



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) Memorials
 - (f) Chair’s Inaugural Address
 - * (g) Reading of Trustee Code of Ethics
 - (h) Agenda Additions/Deletions/Approval
 - (i) In Camera Report
 - (j) Presentations
 - (k) Delegations
- B – 1 **Approval of Minutes**
- * (a) November 25, 2019 (Regular Board)
 - * (b) December 2, 2019 (Nominations)
 - * (c) December 2, 2019 (Organizational)
- C – 1 **Business Arising from Minutes and/or Previous Meetings**
- D – 1 **Director’s Report**
- * (a) Draft Director’s Annual Report 2018-19 B. Blancher
- E – 1 **Student Trustees’ Report**
- F – 1 **Committee Reports**
- * (a) Striking Committee – December 02, 2019 G. Anderson
- G – 1 **New Business**
- * (a) Audit Committee Annual Report R. Collver
 - * (b) Borrowing Authority R. Wyszynski
 - * (c) Signing Officers R. Wyszynski
 - * (d) Review of Borrowing Bylaws Not on Board’s Regular Review Scheduled R. Wyszynski
 - * (e) Revised Budget Estimates R. Wyszynski
 - * (f) SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals (C) L. Thompson
 - * (g) Appointment of Non-Board Audit Committee Members R. Wyszynski
 - * (h) Mileage Remuneration R. Wyszynski
 - * (i) Hagersville Child Care Renovation Tender R. Wyszynski

SUCCESS for Every Student



Inaugural Board Meeting

Monday, December 9, 2019

Board Room, Education Centre

H – 1 Other Business

- * (a) Joint Occupational Health & Safety Committee Minutes - November 21, 2019 R. Wyszynski
- (b) OPSBA Report D. Werden

I – 1 Correspondence

J - 1 Adjournment

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

Indigenous Education Advisory Committee	December 12, 2019	6:00 PM	Pine Tree Room, JBLC
Special Education Advisory Committee	December 12, 2019	6:00 PM	Board Room
Native Advisory Committee	December 16, 2019	12:00 PM	Pauline Johnson Collegiate
Safe and Inclusive Schools Committee	January 7, 2020	1:00 PM	Board Room
Committee of the Whole	January 13, 2020	7:15 PM	Board Room
Special Education Advisory Committee	January 16, 2020	6:00 PM	Board Room
Grand Erie Parent Involvement Committee	January 16, 2020	6:30 PM	Dogwood, Norfolk SSC
School Year Calendar Committee	January 21, 2020	4:30 PM	Board Room
Chairs' Committee	January 27, 2020	5:45 PM	Norfolk Room
Board Meeting	January 27, 2020	7:15 PM	Board Room
Quality Accommodation Committee	January 30, 2020	2:00 PM	Board Room
Pre-Budget Review Meetings	January 30, 2020	5:30 PM	Board Room

SUCCESS for Every Student

Chair's Inaugural Address

December 9, 2019

Good evening fellow Trustees, members of Senior Administration, staff and guests. I am honoured to be your Board Chair once again this year.

I believe that 2020 is going to be a challenging year in the field of education as we are facing uncertainty with labour negotiations. There is considerable Provincial unrest currently that may impact our students and staff in the upcoming year. Strong leadership will be necessary at the Board level to overcome whatever challenges need to be faced.

I am glad to have past Board Chair, Rita Collver, as our Vice-Chair. Rita brings a wealth of experience to the table that is always helpful. Susan Gibson will be stepping into the role of Committee of the Whole Chair and I am confident that she will fill this role admirably. Having former Board Chair Carol Ann Sloat as Committee of the Whole Vice-Chair give us a knowledgeable and capable resource. Finally, we have a very seasoned past Board Chair, Don Werden, serving as our OPSBA representative. This will come in handy in 2020 as we navigate the coming issues. We are very fortunate to have a cohesive group of Trustees who work together for the common good.

I would also like to personally thank Trustee David Dean for his help and support the last two years as Vice-Chair of the Board.

This is an important time for Grand Erie with Future Grade 9 Student and Parent Information Nights underway at the secondary level and Kindergarten Registration kicking off in our elementary schools in January. This is the time when we attract students to our Board.

I would like to take this opportunity to highlight some of the great work that the Board has done in the past year. A blending of Trustees occurred in 2019 following the 2018 municipal election. We have been fortunate to have a high level of energy, commitment, and focus from our Trustees. We are also very fortunate to have an outstanding Director of Education and an excellent team of Superintendents. With this team approach between Senior Administration and Trustees, we have:

- Opened Maplevue Elementary School in Dunnville
- Increased our focus on Child Care at Hagersville Secondary School and Central Public School
- Added elevators at Major Ballachey Public School and Pauline Johnson Collegiate and Vocational School
- Focused on Equity and Indigenous Education
- Passed a balanced budget
- Provided leadership through out Multi-Year Plan

This will be the final year of our Multi-Year Plan, *Success for Every Student*, and I look forward to starting the process in the fall of creating a new Multi-Year Plan for our Board.

I want to thank the support of Trustees as I embark on a third term as Board Chair. I was fortunate to have been both an elementary and secondary teacher, a vice-principal, principal and school superintendent in an education career that spanned 37 years. Yet, I am most happy being a school board Trustee as it affords me the opportunity to stay involved in education and continue to do what I always enjoyed doing: helping our youngsters learn and develop skills that will lead them into the future. As Trustees, it is our mandate to look out for our students and help them become the best they can be.

While we may see some changes in 2020, I feel confident that we have a group of Trustees and Senior Administration that can meet any challenges squarely and effectively. Our Multi-Year Plan, *Success for Every Student*, summarizes what we stand for at Grand Erie. By focusing on students and staff in a culture of high expectations, we can achieve success. The six indicators that support our vision, include: Achievement, Well-Being, Equity, Environment, Technology and Community.

On behalf of all Trustees, I would like to extend our thanks to all of our employees. Thank you for the support that you provide to our students and system in so many ways. May you all enjoy a wonderful Christmas holiday with family and friends.

Thank you.

Greg Anderson
Board Chair

Trustee Code of Ethics

1. Integrity

I will ensure that students are considered first as the basis for decision-making.

2. Respect

I will express my individual opinions on issues under consideration by the Board. When expressing individual views, I will respect the differing points of view of colleagues, staff, students and the public.

3. Responsibility

I will base my actions on unimpeachable conduct, acting at all times with utmost good faith in accordance with my fiduciary duty.

4. Relationships

I will play a lead role in promoting partnerships with the community to enhance programs and services for students.



MINUTES

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

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

Regrets:

Trustees: S. Gibson
Administration: Nil

A - 1 Opening

(a) Roll Call

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

(b) Declaration of Conflict of Interest

Nil

(c) In Camera Session

Moved by: B. Doyle

Seconded by: J. Richardson

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

Carried

(d) Welcome to Open Session

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

(e) Memorials

Nil

(f) Agenda Additions/Deletions/Approval

D. Werden requested OPSBA report be added as G-1-a.

Moved by: D. Werden

Seconded by: J. Richardson

THAT the Agenda be approved, as amended.

Carried



(g) **In Camera Report**

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

THAT the Grand Erie District School Board approve the recommendation to add to the Replacement/Casual Principal and Vice-Principal List, effective November 26, 2019.

Carried

Moved by: D. Dean

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve B-1-c.

Carried

(h) **Presentations**

(i) **Student Recognition Awards**

The recognition program is Grand Erie District School Board's way to honour and celebrate students who have accomplished excellence in the areas of academics, athletics, and the arts, as well as excellence in the community. All recipients receive a certificate signed by B. Blancher and G. Anderson, Chair of the Board. Trustee Don Werden and Director Blancher presented the certificate.

Alex Jacobs, Grade 8 student at Lakewood Elementary School, has been racing towards his goals, and has numerous achievements to show for it. This past year, he finished in first place at the local, regional, and provincial levels of his track and field competitions. In July, at the Ontario Outdoor Championship held at the Toronto Track and Field Centre, Alex broke the previous record in the Combined Events, Boys Tetrathlon Under-14 category, earning his provincial championship, and a spot to compete in the Ontario Minor Track Association championship the following month. Alex turned down the August competition in order to spend the week in Algonquin Park as a proud member of the First Port Dover Sea Scout Troop. Alex is a member of the Brantford Track and Field Club, and trains five days a week

Alex Jacobs was congratulated by the trustees and responded to questions and comments.



(j) **Delegation**

J. Hibbs spoke to his delegation regarding Sharp Bus Lines.

R. Collver asked if R. Wyszynski has anything to add to the delegation. R. Wyszynski responded that student safety is our priority and that this very concerning if a pattern were to exist. R. Wyszynski further noted that we do require documented incidents so that proper actions can be taken to mitigate the concerns.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board refer back to staff to do fact finding with a report back to Board at the January 13, 2020 Committee of the Whole Board meeting.

Carried

B - 1 Approval of Minutes

(a) **Regular Board Meeting – October 28, 2019**

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: R. Collver

THAT the Minutes of the Regular Board Meeting, held October 28, 2019 be approved.

Carried

(b) **Committee of the Whole Board – November 12, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Minutes of the Committee of the Whole Board Meeting, held November 12, 2019 be approved.

Carried

(c) **Special Board – November 12, 2019**

Presented as printed.

Moved by: R. Collver

Seconded by: E. Dixon

THAT the Minutes of the Special Board Meeting, held November 12, 2019 be approved.

Carried



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

(a) **Contract Award Rescindment – Hagersville Secondary Child Care Renovation**

R. Wyszynski referred to the Contract Award Rescindment – Hagersville Secondary Child Care Renovation Report providing background and stating due to the delay in Approval to Proceed from the Ministry, the original tender was cancelled on May 31, 2019.

Moved by: J. Richardson

Seconded by: C. Speers

THAT the Grand Erie District School Board rescind the October 15, 2018 award for General Contracting Services for the Child Care Renovation at Hagersville Secondary School as set out in Tender 2018-133-T.

