~ Mature students will be required to successfully complete an individual assessment in English, mathematics, science, Canadian history, and Canadian geography in order to earn the equivalency credits required to bring their total grade 9 and 10 credits up to a maximum of 16;
- ~~ii.e.~~ Based on prior learning, employment, and experience, mature students may apply ~~to challenge~~ for up to 10 credits in Grade 11 and 12 courses. There is no maximum on the number of credits that may be obtained in any one discipline (Ontario Secondary Schools, 1999);
- f. For equivalency and challenge credits to fulfill diploma requirements, mature students must earn a minimum of 4 senior credits, including Grade 12 English (if Grade 12 English was not previously earned) by taking the necessary courses.

4.0 Exceptions to the PLAR Challenge Process for Day School and Mature Students

Students cannot be granted credits through the challenge process for any of the following courses:

- a. a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency;
 - b. a course for which credit has already been granted or for which there is a significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit an academic course if the student has already earned a credit for the applied course at the same grade level and vice versa);
 - c. a transfer course;
 - d. a locally developed course;
 - e. a co-operative education course;
 - f. a course in English as a second language (ESL), English Literacy Development (ELD), or Anglais pour debutantes (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grade 9 to 12 under OSS (e.g., the documents for English language or the documents for French-language schools) or from the curriculum guidelines for English/Anglais for Grades 9 to 12/OACs under OSIS;
 - g. a course in French as a second language (FSL), Actualization linguistique en francais (ALF), or Perfectionnement du francais (PDF), if the student has one or more credits in Francais from the curriculum policy document for Francais for Grades 9 to 12 under OSS or the curriculum guidelines for Francais for Grades 9 to 12/OACs under OSIS.
- ~~at a secondary school.~~

~~3.0~~5.0 Literacy Credential

A mature student must also satisfy the diploma requirement with regard to the successful completion of the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course if expectations have been met to register in the course.

4.06.0 Community Involvement

The Principal will determine the number of hours of community involvement activities that a mature student will have to complete to earn their OSSD under OSS diploma requirements.



Prior Learning Assessment and Recognition (PLAR)

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school Principal/Guidance Counsellor.

<u>Student's First Name</u>	<u>Last Name</u>		<u>Student ID (OEN)</u>
<u>Address</u>	<u>Apartment/Unit</u>	<u>City</u>	<u>Postal Code</u>
<u>Name of Parent/Guardian</u>			<u>Telephone</u>
<u>Date of Birth (year/month/day)</u>	<u>Gender</u>	<u>School</u>	

Important to Note:

- A student is eligible to challenge courses that have NOT been attempted or completed.
- Only courses developed from a provincial curriculum policy document and offered by the Grand Erie District School Board can be challenged.
- Course codes are available on the Ministry of Education website or at the school guidance office.

<u>Course Title</u>	<u>Course Type</u>	<u>Grade/Level</u>	<u>Course Code</u>

Required Documentation - Submit this documentation to your school:

- Ontario Student Transcript
- Individual Education Plan, if applicable

Supporting Documentation - Submit this documentation to your school:

Check a minimum of three of the following that you will be submitting along with the required documentation as evidence that you are qualified to challenge for credit in this course:

- letter(s) or recommendation from teacher(s) familiar with the course expectations
- letter(s) or recommendation from member(s) of the community
- a portfolio of relevant work
- proof of successful relevant experience in a supervised setting
- proof of independent learning in a relevant area
- a videotape, audiotape, or CD-ROM with samples of relevant work
- proof of relevant prior learning from another educational jurisdiction
- proof of successful completion of courses identified as prerequisites for this course
- Other (please specify)

Filed with Guidance Dept or Continuing Education
Retention: CY + 1 year (CY = current school year)

Student Paragraph

Write a paragraph of 100 - 200 words stating why you want to challenge for credit for this course. Be sure to include the following: _____ (you may attach a separate sheet of paper to your application).

- ways in which the course credit will help you to fulfill your educational goals
- your special interests and skills related to this course

Filed with Guidance Dept or Continuing Education
Retention: CY + 1 year (CY = current school year)

Student Declaration:

I certify that the information given on this application form and all supporting documentation submitted is correct, complete, and current. I am aware that passing marks for Grade 10 courses and passing/failing marks for Grades 11 and 12 courses will appear on my Ontario Student Transcript. I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70% of the final mark, and other types of assessment worth 30% of the final mark. I am aware that my skills and knowledge will be evaluated against the overall and specific expectations for the course. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 - 12, with no more than two in any one discipline.

(Complete the information and print two copies of the completed application. Submit a signed copy with your required and supporting documentation to the school Principal/Guidance Counsellor. Keep the second copy as your record).

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Student Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Principal/Guidance Counsellor Signature _____ **Date** _____

<u>..... Office Use Only</u>		
<u>Application Package Reviewed</u>		
<u>Application Received Date</u>	<u>Date Challenge Process Completed</u>	
<u>DOCUMENTATION COMPLETE</u>	<u>Yes</u> <input type="checkbox"/>	<u>No</u> <input type="checkbox"/>
<u>APPLICATION APPROVED</u>	<u>Yes</u> <input type="checkbox"/>	<u>No</u> <input type="checkbox"/>

Filed with Guidance Dept or Continuing Education
Retention: CY + 1 year (CY = current school year)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda DeVos, Superintendent of Education
RE: **P107 Home Schooling**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure P107 – Home Schooling as information.</p>

