



Committee of the Whole Board Meeting

Monday, March 7, 2022

MS Teams Virtual Meeting

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session **(6:30 pm)**
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement **(7:15 pm)**
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
 - (g) Educator Showcase A. Smith
 - * (h) Delegation
 - (i) J. Cousineau – Kindergarten Masking
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Banbury/Branlyn Boundary Recommendation R. Wyszynski
 - * (b) Kindergarten Masking Discussion L. Thompson
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Leading and Learning in a Pandemic
- D - 1 **New Business – Action/Decision Items**
- * (a) Trustee Determination and Distribution Report R. Wyszynski
 - * (b) Pride of Place and Community Partnership Incentive Plan Report R. Wyszynski
 - * (c) Board Approved Transportation Review R. Wyszynski
- D - 2 **New Business – Information Items**
- * (a) Transportation Consortium Annual Report R. Wyszynski
- E - 1 **Bylaw/Policy Procedure Consideration - Action/Decision/Information Items**
- * (a) Advocacy (F5) **(C)** R. Wyszynski
 - * (b) Consideration of Non-Unionized Employee Concerns (HR2) **(R)** J. Tozer
 - * (c) Purchasing Card Program (F102) **(C)** R. Wyszynski
 - * (d) Travel and Expense Claims (F103) **(C)** R. Wyszynski
 - * (e) Disposal of Surplus Furnishings and Equipment (FT112) **(C)** R. Wyszynski
 - * (f) Reporting of Wrongdoing (F7) **(A)** R. Wyszynski
- F - 1 **Other Business**
- (a) OPSBA Report C. VanEvery-Albert
- G - 1 **Correspondence**
- * (a) Dufferin-Peel Catholic DSB Letter – February 18, 2022
 - * (b) Waterloo Region DSB Letter – February 2, 2022
 - * (c) Waterloo Region DSB Letter – February 2, 2022
 - * (d) Durham DSB Letter – February 25, 2022
 - * (e) The Children's Safety Village of Brant Letter- February 14, 2022



Committee of the Whole Board Meeting

Monday, March 7, 2022

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AGENDA

H - 1 Adjournment

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

Native Advisory Committee (NAC)	March 10, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	March 10, 2022	6:00 PM	MS Teams Virtual Meeting
Audit Committee	March 22, 2022	4:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools (SIS)	March 24, 2022	1:00 PM	MS Teams Virtual Meeting
Quality Accommodation Committee	March 24, 2022	2:00 PM	MS Teams Virtual Meeting
Chairs' Committee	March 28, 2022	5:45 PM	MS Teams Virtual Meeting
Regular Board	March 28, 2022	7:15 PM	MS Teams Virtual Meeting
Student Senate - Leadership Speaker Series #2	April 7, 2022	4:00 PM	MS Teams Virtual Meeting
Committee of the Whole Board	April 11, 2022	7:15 PM	Board Room / Virtual
Indigenous Education Advisory Committee (IEAC)	April 14, 2022	6:00 PM	MS Teams Virtual Meeting
Budget Review Meeting	April 19, 2022	5:30 PM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	April 21, 2022	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	April 21, 2022	6:00 PM	MS Teams Virtual Meeting
United Indigenous Student Council	April 21, 2022	TBD	MS Teams Virtual Meeting
Chairs' Committee	April 25, 2022	5:45 PM	Brant Room
Regular Board	April 25, 2022	7:15 PM	Board Room / Virtual

“I am a Canadian. Free to speak without fear; free to worship in my own way; free to stand for what is right; free to oppose what I believe wrong.” Mr. Diefenbaker, past Prime Minister.

My name is Johanna Cousineau. I have four children in GEDSB schools, next year will be five.

Throughout the pandemic, the Grand Erie District School Board have clearly been doing their best to put our students and their safety first. We've been leaders in this area; let's continue to lead.

At one time, putting our children first meant protecting them from an unknown virus. We didn't know how vulnerable our children would (or would not) be to this new illness, and we protected our children as best we could. We said safety is paramount, and that is why the Ministry of Education quickly moved to close our schools when there were so many unknowns about the transmissibility or threat of Covid-19. We closed our schools and pivoted to online learning. While the effects of such a move were unknown at the time, parents, teachers and students know that the interruption of their education was real and shows lasting consequences. And that doesn't even begin to address the areas outside of education – social development, isolation, depression and speech delays, among many others. As we know, hindsight is 20/20; I believe the Board (and the province) made the best decisions they could with the information they had in the moment.

While the Ministry of Education has continued to place mandates on public schools, which are obviously not your topic for discussion tonight, this Board has made additional demands of the schools in Grand Erie. **This** is something you can change.

As a result of this Board's student masking requirements, I have family members who have chosen not to send their JK child to school due to Grand Erie's additional expectations. I know they are not alone. If our focus is child education, each JK, SK or grade one child at home because of the required masking of GEDSB students is not being provided the education that GEDSB can afford them.

It is already too late to be first; the Brant Haldimand Norfolk Catholic District School Board has already begun to reduce masking requirements to lower than my children experience in the GEDSB. Yet is not too late to be leaders. We can remove all additional requirements that are not from the Ministry of Education; we can be among the first to follow the lead of the MoE when their requirements lessen. We know we can do this safely, as the MoE would not reduce guidelines if safety were adversely affected, and we know we can do this safely in Haldimand-Norfolk because our own Minister of Public Health tells us so.

My son spent some time on a local football team before Covid changed everything. You know what he learned? At football, he learned that Fear is a Liar. At school, we are putting fear on display for our children. That fear tells us that our children that to not wear a mask they are putting each other at risk of serious disease or death, they are putting their teachers at serious risk of disease or death, they are putting their families at risk of serious disease or death. And we *now* know that **this** fear is a lie – and it is a horrible burden to place on our youth! We know that vaccines, inasmuch as we have been promised their viability, yet we have also witnessed them less effective in most recent strains, prevent serious disease and death. Vaccines have long been available in this province for Children as young as five, for their families, for their peers and for their teachers; all at risk can be vaccinated in this great province. While parents may actively teach their children to live courageously, the GEDSB undermines the parent's modelling by overriding the parental authority that frees children from masks. As soon as the Province allows, that authority belongs to the parents.

I have also learned that the illusion of fear creates fear. Fear is not the heritage we wish to bestow on our children. We have a responsibility to inspire courage. Courage, however, is not the absence of fear: it is the ability to rise above fear to do what is best.

How do we signal the end of fear? We model courage and unmask our children. You may respond that this decision is not in your hands. Ok, that's a partial truth; this board does not hold the responsibility for that decision – sort of. This Board has the authority to unmask our youngest students and to provide them with the play-based learning, socialization and facial modelling – speech and expression- that they so desperately need. We unmask our little ones. We *be* the change that our world needs! And *that* choice does lay right now in your hands.

I would like to draw your attention to the punitive atmosphere surrounding masking in the schools in your Board, as I assume there is a good chance you are unaware. At least one of my children has been yelled at along with the entire class because they have been moving their masks to drink water too often. They were harshly informed that if their excessive drinking behaviour continues, they will have to go to the washrooms to drink water. Because that's not unsanitary, is it?

I have also understand from my children that they have all four have been informed that 'mask slippage' will result in loss of recess time: when their masks do not properly cover their mouth and nose, and they are able to temporarily breathe freely while seated as socially-distanced as their classrooms permit, open windows to increase air flow, they are to loose their mask-free time on the outdoor playground, spending their time segregated in the office? I would be remiss if I failed to mention that they have not seen this announcement followed through on; however I'm not sure that changes the threat. Our students should be able to rely on their educators to mean what they say, and I'm sure we all agree that to lose recess is not an option and is not appropriate for the 'crime'.

I have a niece that attends a different Grand Erie school. Her teacher takes time to interrupt their lessons when masks slip below their nose to remind the students to fix their masks. Why is there such focus on a non-intrusive 'behaviour' to such an extent that lessons are interrupted? Why is this the teacher's responsibility? If the mask continues to slip, I understand that students in her class are sent to the hallway for a little 'individual conference'. Really? Not for interrupting a classmate's opportunity to learn, not for misbehaviour that prevents her own learning, but for mask slippage. Especially considering where we are at in Ontario, and knowing that temporary measures are being slowly and safely retracted, I do not believe these measures are warranted. I do not believe we are keeping the focus on education when our children must continue to focus on masks and the threat of punishment.

The pandemic is over: we are in an endemic. Let's show our children today how to live lives of courage *without masks*. We've been leaders in putting our children first – let's continue to keep all aspects of child education, safety, growth and development in mind as we continue to lead.

Thank you for your time.



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Boundary Review - Banbury Heights School/Branlyn Community School**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board suspend Section 10 of Policy FT8 Boundary Reviews, which states:
10. Following final board approval, all school boundary changes will be effective at the start of the next school year, provided the final decision of the Board is made on or before the January board meeting. Should the Board approval be made later than January in any year, the boundary change will not take effect until after the completion of the next school year to permit time for communication to the affected school communities prior to the submission of secondary course selection sheets and Kindergarten registration.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the amended school boundaries for Banbury Heights Public School and Branlyn Community School effective September 1, 2022.