Carried

D - 1 **Director's Report**

Director's highlights:

- **Revised Child Protection Protocol has received all signatures** - The revised Child Protection Protocol has received all signatures and has been posted on the website.
- **Updates to P104 Supervised Alternative Learning Manual** - The updated P104 was received as information by Trustees in April 2019 and some revisions have recently been made to the P104 Manual. As per Bylaw 9 – As “living documents”, manuals, forms and resource packages included in policies and procedures may be subject to minor revisions during the four-year review cycle and the Board will be informed of any changes. B. Blancher provided a summary of the updates.
- B. Blancher asked D. Martins to speak to English: Contemporary Aboriginal Voices, Grade 11, (NBE3U) (NBE3C) and (NBE3E)
 - D. Martins indicated that since the 2017-18 school year, Grand Erie has been exploring Native Studies course options. Effective September 2020, all students in Grade 11 will take the Contemporary Aboriginal Voices course as their mandatory English course
 - C. VanEvery-Albert commented that normally Native Studies courses were taken by native students and asked what is the possibility of more Grand Erie students taking these courses? D. Martins responded that all Grade 11 students taking English will be taking these courses.
- **GrEAT Session** – reminder of the one-day GrEAT Session being held on Thursday December 5th at the TownePlace Suites by Marriot Convention Centre. Trustees were sent an email a week or so ago with the information. The topic is data-driven decision making in terms of Results-Based Accountability and moving from talk to action to answer the question – How are students better off as a result of the work we do? Participants will be welcomed at 8:00 am with the workshop beginning at 8:30 am.



Moved by: B Doyle

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Director's Report of November 25, 2019 as information.

Carried

E - 1 Student Trustees' Report

Nil

F - 1 Committee Report

(a) Committee of the Whole Board – November 12, 2019

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Grand Erie District School Board approve the Committee of the Whole Board dated November 12, 2019 as follows:

1. Rural and Northern Education Fund Spending Report

THAT the Grand Erie District School Board receive the 2018-19 Rural and Northern Education Fund Spending Report as information.

2. Director's Report

THAT the Grand Erie District School Board receive the Director's Report of November 12, 2019 as information.

3. 2018-19 Financial Year End

THAT the Grand Erie District School Board receive the 2018-19 Year End Report as information.

4. Trustee Honoraria

THAT the Grand Erie District School Board approve the Trustee Honoraria for the period from December 1, 2019 to November 30, 2020 as presented.

5. Trustees' Travel and PD Expenses

(a) THAT the Grand Erie District School Board approve the formation of a subcommittee to review Bylaw 15 Trustee Expenses.

(b) THAT the Grand Erie District School Board receive the Trustees' Travel and PD Expenses Report as information.

6. Facility Renewal Plan 2019-20

THAT the Grand Erie District School Board approve the Facility Renewal Plan for 2019-20.



7. **Annual Update Multi-Year Accessibility Plan 2017-22**
THAT the Grand Erie District School Board receive the Annual Progress Report on the Multi-Year Accessibility Plan for 2017-22 as information.
8. **Grand Erie Graduation Report**
THAT the Grand Erie District School Board receive the Graduation Rate Report as information.
9. **2019-20 Indigenous Education Board Action Plan**
THAT the Grand Erie District School Board receive the 2019-20 Indigenous Education Board Action Plan as information.
10. **Student Suspension Report**
THAT the Grand Erie District School Board receive the Student Suspensions 2018-19 Report as information.
11. **Student Expulsion Report**
THAT the Grand Erie District School Board receive the Student Expulsions 2018-19 Report as information.
12. **Health and Safety Annual Report 2018-19**
THAT the Grand Erie District School Board receive the Health and Safety Annual report for 2018-19 as information.
13. **Bylaw 7 Public Concerns**
THAT the Grand Erie District School Board approve Bylaw 7 Public Concerns, as amended.
14. **F1 Supplier Exclusivity: Food Services & Vending Machines in Schools**
THAT the Grand Erie District School Board approve Policy F1 Supplier Exclusivity: Food Services & Vending Machines in Schools.
15. **F3 Capital Related Funding and Community Donations**
THAT the Grand Erie District School Board approve Policy F3 Capital Related Funding and Community Donations.
16. **FT15 Safe Work Practices**
THAT the Grand Erie District School Board forward Policy FT15 Safe Work Practices to all appropriate stakeholders for comments to be received by January 10, 2020.



17. **HR9 Hiring, Supervision and Placement of a Family Member**
THAT the Grand Erie District School Board approve Policy HR9 Hiring, Supervision and Placement of a Family Member.
18. **SO6 Student Suspensions**
THAT the Grand Erie District School Board approve Policy SO6 Student Suspensions.
19. **SO12 Code of Conduct**
THAT the Grand Erie District School Board forward Policy SO12 Code of Conduct to all appropriate stakeholders for comments to be received by January 10, 2020.
20. **SO16 Voluntary Aboriginal Self-Identification**
THAT the Grand Erie District School Board forward Policy SO16 Voluntary Indigenous Self-Identification to all appropriate stakeholders for comments to be received by January 10, 2020.
21. **FT107 Asbestos**
THAT the Grand Erie District School Board forward Procedure FT107 Asbestos to all appropriate stakeholders for comments to be received by January 10, 2020.
22. **HR104 Employee Safety Protocol for Non-Board Locations**
THAT the Grand Erie District School Board forward Procedure HR104 Employee Safety Protocol for Non-Board Locations to all appropriate stakeholders for comments to be received by January 10, 2020.
23. **HR114 Confidentiality of Medial Records**
THAT the Grand Erie District School Board forward Procedure HR114 Confidentiality of Medial Records to all appropriate stakeholders for comments to be received by January 10, 2020.
24. **HR115 Employee Absenteeism**
THAT the Grand Erie District School Board forward Procedure HR115 Employee Absenteeism to all appropriate stakeholders for comments to be received by January 10, 2020.
25. **HR116 Return to Work Program and Workplace Accommodation**
THAT the Grand Erie District School Board forward Procedure HR116 Return to Work Program and Workplace Accommodation to all appropriate stakeholders for comments to be received by January 10, 2020.



26. **P107 Home Schooling**
THAT the Grand Erie District School Board forward Procedure P107 Home Schooling to all appropriate stakeholders for comments to be received by January 10, 2020.

27. **SO101 Pediculosis (Head Lice)**
THAT the Grand Erie District School Board forward Procedure SO101 Pediculosis (Head Lice) to all appropriate stakeholders for comments to be received by January 10, 2020.

28. **SO107 Physical Intervention (Restraint)**
THAT the Grand Erie District School Board forward Procedure SO107 Student and Staff Safety – Personal Protective Equipment and Physical Intervention Techniques to all appropriate stakeholders for comments to be received by January 10, 2020.

29. **SO109 Availability of Use of Naloxone in Schools**
THAT the Grand Erie District School Board receive Procedure SO109 Availability and Use of Naloxone in Schools as information.

30. **SO116 Pupil's Return from Absence**
THAT the Grand Erie District School Board receive Procedure SO116 Pupil's Return from Absence as information.

31. **SO117 Parent/Guardian Request for Temporary Excuse from Attendance at School**
THAT the Grand Erie District School Board receive Procedure SO117 Parent/Guardian Request for Temporary Excuse from Attendance at School as information.

32. **OPSBA Report**
THAT the Grand Erie District School Board receive the OPSBA report as information.

Carried



G - 1 **New Business**

(a) **Organizational Board Meeting – Set Date, Time and Place**

B. Blancher referred to the Organizational Board meeting 2019 report which provides direction to organize the Board for the following year.

Moved by: D. Werden

Seconded by: J. Richardson

THAT

- (a) the Nominating Committee Meeting be held in the Board Room at the Education Centre on December 2, 2019 at 6:30 p.m.;
- (b) the 2019 Organizational Meeting be held in the Board Room at the Education Centre on December 2, 2019, following the Nomination Committee Meeting; and
- (c) the 2019 Inaugural meeting be held in the Board Room at the Education Centre on December 9, 2019 at 7:15 p.m.

Carried

(b) **Grand Erie Parent Involvement Committee (GEPIC) Membership**

B. Blancher referred to the Grand Erie Parent Involvement Committee (GEPIC) Membership Report noting the first meeting was held on October 24, 2019 and Sarah Nichol was acclaimed as 2019-20 Chair of GEPIC. It was noted that for the two Trustee reps, the areas in brackets are incorrect.

Moved by: E. Dixon

Seconded by: C.A. Sloat

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee (GEPIC) Membership for the term November 2019 to November 2020 information, as amended.

Carried

(c) **Enrolment Update Report**

R. Wyszynski referred to the Enrolment Update report which is reported to the Ministry of Education on October 31 and March 31 each year. The report contained the 2019-20 Elementary and Secondary data and Grand Erie Enrolment History.

Moved by: D. Dean

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Enrolment Update Report as information.

Carried



(d) **Major Construction Project Report**

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

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

C.A. Sloat asked for an update on the Pauline Johnson elevator addition. R. Wyszynski responded that it is expected to be operational by January.

C.A. Sloat wondered if there is an appetite from the Board that a report be brought forward to provide variance analysis for those project below the \$500K threshold. R. Wyszynski responded that we have just provided a report to Trustees that summarizes each capital project undertaken, the estimated cost and the final cost. While the recent spreadsheet did not contain variance analysis, staff will look to enhance the report for next year.

D. Werden asked about the cost overruns and what our confidence is that the Ministry will approve? R. Wyszynski responded that he believes the Ministry will fund a good portion of the Mapleview overspend and believes there will be no need to incur additional unsupported capital. D. Werden further asked for any guess on when the Ministry will make a decision. R. Wyszynski responded that he hopes to have an answer by the end of January.

J. Richardson asked for an update on Grandview Central. R. Wyszynski responded that the sale of Grandview Central is still with the Ministry for approval to put out to the public market.

Moved by: J. Richardson

Seconded by: D. Dean

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

Carried

(e) **Camp SAIL (Summer Adventures in Learning) 2019**

L. De Vos referred to the Camp SAIL (Summer Adventures in Learning) 2019 report providing background and additional information which consisted of:

- Invitations to Students: in total 104 students attended camp this year, with an average of 14.4 students per camp
- Activities and Strategies to Increase Parent Engagement: ring of math activities and the materials to complete weekly math activities were provided and designed so that



family could use with their children at home; and parent survey completed at the end of camp to share thoughts and reflections on the experience

- Social Media Communication: used Twitter for additional parent and community engagement. This was highlighted @OntarioSLP and featured on ontariosummerlearning.org

C. Speers asked if the successes are shared with schools and other teachers? L. De Vos responded that resources that are purchased for Camp SAIL are then available for the staff and professional learning is provided for the teachers that those students have the next year.