Background

Procedure P107 – Home Schooling was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: Section 3b. Suggest removing all the questions on the top of page 3 “The following questions and requests...” as they are all included on appendix C
Response: Amended
2. Comment: 3c. Should a parent/guardian be allowed to have a support person who is not part of one of these organizations?
Response: Amended
3. Comment: 4d. Is CCAC the correct term for personal support services?
Response: Amended to reflect LHIN as CCACs no longer exist
4. Comment: 5a. Should there be reference to P105 PLAR?
Response: Amended
5. Comment: Appendix A. Bottom. Date of starting home schooling. If a complete date is requested the line should read starting “on”
Response: Amended
6. Comment: Appendix B. Should there be a line on this letter reminding parents/guardians that they must notify the Board annually to their intent to homeschool?
Response: The second paragraph specifies that the child(ren) is/are excused from attendance at school for the current school year only.
7. Comment: Appendix C. This form should include the board logo and contact information Also should there be a place for the person who is requesting this information to put their name and contact information?
Response: Amended

8. Comment: 4d) Support Services Offered - CCACs no longer exist. Their responsibilities were transferred to LHINs (which are also in the process of being dissolved and recreated as Local Health Teams) but for now and for the purpose of updating this policy, references to CCACs should be changed to LHIN (Local Health Integrated Network). The rest of the information in this paragraph is accurate as of the time of writing this comment.

Response: Amended to reflect LHIN

Additional Information

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

Next Steps

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



Home Schooling

Board Received: _____ Review Date: _____

Accountability

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

Procedures

Background

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

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

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

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

Purpose

The purposes of this procedure are:

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

Comments and Guidelines

1. Legislation

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

2. Home School Procedures:

a) Procedures for Parents/Guardians

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

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

b) Procedures for the School Board

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

3. Board Investigation of Home Schooling:

a) Reasons for an Investigation

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

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

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

b) Guidelines for Conducting an Investigation

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

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

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

The following questions and requests may be used as a guide for the discussion:

- ~~Do you have an instructional plan, regularly planned instructional time, and a daily work schedule? Please provide details.~~
- ~~What subjects are you teaching?~~
- ~~What do you expect to accomplish with your child in English, mathematics, and other subjects this year?~~
- ~~Is your instructional program based on the Ontario curriculum or on a different curriculum?~~
- ~~If you follow the Ontario curriculum, which documents do you use?~~
- ~~If you do not use Ontario curriculum documents, please describe the curriculum documents you do use.~~
- ~~Please describe the typical kinds of activities that you provide for your child in the subjects you are teaching. Please provide samples of your child's work in each subject area.~~
- ~~What types of materials do you use to assist you in accomplishing your plans (e.g., encyclopedias, textbooks, magazines, newspapers, television programs, materials on the Internet, computer programs)?~~
- ~~Please describe the techniques you use to assess your child's learning.~~
- ~~Do you use community resources to support your instruction? If so, which ones?~~
- ~~Do you network with other parents who provide home schooling? How?~~
- ~~Please feel free to provide any other information that would help the board determine whether instruction is satisfactory.~~

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

c) The Role of Home Schooling Support Associations/Outside Agencies in an Investigation

When the Principal is conducting the investigation, a member of a recognized support group for parents who provide home schooling, advocate, or a representative/advocate of an outside agency may be present. ~~These support groups include the Ontario Federation of Teaching Parents, the Ontario Christian Home Educators' Connection, and the Home School Legal Defence Association of Canada.~~

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

a) Assessments and Tests Administered by the Education Quality and Accountability Office

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

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

b) Courses Offered Through the Independent Learning Centre

Parents/Guardians may wish to enrol a child of compulsory school age in courses offered through the Independent Learning Centre (ILC). To enrol the child with the ILC, the parent/guardian must submit the enrolment form to the ILC, along with a letter from the school board (Appendix B) indicating that the child is receiving home schooling and is excused from attendance at school.

c) Ministry of Education Curriculum Material

Parents/Guardians may download curriculum policy documents and curriculum support material produced by the Ministry of Education free of charge from the ministry's website, at www.edu.gov.on.ca. This material may also be obtained through Publications Ontario. Parents may contact Publications Ontario by calling its toll-free telephone number, 1-800-668-9938.

d) Support Services Offered by the Ministry of Health and Long-Term Care

Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the [Local Health Integrated Network \(LHIN\) local community care access centres \(CCACs\)](#) of the Ministry of Health and Long-Term Care. Regulation 386/99 under the Long-Term Care Act sets out the eligibility criteria for these services. Again parents/guardians must provide the [LHIN local CCAC](#) with a letter from the school board (Appendix B) indicating that the child is excused from attendance at school because the child is receiving satisfactory instruction at home.

5. **Clarification of Related Policy/Procedure:**

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

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

b) Funding for Part-Time Attendance

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

c) Enrolment Registers

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

6. Clarification by the Provincial School Attendance Counsellor:

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

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

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

APPENDIX A

LETTER Indicating Notification of Intent to Provide Home Schooling

To the Grand Erie District School Board:

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

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

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

Home address _____

Mailing Address (if different from home address): _____

Communication Preference (check one):

Email Correspondence Email Address: _____

Paper Correspondence

Phone: _____

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

Signature of parent/guardian: _____

Date _____

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

LETTER in Response to a Parent/Guardian's Notification

Dear _____,

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

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

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

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

Sincerely,

Signature of School Board Official: _____

Name of School Official: _____

Title of School Board Official: _____

Copy to: Home School Principal; OSR
Attendance Counsellor

Attachment



FORM for Gathering Information in an Investigation Information Gathering Form

Requested By:
(Name & Title)

Name of Student: _____ Date of Birth: _____

Address: _____

Name of Parents/ Guardians: _____ Telephone: _____

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

Program Planning

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

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

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

What subjects are you teaching?

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

Instructional Program

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

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

If yes, please check the appropriate boxes below.