Background

The Board initiated a boundary review in the Banbury Heights Public School and Branlyn Community School areas after consideration of long-term accommodation forecasts and recommendations from the Quality Accommodation Committee.

The proposed boundary amendment under review would use the creek through Jaycee Park as the divide. The area south of Jaycee Park is currently part of the Banbury catchment. The boundary amendment would potentially redirect approximately 37 students that reside south of Jaycee Park to Branlyn (see red-highlighted area on attached map in Appendix A). The boundary amendment would balance student enrolment and utilization between the two schools.

Additional Information

A virtual public meeting was held on February 10, 2022 to share the proposed boundary change and enrolment forecasts for the Banbury and Branlyn areas with the school communities. The information presented at the meeting, as well as the questions and answers, are attached as Appendix B and C. The information was posted on the Board website for public access.

This amendment would see Banbury's enrolment utilization decrease from 78% to 72% utilization and Branlyn would increase from 63% to 70%. The boundary adjustment would potentially allow for the six-room Relocatable Classroom Module (RCM) located at Banbury Heights School to be removed. This RCM is in poor condition and in need of repair.

Feedback received at, and after the meeting has been positive. Parents in the affected area spoke about the ability to have currently enrolled children and any siblings continue to attend

Banbury Heights Public School at their choice. At present, there is sufficient capacity in the school to accommodate this request.

There are no transportation impacts as a result of the boundary change.

Next Steps

Pursuant to the steps outlined in Policy FT8 Boundary Reviews, Senior Administration recommends approval of the amended school boundaries as presented at the public meeting and attached to this report.

Policy FT8 Boundary Reviews states that all school boundary changes will be effective at the start of the next school year provided the final decision of the Board is made on or before the January Committee of the Whole meeting. It is requested that this amendment be received as an exceptional circumstance and the notification period be compressed to allow for the boundary change to be in place for the beginning of the 2022-23 school year. This exception is supported by school administrators and has a minimal impact to the families and the local community.

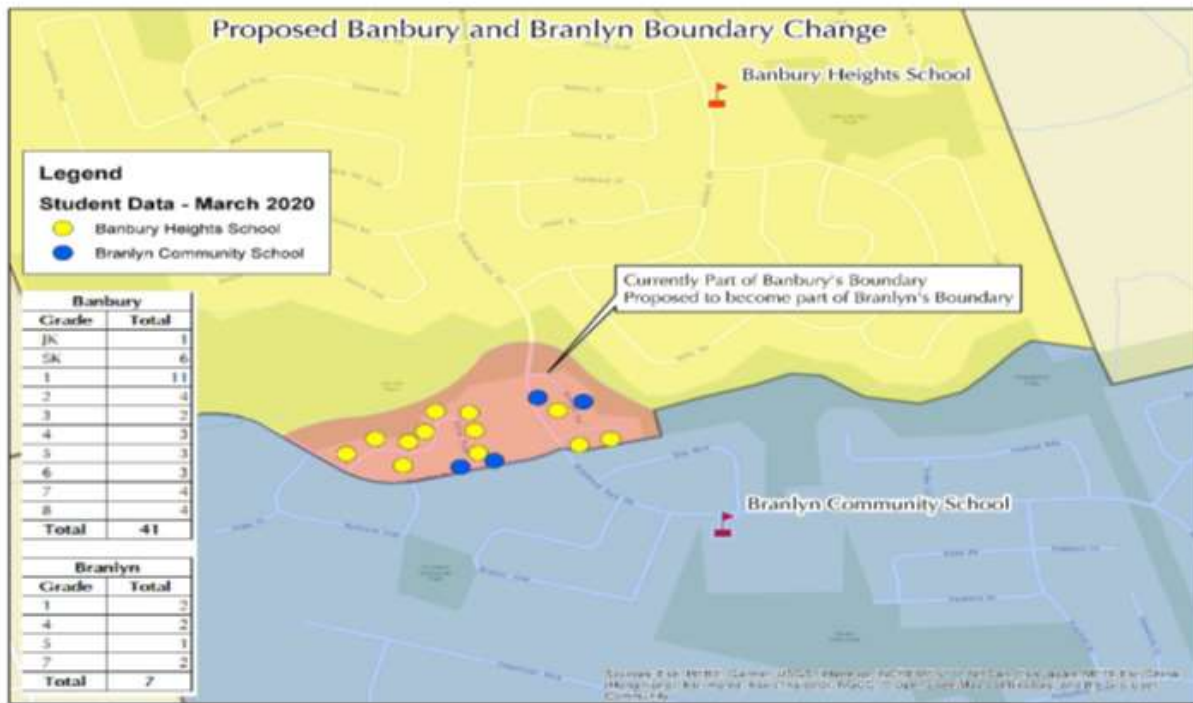
Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn, Lead, Inspire and the following statement: We will build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A



Appendix B

February 2022 Numbers

Grades	Current					Proposed		
	All Banbury	Banbury Affected	All Branlyn	Branlyn Out of Area	Virtual Learning	Grade	Banbury	Branlyn
JK	31	3	15	1		JK	28	18
SK	30	4	26	1		SK	26	30
1	49	1	25			1	48	26
2	43	6	24	1		2	37	30
3	37	5	28		3	3	32	33
4	38	3	29	1		4	35	32
5	44	3	34			5	41	37
6	32	2	30		1	6	30	32
7	39	2	34	1	2	7	37	36
8	25	2	24	1		8	23	26
Total	368	31	269	6	6	Total	337	300
Ministry OTG	469		426			OTG	469	426
Utilization	78%		63%			Utilization	72%	70%
Non-Permanent OTG	138							
Total GEDSB OTG	61%							

Appendix C

**Boundary Review – Banbury Heights and Branlyn Community School, Brantford
Public Information Session – Virtual (MS Teams)
Thursday February 10th, 2022 at 7 p.m.**

Working Committee Members:

Rafal Wyszynski – Superintendent of Business (Chair of Session)
Liana Thompson – Superintendent of Education
Carol Ann Sloat – Trustee
Peter Ashe – Principal, Banbury Heights
Joe Atanas – Principal, Branlyn Community School
Ashley Graham – Planning Officer
Rebecca Graham-Blevins – Parent, Banbury Heights

Superintendent Rafal Wyszynski commenced the public meeting at 7:05 pm. Trustee Carol Ann Sloat read the Land Acknowledgement statement. The Working Group members were introduced.

A brief presentation was shared with those in attendance, providing details regarding: the boundary review process; purpose of the boundary review; number of students within the amended catchment area; distance to schools; general information about schools; next steps; questions and discussion. The Boundary Review slide deck for Banbury Heights School and Branlyn Community School is available on the Grand Erie District School Board Website for reference.

The proposed boundary under review would redirect students at the southern edge of the catchment area for Banbury Heights to Branlyn Community School. The boundary adjustment would use the creek through Jaycee Park as the divide. This would balance the student enrolment and utilization between the two schools and potentially eliminate the need for the six-room Relocatable Classroom Module from Banbury Heights.

Ashley Graham, Planning Officer, offered information as to how to provide feedback to the Working Group. The Working Group will meet again February 23, 2022 to discuss feedback from the community. If the group believes there is enough information, a report will be prepared for the March 7th, 2022 Committee of the Whole meeting, with final consideration at the March 28, 2022 Regular Board meeting.

Superintendent Wyszynski opened the floor to questions.

Questions/Comments from the Community:**Will there be an opportunity to grandparent current students and siblings, allowing for them to remain at their current school?**

Yes, there are ways to develop legacy provisions to meet the requests of families.

Have the Principals received any feedback from their communities in advance of the meeting this evening?

The primary question from parents is regarding developing legacy provisions for existing students and siblings.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Liana Thompson, Superintendent of Education
RE: **SO17 – Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical and Cloth Masks**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive SO17 – Guidelines for Student Accommodation, up to and Including Exemption, from Non-Medical and Cloth Masks report as information.

Background

As per the Ministry of Education’s document “Guide to Reopening Ontario’s Schools “released in the fall of 2020, and the Addendum to the reopening guidance document that was released in January 2021, Grand Erie implemented mandatory masking for students in Grades 1 to 12 indoors in school, including in hallways and during classes, as well as on school vehicles.

Additional Information

The following motion was carried in January 2021:

THAT the Grand Erie District School Board approve that mandatory face coverings or masks for students in kindergarten, with exceptions where applicable, apply to all kindergarten students following the return to school and the duration of the pandemic.

Carried

Next Steps

Pending the review and discussion of masking of students in Kindergarten by the Board of Trustees, Policy SO17 – Guidelines for Student Accommodation and the Resource Package up to and Including Exemption, of Non-Medical and Cloth masks will be updated accordingly.

Respectfully submitted,

Liana Thompson
Superintendent of Education

References:

- [SO17 Guidelines for Student Medical or Cloth Masks](#)
- [SO17 Guidelines for Student Accommodation Resource Package](#)



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Trustee Determination and Distribution**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board designate no municipal area as a low population area for the regular election of 2022.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the number of Trustees to be elected in the regular election of 2022 for each municipality set as:

- (i) City of Brantford – 4 Trustees, elected at large;
- (ii) Brant County and Norfolk County Wards 3 & 7 – 2 Trustees, elected at large;
- (iii) Norfolk County less Ward 3 & 7 – 2 Trustees, elected at large; and
- (iv) Haldimand County – 2 Trustees elected at large.