R. Collver thanked L. De Vos for sharing the outcomes data verbally and moving forward requested that data be included in the report. R. Collver asked have you done any long term analysis on how the students who attended in previous years are doing today? L. De Vos responded that we have not but we should consider doing that.

Moved by: E. Dixon

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Camp SAIL (Summer Adventures in Learning) 2019 Board Report as information.

Carried

(f) **Report to Indigenous Services Canada (ISC) and Six Nations of the Grand River**

D. Martins referred to the Indigenous Services Canada (ISC) and Six Nations of the Grand River report and provided a high-level overview of the Grand Erie's Education Services Agreement for Six Nations Student Progress Report for 2018-19.

C. VanEvery-Albert stated that she is very pleased with this report and thanked D. Martins and the staff for putting this together.

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the report to Indigenous Services Canada (ISC) and Six Nations of the Grand River as information and forward it to the Indigenous Service Canada and the Six Nations of the Grand River.

Carried



(g) **Workforce Report**

S. Sincerbox referred to the Workforce Report that is received three times a school year and provides totals by employee group/position, relative to budget and also includes retirements and resignations.

Moved by: D. Dean

Seconded by: J. Richardson

THAT the Grand Erie District School Board approve the Workforce Report with data as of October 31, 2019.

Carried

(h) **Revised Budget Estimate Development Update**

R. Wyszynski referred to the 2019-20 Revised Budget Estimates Development Update report noting the our 2019-20 Revised Estimates Budget is due for submission to the Ministry of Education on December 13, 2019 and provided a high-level overview of the preliminary assessment of some of the changes that are expected or proposed for the 2019-20 revised budget. R. Wyszynski further noted Senior Administration will collect feedback from this presentation of this report for inclusion in the 2019-20 Revised Estimates report that will be presented to Trustees on December 9, 2019.

D. Dean commented that he supports the elementary principal coaches but would not like to see two strong Principals pulled out of schools to fill these positions

D. Werden commented that it is nice to have this additional funding and can support everything at the classroom level, however he struggles with adding corporate positions mid-year and believes these should be reviewed at budget time. D. Werden asked for more details on the Community Partnerships and Community Use Office position. R. Wyszynski provided clarity of the role. D. Werden believes a portion of these additional funds should be moved into contingency.

R. Collver really appreciates that this discussion is occurring now and supports the priority for the elementary principal coaches and privacy information officer but questions some of the other positions.

C.A. Sloat commented that thinking back to budget conversation she believes there was a report to come back to Board regarding the document management system. R. Wyszynski responded that he cannot recall the request for a report but indicated L. Munro can provide some further information. L. Munro noted that the cost is for software and hardware and the first phase would be in Human Resources. L. Munro further noted that this document management system also supports the photocopy reduction initiative.



C.A. Sloat asked why new Business Services Finance Software is not on the table, as it has been noted that our current system is antiquated. R. Wyszynski respond that yes our current software is very antiquated but added this would need to be part of the 2020-21 Budget discussion due to the large scale planning and implementing that this would require.

C.A. Sloat further noted that our mandate is Success for Every Student and would like to understand what would the Elementary Principal coaches do and commented that central support staffing levels are up.

S. Sincerbox provided clarity regarding the Elementary Principal Coaches position.

B. Blancher commented that she would like to address the Success for Every Student statement and stated these support positions do contribute to this mandate.

R. Collver commented that we need to build a toolbox for our existing principals and that should be the initiative going forward.

Moved by: C. Speers

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the 2019-20 Revised Budget Estimate Development Update as information.

Carried

(i) **OSPBA Report**

D. Werden provided a verbal report and will bring a fuller report to the December Board meeting.

Moved by: D. Werden

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the OPSBA report as information.

Carried

H - 1 **Other Business**

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

Presented as printed.

Moved by: B. Doyle

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Summary of Accounts for the month of October 2019 in the amount of \$11,965,184.93 as information.

Carried



(b) **Special Education Advisory Committee Minutes – September 19, 2019**

Presented as printed.

Moved by: E. Dixon

Seconded by: D. Dean

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – September 19, 2019 as information.

Carried

(c) **Special Education Advisory Committee Minutes – October 15, 2019**

Presented as printed.

Moved by: R. Collver

Seconded by: C. VanEvery-Albert

THAT the Grand Erie District School Board receive the Special Education Advisory Committee Minutes – October 15, 2019 as information.

Carried

(d) **Joint Occupational Health & Safety Committee Minutes – October 17, 2019**

Presented as printed.

D. Werden asked about the completion of the inspections. R. Wyszynski responded that all inspections were completed and believes that it was a timing issue of when the report was provided.

Moved by: D. Werden

Seconded by: B. Doyle

THAT the Grand Erie District School Board receive the Joint Occupational Health and Safety Committee Minutes – October 17, 2019 as information.

Carried

(e) **Grand Erie Parent Involvement Committee Minutes – October 24, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Grand Erie Parent Involvement Committee Minutes (Draft) - October 24, 2019 as information.

Carried



(f) **Student Senate Minutes – October 24, 2019**

Presented as printed.

Moved by: C.A. Sloat

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Student Senate Minutes (Draft) - October 24, 2019 as information.

Carried

(g) **Indigenous Education Advisory Committee Minutes – October 23, 2019**

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: D. Werden

THAT the Grand Erie District School Board receive the Indigenous Education Advisory Committee Minutes (Draft) - October 23, 2019 as information.

Carried

(h) **Student Transportation Services Brant Haldimand Norfolk Committee Minutes – October 29, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Student Transportation Services Brant Haldimand Norfolk Committee Minutes (Draft) - October 29, 2019 as information.

Carried

(i) **Native Advisory Committee Minutes – November 4, 2019**

Presented as printed.

Moved by: C. VanEvery-Albert

Seconded by: C. Speers

THAT the Grand Erie District School Board receive the Native Advisory Committee Minutes (Draft) - November 4, 2019 as information.

Carried



(j) **Audit Committee Minutes – November 5, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: J. Richardson

THAT the Grand Erie District School Board receive the Audit Committee Minutes (Draft) - November 5, 2019 as information.

Carried

(k) **Safe and Inclusive Schools Committee Minutes – November 5, 2019**

Presented as printed.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board receive the Safe and Inclusive Schools Committee Minutes (Draft) - November 5, 2019 as information.

Carried

(l) **Privacy and Information Management Committee Minutes – November 14, 2019**

Presented as printed.

Moved by: C. Speers

Seconded by: R. Collver

THAT the Grand Erie District School Board receive the Privacy and Information Management Committee Minutes (Draft) - November 14, 2019 as information.

Carried

I - 1 **Correspondence**

(a) **Waterloo Region District School Board – October 25, 2019 correspondence to Minister of Education, Honourable Stephen Lecce.**

Moved by: C.A. Sloat

Seconded by: D. Werden

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

Carried



J - 1 **Adjournment**

Moved by: C.A. Sloat

Seconded by: C. Speers

THAT the meeting be adjourned at 9:11 p.m.

Carried

Board Chair, G. Anderson



MINUTES

Present: G. Anderson, R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden,

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

Regrets:

Trustees: Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)

Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Director of Education and Secretary of the Board, B. Blancher at 6:30 p.m.

B - 1 Chair for Nomination Meeting

Director of Education and Secretary of the Board, B. Blancher, will chair the Board Nomination Meeting

C - 1 Selection of Slate of Officers

(a) Appointment of Scrutineers

Moved by: D. Werden

Seconded by: B. Doyle

THAT Lisa Munro and Rafal Wyszynski be appointed as scrutineers for the election of the Chair and Vice Chair of the 2020 Board, the Chair and Vice Chair of the 2020 Committee of the Whole Board, and OPSBA Director and Alternate Director.

Carried

(b) Method of Nominating

Moved by: G. Anderson

Seconded by: E. Dixon

THAT nominations for the election of Chair and Vice Chair of the 2020 Board, the Chair and Vice Chair of the 2020 Committee of the Whole Board, and the OPSBA Director and Alternate Director be made orally.

Carried



Board Nomination Meeting

December 2, 2019

Education Centre, Board Room

(c) **Nomination for Board Chair**

J. Richardson nominated G. Anderson who accepted the nomination.

Moved by: C.A. Sloat

Seconded by: E. Dixon

THAT the nominations for the position of the Chair of the Board be closed.

Carried

G. Anderson was declared acclaimed as Chair of the 2020 Board.

(d) **Nominations for Board Vice Chair**

D. Dean nominated R. Collver who accepted the nomination.

Moved by: E. Dixon

Seconded by: D. Dean

THAT the nominations for the position of the Vice Chair of the Board be closed.

Carried

R. Collver was declared acclaimed as Vice Chair of the 2020 Board.

(e) **Nomination for Committee of the Whole Board Chair**

D. Dean nominated S. Gibson who accepted the nomination.

Moved by: B. Doyle

Seconded by: G. Anderson

THAT the nominations for the position of the Chair of the Committee of the Whole Board be closed.

Carried

S. Gibson was declared acclaimed as Chair of the Committee of the Whole Board of the 2020 Board.

(f) **Nominations for Committee of the Whole Board Vice Chair**

G. Anderson nominated C.A. Sloat who accepted the nomination.

Moved by: E. Dixon

Seconded by: R. Collver

THAT the nominations for the position of the Vice Chair of the Committee of the Whole Board be closed.

Carried

C.A. Sloat was declared acclaimed as Vice Chair of the Committee of the Whole Board of the 2020 Board.



Board Nomination Meeting

December 2, 2019

Education Centre, Board Room

(g) **Nominations for OPSBA Director and Voting Delegate**

C.A. Sloat nominated D. Werden who accepted the nomination.

Moved by: C. VanEvery-Albert

Seconded by: J. Richardson

THAT the nominations for the position of the OPSBA Director and Voting Delegate be closed.