Elementary Curriculum Policy Documents

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

Secondary Curriculum Policy Document

Please specify course(s) name(s):

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

Other Materials

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

Instructional Activities

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

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

Instruction Materials

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

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

Instruction Materials

Textbooks:

- English
- Mathematics
- Other Subjects Please list:

Names of textbooks used:

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

Other supplementary materials (please specify):

Assessment of Student Learning

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

Resources

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

Please indicate the community and other resources you use.

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

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

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

Other Information

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

Parent(s)/Guardian(s)

Name Signature:

Date:



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO101 Pediculosis (Head Lice)**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure SO101 Pediculosis (Head Lice)** as information.

Background

Procedure SO101 Pediculosis (Head Lice) was circulated to all appropriate stakeholders for comments to be received by January 10, 2020.

Comments Received

1. Comment: 2nd paragraph – Students ‘diagnosed’ with live – can we use a different term? Or remove the word completely, do not change the idea behind the sentence
Response: Amended
2. Comment: Appendix B – 1st paragraph – “children in our school”, not this school?
Response: Amended
3. Comment: how to get ride of head lice – is it the Board’s place to direct how head lice should be treated?
Response: Amended to remove Appendix C.

Additional Information

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

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO101

Pediculosis (Head Lice)

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Proper screening procedure in accordance with Regional Health Dept.
- Clear communications with parents/guardians and employees.

The Grand Erie District School Board recognizes pediculosis is not a health or education issue but is a community concern and a social nuisance. Pediculosis needs to be managed in the best interest of students through the partnership of parent(s)/guardian(s), students and the school community. The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility.

"Students ~~found to have diagnosed with~~ live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice." (Centres for Disease Control and Prevention).

Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness is the home or school has nothing to do with getting head lice.

Procedures

This procedure will provide a consistent school response which is necessary to control this social nuisance. Each school is required to have an action plan in place to respond to cases of head lice; with the following requirements:

1. An annual, regular procedure for informing parents about pediculosis; utilizing the information provided by the Brant County Health Unit or the Haldimand-Norfolk Health Unit.
2. Recognition of the sensitive/personal nature of checking for head lice/nits with children. The dignity and well-being of students shall be given the highest priority. Every attempt will be made to respect the student's privacy and self-esteem. All who assist in this process must maintain confidentiality.
3. A process for checking for head lice and informing parents/guardians about treatment, and re-entry requirements.
4. Students will be re-admitted to school after appropriate treatment has begun.
5. Provision for school work to be provided where a student's re-admission is delayed.
6. The principal has the final decision regarding the re-admission of students.

Resources

- <https://www.cdc.gov/parasites/lice/head/schools.html>
- <https://hnhu.org/health-topic/head-lice-prevention-treatment/>
- <https://hnhu.org/health-topic/advice-on-lice/>
- <https://www.bchu.org/ServicesWeProvide/InfectiousDiseases/FactSheets/Documents/PDF%20version-1.pdf>

Appendix A

(School Letterhead)

CONFIRMATION OF TREATMENT FORM

(Date)

Your child, _____, has been found to have head lice and/or nits in their hair.

Once treatment has been completed, your child may return to school. Please complete this form and return it with your child and continue to carry out daily checks.

Thank you for your support in this matter. I hope that by working together we can eliminate head lice and nits from our school.

- 1. I have read the information provided. YES NO
- 2. A prescribed pediculosis treatment has been used. YES NO
Name of product: _____
- 3. Nit (egg) removal has been done. YES NO
- 4. A daily nit check will be done for 10 days. YES NO
- 5. A repeat of the treatment after 7 days has been done or is planned YES NO
- 6. Environmental treatment has been done. YES NO
(You should wash bed linens, recently worn clothing, toys, combs and brushes of the person with head lice)

If you need assistance with the treatment instructions, please call the Brant County Health Unit or the Haldimand-Norfolk Health Unit and ask for information.

Signature of Parent/Guardian

Date

Appendix B

(School Letterhead)

(Date)

Dear Parents/Guardians:

It has been reported that children in [our](#) school have head lice. Please do not be alarmed by this notice. Head lice is not a health or education issue but is a community concern and a social nuisance. It is by no means a statement regarding the cleanliness of any child, their family or their household.

Please examine the head of your child(ren) for head lice/nits every night for the next three to four weeks. If head lice/nits are found, all other family members should be checked. Follow the directions below to get rid of head lice.

What to Look For:

Nits are very tiny eggs, half the size of a pinhead and oval in shape. They may look like dandruff, but they are firmly glued to the hair and cannot be flicked off. New eggs, which are close to the scalp, are tan coloured and are difficult to see. Nits that are farther away from the scalp appear white. Nits are most often found above and behind the ears, at the nape of the neck at the crown of the head.

How to Get Rid of Head Lice:

Treating head lice requires at least two treatments one week apart. Get a head lice shampoo, cream rinse or lotion from your drugstore. Read the directions carefully and follow them exactly. **Remove all of the nits.** Head lice products kill many of the nits, but not all of them. **Apply a second treatment in one week.** Continue to check the head and remove any remaining nits.

To Remove Nits:

Work in a brightly lit area – bright sunlight is best. After treatment, comb and part the hair in small sections. Use your thumbnail against your first finger to strip the nits from the hair starting from the roots right down to the tips. Place the nits in a bag and throw them out. You can also comb out the nits holding a fine-tooth comb on a downward angle. Special combs are available at the drugstore.

Please notify the school if head lice or nits are found.

I hope that by working together we can avoid or eliminate this nuisance from our school.