Background

Before each general election, every board of trustees determines the number of trustee positions on their board and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D).

On December 15, 2009 the Student Achievement and School Board Governance Act, 2009 came into force. The bill removes the administrative burden for boards to calculate the number of trustees every election. As a result of the amendments to the Education Act, the number of trustees in each board is now set at the number determined for the 2006 regular election. This number applies for the 2010 election and all subsequent regular elections. A board may, by resolution, reduce the number of elected trustees or a board that has experienced demographic growth or change if the size of its geographic area of jurisdiction can use the determination formula in O. Reg. 412/00 to determine whether or not the geographic or demographic changes are sufficient to affect the allowable number of trustee positions.

Trustee Distribution

Using up to date Population of Electoral Groups (PEG) as provided by the Municipal Property Assessment Corporation (MPAC), boards are responsible for determining the geographical allocation of its members.

Prior to the 2006 regular election, Grand Erie trustees were allocated geographically by municipality. In 2006, the board made the decision to alter the geographic distribution in two areas of the board to even out the electoral population represented by each trustee. The attached table (Appendix A) sets out the proposed trustee distribution using the same geographic areas defined for the 2006, 2010, 2014 and 2018 regular elections.

The Board may designate one or more municipal area(s) as low population municipalities. This designation would allow the Board to provide greater representation to rural or other



municipalities that they consider require greater representation than would be accorded by a strict population-by-population approach. No such designation was made for prior elections.

A copy of the Trustee Determination and Distribution calculation output from the Ministry web-based calculation tool as well as the MPAC data is attached.

Next Steps

By March 31 of an election year, school boards are required to complete a Determination and Distribution Report showing their D&D calculations, and, by April 4 in the election year, to submit it to:

- the Ministry of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction

The Determination and Distribution Report must include:

- the Determination and Distribution results;
- if applicable, the identification of any lead municipality;
- a copy of the data and calculations by which
 - the D&D results were reached
 - any lead municipality was identified;
- copies of all relevant board resolutions.

The deadline for the Determination and Distribution reports for this election year is April 4, 2022.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Proposed Trustee Distribution - 2022 Regular Election

	A	B	C	D	E
Geographic Area	English Public Electoral Pop.	Total Number of Trustees	Total EPEG Population	Electorial Quotient (AxB)/C	Number of Trustees
City of Brantford	70186	10	184563	3.80	4
	[65793]		[173528]	[3.79]	
County of Brant plus Norfolk-Ward 3 & 7	41327	10	184563	2.24	2
	[38256]		[173528]	[2.29]	
Haldimand County	38,336	10	184563	2.08	2
	[35851]		[173528]	[2.07]	
Norfolk County less Ward 3 & 7	34714	10	184563	1.88	2
	[33628]		[173528]	[1.94]	
Total Grand Erie - EPEG	184563	10	184563	10.00	10
	[173528]		[173528]	[10]	

F	G
Electoral Population per Trustee	% of Elect. Pop. Per Trustee
17546.5	9.51%
[16448]	
20663.5	11.20%
[19128]	
19168	10.39%
[17926]	
17357	9.40%
[16814]	
18456.3	10.00%
[17353]	

Area in Sq. Km	4,067
Density EPEG/Km	45.38
	[42.67]

Note: [Bracketed] values represent 2018 compatative data.

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

County/Mun: 2810 - HALDIMAND COUNTY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	6,129	0	0	0	0	0
02	5,096	0	0	0	0	0
03	9,800	0	0	0	0	0
04	7,128	0	0	0	0	0
05	4,401	0	0	0	0	0
06	5,782	0	0	0	0	0
2810 - Total:	38,336	0	0	0	0	0

County/Mun: 2906 - BRANTFORD CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	13,285	0	0	0	0	0
02	13,712	0	0	0	0	0
03	14,894	0	0	0	0	0
04	14,429	0	0	0	0	0
05	13,866	0	0	0	0	0
2906 - Total:	70,186	0	0	0	0	0

County/Mun: 2920 - COUNTY OF BRANT

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	6,041	0	0	0	0	0
02	5,663	0	0	0	0	0
03	5,527	0	0	0	0	0
04	5,390	0	0	0	0	0
05	5,703	0	0	0	0	0
2920 - Total:	28,324	0	0	0	0	0

County/Mun: 3310 - NORFOLK COUNTY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	5,113	0	0	0	0	0
02	5,313	0	0	0	0	0
03	5,588	0	0	0	0	0

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

04	4,345	0	0	0	0	0
05	12,480	0	0	0	0	0
06	7,463	0	0	0	0	0
07	7,415	0	0	0	0	0
3310 - Total:	47,717	0	0	0	0	0

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
2810	38,336	0	0	0	0	0	38,336
2906	70,186	0	0	0	0	0	70,186
2920	28,324	0	0	0	0	0	28,324
3310	47,717	0	0	0	0	0	47,717
Total	184,563	0	0	0	0	0	184,563

Population of Electoral Groups Report

School Board ID: 23 - GRAND ERIE DISTRICT SCHOOL BOARD

Summary Total

School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
23	184,563	0	0	0	0	0	184,563
Total	184,563	0	0	0	0	0	184,563

Trustee Determination & Distribution Calculator

Trustee Distribution

Submitted Data

District School Board	Grand Erie District School Board
Population of Board's Electoral Group	184,563
Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)	10

Trustee Distribution – Template A

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient
City of Brantford	70,186	3.803
Haldimand County	38,336	2.077
County of Brant (+Norfolk Ward 3 & 7)	41,327	2.239
Norfolk (Less Ward 3 & 7)	34,714	1.881
TOTALS	184,563	10

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Trustee Determination & Distribution Calculator

Trustee Distribution






Submitted Data

District School Board	Grand Erie District School Board
Population of Board's Electoral Group	184,563
Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)	10 ▾

Does the Board have any low population municipalities?

- No, please use Template A
- Yes, please use Template B

Trustee Distribution – Template A

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient
City of Brantford	70,186	3.803 
Haldimand County	38,336	2.077 
County of Brant (+Norfolk Ward 3 & 7)	41,327	2.239 
Norfolk (Less Ward 3 & 7)	34,714	1.881 
Enter a list of wards for the geographic area _____	_____	_____ 
TOTALS	184,563	10



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Pride of Place and Community Partnership Incentive Plan Report**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the Pride of Place and Community Partnership Incentive Plan Report for 2021-22.

Background

In the Board's New Multi-Year Strategic Plan, the Belonging indicator of Learn, Lead, Inspire is that "We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner." At the November 22, 2021 Board meeting, Trustees were presented with a report that outlined a plan to allocate \$2,000,000 and \$200,000 to the Pride of Place (POP) and Community Partnership Incentive Program (CPIP) respectively.

Additional Information

Pride of Place allocations address facility features that provide a more welcoming and safer environment for staff, students and the school community. Projects for 2021-22 have been prioritized and reviewed by Facility Services staff as set out in Policy FT13 Pride of Place and Community Partnership Incentive Programs. A detailed listing of the projects recommended for approval is attached in Appendix A.

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

Similar to 2020-21, there were fewer CPIP applications received this year, directly as a result of reduced fundraising in schools due to COVID-19.

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

Grand Erie Multi-Year Plan

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business & Treasurer



PRIDE OF PLACE PROJECTS 2022

School	Priority	Component	Estimate
Agnes Hodge PS	1	Camera Upgrades	\$ 6,000
Banbury Heights	1	Portapac Repairs	\$ 15,000
Banbury Heights	2	Camera Upgrades	\$ 3,200
Bellview ES	1	Painting	\$ 4,000
Bloomsburg PS	1	New Whiteboards	\$ 5,000
Bloomsburg PS	2	Painting	\$ 8,000
Bloomsburg PS	3	Flooring - Replace	\$ 10,000
Branlyn Community	1	Welcoming Spaces	\$ 15,000
Brier Park PS	1	New Cupboards, Sink & Countertops	\$ 15,000
Brier Park PS	2	New Cupboards, Sink & Countertops	\$ 15,000
Burford ES	1	Kinder Pen - Fence	\$ 17,600
Caledonia Centennial PS	1	Painting	\$ 20,000
Caledonia Centennial PS	2	Parking Lot - Paint Refresh	\$ 1,500
Centennial-Grand Woodlands	1	Gym Update	\$ 10,000
Centennial-Grand Woodlands	2	Staffroom/Kitchen Update	\$ 20,000
Central PS	1	Painting	\$ 7,000
Cobblestone PS	1	Camera Install	\$ 30,000
Cobblestone PS	2	Flooring - Replace	\$ 2,000
Courtland PS	1	Painting	\$ 15,000
Delhi PS	1	Stage Curtain - Replace	\$ 4,000
Delhi PS	1	Windows - Replace Screens	\$ 2,000
Echo Place	1	Stage Curtain - Replace	\$ 5,500
Echo Place	2	Painting	\$ 4,000
Echo Place	3	Classroom Doors - Replace	\$ 10,000
Ecole Confederation	1	Floor - Epoxy	\$ 30,000
Ecole Confederation	2	Gym Update	\$ 5,000
Elgin Ave PS	1	Camera Install	\$ 20,000
Glen Morris Central PS	1	Kindergarten Shed	\$ 15,000
Graham Bell-Victoria PS	1	Fix Tarvia Drainage	\$ 10,000
Grandview PS	1	PA System Replacement	\$ 10,000
Grandview PS	2	Painting	\$ 16,500
Greenbrier PS	1	Camera Install	\$ 32,000
Hagersville ES	1	Stage Curtain - Replace	\$ 5,500
Hagersville ES	2	Painting	\$ 4,000
Hagersville ES	3	Classroom Doors - Replace	\$ 5,000