Carried

D. Werden was declared acclaimed as OPSBA Director and Voting Delegate of the 2020 Board.

(h) **Nominations for OPSBA Alternate Director and Alternate Voting Delegate**

C. VanEvery-Albert nominated C.A. Sloat who declined the nomination.

R. Collver nominated S. Gibson who declined the nomination.

C.A. Sloat nominated R. Collver who accepted the nomination.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the nominations for the position of the OPSBA Alternate Director and Alternate Voting Delegate be closed.

Carried

R. Collver was declared acclaimed as OPSBA Alternate Director and Alternate Voting Delegate of the 2020 Board.

(i) **Motion to Destroy Ballots**

Nil

D - 1 Review of Slate of Officers

Chair of the Board	Greg Anderson
Vice Chair of the Board	Rita Collver
Chair of the Committee of the Whole Board	Susan Gibson
Vice Chair of the Committee of the Whole Board	Carol Ann Sloat
OPSBA Director/ Voting Delegate	Don Werden
OPSBA Alternate Director / Alternate Voting Delegate	Rita Collver

E - 1 Other Business

Nil



Board Nomination Meeting

December 2, 2019

Education Centre, Board Room

F - 1 **Adjournment**

Moved by: D. Werden

Seconded by: G. Anderson

THAT the meeting be adjourned at 6:38 p.m.

Carried

Director of Education and Secretary, Brenda Blancher



MINUTES

Present: G. Anderson, R. Collver, D. Dean, E. Dixon, B. Doyle, S. Gibson, J. Richardson, C.A. Sloat, C. Speers, C. VanEvery-Albert, D. Werden,

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

Regrets:

Trustees: Z. Garbaty (Student Trustee), I. Doxtador-Swamp (Student Trustee), A. Hauser (Student Trustee)
Administration: Nil

A - 1 Opening

(a) Roll Call

The meeting was called to order by Director of Education and Secretary of the Board, B. Blancher at 6:44 p.m.

B - 1 Report from Nomination Meetings

(a) Nominations from the Floor

A further call for nominations from the floor was made by B. Blancher.

(b) 2020 Board Nominations Meeting Report

Moved by: D. Werden

Seconded by: E. Dixon

THAT the Grand Erie District School Board approve the slate of officers as presented in the Board Nominations Meeting:

Chair of the Board	Greg Anderson
Vice Chair of the Board	Rita Collver
Chair of the Committee of the Whole Board	Susan Gibson
Vice Chair of the Committee of the Whole Board	Carol Ann Sloat
OPSBA Director/ Voting Delegate	Don Werden
OPSBA Alternate Director / Alternate Voting Delegate	Rita Collver

Carried

C - 1 Presentation to 2018 Board Chair

On behalf of the Board, B. Blancher presented G. Anderson with a gift of appreciation for his work as Board Chair in 2019.

G. Anderson, 2020 Board Chair, assumed the Chair.



The Chair thanked and congratulated everyone and looks forward to next year.

D - 1 Appointment of Striking Committee

As per Bylaw 3 "Annual Organizational Meeting", the Striking Committee is comprised of the Board Chair, Board Vice-Chair and four other trustees. The names were drawn by lot.

Moved by: B. Doyle

Seconded by: E. Dixon

THAT the Grand Erie District School Board appoint the following individuals to the Striking Committee:

Board Chair – Greg Anderson
Board Vice-Chair – Rita Collver
James Richardson
Susan Gibson
David Dean
Don Werden

Carried

B. Blancher provided some information that was received today regarding Special Education Advisory Committee. D. Werden suggested we proceed with our current practice.

E - 1 In Camera Session

Moved by: D. Werden

Seconded by: J. Richardson

THAT the Board move into In Camera Session to discuss personnel and legal matters at 6:50 p.m.

Carried

E – 2 In Camera Report

Nil

F - 1 Adjournment

Moved by: C.A. Sloat

Seconded by: C. VanEvery-Albert

THAT the meeting be adjourned at 7:20 p.m.

Carried

Board Chair, G. Anderson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Draft Director's Annual Report 2018-19**
DATE: December 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Draft Director's Annual Report 2018-19 as information.</p>

Background Information

The Director's Annual Report is required by section 283(3) of the Education Act. As outlined in the Act, the report must be submitted at the first meeting of the Board of Trustees in December. In addition, the Ministry of Education requires that the report must be posted on our Board website on or before January 31, 2020.

Additional Information

The Draft Director's Annual Report for 2018-19 is an online and interactive document. The report highlights activities and accomplishments connected to the Grand Erie Multi-Year Plan and the stories and articles included in the report acknowledge the contributions of students and staff across all areas of Grand Erie.

A link to the plan is provided below:

<https://www.granderie.ca/board/about/director-and-superintendents/annual-report-director-2018>

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Greg Anderson, Chair of the Board
RE: **2020 Trustee Statutory and Standing Committee Representation**
DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2020 Trustee Statutory and Standing Committees Representation.

Rationale/Background

Attached is 2020 Trustee Statutory and Standing Committee Representation list.

Communication Plan

All stakeholders will be notified accordingly.

Respectfully submitted,

Greg Anderson
Chair of the Board

**GRAND ERIE DISTRICT SCHOOL BOARD
2020 COMMITTEE REPRESENTATION**

	Greg Anderson	Rita Collver	David Dean	Eva Dixon	Brian Doyle	Susan Gibson	James Richardson	Carol Ann Sloat	Christina Speers	Claudine VanEvery-Albert	Don Werden
STATUTORY COMMITTEES											
Accessibility Plan (1)			✓								
Audit Committee (3)								✓		✓	✓
Grand Erie Parent Involvement (2)				✓		✓					
S.E.A.C. (2 + 2 Alt.)		✓				Alt.		✓	Alt.		
S.A.L (Brant) + Alt.	Alt.		✓								
S.A.L (Haldimand) + Alt.				✓			Alt.				
S.A.L (Norfolk) + Alt.		Alt.									✓
Student Discipline (3 + Alt.) [All trustees are second alternative]			✓		✓	✓					Alt.

STANDING COMMITTEES											
Director's Review Committee (Chair, Vice Chair +2)	✓	✓							✓		✓
Indigenous Education Advisory (1+1 Native)		✓								✓	
Joint Use Advisory (Brantford) (2)	✓		✓								
Native Advisory (1+1 Native)									✓	✓	
Privacy Information Management (2)				✓				✓			
Quality Accommodations (2)		✓						✓			
Safe and Inclusive Schools (1+Alt.)	Alt.		✓								
School Year Calendar (2)					✓		✓				
STSBHN [Transportation] (1 + Alt.)							✓				Alt.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rita Collver, Audit Committee Chair
RE: **Audit Committee Annual Report**
DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the 2019 Audit Committee Annual Report.
--

Background

Ontario Regulation 361/10 and Grand Erie Bylaw 8 - Audit Committee Terms of Reference require the Audit Committee to provide an annual report to the Board.

Additional Information

The Audit Committee Annual Report for the fiscal year ended August 31, 2019 is attached.

Next Steps

Communication-Pending approval by the Board, copy of the report will be forwarded to the Ministry of Education.

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. We will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Rita Collver
Audit Committee Chair

Grand Erie District School Board

Audit Committee Annual Report to the Board of Trustees

This report summarizes the audit committee's actions for the fiscal year ending August 31, 2019

Audit Committee Members

Following the recruitment and selection process indicated in Ontario Regulation 361/10, the following audit committee members were appointed to serve during the term:

Rita Collver	- Committee Chair
Carol Ann Sloat	- Trustee representative (Term ended Dec 9, 2018)
John Harris	- Trustee representative (Term ended Dec 9, 2018)
Don Werden	- Trustee representative (Term began Dec 10, 2018)
Claudine VanEvery-Albert	- Trustee representative (Term began Dec 10, 2018)
Beryl Collingwood	- External member
Christine Woodley	- External member

In addition, regular attendees at the Committee meetings were:

Blaine Schell	- Millard Rouse and Rosebrugh LLP (external auditors)
Dianne Latta	- Millard Rouse and Rosebrugh LLP (external auditors)
Christopher O'Conner	- PWC Internal Auditor
Suk Bedi	- PWC Internal Auditor
Brenda Blancher	- Director of Education
Rafal Wyszynski	- Superintendent of Business & Treasurer
Cindy Smith	- Manager of Business Services

Administrative Tasks

At the beginning of the year and in accordance with recommended good practice, various administrative tasks were completed. These included:

- Developing a work plan
- Developing a meeting schedule and agenda for the year
- Incorporating the review of the Ministry's Audit Committee Training Modules
- Monitoring of Grand Erie's Multi-Year Financial Recovery Plan

Meetings

It was agreed to schedule four meeting throughout the year. Additional meetings would be scheduled if necessary. All meetings have been held as planned.

The members in attendance at each meeting are as follows:

Member	Sept 18, 2018	Dec 4, 2018	March 19, 2019	June 18, 2019
R. Collver	X	X	X	X
C. A. Sloat	X	X		
J. Harris	X			
D. Werden				X
C. VanEvery-Albert			X	X
B. Collingwood	X	X	X	X
C. Woodley	X	X	X	X

The Audit Committee was established by Board Motion January 31, 2011. All of the members were independent in accordance with the provision 4.(1) and 4.(2) of the regulation.

External Auditors

The audit committee recommended the reappointment of the external auditors, Millard, Rouse & Rosebrugh LLP (MRR) for the 2018-19 fiscal year during the meeting held June 18, 2018.

MRR presented the 2018-19 audit plan and fees estimate to the committee at September 18, 2018 Audit Committee meeting, which the committee reviewed and recommended for approval to the Board. In addition, the external auditor confirmed their independence at the September 18, 2018 meeting.

Consolidated Financial Statements for the year ended August 31, 2019 will be presented to the Audit Committee at the meeting held on November 5, 2019.

Internal Auditors

A Risk Assessment session was held with board management staff and PwC. PwC reviewed the existing risk radar that contained the three bands and nine risk categories. Management provided renewed input on each of the categories and this resulted in the re-development of the Board's "School Board Risk Radar". The input was taken from senior staff and shared with the Audit Committee in the spring of 2018. The radar will assist the Board by:

- Using a customized audit universe as a basis of reporting Internal Audit's coverage over a three-year plan.
- Determining if a specific process is a candidate for being on a rotational cycle on the audit plan.
- For specific auditable process/function, attaining management comfort from other sources
- Recording the last year each process area was audited
- Assessing each process grouping in terms of their impact on Strategic Objectives
- Assigning risks from the risk radars to audit universe areas identified to propose areas of focus for Internal Audit

Risk Assessments

The following highlights the latest risk assessment conducted by Senior Administration in March 2018.