(Signature of Principal)

Appendix C

How to Check for Head Lice

- Examine the head under natural bright light. Head lice may be hard to detect because they move quickly and are very small.
- It is helpful to examine the head from different angles or light. This is easily achieved by moving around the child/adult while examining. Newly laid eggs are almost transparent.
- Part the hair and closely examine the scalp, especially the nape of the neck, behind the ears, and the crown of the head.
- To find the eggs, look for small white or yellowish brown specks that are about the size of a poppy seed. You may see lice quickly moving away from the sunlight.
- To tell the difference between eggs and dandruff, try to dislodge them from the hair shaft. If they are not easily removed, they are probably eggs.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO107 Student and Staff Safety - Personal Protective Equipment and Physical Intervention Techniques**
DATE: February 10, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO107 - Student and Staff Safety - Personal Protective Equipment and Physical Intervention Techniques as information.</p>

Background

Procedure SO107 - Student and Staff Safety - Personal Protective Equipment and Physical Intervention Techniques was circulated to all appropriate stakeholders for comments to be received by January 10, 2019.

Comments Received

1. Comment: Use of PPE - wondering if parents/guardians are immediately notified when there is a decision to use PPE with respect to their student? As a parent, would most certainly want to know if my child's behaviour had escalated to a point where it is deemed necessary for the staff to protect themselves from the student

Response: Parents are notified through regular communication from school staff if PPE is being considered.

2. Comment: Use of PPE, can you clarify who makes the decision that it is necessary? Under the implementation process, step one simply states that when an incident occurs that results or *may result* in injury, the employee notifies a number of administrators, which appears to set off the chain of events that leads to the PPE being brought to the school and distributed to staff. Certainly, if an incident results in injury it is more easy to accept that PPE is necessary. What is not clear is who decides that incident in question is indeed one that *may* have resulted in injury? This is clearly a subjective opinion. Is it the Principal's decision, or the teacher's? Is this decision subject to review by the ABA Coordinator? I would hate to see a teacher using PPE in dealing with a child whose behaviour doesn't actually require the use of this equipment, as I believe that the use of the equipment may actually escalate the behaviour. For example, if a teacher is always wearing a helmet with a face guard to interact with the child, does that not send a message to the child that s/he is dangerous? The steps for removing the equipment certainly indicate that there is a lot of thought put into the order in which the equipment is removed, I am assuming for exactly this reason. I certainly support a teacher's use of the equipment when necessary. No one deserves to be injured by a child under his/her care. However, there must be social, emotional and behavioural consequences that flow from the use of the equipment and for that reason I would not want it to be used unless it is both subjectively and objectively warranted

Response: The safety of staff members when working with students who demonstrate behaviours that may result in injury is a priority in determining whether or not PPE

will be implemented. Ontario's *Occupational Health and Safety Act* (OHSA) sets out the rights and duties for occupational health and safety of all parties in the workplace.

3. Comment: When it is deemed necessary for a teacher to use PPE, what statistics are available about the increased risk to fellow students who are not wearing protective equipment? In other words, if the teacher is wearing PPE and the subject student becomes aggressive, are fellow students at increased risk because they are not protected? In other words, I guess what I am asking is whether or the subject child might strike out at an unprotected classmate instead of at the teacher wearing PPE? Ultimately, what I am wondering is what steps are in place to protect fellow students when it is found that the subject student's behaviour is so dangerous that his/her teacher must be wearing PPE? Another way of asking the question is whether or not the use of PPE with respect to one student actually increases the risk of injury to other students. Are families of fellow students notified that there is a student in their child's class who is prone to aggressive outbursts and that the staff have to wear protective equipment when dealing with that student

Response: The safety of staff members when working with students who demonstrate behaviours that may result in injury is a priority in determining whether or not PPE will be implemented. Ontario's *Occupational Health and Safety Act* (OHSA) sets out the rights and duties for occupational health and safety of all parties in the workplace.

4. Comment: How soon after the delivery of the PPE is the teacher and other relevant staff trained on its use?

Response: Staff wearing PPE are trained in its use upon delivery.

5. Comment: With respect to physical containment, my first question is why there is no definition of what might constitute physical containment? Is physical containment a place or a technique or both? Could physical containment include closing/locking the student in a "quiet room"? Could it also include a full-body restraint by staff? There is no guidance in this document on what might be used to physically contain an aggressive child

Response: Amended to include a definition of physical containment. Physical containment is a technique used by trained staff members. Physical containment is not a place and does not include closing/locking the student in a quiet room. This document references Behaviour Management Systems (BMS) training, which includes direction and guidance for staff in physical containments.

6. Comment: How and when are staff trained in the use of physical containment

Response: Staff are trained when they are required to work with a student who may demonstrate behaviours that pose a safety to themselves or others.

7. Comment: There is no indication of how long a physical containment might be used for, and I wonder why. For example, if physical containment is closing a child in a quiet room, what is the maximum length of time he or she would be left in the room? Similarly, if the child is being physically restrained through the use of some other type of equipment, there is no indication of the length of time s/he could be left in the restraints

Response: Physical containments are short term, brief interventions. Detailed training is provided to staff members before physical containments are considered or employed.

8. Comment: Does every school have to have a quiet room or other space set aside for physical containment? If so, what are the specifications

Response: No

9. Comment: Is there someone from the Board, maybe the ABA coordinator, who reviews the use of physical containment after each and every use

Response: The use of physical containment is written into a student's Behaviour/Safety plan. Each time it is used, the Behaviour/Safety plan is reviewed by school staff, any system staff involved, and the student's parent/guardian.

10. Comment: How soon after the physical containment has started does the school notify parents/guardians? In other words, does the school wait until after the physical containment is over to notify parents, or are parents notified while the physical containment is still happening in situations where the containment is more than just fleeting

Response: Parent/guardian is notified as soon as possible after the physical containment has occurred.