PRIDE OF PLACE PROJECTS 2022

School	Priority	Component	Estimate
Houghton PS	1	Ceiling Tiles - Replace	\$ 10,000
Houghton PS	2	Window Blinds	\$ 4,000
James Hillier PS	1	Camera Install	\$ 32,000
Jarvis PS	1	Camera Install	\$ 40,000
J.L. Mitchener	1	Flooring - Replace	\$ 10,000
J.L. Mitchener	2	Painting	\$ 10,000
King George	1	Repair Exterior concrete stairs	\$ 10,000
King George	2	Painting	\$ 10,000
Lakewood ES	1	Window Blinds	\$ 25,000
Lakewood ES	2	Gym Update	\$ 50,000
Langton School	1	Camera Install	\$ 25,000
Langton School	2	Closet in Kindergarten Room	\$ 2,000
Lansdown-Costain PS	1	Kinder Pen Expansion	\$ 10,000
Lansdown-Costain PS	2	Painting	\$ 10,000
Lynndale Heights PS	1	Camera Install	\$ 33,000
Major Ballachey PS	1	PA System Replacement	\$ 11,000
Major Ballachey PS	2	Kindergarten Shed	\$ 13,000
Mapleview PS	1	Benches/Outdoor Classroom	\$ 10,000
Mapleview PS	2	Kinder Pen Update	\$ 10,000
Mt. Pleasant	1	Bathroom update - Student/Staff	\$ 30,000
Mt. Pleasant	2	Stage Curtain - Replace	\$ 2,000
North Ward	1	Painting	\$ 15,000
Oakland-Scotland PS	1	Staffroom Update	\$ 25,000
Oneida Central PS	1	Stage Curtain - Replace	\$ 3,600
Oneida Central PS	2	PA System - Outdoor Speaker	\$ 2,000
Onondaga-Brant PS	1	Painting	\$ 20,000
Paris Central PS	1	Bathroom updates - Student	\$ 25,000
Paris Central PS	1	Bathroom updates - Staff	\$ 5,000
Port Rowan	1	Fence Install	\$ 5,300
Prince Charles PS	1	Gym Update	\$ 10,000
Princess Elizabeth PS	1	Kinder Pen Update	\$ 10,000
Princess Elizabeth PS	2	Gym Update	\$ 80,000
Princess Elizabeth PS	3	Painting	\$ 15,000
Rainham Central	1	Camera Install	\$ 30,000
River Heights	1	Flooring - Replace	\$ 20,000

PRIDE OF PLACE PROJECTS 2022

School	Priority	Component	Estimate
Russell Reid PS	1	Parking Lot - Paint Refresh	\$ 3,000
St. George-German PS	1	Camera Install	\$ 6,875
St. George-German PS	2	Window Blinds	\$ 1,000
Teeterville PS	1	Painting	\$ 20,000
Teeterville PS	2	Bathroom updates	\$ 6,000
Thompson Creek ES	1	Track Surface update	\$ 5,000
Thompson Creek ES	2	Drainage at back of school	\$ 5,000
Walpole North ES	1	Classroom Doors - Replace	\$ 15,000
Walsh PS	1	Window Blinds	\$ 4,000
Walsh PS	2	Painting	\$ 3,000
Walsh PS	3	Classroom Doors - Replace	\$ 6,000
Walter Gretzky	1	Camera Upgrades	\$ 25,000
Waterford PS	1	Painting	\$ 26,000
West Lynn PS	1	Painting	\$ 12,500
Woodman-Cainsville	1	Bathroom Updates - Student	\$ 2,000
Woodman-Cainsville	2	Painting	\$ 20,000
Brantford Collegiate Institute	1	Painting	\$ 20,000
Brantford Collegiate Institute	2	Handrail Repairs	\$ 10,000
Cayuga SS	1	Stage Curtain - Replace	\$ 12,000
Cayuga SS	2	Flooring - Replace	\$ 20,000
Delhi District SS	1	Camera Install	\$ 10,000
Delhi District SS	2	Flooring - Replace	\$ 10,000
Delhi District SS	3	Lockers - Replace	\$ 20,000
Grand Erie Learning Alternative	1	Outdoor Basketball	\$ 12,000
Hagersville SS	1	Stage Curtain - Clean	\$ 4,500
Hagersville SS	2	Painting	\$ 20,000
Hagersville SS	3	Window Blinds	\$ 5,000
McKinnon Park SS	1	Camera Upgrades	\$ 10,000
North Park CVS	1	Stage Curtain - Clean	\$ 4,200
North Park CVS	2	Painting	\$ 37,000
Paris DHS	1	Painting	\$ 20,000
Paris DHS	2	Window Blinds	\$ 1,000
Pauline Johnson CVS	1	PA System Replacement	\$ 30,000
Pauline Johnson CVS	2	Flooring - Replace	\$ 20,000
Pauline Johnson CVS	3	Lockers - Replace	\$ 20,000

PRIDE OF PLACE PROJECTS 2022

School	Priority	Component	Estimate
Simcoe CS	1	Office - Remodel	\$ 20,000
Simcoe CS	2	Stairways Update	\$ 20,000
Simcoe CS	3	Painting	\$ 15,000
Tollgate TSC	1	Camera Install	\$ 6,500
Tollgate TSC	2	Painting	\$ 12,000
Valley Heights SS	1	Automatic Door Openers	\$ 20,000
Valley Heights SS	2	Painting	\$ 20,000
Valley Heights SS	3	Entrance Overhangs - Refresh	\$ 10,000
Waterford DHS	1	Stage Curtain - Replace	\$ 17,000
Waterford DHS	2	Painting	\$ 10,000
GRAND TOTAL			\$ 1,617,275.00

Community Partnership Incentive Plan Projects 2022

SCHOOL	DESCRIPTION	ESTIMATE	SCHOOL CONTRIBUTION	BOARD CONTRIBUTION	RECOMMENDATION
Banbury Heights	Kitchen retrofit with additional sinks and counter	\$2,000	\$1,000	\$1,000	Proceed with project as defined
BCI	Shower stalls in boys change area	\$50,000	\$20,000	\$30,000	Proceed with project as defined
Caledonia Centennial	Continuation of greening project	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Grandview	Synthetic mulch and grass. Sand area and play structure	\$10,000	\$3,100	\$6,900	Proceed with project as defined
Hagersville ES	Improvement of communication between office and classrooms	\$11,000	\$5,500	\$5,500	Proceed with project as defined
Hagersville SS	Electronic communication sign	\$15,000	\$7,500	\$7,500	Proceed with project as defined
McKinnon Park	Screen and projector in cafeteria	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Onondaga	Front garden rejuvenation, long jump, sand play areas	\$4,200	\$2,100	\$2,100	Proceed with project as defined
Paris District	Renovation of existing fitness area	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Rainham	Replace 4 indoor Basketball systems	\$10,000	\$5,000	\$5,000	Proceed with project as defined
River Heights	Outdoor shade structure and learning space	\$20,000	\$10,000	\$10,000	Proceed with project as defined
Seneca	Stage curtain refresh	\$4,000	\$2,000	\$2,000	Proceed with project as defined
Walpole	Playground surface rejuvenation	\$6,000	\$3,000	\$3,000	Proceed with project as defined
				\$103,000	



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Board Approved Transportation Review**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the transportation route exceptions listed in the Board Approved Transportation Review report for the 2022-23 School Year.

1.0 Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) is in the process of building parameters and reviewing current bus information for the purposes of planning bus routes for the upcoming 2022-23 school year. STSBHN staff perform a comprehensive review of situations that fall outside of STSBHN Procedure 002 - Transportation Eligibility as a regular part of the planning cycle. In previous years, STSBHN has brought information forward to the Board of Trustees with the goal of gaining clarification and direction on which students, who are otherwise ineligible for services under the transportation policies and procedures, should be provided exceptions for the coming school year.

The students listed below fall outside of the defined transportation eligibility parameters and have had exception boundaries created based on direction provided from the Board in previous years. Unlike previous years where a travel code of “Board Approved” was used to identify these otherwise ineligible students, STSBHN has migrated to the exception boundary system which allows families checking their eligibility online to see if they qualify for services that have been approved by the Board. STSBHN requires confirmation from the Board that the currently approved exception boundaries are still warranted in order to plan for services scheduled to be delivered in the 2022-23 school year.

2.0 Out-of-Boundary Students

2.1 Norfolk Secondary

There are a number of Norfolk Secondary students who registered at a secondary school which is not their home school. Many of these students, totaling 188, have been provided transportation in the current school year.