1. **Heightened risk (category in parentheses):**
 - a. Competition (Financial and funding)
 - b. Inadequate funding (Financial and funding)
 - c. Health & Safety (Legal and Regulatory Compliance)
 - d. Absenteeism (Legal and Regulatory Compliance)
 - e. Succession Planning (People & Organization)
 - f. Transportation (Student Experience)
 - g. Changes in Government Regulations (Political and Regulatory Change)
 - h. Political Changes (Political and Regulatory Change)
 - i. Funding Model (Political and Regulatory Change)
2. **Lowered risk (category in parentheses):**
 - a. Disaster Recovery (Information & Technology)
 - b. IT Effectiveness (Information & Technology)
 - c. IT Governance (Information & Technology)
 - d. IT Infrastructure (Information & Technology)
 - e. Reputation (Reputation/Public Perception)

2018-19 Completed Internal Audits

- Enrolment Monitoring and Forecasting Audit Update
 - Audit completed and final audit report presented to the committee December 4, 2018.
- Unsupported Capital Audit Management
 - Audit completed and final audit report presented to the committee June 18, 2019.

2019-20 Planned Internal Audits

- Fraud Risk Management
 - A Fraud Risk Assessment audit includes a facilitated fraud risk assessment, fraud framework and fraud specialist to go through a structured process with Management to help identify fraud risk.

Future Potential Audits

- Disaster Recovery Audit (2020-21)
- Instructional Programming
- Health & Safety
- Cost Improvement
- Special Education Work Flow
- Human Resources Planning
- Governance
- Procurement and Payables

Summary of Other Work Performed

In addition to the items noted above the following outlines further work performed by the audit committee in the last 12 months:

- Reviewed Quarterly Budget reports
- Review the Multi-Year Financial Recovery Plan and received required updates
- A Consolidated Due Diligence Report ensuring Board compliance with statutory obligations was presented at each meeting.
- Evaluated the Regional Internal Auditor
- Training to Audit Committee members was provided via Ministry-developed modules. The content of the modules was discussed.

By the signature noted below, we attest that we have discharged our duties and responsibilities respecting Ontario Regulation 361/10.

On behalf of the Audit Committee,

R. Collver,
Audit Committee Chairperson



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Borrowing Authority**
DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School authorize the Signing Authorities of the Board to obtain loans at any one time up to a maximum of \$35,000,000 to cover current payrolls and general account payments, if required.

Background

This recommendation will ensure that the Board continues to carry out its operational business function.

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: **Signing Officers**
DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____

THAT

1. signing authorities for the Grand Erie District School Board, relative to General and Trust Accounts/Legal Documents/Contracts/Bank Loans shall be one of the Chair of the Board or the Vice Chair of the Board, together with one of the Director of Education & Secretary or the Superintendent of Business & Treasurer;
2. facsimile signatures of the Board Chair and Superintendent of Business & Treasurer shall be used for signing General Account cheques produced by the Board's financial accounting system.

Background

This recommendation is presented to ensure that the Board's operations continue in an orderly manner.

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: **Review of Borrowing Bylaws Not on Board’s Review Schedule**
 DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Review of Borrowing Bylaws Not on Board’s Review Schedule report as information.

Background

A number of financial bylaws are not part of the Board’s regular review cycle as they support longer term commitments with specific maturity dates. The review date is “until maturity” for each of these bylaws, as which time they will be rescinded.

Follows is a schedule of the financial bylaws, showing the amount and maturity dates:

Bylaw		Review Date
BL10	Good Places to Learn, Stage 1 Funding \$11,845,000	Until Maturity (November 15, 2031)
BL14	Good Places to Learn and Primary Class Size Program Borrowing \$9,456,198	Until Maturity (March 3, 2033)
BL20	Borrowing By-Law: Of a Financing of Capital Projects - Good Places to Learn, Stage 3 \$3,716,520	Until Maturity (March 11, 2036)
BL21	Borrowing By-Law re: Energy Performance Contract Tri-Party agreement between Grand Erie, Duke Solutions and Canada Life Assurance December 21, 2001 Investment Account \$9,490,000 Reference Bond Matures June 1, 2023 Efficiency Services Agreement between Grand Erie and Duke Solutions - January 3, 2002 Principal aggregate amount of loan \$9,674,000 Contract matures September 10, 2023 (Ameresco took over the contract May 25, 2004)	Until Maturity (September 23, 2023)
BL22	Capital Related Debt - NPF Capital Related Debt for Ministry approved projects committed prior to amalgamation of School Boards and change in the Education Funding Model \$3,520,453 combined with BL22A	Until Maturity (June 2, 2033)
BL22A	Capital Related Debt - Computershare Agreement regarding the administration and processing of payments related to BL22	Until Maturity (June 2, 2033)

Bylaw		Review Date
BL23	Energy Performance Contract - Phase II Tri-Party Agreement between Grand Erie, Ameresco and Manufactures Life Insurance Company - August 23, 2004; Authorized Investment 415,345,606.26 Facility Renewal Agreement between Grande Erie and Ameresco - May 25, 2004; Fee: \$27,366,667.	Until Maturity (September 10, 2028)
BL24	Borrowing Bylaw: Capital Expenditure Finance \$10,525,000	Until Maturity (December 23, 2025)
BL30	Borrowing Bylaw: New Pupil Places Based Capital Projects \$13,555,558	Until Maturity (November 15, 2029)
BL37	Borrowing Bylaw re: Ontario Financing Authority Permanent Capital Financing \$18,242,787	Until Maturity (April 23, 2035)
BL40	Borrowing Bylaw: Ontario Financing Authority Permanent Financing Capital Financing \$584,685	Until Maturity (March 11, 2039)
BL41	Borrowing Bylaw: Ontario Financing Authority Permanent Financing Capital Financing \$41,251,572	Until Maturity (March 19, 2038)

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: **2019-20 Revised Budget Estimates**
 DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School approve the 2019-20 Revised Budget Estimates for submission to the Ministry of Education.

Background:

The 2019-20 Revised Budget Estimates are due for submission to the Ministry of Education on December 13, 2019. Revisions to the original 2019-20 budget approved in June include:

- Updated enrolment estimates based on actual enrolment in schools on the October 31, 2019 count date and estimated enrolment at March 31, 2020. These enrolment projections will generate revenue changes within the Grants for Student Needs (GSN). The changes to the GSN and other revenue sources are summarized in the attached report. The changes in enrolment are summarized below:

	2019-20120 Estimates	2019-2020 Revised Estimates	Change
<i>Elementary</i>	17,995	18,347	352
<i>Secondary</i>	7,837	7,797	- 40
<i>Total</i>	25,832	26,144	312

- Staffing adjustments reported in the Workforce Report presented to the Board in November. Senior Administration presented Trustees with several new positions for consideration, however, the impact of changes to the revised budget (summarized below) negated the ability to add any positions at this time.
- Additional students generated new GSN funding, however, this was offset by a significant decrease in our Attrition Protection Funding of approximately \$469,000. Furthermore, the increased enrolment had a significant impact on the Declining Enrolment Adjustment allocation which decreased \$737,000.
- Budget increase of \$454,000 to support additional needs in the classroom with respect to Teachers and Early Childhood Educators.
- Increase of \$311,500 to support facility expenditures related to anticipated increases to snow removal costs, grass cutting costs and Norfolk County water rates.
- Increase of \$300,000 to reflect additional costs related to transportation.

7. The revised budget contains provisions for liabilities which are recorded in anticipation of future information provided in actuarial reports.
 - \$125,000 for service allowances
 - \$465,000 for anticipated changes to retirement gratuities and Workplace Safety and Insurance Board (WSIB) liabilities.
8. An increase of \$191,000 for supplies and services related to school budgets, leases and central support costs.
9. Additional revenue and expense, for approximately \$350,000, to record the financial changes as a result of the CUPE Ratification.

A detailed summary of the budget changes is attached in the appendix; however, a brief summary is provided below.

2019-2020 Estimates submission	\$	-	Surplus
Changes to Revised Estimates			
Additional PPF Costs	\$	2,119,242	
Increase of Teaching Staff	\$	100,000	
Additional Consultant Costs	\$	62,500	
Additional DECE Costs	\$	292,125	
Increased School Operations Costs	\$	311,500	
Increase to Transportation	\$	300,000	
Increase to Board Admin	\$	125,000	
Higher costs for supplies and services	\$	191,481	
CUPE Ratification Costs	\$	350,923	
Retirement Gratuities and WSIB Liabilities	\$	465,863	
Increase to School Admin	\$	7,000	
Other	\$	113,000	
Net Change to Amortization	\$	(1,882,680)	
Revenue Adjustments			
Additional Enrolment - GSN	\$	2,627,199	
Attrition Protection Funding decrease	\$	(468,270)	
Reduction in Declining Enrolment Allocation	\$	(736,905)	
Additional PPF Revenue	\$	2,119,242	
Provision for CUPE Ratification Funding	\$	350,923	
Short Term Interest	\$	(115,595)	
Other	\$	760,444	
Deferred Capital Contribution Funding	\$	(1,981,084)	
2019-2020 Revised Estimates Submission	\$	-	Surplus

Pending approval, the 2019-20 Revised Budget Estimates will be submitted to the Ministry of Education on December 13, 2019.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Grand Erie District School Board
2019-20 Revised Estimates Dashboard
For the period ended August 31, 2020

Summary Comparison of 2019-20 Revised Budget versus 2019-2020 Estimates Budget
(\$ Figures in Thousands)