11. Comment: What psychological services are made available to the student in the aftermath of a physical containment, or as the use of PPE is ongoing? I can only imagine how damaging the use of either PPE or physical containment is on a child's psychological well-being. What services does the Board make available to the child and his/her parents/guardians to deal with the consequences of the use of both PPE and physical containment

Response: The well-being of all students is a priority. Any additional supports and services required by a student are accessed through the resource team.

12. Comment: appreciate that leaving this document rather vague allows for more leeway with respect to the use of both PPE and physical containment. However, from the other perspective, I think it behooves the Board to set out fairly clear guidelines for the use of both the equipment and the containment since both could have such lasting implications for the student in question

Response: The intent of this procedure is to articulate clear guidelines about the use of personal protective equipment and physical intervention techniques (i.e. physical containment).

13. Comment: On page 4 'Reporting Procedures' it says that the "Physical Containment Report will be maintained in the OSR", but on the bottom of the Physical Containment report in cc: OSR is not listed, but School Office File is

Response: Amended to include filing in the Student OSR and Retention schedule.

14. Comment: Page 4 paragraph before guidelines for physical containment Why "for most students"

Response: Amended to describe students with regular episode of behavior that impacts the safety of themselves or others.

15. Comment: Does there need to be a retention time for report?

Response: Amended to include retention schedule.

Additional Information

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

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



Student and Staff Safety - Personal Protective Equipment and Physical Intervention Techniques

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – All other non-physical interventions have been unsuccessful up to and including the use of personal protective equipment;
 - Implemented only when the student’s behaviour presents an imminent risk of injury to self or others
 - Physical intervention presents less of a risk of injury than the inappropriate behaviour.

Background

Occasionally there are students who may direct intentional or unintentional aggression towards staff and students that may result in injury. The Board has a duty to respect the rights and ensure the safety and dignity of students and staff. The Grand Erie District School Board’s Accessibility Plan requires “the identification, removal and prevention of barriers to enhance accessibility for individuals who work, learn and participate in the School Board community and environment”.

The Occupational Health and Safety Act requires employers to take all precautions reasonable in the protection of a worker. This protection may include the implementation and use of personal protective equipment as part of a plan to increase employee safety. **The Act also provides a duty to workers to use or wear protective devices or clothing as required by their employer.**

In the event of student aggression, regardless of whether it has resulted in an injury, administrators should refer to Procedure HR107 Maintaining Employee Safety While Working with Students. The following process should be followed for the implementation and use of Personal Protective Equipment (PPE) for increasing employee safety.

Process

A. Implementation of PPE

1. When an incident occurs that results or may result in injury, the employee promptly notifies the Principal and the Health and Safety site representative and the union Joint Occupational Health and Safety Committee (JOHSC) Representative.
2. The Principal contacts the appropriate Teacher Consultant - Special Education who will contact the Applied Behaviour Analysis (ABA) Coordinator to issue the appropriate equipment.
3. The Teacher Consultant – Special Education, Lead Educational Assistant or ABA Coordinator will deliver PPE equipment to the school and distribute to the appropriate staff member(s) to ensure proper fit and coverage. Records of the PPE distributed to the necessary staff member(s) will be maintained by the Special Education Department. It is the responsibility of the staff member using the PPE to return it to the appropriate Special Education – Teacher Consultant when it is deemed no longer necessary, or requires a replacement.
4. All appropriate staff will be provided with instruction and training on the care, use, maintenance and limitations of the protective equipment. Training will be coordinated

through the Health and Safety Officer and documentation of training will be kept in the health and safety office for as long as the equipment is issued to the employee.

5. The Teacher Consultant – Special Education coordinates the prompt involvement of the assigned Behaviour Counsellor, who will collaborate with the Principal and appropriate school employees to develop or revise Behaviour and/or BeSafe Plans, which include specific direction regarding the wearing of PPE.
6. All staff working with the student must read and understand the current Behaviour and/or BeSafe plan.
7. Staff in the classroom will record behaviour data and provide regular updates, as requested by the Behaviour Counsellor.

The Principal will ensure that there is a regular PPE update at Resource Team meetings in schools where equipment has been assigned. The Teacher Consultant Special Education will track and ensure the return of equipment to a central board location when it has been determined it is no longer necessary (see removal process below).

B. Adjustment or Removal of PPE

The Behaviour Counsellor, in consultation with the Principal, the Teacher Consultant – Special Education, Health and Safety Officer, union JOHSC representative, special education support staff and ALL classroom staff directly involved with the student, will participate in a meeting to discuss any proposed adjustment or removal of personal protective equipment being used. The Behaviour and/or BeSafe Plans must be revised to reflect any changes to the need for PPE if it occurs.

Before considering removal or adjustment of personal protective equipment the following needs to be in place and considered:

1. Staff members working directly with the student are trained and current in Behaviour Management Systems.
2. Behaviour plans and/or BeSafe plans are in place and being followed by all appropriate employees. These plans outline how to prevent and respond to the student's behaviour and what PPE, if any, is required.
3. Injury and behaviour data indicates that incidents of aggression are decreasing or are occurring at a low level (frequency and intensity) and staff members are confident that they can minimize injury through use of BMS strategies.
4. Injury and behaviour data will continue to be monitored and behaviour and/or BeSafe plans including PPE will be modified as needed following the process described above.

C. Steps to Adjustment or Removal of PPE

The removal of PPE should first occur in the student's classroom environment. Removal of PPE in other areas of the school should not begin until classroom staff are confident that they can manage behaviour in the classroom without equipment.