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

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

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

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference vs transporting to Home School
	9	10	11	12				
OSS to WDS	7	15	4	3	29	Express (1)	OSS	-\$ 2,614.43
other areas to WDS	9	3	9	10	31	Express (2)	LAK, SCS	\$9,059.06
other areas to SCS	13	10	9	18	50	Express (5)	SFC, TEE, WAT, BLO, BOS	\$28,964.30
other areas to DDS	8	12	7	6	33	Express (0)		\$0
other areas to VHS	13	5	18	9	45	Express (2)	WAL, COU	\$4,771.03

2.2 Oakland-Scotland to Waterford District High School Express Route

Secondary students who reside in the Oakland-Scotland Public School (OSS) catchment have historically been approved to receive transportation services to Waterford District High School (WDS) even though they do not fall within the school's catchment; the feeder secondary school for OSS is Paris District High School (PDH). Approval in the past was due to the proximity of WDS to OSS and to reduce accommodation pressures at PDH. If the above-mentioned reasons are not foreseen to change, **a modification to secondary boundaries may want to be considered to include OSS's area into WDS and remove it from PDH.** There are currently 6 students in OSS's catchment who attend PDH (1 in grade 9, 1 in grade 10, 2 in grade 11 and 2 in grade 12) who could have services grand-parented if a change in catchment were to occur.

2.3 Caledonia to Cayuga Secondary Express Route

The following students have been transported for the current school year from the catchment of McKinnon Park Secondary School (MCK) to Cayuga Secondary School (CSS). This solution was originally established to offer students an alternative school of attendance with the goal of reducing accommodation pressures at MCK.

Table 2: McKinnon Park Students transported to Cayuga Secondary

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference
	9	10	11	12				
Students in MCK catchment who attend CSS	3	8	8	8	27	Express (1) and Dedicated (1)	SPA	\$14,466.04

2.4 Students attending River Heights

The current River Heights Public School (RHS) English boundary does not encompass all of the urban area in Caledonia, south of the Grand River; there is a section of a subdivision on the south end of the town which falls within the catchment of Oneida Central Public School (ONE). In this section of the subdivision, 19 students currently attend RHS, 6 of whom receive transportation services.

As students reside beyond 1.6 KM to either school, the cost to continue to transport the RHS is marginally less as RHS is closer to that section of Caledonia than ONE. Another item of consideration is that Oneida is currently over capacity and may require an additional portable classroom to accommodate 19 additional students.

Table 3: Oneida catchment students attending River Heights

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Students in ONE catchment who attend RHS	19	0	0	0	0	19	Dedicated (1)	-\$2,204.09

2.5 Out of Boundary Students attending Houghton Public School

Houghton Public School (HOU) offers a unique educational curriculum which has drawn the attendance of many low-German Mennonite families. Due to the proximity of HOU to other elementary transfer locations, assisting families who reside out of the school's catchment can be a challenge. HOU currently has 91 students registered at their school who reside out of the school's boundary, 73 of whom are being provided transportation services. To facilitate the provision of economical and efficient services, historically these students have been required to transfer at points well outside of their home catchment, including Port Rowan Public School (PRP), Walsh Public School (WAL), Langton Public School (LPS) and Courtland Public School (COU). After transferring at the closest elementary school, students are then required to transfer to another express route at Valley Heights Secondary School for the final connection to HOU, except from the LPS transfer.

Although originally designed to accommodate families residing in adjacent schools to HOU, STSBHN has noticed the area covered in this exception grow from LPS and PRP to now include sections of WAL, COU and even Delhi Public School.

STSBHN is looking to confirm that:

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

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

Table 4: Out of Boundary Students attending Houghton

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
HOU students who reside out of boundary	91	0	0	0	0	91	Express routes (4)	\$ -

3.0 Out of District Students

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

When the local secondary school in Norwich was closed as a result of an accommodation review, the Board of Trustees approved the transportation of students from the area who were interested in attending Delhi District Secondary School (DDS). Currently there are 170 students, 136 who reside within the exception area which includes the towns of Otterville, Norwich and Burgessville, who attend DDS from the above-mentioned area with 124 students being provided transportation services daily. STSBHN requires clarification that these services are to continue and that if additional

routes are required to accommodate enrollment pressure, do they have permission to incur the additional expense of adding another route if no other options are possible.

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

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Delhi District Secondary School	0	39	31	37	63	170	Dedicated (2) and Shared (1)	\$172,958.01

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

Historically students from Princeton, Drumbo, Wolverton and the surrounding rural areas have been provided transportation services to and from Paris District High School (PDH). Of the 49 students in the area, 47 are being provided transportation from their home if they reside in the rural areas east of Princeton Rd. or have been provided a seat on the group pickup locations in one of the three towns. To ensure a reasonable length of time on the bus, two routes are used to provide services to these students.

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

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Paris District High School	0	12	8	15	14	49	Shared	\$ 63,025.32

3.3 Tillsonburg students travelling through Courtland Public School transfer

Historically there has been a demand from students residing in the town of Tillsonburg to attend schools within our district. Although the location has changed throughout the years, transportation has been arranged from a central location on the East side of Tillsonburg to bring students into the Courtland Public School (COU) transfer; the current stop is located at the intersection of Simcoe St and Goshen St. Currently there are 34 students in the area, 8 of whom are using transportation services. The students are attending a total of 4 schools (7 to COU, 5 to Houghton Public School, 9 to Delhi District Secondary School and 13 at Valley Heights Secondary School). Although the cost to extend the bus in the area results in a marginally higher cost for the route, capacity on the bus has been an issue in previous school years.

STSBHN is looking to confirm that:

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

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

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Tillsonburg students via Courtland transfer	12	5	1	7	9	34	Shared	\$803.15

4.0 Specialized Programs

4.1 Section 23 Students – Woodview Program

STSBHN currently assists 13 students with transportation who have been identified as attending classes through the Woodview program at Pauline Johnson Collegiate and Vocational Institute (PJC) and James Hillier PS (JHI). STSBHN currently accommodates students by using existing routes and changing their route path to allow the vehicles to assist students in getting to and from the Woodview programs. Where an existing route is not available, STSBHN uses cab services where necessary. **Due to an expanded area of inclusion for the program this year, which now includes Haldimand and Norfolk, the costs to transport students has drastically risen.**

STSBHN requires clarification as to if these same services will be provided for the coming school year or if they are to be discontinued at the end of the present.

Note: 1 student is currently choosing to not use services offered by STSBHN

Table 8: Section 23 Student Transportation

Description	Grades					Total Students	Route Type	Estimated Add. Cost
	Elementary	9	10	11	12			
Section 23 students to PJC	7	2	3	2	0	14	Dedicated (5) and Shared (5)	\$ 74,280.35

Additional information

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

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

Respectfully submitted,

Rafal Wyszynski
 Superintendent of Business & Treasurer





Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Transportation Consortium Annual Report for 2021-22 School Year**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Transportation Consortium Annual Report for 2021-22 School Year as information.

Background

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

Route and Vehicle Information

STSBHN currently utilizes a total of eleven (11) service providers to transport the students entrusted to its care. Our service providers include:

- three (3) school bus companies: Sharp Bus Lines, First Student Canada and Voyago,
- eight (8) taxi companies and
- a number of parent/guardian transporters

Combined, as of January 31, 2022, these service providers assist STSBHN in transporting students on a total of 459 home-to-school routes.

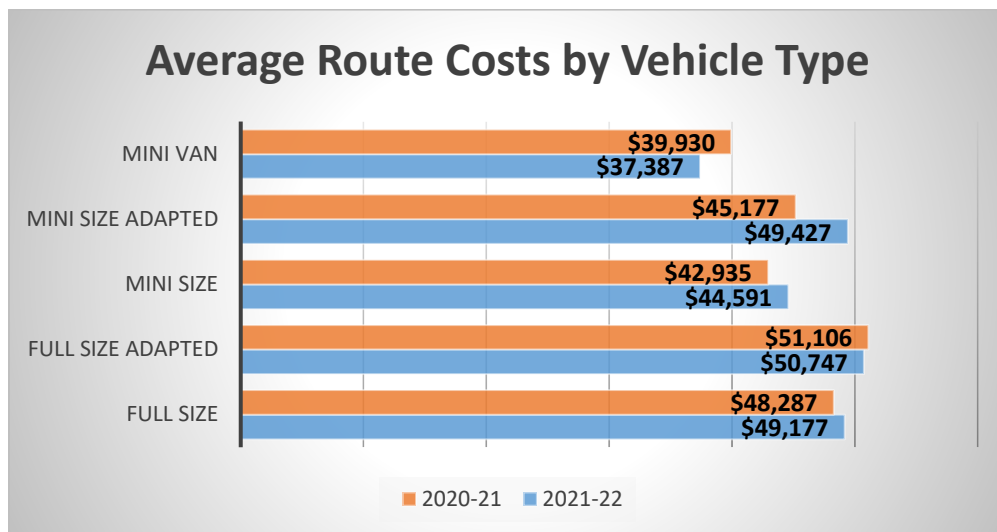
The makeup of the routes servicing students of our district remained very similar to the previous school year in both volume and type of assets required, other than a noted decrease in the number of parent/ taxi routes. The breakdown, by vehicle type, as of January 31, 2022:

Route info	2020-21	2021-22	Variance
Full Size	276	278	2
Full Size Adapted	2	1	-1
Mini Size	78	79	1
Mini Size Adapted	19	20	1
Mini Van	15	13	-2
Parent/ Taxi	86	68	-18

Route Costs

STSBHN is currently in the second year of their home-to-school contract. Rate changes for the current year were driven by the year-to-year CPI increases detailed in the contract. The average vehicle cost, by type of vehicle, for the current school is as follows:



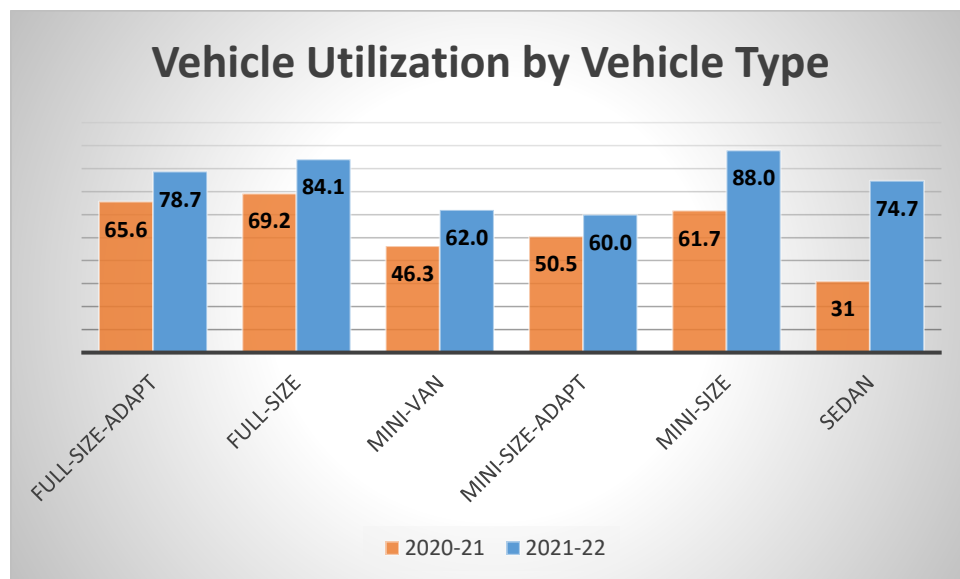


Rider’s Aides

In order to ensure that students with specialized needs receive the care they require while being transported to and from school, there are times where the assistance of a second adult monitor, commonly called a rider’s aide, is requested by the Special Education department. Although the Board does a great job to minimize the number of school bus company provided rider’s aides, through the coordination and use of school based Educational Assistants, STSBHN does supplement the demand by using 13 additional adults, 8 of whom are dedicated to Grand Erie students. The average cost for a rider’s aide in the current school year is \$16,558.

Vehicle Utilization

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



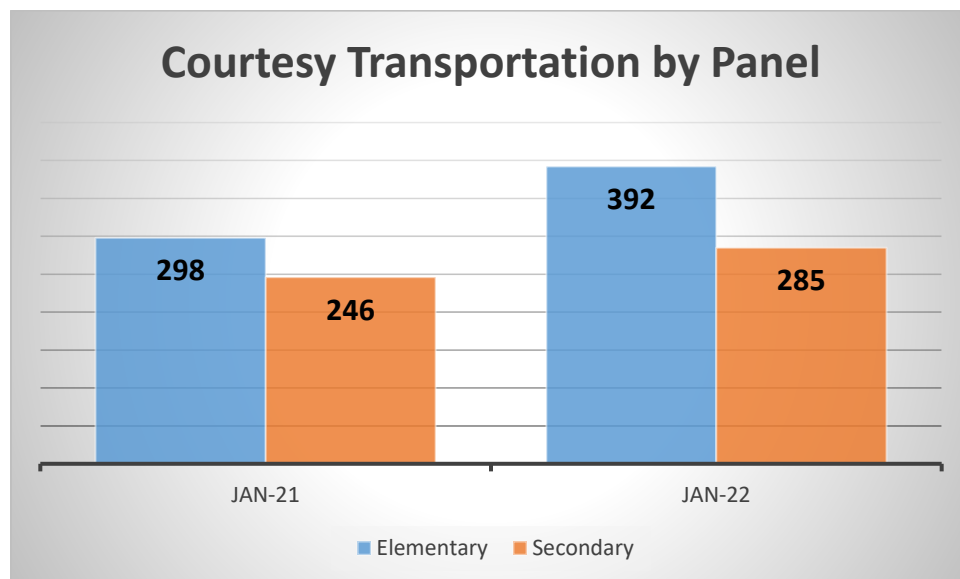
Transported Students of the Board

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

Eligibility	#	%	On a bus
Walkers	12,312	45%	592
Bussed	10,470	38%	8,595
Hazard	845	3%	541
Out of Boundary	3,507	13%	733
Out of District	212	1%	86
Total:	27,346	100%	

Courtesy Transportation

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



Student Ride Times

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

Component	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min
AM	4,642	2,935	1,854	771	171	69
PM	4,589	2,835	1,908	918	334	69
Total	9,231	5,770	3,762	1,689	505	138
Average	4,452	3,126	1,996	780	186	54
	42.0%	29.5%	18.8%	7.4%	1.8%	0.5%
Prev Yr. AVG	44.0%	33.5%	17.0%	4.7%	0.6%	0.1%

Goals Update

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

Goals of 2020-21

Goal Type	Stated Goal/ Objective	Status
Safety	Seek partnerships with municipalities of Haldimand and/or Norfolk to apply for the next Active School Travel grant	Not completed (no Municipal partner had resources to spare at the time)
Safety	Enter into an agreement with either the County of Brant, Haldimand or Norfolk or the City of Brantford to allow for an expansion of the BusPatrol camera system to occur	Not completed during timeline (currently in process)

Goals of 2021-22

Goal Type	Stated Goal/ Objective	Status
Communication and Customer Service	Launch Chipmunk app to 100% of schools	In progress
Daily Operations	Implement a Custom Relationship Management software system	In progress
Routing and Technology	Have third party review routing and bell times of STSBHN to ensure that the routing solution is optimized	In progress
Safety	Enter into an agreement with either the County of Brant, Haldimand or Norfolk or the City of Brantford to allow for an expansion of the BusPatrol camera system to occur	In progress

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

Goal Type	Stated Goal/ Objective	Status
Daily Operations	work with school bus companies to increase accuracy of GPS reporting on routes that the bus is servicing	In progress - identification of API issues between GPS providers

Going Forward

Technology: GPS continues to allow STSBHN staff to leverage technologies not previously available on our school buses. Although the rollout has been slowed due to the on-going operational issues associated with COVID-19, the Chipmunk app has now been rolled out to 74% of our schools who receive transportation services. It is anticipated that the app will be made available to 100% of schools before the end of the current school year.

STSBHN is also in the process of implementing a Customer Relationship Management software. The goal of the software is to allow STSBHN the ability to better track and trend issues by consolidating customer interactions, by phone, email, or in-person, into a database which is fed by all STSBHN staff members. The software is also expected to be able to improve contract compliance matters as certain contract metrics from service providers will be centrally stored and accessible to the staff of STSBHN.

Safety: Similar to the last number of school years, STSBHN is continuing to work with Intertrain, the Ontario Education Competitive Marketplace’s successful vendor, to provide panel specific training to 50% of our elementary schools on an annual basis. This training is being funded by the Ministry of Education, via the transportation allocation detailed in the Grants for Student Needs (GSN). This training is being provided remotely again this year over concerns of large student gatherings and current COVID restrictions. As the virtual training is provided at a lower cost than the in-person instruction, the vendor is able to provide services to more of our schools than just 50%. Locally we have had great uptake of the training services and only had 6 schools noted as not participating last school year.

STSBHN continues the pilot camera program with BusPatrol, a technology company who specializes in school bus fleet camera systems. The pilot has 2 school buses in each county equipped with internal and external camera systems. STSBHN has presented to Police Services Boards, Municipal Councils and Municipal staff on the benefits of the program. At present, there hasn’t been any movement to enter into a Master Agreement with BusPatrol by any municipality which would see the program more widely adopted.

Communications: STSBHN has worked closely this past year with school board teams as well as local Public Health Departments in the collection and communication of COVID-19 information. From the creation and distribution of seating plans and students manifests for contract tracing purposes or most recently the direct communication with schools and families impacted by service cancellations resulting from new public health isolation requirements, STSBHN will continue to be an active member of the COVID-19 response.



Community Engagement: STSBHN is currently involved in delivering services under one grant with the two local Children’s Aide Societies. The Children and Youth in Care grant provides funds which allows STSBHN to support students with both transportation services and assisting in the provision of stability supports for those who are currently in care of the CAS’ or who have an open case.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Advocacy (F5)**
DATE: March 7, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy Advocacy (F5) to all appropriate stakeholders for comments to be received by April 28, 2022.</p>
--

Background

Policy Advocacy (F5) was approved by the Board in February 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

F5

Advocacy

Board Received: February 2018

Review Date: March 2022

Policy Statement

The Grand Erie District School Board is committed to building effective relationships with government.

Procedures:

The key objective of the Grand Erie District School Board's advocacy is to develop effective two-way communications with all levels of government to support the Board's mission *which is that "together, we build a culture of learning, well-being and belonging to inspire each learner."* of *Success for Every Student*.