	19-20 Estimates	19-20 Revised	Variance	
			\$	%
Revenue				
Provincial Grants (GSN)	288,806	290,744	1,938	0.7%
Grants for Capital Purposes	4,558	4,442	(116)	-2.6%
Other Non-GSN Grants	2,277	4,606	2,328	50.6%
Other Non-Grant Revenues	7,905	8,292	387	4.7%
Amortization of DCC	18,126	16,144	(1,981)	-12.3%
Total Revenue	321,672	324,228	2,556	0.8%
Expenditures				
Classroom Instruction	220,827	223,885	3,058	1.4%
Non-Classroom	29,066	29,604	538	1.8%
Administration	7,621	7,746	125	1.6%
Transportation	12,689	12,989	300	2.3%
Pupil Accommodation	49,422	47,956	(1,466)	-3.1%
Contingency & Non-Operating	2,049	2,049	-	0.0%
Total Expenditures	321,672	324,228	2,556	0.8%
In-Year Surplus (Deficit)	-	-	-	-
Prior Year Accumulated Surplus for compliance	2,960	2,960	-	0.0%
Accumulated Surplus (Deficit) for compliance	2,960	2,960	-	0.0%

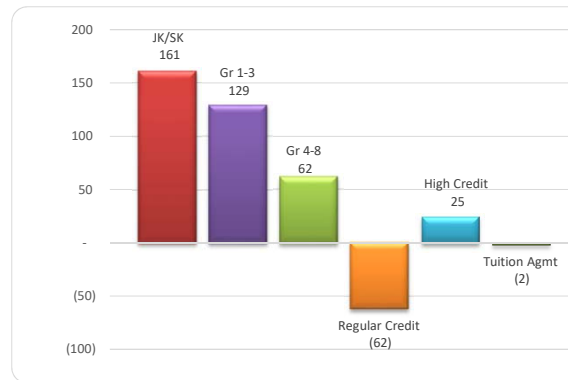
Summary of Enrolment

ADE	19-20 Estimates	19-20 Revised	Variance	
			#	%
Elementary				
JK/SK	3,391	3,552	161	5.0%
Gr 1-3	5,293	5,422	129	2.4%
Gr 4-8	9,311	9,373	62	0.7%
Total Elementary	17,995	18,347	352	2.0%
Secondary <21				
Regular Credit	7,327	7,265	(62)	-0.8%
High Credit	30	55	25	49.3%
Tuition & Visa	480	478	(2)	-0.4%
Total Secondary	7,837	7,797	(40)	-0.5%
Total Board	25,832	26,144	312	1.2%

Summary of Staffing

FTE	19-20 Estimates	19-20 Revised	Variance	
			#	%
Classroom				
Teachers	1,608.5	1,617.5	9.0	0.6%
Early Childhood Educators	116.0	121.0	5.0	4.3%
Educational Assistants	331.0	331.0	-	0.0%
Total Classroom	2,055.5	2,069.5	14.0	0.7%
School Administration	226.0	226.0	-	0.0%
Board Administration	63.5	63.5	-	0.0%
Facility Services	205.5	205.5	-	0.0%
Coordinators & Consultants	42.0	42.5	0.5	1.2%
Paraprofessionals	46.0	46.0	-	0.0%
Child & Youth Workers	17.0	17.0	-	0.0%
IT Staff	30.5	30.5	-	0.0%
Library	12.8	12.8	-	0.0%
Transportation	6.0	6.0	-	0.0%
Other Support	7.0	7.0	-	0.0%
Continuing Ed	8.9	8.9	-	0.0%
Trustees	14.0	14.0	-	0.0%
Non-Classroom	679.2	679.7	0.5	0.1%
Total	2,734.7	2,749.2	14.5	0.5%

Changes in Enrolment: Budget v Forecast



Grand Erie District School Board
2019-20 Revised Estimates Dashboard
Revenues
For the period ended August 31, 2020

(\$ Figures in Thousands)

	19-20 Estimates	19-20 Revised	Change		Material Variance Note
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	133,054	135,158	2,104	1.6%	a.
School Foundation	20,616	20,760	144	0.7%	a.
Special Education	37,641	37,807	166	0.4%	a.
Language Allocation	4,256	4,256	-	0.0%	
Rural and Northern Education Funding	610	610	-	0.0%	
Learning Opportunities	4,073	4,075	2	0.1%	
Continuing and Adult Education	1,430	1,534	104	7.3%	b.
Teacher Q&E	34,135	33,877	(258)	(0.8%)	c.
ECE Q&E	1,779	1,808	29	1.6%	
New Teacher Induction Program	153	153	-	0.0%	
Restraint Savings	(80)	(80)	-	0.0%	
Transportation	13,690	13,729	39	0.3%	
Administration and Governance	8,690	8,742	52	0.6%	
School Operations	26,143	26,350	207	0.8%	a.
Community Use of Schools	371	371	-	0.0%	
Declining Enrolment	743	7	(737)	(99.1%)	d.
Indigenous Education	744	824	81	10.8%	e.
Safe Schools Supplement	497	502	4	0.9%	
Permanent Financing - NPF	262	262	-	0.0%	
Total Operating Grants	288,806	290,744	1,938	0.7%	
Grants for Capital Purposes					
School Renewal	3,154	3,154	-	0.0%	
Temporary Accommodation	534	534	-	0.0%	
Short-term Interest	200	84	(116)	(57.8%)	f.
Debt Funding for Capital	3,254	3,254	-	0.0%	
Minor Tangible Capital Assets (mTCA)	(2,585)	(2,585)	-	0.0%	
Total Capital Purposes Grants	4,558	4,442	(116)	(2.5%)	
Other Non-GSN Grants					
Priority & Partnership Fund (PPF)	61	2,180	2,119	3474.2%	g.
Other Federal & Provincial Grants	2,216	2,425	209	9.4%	
Total Non-GSN Grants	2,277	4,606	2,328	102.3%	
Other Non-Grant Revenues					
Education Service Agreements	6,732	6,568	(165)	(2.4%)	
Other Fees	160	160	-	0.0%	
Other Boards	210	210	-	0.0%	
Community Use & Rentals	519	519	-	0.0%	
Miscellaneous Revenues	285	836	551	193.7%	h.
Non Grant Revenue	7,905	8,292	387	4.9%	
Deferred Revenues					
Amortization of DCC	18,126	16,144	(1,981)	(10.9%)	i.
Total Deferred Revenue	18,126	16,144	(1,981)	(10.9%)	
TOTAL REVENUES	321,672	324,228	2,556	0.8%	

Explanations of Material Grant Variances

- a. Increase due to higher enrolment; provision for CUPE Ratification funding
- b. Increase due to higher than expected uptake in courses
- c. Decrease due to loss of \$1 million in attrition protection funding, offset by expected partial recovery of this funding
- d. Funding reduced due to increase in enrolment
- e. Increase due to additional uptake in Indigenous Studies courses
- f. Decrease due to loss of \$1m in attrition protection funding, partially offset by expected recovery of half the decrease
- g. Announcement of new funding within the Priorities and Partnerships Fund (PPF)
- h. Increase due to carryover of 2018-19 third party grants as well as recognition of secondment revenue
- i. Decrease due to timing of completion of capital projects

Notes:

- 1. Estimates is the 2019-2020 Estimates Budget as approved by the Board in June 2019

Grand Erie District School Board
2019-20 Revised Estimates Dashboard
Expenses
For the period ended August 31, 2020

(\$ Figures in Thousands)

	19-20 Estimates	19-20 Revised	Change		Material Variance Note
			\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction					
Teachers	168,845	170,172	1,327	0.8%	a.
Supply Teachers	6,178	6,294	116	1.9%	
Educational Assistants	17,149	17,325	175	1.0%	
Early Childhood Educators	6,754	7,046	292	4.3%	b.
Classroom Computers	1,979	1,979	-	0.0%	
Textbooks and Supplies	6,327	7,001	673	10.6%	c.
Professionals and Paraprofessionals	8,931	9,368	437	4.9%	d.
Library and Guidance	3,713	3,713	-	0.0%	
Staff Development	631	669	38	6.0%	
Department Heads	320	320	-	0.0%	
Total Instruction	220,827	223,885	3,058	1.4%	
Non-Classroom					
Principal and Vice-Principals	14,363	14,641	278	1.9%	e.
School Office	7,638	7,708	70	0.9%	
Co-ordinators and Consultants	5,463	5,525	63	1.1%	
Continuing Education	1,603	1,730	128	8.0%	
Total Non-Classroom	29,066	29,604	538	1.9%	
Administration					
Trustees	287	287	-	0.0%	
Director/Supervisory Officers	1,391	1,461	70	5.0%	f.
Board Administration	5,943	5,998	55	0.9%	f.
Total Administration	7,621	7,746	125	1.6%	
Transportation	12,689	12,989	300	2.4%	g.
Pupil Accommodation					
School Operations and Maintenance	24,087	24,504	417	1.7%	h.
School Renewal	3,154	3,154	-	0.0%	
Other Pupil Accommodation	3,454	3,454	-	0.0%	
Amortization & Write-downs	18,726	16,843	(1,883)	(10.1%)	i.
Total Pupil Accommodation	49,422	47,956	(1,466)	(3.0%)	
Contingency & Non-Operating	2,049	2,049	-	0.0%	
TOTAL EXPENDITURES	321,672	324,228	2,556	0.8%	

Explanations of Material Grant Variances

- a. Increase due to additional staffing and provision for increases related to retirement gratuities and WSIB liabilities
- b. Increase due to additional staffing related to increased enrolment
- c. Increase due to additional expenditures supported by PPFs
- d. Increase due to new PPF funding for Mental Health Workers and Graduation Coaches
- e. Increase due to inclusion of seconded principals as well as the conversion of a Vice-Principal to Principal at Echo Place PS
- f. Increase due to required provision for service allowances for Superintendents and Senior Managers
- g. Additional budget required to align with updated transportation expenses
- h. Increase due to changes to outlook for snow removal and grass cutting contracts; provision for increase to Norfolk water rates
- i. Decrease due to timing of completion of capital projects

Notes:

- 1. Estimates is the 2017-2018 Estimates Budget as approved by the Board in June 2017



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: December 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO33 – Student Use of Guide Dogs and Service Animals to all appropriate stakeholders for comments to be received by January 31, 2020.</p>
--

Background

Procedure SO124 - Animals in Schools and Worksite including Emotional Support, Therapy and Service Animals was circulated to all appropriate stakeholders for comments to be received by December 7, 2018. On September 9, 2019 the Ministry of Education released Policy Program Memorandum 163, School Board Policies on Service Animals (PPM 163). PPM 163 requires that school boards implement a policy for the regulation of students' use of service animals while attending school and school related events. This PPM does not apply to staff or community partners and permit holders using the school.