When possible, start the process of removing equipment by first having staff wear the prescribed equipment under clothing so it is not visible to the student (i.e. arm guards, shin pads) or have face guards on helmets raised.

Staff remove one piece of equipment at a time. Begin with equipment that, if removed, would result in the least amount of risk to staff if an aggressive incident occurred, i.e. wrist guards, arm guards, shin guards, body protectors, and then neck and head gear. All equipment must be easily accessible to staff if needed.

Staff members will consult with the Principal, the Teacher Consultant- Special Education and the Health and Safety Officer if incidents of injury decrease and student behaviour data indicates that behaviour incidents are decreasing or at a low level (intensity, frequency and duration). After consultation, staff members may begin to move outside of the classroom without the equipment. Equipment must continue to be accessible. Staff members will carry necessary equipment with them when they are out of the classroom. If it is not possible for staff to carry equipment, they must have two-way radios or cell phone with them to call for equipment if required.

Movement to activities in the community without safety equipment should be considered with caution. Staff members need to feel confident that they can prevent injury and manage student behaviour in a community setting. In the Behaviour and/or BeSafe plan there should be a clear plan for managing behaviour if the student's behaviour escalates in the community (access to equipment and transportation if needed etc.).

Physical Intervention Techniques

Staff members are expected to use early prevention and intervention strategies whenever possible in order to respond to a situation well before it escalates to the point where physical intervention techniques would be required. Early intervention includes the recognition of a student's early symptoms of anxiety or agitation. During this phase a supportive and empathetic approach by staff may defuse or de-escalate the potential crisis.

Students whose behaviour escalates beyond the anxiety or agitated level may display defensive behaviour or a loss of rational control. During this phase staff should maintain a controlled and professional manner while setting behavioural limits that are clear, concise and enforceable, and allow the student time to respond.

Approaches such as these may reduce the likelihood that a student will demonstrate behaviour that is unsafe toward themselves or others which may require a physical containment.

The use of physical intervention techniques, as outlined in the principles of Behaviour Management Systems (BMS), may be required on some occasions as a short-term solution to immediate danger to people. Occasions could include situations when:

- staff are required to intercede in a physical dispute between students;
- a student requires assistance in following directions from staff to release an object in his/her possession (i.e., in danger of harming themselves or others);
- staff are required to intervene in an attempt to minimize personal injury to themselves, other staff or students when a student is being physically aggressive;
- staff are required to intervene when a student is harming themselves

For most students that exhibit regular episodes of behavior that impact the safety of themselves or others, early prevention and intervention strategies, as well as appropriate responses during escalated situations (e.g. the use of physical containment), will be documented in the student's Behavior and/or BeSafe plan.

Guidelines for Physical Containment (Physical restraint)

1. “Behaviour Management Systems” (BMS) is used in Grand Erie as the primary means of behaviour management support. This program has been developed by educators through the Ontario Education Services Corporation and is sanctioned by the Ministry of Education. Training in BMS is offered by trained Grand Erie employees.
2. Physical containment (physical restraint) is a safety procedure approved by BMS and employed to protect staff and students.
- ~~2.3.~~ Physical containment strategies are developed as short term, brief interventions that are employed by trained staff members.
- ~~3.4.~~ To ensure that these techniques are used in a visibly constructive manner, the staff members need to maintain personal self-control and composure throughout the application.
- ~~4.5.~~ Staff may counsel students to help them understand how their actions could escalate to a containment situation. However, the use of a containment must not be used as threat.
- ~~5.6.~~ Other students must not be involved in the application of a physical containment and should be removed from the situation when possible. Every attempt should be made to remove other students from the immediate area.
- ~~6.7.~~ During any physical intervention, staff should reassure the student that the intervention is being used for reasons of safety until the immediate safety risk has passed. Under circumstances where such communication could intensify the student’s unsafe behaviour, the staff may choose to reassure the student after self-control has been recovered.
- ~~7.8.~~ Appropriate follow-up and debriefing should occur with all staff and students involved subsequent to the use of physical containment in an effort to resolve conflict and avoid the need to utilize physical containment in the future.
- ~~8.9.~~ The school principal must consider if disciplinary action is appropriate with regard to the student.

Reporting Procedures

1. Parents must be informed in the circumstances where a physical containment could be a possibility (e.g., Strategies classes). This information must also be included in the student’s Behaviour and/or BeSafe plan.
2. When a physical containment has been employed, the parents/guardians of the student must be notified. Notification may be in person, by phone, using the daily communication log, or by any mutually acceptable means. A copy of the completed “Physical Containment Report” will be sent to parents by regular mail and/or email as soon as possible following the incident.
3. The Physical Containment Report will be maintained in the Ontario Student Record ~~ed....~~

GRAND ERIE DISTRICT SCHOOL BOARD
 349 Erie Avenue, Brantford, ON N3T 3V5
 Telephone: (519) 756-6301 Fax: (519) 756-9181

**PHYSICAL CONTAINMENT REPORT
 STUDENT INFORMATION**

NAME:		DOB: yr/mo/day	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code Lot Con.)		TELEPHONE:	SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	SCHOOL:		GRADE/PROGRAM:

DESCRIPTION OF INCIDENT

Date:	Time:	Location:
Staff Member(s) Involved:		
Witnesses (if any):		
Prior Events and Circumstances:		
Containment Employed and Duration:		
Resolution:		
Description of any Injuries or Damage:		
Follow-up Strategies:		

Report Completed by: _____	Date: _____
<input type="checkbox"/> Parent/Guardian Notified	Person Notifying Parent: _____
<input type="checkbox"/> telephone <input type="checkbox"/> meeting <input type="checkbox"/> letter <input type="checkbox"/> other	Date: _____

Principal's Signature: _____ Date _____

cc: [Student OSR School Office File](#)
 Superintendent of Education
 Parent/Guardian

Filed in OSR

Retention: E + 3 Yrs

(E = no further appeal + 3 years for adults or if student is under the age of 21, kept until 21st birthday)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education
FROM: Liana Thompson, Superintendent of Education
RE: **SO124 – Use of Service Dogs**
DATE: February 10, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Procedure SO124 – Use of Service Dogs.
--

Background

Procedure SO124 – Use of Service Dogs was approved by the Board in 2015 and has been identified for review.