As an advocate for its students and community, the Board follows these guidelines:

- Focus on ongoing communication between school boards, education partners and government through established mechanisms and channels.
- Communication will not be based on personal or partisan agendas.
- Maximize resources for student success and achievement.

Where consulting or other related services are required to affect advocacy initiatives of the Board, such services are subject to the Board's Purchasing Policy F6.

Reference:

- Ministry of Education Memorandum 2006: B15



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D. Director of Education and Secretary of the Board
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **HR2 Consideration of Non-Unionized Employee Concerns**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board rescind HR2 Consideration of Non-Unionized Employee Concerns.

Background

We are proposing that the Board of Trustees rescind policy *HR2 Consideration of Non-Unionized Employee Concerns*.

This Policy incorrectly suggests that concerns can be raised “without prejudice” with the Board. Unfortunately, this is not possible, unless a legal privilege exists which protects such discussions from disclosure. As such, this may create expectations which cannot be fulfilled.

More generally, it is submitted that if Trustees become involved in personnel matters in the early stages, this may raise additional litigation risk; increase disclosure obligations; and expand the scope of the Board’s liability and legal costs if and when litigation were to be commenced. In addition, continuing to place the Trustees in this position may create undue risk of the Board being found to have breached privacy obligations if personal information (for example, information relating to employees other than a complainant) were to be disclosed should a personnel matter be addressed in public.

The majority of Non-Unionized employees fall under our Grand Erie Management Support Team (GEMST) Terms and Conditions and are hired and supervised by School Board staff. All offers of employment are made and confirmed by Human Resources and guided by the provisions of *HR3 Hiring of staff*, *HR110 – Hiring Procedures*, *HR9 Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees*, and *HR108 Police record Checks for Employees*.

Updates to the GEMST Terms and Conditions are discussed between Management and a Committee of GEMST staff that come to the Board of Trustees for Approval. Managers and Superintendents have individual personal contracts that are signed off outlining their conditions of employment.

Concerns regarding individual employee matters are fully capable of being addressed – and are being addressed - under *HR5 Harassment and Objectionable Behaviour* and *HR119 Progressive Discipline*, without burdening the Board with such matters. These detailed processes allow for the involvement of Supervisory Officer staff up to and including the Director of Education and ensure that issues are fully addressed.



In addition to the foregoing grounds, it is noteworthy that the rescission of this policy would be in line with our governing statutory framework. Indeed, section 218.1(f) of the *Education Act* requires each member of the Board of Trustees to “*entrust the day-to-day management of the board to its staff through the board’s director of education.*” Accordingly, the Director of Education is the only employee who statutorily reports to the Board of Trustees. Further, under section 199 of the *Education Act*, “Every officer appointed by a board is responsible to the board through its chief executive officer for the performance of the duties assigned to him or her by the board.”

Of course, should we pursue just cause termination of an employee questioning their personal integrity or professional competence, the matter would be brought before the Board in accordance with Bylaw *BL18 – Personnel Matters to be Considered In-Camera*.

However, it is submitted that any concerns outside of this should be addressed within the internal processes available to non-unionized staff under the Board’s current policies and procedures.

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



Consideration of Non-Unionized Employee Concerns

Board Received: February 26, 2018 **Review Date:** March 2022

Policy Statement:

The Grand Erie District School Board recognizes that every non-unionized employee has the right to approach the Board with the object of discussing, without prejudice, concerns regarding their employment.

Notwithstanding the foregoing, an employee or group of employees who are members of a bargaining unit shall have concerns handled by a representative of their bargaining unit.

Accountability

- 1. Frequency of Reports - As needed
- 2. Criteria for Success - Enhanced access to the Board by Employees
- Clear communication of Board decisions

Procedures

Briefs or presentations by non-unionized employees or employee groups may be presented to the Board or a Committee of the Board, subject to the guidelines provided below.

- 1. Concerns shall first be pursued through the appropriate communication routes. The initial step would be to pursue the matter through their principal/supervisor.
- 2. If the matter is unresolved at this stage it should be submitted to the appropriate superintendent. If the superintendent is the employee's immediate supervisor, the matter is referred to the director.
- 3. If the matter under consideration has not been resolved to the satisfaction of the employee or group of employees within six (6) weeks, they may request an opportunity to present the matter to the Board. The employee or group of employees will make such request(s) through the Director of Education to the Board Chair. At that point, the Board may deal with it or it may appoint an "ad hoc" committee for that purpose.
- 4. If the concern is presented to the Board, it will be in the form of a delegation. All procedures and protocols related to a delegation are outlined in Board By-Law 11 (Delegations) and Board By-Law 18 (Personnel Matters to be Considered In-Camera).
- 5. The final decision of the Board will be communicated to the employee or group of employees by the Director of Education or designate.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Purchasing Card Program (F102)**
DATE: March 7, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure Purchasing Card Program (F102) to all appropriate stakeholders for comments to be received by April 28, 2022.</p>
--

Background

Procedure Purchasing Card Program (F102) was approved by the Board in February 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

F102

Purchasing Card Program

Board Received: February 26, 2018

Review Date: March 2022

Purpose

The purpose of a purchasing card ~~use~~ is to build efficiency by simplifying the receipt and payment of lower dollar value purchases. ~~The~~ ~~and to ensure that~~ cardholders and their supervisors ~~must be~~ aware of their responsibility in exercising due care and judgment when using purchasing cards.

Accountability:

- 1) ~~Frequency of Reports~~ ~~As needed~~
- 2) ~~Criteria for Success~~
 - ~~Communicate procedures to all cardholders~~
 - ~~Timely reporting of transactions~~
 - ~~Cardholder responsibility monitored~~

Guiding Principles Procedures:

1. Introduction

- a) The ~~purchasing and business departments~~ Business Services Department will be responsible for the administration of the purchasing card.
- b) The Purchasing Card User Manual will be posted on the Staff portal.

2. Purchasing Card Program Standards

- a) Each purchasing card will have a single transaction and monthly accumulated spending limit.
- b) Spending limits will be set according to level of authority and nature of cardholder responsibility. By default, the single transaction limit is \$2,500 and the monthly limit is \$5,000.
- c) Purchasing cards will be set with a standard commodity blocking that prohibits use for cash advances and the purchase of alcohol at LCBO/Beer Stores. As such, commodity blocks will not be removed for cash advances and alcohol LCBO/Beer Stores under any circumstances.
- d) Requests for a temporary increase of spending limits for cardholders must be completed by the respective Supervisor and approved by the Superintendent of Business or designate, using the appropriate form (Purchasing Card Manual, page 10, Schedule D.)
- e) All cardholder purchase transactions must comply with Business Services Purchasing Policy and Procedures Purchasing (F6), Hospitality and Food Expenses (F101), Travel and Expense Claims (F103) ~~F6 and Procedure F107~~. Cardholders may not use their purchasing card to:
 - i. Bypass an existing tendered contract or existing purchasing procedure
 - ii. Purchase furniture or capital equipment
 - iii. Split purchases into two (2) or more transactions to bypass approved limits
 - iv. Make personal purchases
 - v. Permit another staff person to use their card
 - vi. Purchase gift certificates (without following Purchase of Gift Certificates (AM-15))
 - vii. Place an order for a cellular phone or other tech devices ~~PDA~~
 - viii. Purchase software without prior clearance from ITS (Information Technology Services)

- ix. Purchase alcohol or Cannabis ~~beverages~~ (Board policy prohibits reimbursement for alcohol and Cannabis ~~purchases~~)
- x. Pay recurring expenditures such as internet charges, ~~magazine~~ subscriptions or other recurring charges without prior approval.

3. Responsibility of the Card Administrator

- a) The Card Administrator (as designated by the Manager of Business Services) will issue a purchasing card to those employees who have:
 - Been approved by their school administrator and/or service area manager/supervisor
 - Completed the required documentation
 - Received training and instruction on purchasing card policies and procedures.
- b) The Card Administrator will work with Business Services to monitor card usage to ensure transactions comply with approved purchasing procedures.
- c) The Card Administrator will maintain a master list of all purchasing cards noting the name of cardholder and spending limits and corresponding Employee Acknowledgement Form.

4. Responsibility of Cardholder

- a) Cardholders will be held liable for any misuse of their card, or willful disregard of purchasing card policy or procedures.
- b) Cardholders may only use their card for expenses incurred in relation to their duties and responsibilities.
- c) Cardholders are required to collect and submit detailed receipts for all transactions to their principal/supervisor by the required cut-off date as established by Business Services. Failure to comply may result in the suspension of the card by the Manager of Business Services or the Superintendent of Business.
- d) An acceptable receipt will show what was purchased, a tax breakdown, the vendor's HST number, name and address, and how it was paid for (i.e., cash, Visa, debit etc.). A receipt that only shows the amount paid by credit card is not detailed enough and will not be accepted.
- ~~d)~~ e) Hospitality expense claims must follow the all procedures/practices in F101 outlined in the Hospitality and Food Expenses procedure. The expenditures must be accompanied with names of individuals entertained and their role. Purpose of the hospitality is to be clearly stated on the receipt.