Comments Received

1. Comment: I would like to see that there is a notification in the Automated Dispatch System that there is an animal in the classroom. Members may have allergies and need to take precaution when accepting an assignment with an animal in the classroom (ie. take allergy medication or bring an inhaler with them if their allergy to the animal could trigger asthma.) Taking this additional step will ensure the Health and Safety of my membership as well as other Occasional Employee Groups.

Response: Amended

2. Comment: The current procedure, named 'Use of Service Dogs', includes provisions that are not included in the draft version of this policy that has a name change to 'Animals in Schools and Worksites'.

Response: Amended to include information in sections 8 and 10

Section 11 reads as follows:

- inform Union Stewards/Branch Presidents about service dogs and the arrival of the specific dog;

When a Guide Dog/Service Dog or Service Animal is being considered as a potential accommodation for a student, the union steward at the school will be made aware.

3. Comment: I believe it is important that if a service animal will be in a classroom, that the Board should provide an information session with the classroom teacher so there is no confusion as to roles and responsibilities, when the animal will take bio breaks and other considerations in the planning. It's also important for the local president to know when a service dog will arrive in a school in case members express concerns or contact their union with questions

Response: Amended

4. Comment: The proposed revision to this policy, in my opinion, is lacking in the necessary prep work before a service dog enters the classroom. Those sections of the current policy that I've referenced above are clear and allow for a smooth entry. The draft revised policy could cause confusion and concern due to lack of planning.

Response: Amended

5. Comment: the procedure might be easier to use if it was numbered for easy reference.

Response: Amended

6. Comment: there is nothing in the procedure about removing an animal if there are issues of aggression or not proper care of animal? Who makes the final call if this is required?

Response: Amended

Additional Information

Procedure SO124 has been rewritten into Policy SO33 – Animals in Schools, Including Student Use of Guide Dogs and Service Animals. Comments received above were also considered and included in the new policy where applicable. As a result, we request that the new Policy SO33 – Animals in Schools, Including Student Use of Guide Dogs and Service Animals be circulated for stakeholder comments. A draft policy is attached.

Next Steps

This Policy will be circulated for stakeholder input 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 Grand Erie District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide 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.
- 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 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

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1. Background

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

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 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 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 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.

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 animals are not left at the school on weekends 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 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
4. extreme weather conditions.
5. Do not let animals roam freely in classrooms.
6. Animals must be well fed and must have a constant supply of fresh drinking water.
7. 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 health unit regulations for animal waste disposal.
8. Caretakers or Custodians are not responsible for the care or clean-up of animals in schools.
9. 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.
10. ALWAYS wash hands thoroughly after handling animals.

11. 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.
12. The exhibition of exotic animals, including poisonous amphibians, requires approval of the Family of Schools Superintendent.

9. 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. 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

- 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 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

- 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 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,

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: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Appointment of Non-Board Audit Committee Members**
DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the reappointment of Christine Woodley as Non-Board Audit Committee Member for a three-year term ending January 31, 2023.

Background

Ontario Regulation 361/10 made under the Education Act requires every board to establish an audit committee.

The term of one of the non-board members of the audit committee expires January 31, 2020 and the member wishes to continue for an additional three-year term as permitted by regulation.

Ms. Christine Woodley is a Chartered Professional Accountant, has extensive background and experience in financial management and has been a tremendous asset to the audit committee of the Board. The audit committee supports Ms. Woodley in her reappointment as a non-board audit committee member for the three-year term ending January 31, 2023.

The other non-board committee member, Beryl Collingwood is in the second year of her first term on the Audit Committee which expires January 31, 2021.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will monitor, measure and reflect on our outcomes.

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: **Mileage Remuneration Review**
DATE: December 9, 2019

Background

The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board. At the April 8, 2019 Committee of the Whole, it was recommended by senior administration that the annual mileage remuneration report be presented to the Board for approval in November 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.

The Canada Revenue Agency' automobile allowance tables for 2020 rates have not yet been released.

Next Steps:

Senior Administration now recommends that this report be presented every January 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 – Hagersville Secondary Child Care Renovation**
 DATE: December 9, 2019

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the award General Contracting Services for the Child Care Renovation at Hagersville Secondary School as set out in Tender 2019-68-Q to Platinum Construction Corporation in the amount of \$488,000 plus HST.

Background

Tender 2019-68-Q for General Contracting services for the Child Care Renovation at Hagersville Secondary School was issued on November 6, 2019 and closed on November 27, 2019 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)
Platinum Construction Corp.	\$488,000
TAT Construction	\$582,019
PK Construction Inc.	\$593,900
Golden Gate Contracting	\$629,900
Paulson Construction Corp.	\$637,000
Sabcon Inc.	\$651,000
SPC Construction	\$652,230
Serianni Construction Ltd.	\$658,000
Bestco Construction	\$664,495
Bromac Construction	\$665,200
AEC Development Inc.	\$695,821
STM Construction	\$709,056
Van Horne Construction L	\$762,032

Additional Information:

Purchasing services has completed all the necessary evaluation steps of the competitive process and recommends award of the contract to **Platinum Construction Corporation** being the lowest bidder. The project completion date is anticipated for September 2020. The layout has been attached as appendix A.

Financial Impact:

The recommended bid including provisional items and is well within the capital funding provided by the Ministry of Education for this project.

Respectfully submitted,

Rafal Wyszynski,
 Superintendent of Business & Treasurer



H-1-a Joint Occupational Health and Safety Committee

November 21, 2019
Facility Services – Meeting Room

MINUTES (Chair – Andrea Murik)

1.0 Roll Call and Election of Co-Chairs

Employer Representatives:

Lena Latreille	Business Services (Certified Member) (<i>Co- Chair</i>)
Griffin Cobb	Secondary School Administration (Certified Member)
Philip Kuckyt	Transportation Services
Tom Krukowski	Facility Services
Cheryl Innes	Elementary School Administration (Certified Member)

Employee Representatives:

Andrea Murik	Secondary Teachers (Certified Member) (<i>Co-Chair</i>)
Jennifer Orr	Elementary Teachers (Certified Member)
Nancy Hondula	CUPE Educational Assistants (Certified Member)
Amanda Baxter	Elementary Occasional Teachers (Certified Member)
Angela Korakas	Designated Early Childhood Educator (Certified Member)
Jennifer Faulkner	CUPE Facility Services (Certified Member)
Valerie Slawich	Non-Union (Alternate)
Laura Adlington	Professional Student Services Personnel
Paul Keresturi	Secondary Occasional Teachers
Elizabeth Armstrong	CUPE Clerical/Technical (Certified Member)

Resource:

Hilary Sutton	Health and Safety Officer
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Recording Secretary:

Mandy DePlancke	Human Resources Assistant
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Regrets: None

2.0 Minutes of Last Meeting

The draft minutes for October 17, 2019 were reviewed with a minor grammatical correction.

3.0 Approval of Last Meeting Minutes (October 17, 2019)

The minutes were approved as amended.

4.0 Agenda Additions

6.5	Ebase Concerns
6.6	Safe Drinking Water
6.7	Keys for Casual Staff
6.8	Health and Safety Eblast
6.9	HVAC Preventative Maintenance
6.10	Window Air Conditioning Units
6.11	Stair Railing Heights
6.12	Central Public School- Mice Concern



5.0 Unfinished Business – Discussion

5.1 October: The Ministry of Labour investigated a complaint received regarding a violent incident with a student at Pauline Johnson and concerns there was no Be Safe Plan in place for that student. Upon investigation it was discovered that the incident that took place was a secondary incident for which the student had been suspended. Prior to the student returning to the school a re-entry meeting was held and a re-entry plan for the student was put in place which outlined triggers and de-escalation techniques for the student. Some of the concerns communicated by the Ministry of Labour during the investigation was the lack of an assessment of the student's physical space to identify items of opportunity that could be used to injure a worker and a formalized process for when a re-entry plan should be established for a student. The Health and Safety Department will be meeting with representatives from the Safe Schools department to discuss this process and address how a formal re-entry plan can be adopted. This item will remain on the next agenda.

November: The Health and Safety Department continues to meet with representatives from the Safe Schools Department to discuss a process for adoption of a formal re-entry plan. This item will be moved to the Review of Ongoing Projects chart.

5.2 Indoor Air Quality Reports

Indoor Air Quality Report- Bellview Public School- eBase #4- October 2019

Air testing was completed in eBase #4 due to complaints of headaches and coughing by staff. Test results were within acceptable levels. HVAC filters have been changed. This item can be removed from the next agenda.

6.0 New Business

6.1 Health and Safety Concern Form- Pauline Johnson Collegiate Vocational School- October 2019

A concern form was received regarding exterior doors that had plywood covering missing glass which was obstructing the view when opening the door. Contractors attended the school on October 25 to install the glass. This issue has now been resolved. This item can be removed from the next agenda.

6.2 Workplace Violence Survey

The committee was provided with the 2019-20 draft Workplace Violence Survey for review and input. The Health and Safety Officer indicated that the survey will be online for all staff to access and complete. The anticipated release date is January or February 2020. The committee members are asked to bring any suggestions for the survey to the December meeting. This item will remain on the next agenda.



6.3 PPM 120- Reporting Violent Incidents to the Ministry of Education

A committee member brought forward a question regarding Policy/Program Memorandum No. 120 - Ministry of Education (PPM 120) which requires school boards to report violent incidents to the Ministry of Education, and who that reporting comes from. The Division Manager of Operations and Health and Safety indicated that the reporting of these incidents falls within the responsibility of Safe Schools. This item can be removed from the next agenda.

6.4 Minister's Letter Approving the Joint Occupational Health and Safety Committee Terms of Reference

The Minister's letter approving The Terms of Reference is a requirement on the Health and Safety bulletin boards for organizations who have a multi-site Joint Health and Safety Committee agreement. The letter will be added to the Health and Safety Policy – HR4 with the Terms of Reference. This item can be removed from the next agenda.

6.5 eBase Concerns

A committee member brought forward a concern about the completion of health and safety inspections online. The concern raised was that not all staff have access to a tablet or logins for the inspection module. The Division Manager of Operations and Health and Safety reminded the committee that the online inspection can be completed on any computer. It was also suggested that the inspection team can sit down together to enter the information into the eBase Inspection. As to logins for the module, all schools were provided with their inspector login that can be used by any member of the school site team. This item can be removed from the next agenda.