Additional Information

The contents of SO124 have been included in Policy SO33 – Animals in Schools, Including Use of Guide Dogs and Service Animals.

The rescinded procedure is attached.

Proposed Changes

Recommendation to rescind.

Communication Plan

Stakeholders will be notified that SO124 – Use of Service Dogs has been rescinded.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Use of Service Dogs

Board Received:

Nov 23, 2015

Review Date:

January 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Dogs are properly certified
 - Proper documentation provided to the school/Board
 - Dog behaviour is consistent with the needs of the student/employee

Definition

A service dog is a working animal trained by a recognized service/training facility, currently defined under Ontario Regulation 58 – Guide Dogs. A certified service dog is allowed full public access in the province of Ontario and is trained to perform the skills required to meet the needs of the student/staff with whom it has been partnered. These animals provide a number of services to the persons who are diagnosed with disabilities such as Physical, Blind or Low Vision, Deaf/Hearing Impaired, Physical Disability, Autism Spectrum Disorder or a seizure disorder. Service dogs may be used by individuals to support them with daily living and accessibility.

Background

The *Human Rights Code* and *Ontarians with Disabilities Act* describe disability to mean:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defects or illness and without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 (handicap).
- f) This list is not exhaustive.

Service Dogs

A Service Dog provides independence, dignity, and confidence to the handler. These dogs become part of the family. Praise and reward is given by the client to establish a loving working relationship

Students/staff can sometimes wait up to two (2) years for a service dog. Ideally, once a person or the parents /guardians have been informed that they have been offered the opportunity to have a service dog, they should inform the work site /school so that the work site /school can prepare for the arrival of the dog.

Service dogs can provide support to students in schools if they are required to access a meaningful education. Service dogs can provide support to staff members if they are required to access their work duties.

Procedures

1. Parents/adult students/ employees will provide notice to the school and include reasons, descriptions of activity and proposed duration of the need for the service dog.
2. The parent/adult student/employee member must provide a Certificate of Insurance naming the Grand Erie District School Board as additionally insured for \$2 million liability coverage. This Certificate of Insurance must be updated annually or for the duration of the Service Dog is attending a Grand Erie District School Board or facility.
3. In order to develop the best possible entry plan for the service dog,
 - a) parents will be requested to provide, to the school principal, a letter from a member of the College of Physicians and Surgeons or the College of Psychologists, confirming the student's diagnosis, as well as a recommendation for the use of a service dog.
 - b) employees will be requested to provide, to the Board's Health and Disability Officer, a letter from a member of the College of Physicians and Surgeons or the College of Psychologists, confirming recommendation for the use of a service dog in the workplace.
4. The parent/adult student/employee member is informed that a certificate of training for the dog from a recognized training agency must be provided and that all costs related to the service dog, including, but not limited to food, equipment, health care, remain the financial responsibility of the parent/adult student/staff member.
5. Information regarding the service dog, as well as the student's medical diagnosis will be retained in the student's OSR (Ontario School Record). If the service dog is for a staff member, information regarding the service dog will be retained in the employee's health and disability file in Human Resources.
6. The school will coordinate the needs or other information contained in a student's IEP (Individual Education Plan) with the use of the service dog.
7. The principal will meet with the parent/adult student to discuss the potential impact of the request on the school community. The principal/supervisor will meet with the employee and the Board's Health and Disability Officer as part of the employee's Accommodation Plan and to discuss the potential impact of the request on the school community or worksite. The principal will inform the Superintendent of Education responsible for Special Education that a service dog will be present at the school.
8. The principal will have extensive information sessions with support staff, school staff, the school council and community prior to the service dog arriving at school. During the information sessions with the broader school community, the anonymity of the student and the family or staff member will be maintained. A plan for entry of the service dog will be created, including provisions for daily bio-breaks in designated areas and proper waste disposal. In the case of a non-school site, the site supervisor will consult with the staff assigned to that location.
9. The Superintendent of Education responsible for Special Education will send a letter to the parent/guardian/adult student/employee indicating that the service dog is welcome after entry plans are completed. School staff will be supportive of the service dog. If the student is entering school, the service dog should be included in the transition plan; if the student is currently in attendance at a school, observation of the student with the service dog prior to entry will be part of the plan.
10. A student's/staff member's plan for entry with a service dog will include a case conference involving the parents/guardians (for a student), the involved staff member, the Principal, Classroom Teacher (for a student), the Learning Resource Teacher (for a student), the Health & Disability Officer (for staff), a representative of recognized service dog training agency, the

student where appropriate, Principal Leader - Special Education and Teacher Consultant – Special Education. Topics to be addressed will include:

- the purpose/function of the dog;
- care of the dog (rests 100% with student and parent/guardian or the staff member);
- personal care of the dog, i.e., where the dog's water bowl is kept; who will fill the water bowl ensure appropriate employees are informed; and
- examine the seating arrangements and lay-out of classroom

11. Following the student's case conference, the following steps will occur:

- letter is sent home to the school community about the arrival of the service dog (see Appendix A);
- meeting arranged with the School Council to inform them about service dogs;
- inform Union Stewards/Branch Presidents about service dogs and the arrival of the specific dog;
- liaison and professional development for staff, students and the school council with the appropriate service dog agency;
- problem-solving regarding potential concerns from staff, students and the community, including anticipated treatment of the service dog by the student;
- protocol for dog and student during school day and in emergency situations is established, including the appropriate fire exit plan, which is reviewed by the Fire Dept.;
- arrangement for dog and student, accompanied by parent, to visit the school before or after students are present in order for the dog to become familiar with the school environment
- observation, either live or on video, of specific techniques used with the student and dog; training of staff by the appropriate service dog agency;
- a sign alerting visitors to the dog's presence will be placed on the doors of the school.
- an assembly arranged for the student body involving a service dog training agency and the dog handler to explain the role of the dog.