6.6 Safe Drinking Water

A committee member brought forward a concern about the recent Handwashing Only stickers and signage that have been put in place on sinks within the schools. The member indicated that staff are confused as to what the signage means and that they were not informed that this had taken place. The Division Manager of Operations and Health and Safety indicated that the Board is in compliance with Ontario's Safe Drinking Water Act and the Health Unit regulations. The Division Manager of Operations and Health and Safety will forward to the committee the information that was sent to school Administrators on the subject. This item will remain on the next agenda.

6.7 Keys for Casual Staff

A committee member brought forward an issue regarding keys for the classroom in the event of a lockdown. The member indicated that many casual staff are not receiving the key when signing in. The Division Manager of Operations and Health and Safety asked that she be informed of specific locations where casual staff are not given a key and she will follow up with the appropriate Superintendent. This item can be removed from the next agenda.



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- 6.8 Health and Safety Eblast
The suggestion of a Health and Safety eblast (similar to Wellness Wednesday) was brought forward by a committee member. The goal would be to provide health and safety information to employees. The Division Manager of Operations and Health and Safety will bring this to Senior Administration. This item will remain on the next agenda.
- 6.9 HVAC Preventative Maintenance
A question was raised regarding the HVAC preventative maintenance schedule. The Division Manager of Maintenance, Energy & Capital indicated that HVAC Systems filters are changed on a schedule of every 3-4 months. This item can be removed from the next agenda.
- 6.10 Window Air Conditioning Unites
A committee member asked if window unit air conditioners are allowed. The Division Manager of Operations and Health and Safety indicated that there is an Administration Memo providing information on air conditioners. If a school does have units, they must be approved annually by Senior Administration. This item can be removed from the next agenda.
- 6.11 Stair Railing Heights
A committee member asked about building code and the height requirement for stair railings. The Division Manager of Maintenance, Energy & Capital provided information to the committee regarding stair railing heights and that the building code applies to new build or when stairwells are renovated. Building built prior to the Building Code are grandfathered. This item can be removed from the next agenda.
- 6.12 Central Public School- Mice Concern
A committee member asked for clarification regarding pest control, as it was reported to them that Central Public school had mice. The Division Manager of Operations and Health and Safety indicated that a work order must be submitted by the school which will be sent to the pest control contractor. This item can be removed from the next agenda.
- 7.0 Information Items
- 7.1 Asbestos Abatement Site Report 1, 2 & 3- Rainham Public School- eBase #07- Project #18301
An asbestos abatement was performed at Rainham Public School to remove asbestos containing vinyl floor tiles. All work was completed according to Asbestos Regulations. This item can be removed from the next agenda.
- 7.2 Asbestos Abatement Site Report 1& 2- Hagersville Secondary School- eBase #2010, 3008- Project #18337
An asbestos abatement was performed as Hagersville Secondary School to remove sprayed fireproofing and water damaged asbestos building material. All work was



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completed according to Asbestos Regulations. This item can be removed from the next agenda.

- 7.3 Bulk Sample Analysis Report- Burford Public School- eBase #1049- Project #18364
Samples of smooth plaster finishes were collected from Burford District Elementary School for the determination of asbestos content. Samples were not found to contain asbestos. This item can be removed from the next agenda.
- 7.4 Bulk Sample Analysis Report- Graham Bell Victoria Public School- eBase #104- Project #18360
Samples of plaster debris that were present on the surface of the drop ceiling at Graham Bell Victoria were taken for the determination of asbestos content. Samples were not found to contain asbestos. This item can be removed from the next agenda.
- 7.5 Limited Designated Substance Survey- North Park Collegiate & Vocational School- Renovation Areas- Project #18343
A Designated Substance Survey was completed at North Park Collegiate & Vocational School to identify possible hazardous building materials that may be present in the renovation area. This item can be removed from the next agenda.
- 7.6 Asbestos Abatement Site Report- Port Rowan Public School- eBase #39, 41- Project #18411
An asbestos abatement was performed at Port Rowan Public School to remove asbestos-containing drywall finishes and mechanical insulation. All work was completed according to Asbestos regulations. This item can be removed from the next agenda.
- 7.7 Asbestos Abatement Site Report- James Hillier Public School- eBase #4- Project #18411
An asbestos abatement and Bulk Sample Analysis were performed at James Hillier Public School to clean up suspected asbestos containing plaster and joint compound debris. All work was completed according to Asbestos Regulations and no samples were found to not contain asbestos. This item can be removed from the next agenda.
- 7.8 Health and Safety Annual Report 2019-19
The Health and Safety Annual Report for 2018-19 was provided to the committee as an information item. This item can be removed from the next agenda.
- 7.9 Safety Alert- Seasonal Displays and Activities
The committee was provided with the safety alert regarding seasonal displays as an information item. This item can be removed from the next agenda.
- 8.0 Review of Reports
 - 8.1 Employee Accident Reports Summary – October 2019
Workplace Safety and Insurance Board Reportable – October 2019
Student Aggression Summary Table for October 2019

All reports were reviewed by the committee.



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- 8.2 Status of Workplace Inspections Including Non-Academic Sites - September 2019
Reports were made available to the committee for review. All required inspections were completed for the month of October 2019.
- 8.3 Health and Safety/Facility Services Committee
The next meeting is scheduled for January 21, 2020.
- 8.4 Critical Injuries
There have been 26 student critical injuries and 2 employee critical injuries for the 2019-20 school year to date.
- 8.5 Focus Group Meeting Minutes
The next meeting is scheduled for February 20, 2020.
- 8.6 Review of Ongoing Project Items
See chart.
- 8.7 Work Orders
Work order details were made available to the committee for review.
- 9.0 Health and Safety Training
- 9.1 Health and Safety Training dates for 2019-20 school year:
- First Aid:
- April 15, 2020 – 1 Day Emergency First Aid - FULL
 - May 12, 2020 – 1 Day Emergency First Aid
- BMS:
- Initial Training
 - January 20, 2020 - Norfolk
 - January 30, 2020 - Brantford
 - April 24, 2020 - Haldimand
 - June 5, 2020 - Norfolk
 - June 26, 2020 - Brantford
 - Recertification:
 - January 20, 2020 - Brantford
 - January 30, 2020 - Haldimand
 - April 24, 2020 - Norfolk
 - June 5, 2020 – Brantford
 - June 26, 2020 - Haldimand



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Health & Safety Training:

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

10.0 Recommendations to Executive Council

None.

11.0 Adjournment/Next Meeting(s):

Meeting adjourned at 12:18 PM. Next meeting is December 19, 2019 in the Facility Services Meeting Room.



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As of November 2019:

Date item initiated	Item	Dates Discussed	Latest Update	Status and Timeframe
April 2017	Terms of Reference Review	2019 - October	The Terms of Reference appendixes were updated to reflect location and staff number changes. The current Terms of Reference agreement expires in September 2022.	Review September 2021
April 2019	Eyewash Stations	2019 - October	Still investigating options for signs and stickers	Review December 2019
April 2019	Staff Safety Plan Template	2019 - October	Draft not yet available	Review December 2019

Annual Updates Provided Each School Year:

Item		Review Month	Resulting Update
Pavement Improvements		2020 - May	



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Procedure Review:

Policy/Procedure	Out for Comment	Board Approval	Board Review Date	Committee Review Date	Comments
HR4 – Health and Safety Policy and Appendix Guidelines		Board approved September 2015	October 2019	October 2019	No revisions or amendments requested by the committee.
HR5 – Harassment		Board approved September 2015	October 2019	October 2019	No revisions or amendments requested by the committee.
HR8 – Workplace Violence		Board for approval January 2015	February 2019	October 2019	The updated version of the Policy has been approved by the Board

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

Turning Points and Leased Spaces												
75	CSS Turning Point - Royal Canadian Legion Branch #159, 11 Talbot St. E., Cayuga	C	C	C	P					P		
76	DDSS Turning Point - 145 King Street., Delhi	C	C	A				P				
77	HSS Turning Point - 12 Almas St. Unit 2, Hagersville	A	C	C			P					
78	HSS New Start - 2319 3rd Line Road, Oshweken	A	C	C			P					
79	MPSS Turning Point - Grace United Church 174 Caithness St., Caledonia	C	C	C	P					P		
80	PDHS Turning Point - Optimist Club of Paris, 2 Elm St., Paris	C	C	A				P				
81	PICVS Turning Point - Alexandra Presbyterian Church 410 Colborne St., Brantford	C	C	A			P					
82	SCS Turning Point - Port Dover Lions Club Silver Lake Market, 320 St. Patrick St, Port Dover	C	A	C				P				
83	VHSS Annex and Turning Point - Aylmer Evangelical Mennonite Mission Church, 50619 Talbot Line, Aylmer	C	C	A					P			
84	WDHS Turning Point - Camp Trillium 433 Thompson Rd, West, Waterford	C	C	A					P			
Support Centre												
85	H.E. Fawcett Teacher Resource Centre (TRC)	C	C	C						P		
86	Joseph Brant (including GELA - ESL)	C	C	C					P			
87	Haldimand School Support Centre	C	C	C			P					
88	Norfolk School Support Centre	C	C	A								
89	Head Office	C	C	C					P			
90	Head Office - Facility Services	C	C	C					P			

Storage Facilities													
91	Burford Bus Barn, 35 Alexander St. Burford	C	C	C									
92	Langton Bus Barn, 23 Albert St. Langton	C	C	C									
93	Walsh Bus Barn, 93 Regional Road #3 Walsh	C	C	C									
Total Sites		93	93	93	93	93	93	93	93	93	93	93	93
Total Regular Monthly Inspections		89	82	74	-	-	-	-	-	-	-	-	-
Total Annual Inspections Completed		4	11	19	-	-	-	-	-	-	-	-	-
Total Annual Inspections Planned		-	-	-	12	12	15	15	20	8	-	-	-
Total Double Inspections Completed		-	-	-	-	-	-	-	-	-	-	-	-
Total Incomplete		-	-	-	-	-	-	-	-	-	-	-	-
Total Not Reported		-	-	-	93	93	93	93	93	93	93	93	93

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