12. If needed, transportation must be arranged for a student and his/her service dog. Under the Human Rights Code and the Blind Persons' Rights Act, the Board must allow the service dog to ride the bus.

13. The following protocol for students is suggested for a safe ride with service dogs:

- STSBHN (Student Transportation Services Brant Haldimand Norfolk) will obtain proof from the school principal that the service dog is a licenced, trained animal and will travel on a vehicle with other students;
- the bus operator will ensure there is documentation about the guide dog/service dog with the route information, so there are no surprises for a spare driver;
- the service dog should not sit in the aisle of the bus. Whenever possible, it should be in the seat compartment and/or on the floor away from the aisle to prevent it from becoming a projectile or tripping hazard;
- the bus operator will request some basic training from the parent/guardian and/or the service dog provider for the driver, and other students on board the bus to ensure there is an understanding of what is allowed or not allowed with all parties
- Principal will consult STSBHN Procedure 39 Transportation with Service Animals to ensure all forms and directions are provided to parents/guardians or adult students.

14. The school's/worksite's protocol regarding the service dog will be reviewed annually (within the first thirty school days of each school year) or as deemed necessary by school administration, site supervisor, the Health & Disability Officer, or the student's parent/guardian or staff member.

Appendix A

School Letterhead

Date

Dear Parent/Guardian,

This letter is to inform you that there will be a Service Dog in our school assisting one of our students. This dog is a highly trained companion for our student and is able to assist him/her in many of the routine activities which may pose some challenges for him/her.

Service Dogs are included in every aspect of life for the handler. The right to access to a service dog is protected under Human Rights legislation, and, as such, the dog has the right to be with the handler wherever he/she goes (e.g., public buildings, transportation). There are some exceptions to this right based on public health requirements.

There will be information sessions planned here at school to integrate the dog into our school routines and all our students will be instructed as to the proper procedure around the dog.

As always, we will respect the interests of all our students in providing a safe and effective learning environment here at (name of school).

Sincerely,

Principal

Appendix B

School Letterhead

Date

Insert Contact Information

Attention: Contact Name

Re: GEDSB Requirements for Use of Service Dogs

Dear Insert Name,

The Grand Erie District School Board supports certified service dogs to meet the needs of our students/staff. In order to provide a safe experience for all students/staff and to ensure the proper coverage of insurance we request the following:

- Proof of liability insurance in the amount of \$2 million (either homeowners' policy or commercial policy)
- Proof of Property Insurance to cover the costs of the service animal if the animal were to get stolen or injured.

Insurance certificates must be current and it is the dog owner's responsibility to provide the school board with renewed certificates upon their expiry.

Please provide proof of the required insurance to the school administration or site supervisor.

Kind Regards,

Principal Name/Site Supervisor
Title

Friday, January 10, 2020

Honourable Christine Elliott, M.P.P.
Minister of Health and Long-Term Care
Ontario Ministry of Health and Long-Term Care
80 Grosvenor Street
Toronto, ON
M7A 2C4



Dear Minister Elliott:

I am writing on behalf of the trustees, staff and 65000 students of the Waterloo Region District School Board, to highlight the most serious health issue facing our school communities.

Minister, there is unanimous agreement within our Board, that Vaping and the consumption of Vaped products, has quickly become the number one threat to student health and well-being.

We are deeply concerned about the rapidly increasing rate at which our youth are experimenting with vaping products, and are hoping to work with you and your government on a strategy to protect young Ontarians from the harms and risks associated with vaping use.

As you may have seen, in our community, University of Waterloo Professor David Hammond has published research showing that between 2017 and 2018 vaping increased by 74 percent among Canadian teens between the ages of 16 and 19.

We are pleased with your recent remarks to the CBC, (December 5, 2019) confirming your government's understanding that this is a serious issue, and that "there is more to be done." Further, the recent decision to ban the promotion of vaping products in convenience stores and gas stations as of January 1, 2020 is a welcome start to this New Year.

Although an important step, it is one of many, which need to be made in order to address this issue, and we are urging you to follow the example of other jurisdictions and increase the minimum age of 21 for the sale of tobacco and vaping products and prohibit the sale of flavoured vaping products.

These regulatory changes are supported by our school board and public health partners across the Province and across Canada, as they are proven to help deter students from




51 Ardelet Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca



engaging in vaping and the negative-and often unexpected-health consequences associated with these products.

Minister, we share a mutual goal which is to protect young Ontarians from the risks and harms of vaping, and to work to reverse this concerning trend. We are committed to working with you and all stakeholders to reduce the promotion and appeal of these products and look forward to hearing from you on our recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Herring', with a stylized flourish at the end.

Jayne Herring
Chair of the Board of Trustees
Waterloo Region District School Board

Cc: Premier Doug Ford
Education Minister Stephen Lecce
Region of Waterloo Public Health
OPSBA
Chairs of Ontario English Public School Boards