5. Monitoring Card Usage

- a) Principal/sSupervisor will review, authorize and submit cardholder monthly activity reports and receipts to Business Services by the established timelines to ensure approved procedures and account codes are used.
- b) Business Services will review cardholder statements and conduct monthly audits of at least 10% of cardholder accounts to ensure compliance with purchasing procedures.
- c) Cardholder and pPrincipal/sSupervisor will be advised in writing of card misuse and required corrective action. Cardholder privileges may be suspended or cancelled at the discretion of the Superintendent of Business or designate in the event of any misuse of the purchasing card or non-compliance with this procedure.
- d) Business Services will provide up to date lists semi-annually to pPrincipals/sSupervisors of all current card holders.
- e) Principal/sSupervisor will obtain the purchasing card and inform the Card Administrator when a cardholder leaves the employment of the Board or through internal transfer no longer has spending authority, and the Card Administrator will then cancel the card or make the necessary updates.
- f) Business Services will review all cards issued annually prior to the start of each school year to determine that cards in circulation are still required.

Related Resources

- ~~Purchasing Card Program Manual (F102)~~~~F6~~
 - Purchasing (F6)
 - Hospitality and Food Expenses (F101)
 - Travel and Expense Claims (F103)
- ~~F107~~—*Purchasing*



Purchasing Card User Manual

Table of Contents

1. Purpose.....	2
2. Key Contacts	2
3. Forms.....	2
4. Controls Built into Purchasing Card Program.....	2
5. Purchasing Card Restrictions	2
6. Spending Limits and Commodity Blocking.....	3
7. Board and Cardholder Liability.....	3
8. Cardholder Agreement.....	3
9. Responsibilities.....	4
10. Operational Procedures	5
11. Addressing Non-Compliant Card Usage	5
12. Transferred, Retired and/or Terminated Cardholders.....	6
13. Lost or Stolen Card.....	6
14. In Summary.....	6
Employee Card Application.....	7
US Bank Visa Purchasing Card Employee Acknowledgement.....	8

PURCHASING SERVICES

PURCHASING CARD PROGRAM

~~(Part of Purchasing Procedures — Revised February 2019/2007)~~

1. Purpose

To provide a convenient and efficient method of purchasing and paying for low dollar value goods and services which results in an overall cost savings for the Board. Key benefits of this program include: a reduction in paperwork, petty cash transactions and vendor invoicing, improved financial control, and ease of use for staff and faster receipt of needed items.

2. Key Contacts

- Purchasing card administrator Purchasing Supervisor, purchasing@granderie.ca Ext. # ~~281194~~
- ~~Business Services~~ P-Card Statement Auditor — ~~Accounting Assistant, Ext. #281164~~
- US Bank Hotline for Activation or Reporting Lost or Stolen Card 1-800-588-8067

3. Forms

US Bank Visa Purchasing Card Application (Schedule A)
 Purchasing Card Employee Acknowledgment (Schedule B)
 Purchasing Card Log Sheet (~~formerly~~ Schedule C has been replaced by downloading the activity log sheets)
 Purchasing Card Change Request (Schedule D)
~~Notice of Non-Conformance of Purchasing Card Procedures (Schedule E)~~

Forms are available ~~for download and printing in First Class under GEDSB Information in the Staff Portal under Departments Central / -> Business Services / Purchasing Services Accounting / -> Visa~~ Purchasing Card

4. Controls Built into Purchasing Card Program

- a) Purchasing card authorization and controls are set by the ~~M~~anager of ~~B~~usiness ~~S~~ervices and administrated by the ~~S~~upervisor of ~~P~~urchasing as approved by ~~Purchase Card Program Administrative~~ Procedure (F102).
- b) Decisions regarding issuance, suspension or revocation will be made by the purchasing card administrator in association with the cardholder's manager / supervisor.
- c) The following control features are in place to ensure spending and procedural compliance:
 - i) Spending dollar limit per transaction for individual cardholder.
 - ii) Monthly credit limit for individual cardholder.
 - iii) Vendor Commodity blocking for certain types of expenditures.
 - iv) Review and monitoring of purchasing card log sheets.
 - v) Regular spot audits to trigger release of infraction notice.

5. Purchasing Card Restrictions

- a) The use of the purchasing card is subject to the following restrictions. Neglect of these restrictions may result in a card being suspended or cancelled and/or disciplinary action.
 - i) The card is to be used only for school board business as it relates to the cardholder's duties and responsibilities. **Any use of the purchasing card for personal use is prohibited.**

- ii) The card is not intended to circumvent other board-approved purchasing procedures contained within this document - including existing tender contract awards.
- iii) The card is issued only to the person whose name appears on the card and bank application form; and may not be shared with another person.
- iv) When the total purchase price exceeds the single purchase limit on the card – splitting card transactions to remain below the limit is not permitted – the normal procedure of creating a purchase requisition must be followed.
- v) When a competitive bid is required as stated in the Board's purchasing procedures, the use of the card is not permitted.
- vi) To purchase of furniture and other capital equipment – the normal procedure of creating a purchase requisition must be followed.
- vii) The card is not intended to obtain a cash advance.
- ~~viii) —~~ The card is not intended to purchase gift certificates;.
- ~~viii) —~~ Prior approval must be obtained.
- ix) The card is not intended to place an order for a cellular phone or other tech devices PDA.
- x) The card is not intended to purchase software without prior clearance from ITS (Information Technology Services).

6. Spending Limits and Commodity Blocking

- a) Spending limits for Director, Trustees, Superintendents of Education and service area managers:
 - i) Single transaction, monthly limits and commodity blocks set by Superintendent of Business with input from Executive Council
- b) Spending limits for Superintendent of Business
 - i) Single transaction, monthly limits and commodity blocks set by Director with input from Executive Council
- c) Spending limits for service areas – maintenance, custodial and ITS dept.:
 - i) Single transaction and monthly limit is set by area manager/supervisor
 - ii) Standard commodity blocks
- d) Spending limits for schools, curricular coordinators in support centres & all other service areas:
 - i) ~~\$450~~ 2,500 per single transaction including all taxes
 - ii) ~~\$1,500~~ 5,000 monthly spending limit
 - iii) Standard commodity blocks
- e) Standard Commodity Blocks:
 - ~~i) —~~ Hotel reservation
 - ~~ii) —~~ All travel and modes of travel (airline, rail, bus, taxi, car rental)
 - ~~iii) i) —~~ Cash withdrawal
 - ~~iv) ii) —~~ Alcohol LCBO / Beer, -purchases store

7. Board and Cardholder Liability

- a) The liability for authorized use of a purchasing card rests with the Board and not the individual cardholder.
- b) The liability to the Board for unauthorized use of a purchasing card following loss or theft of the card is limited to \$50.00. The Board is not liable for any unauthorized use of the card which occurs after a card is lost or stolen and the cardholder has reported this occurrence to the bank.

8. Cardholder Agreement

- a) The cardholder, by reading and signing the Employee Acknowledgment form, agrees to use the purchasing card in accordance with these purchasing card procedures.

- b) The card administrator will include a written copy of these procedures as an information package when a new card is issued.

9. Responsibilities

- a) The cardholder is responsible for:
- i) Adhering to all responsibilities and restrictions as established by the purchasing card program.
 - ii) Staying within allotted budget.
 - iii) Assigning appropriate budget number(s), and collection of appropriate original receipts, for each purchase card transaction. (Vendor receipts are to identify list of contents purchased, applicable taxes, and amount of total purchase name and address of vendor and HGST number. A receipt that only shows the amount paid will not be accepted. ~~Visa _chit/slip by itself is not sufficient proof of purchase.~~)
 - iv) Submitting approved monthly bank statement and purchasing card log sheet with supporting receipts to Business Services within 30 calendar days of receiving monthly bank statement.
 - v) Resolving any purchase discrepancies with vendor and obtaining credit notices the vendor may issue following resolution.
 - vi) Immediately notifying the bank and card administrator of any loss, fraudulent activity, or theft of card.
 - vii) Obtaining required Material Safety Data Sheet (MSDS) for all WHMIS controlled products purchased, and immediately forwarding a copy to the appropriate health and safety staff.
- b) The cardholder's manager/supervisor is responsible for: (principal for school staff; service area manager/supervisor for staff person; superintendent for principals; director for superintendents; chair for director and trustees; superintendent of business for chair):
- i) Authorizing and submitting to Purchasing Services a staff person's Bank Application form and Purchasing Card Change Request form.
 - ii) Assessing the need for purchasing card based on operational requirements of staff person.
 - iii) Reviewing, approving, signing downloaded activity ~~Purchasing Card Log~~ sSheet **and** submitting to Business Services.
- c) The purchasing card administrator is responsible for:
- i) The overall administration and monitoring of the purchase card program, including this procedural manual and the contract with the card holder.
 - ii) Processing requests for card issuance and changes to card limits, commodity blocking and address changes.
 - iii) Liaison between the cardholder and the accounting assistant to help resolve disputes related to payment matters, return of goods and credits.
 - iv) Ensuring the maintenance of a master list of all cardholders.
 - ~~v) Monitoring the use of purchase cards with respect to conformance to this procedures manual and initiating notices for corrective action and/or removal of card.~~
- d) The accounting assistant in Business Services is responsible for:
- i) Reviewing all cardholder monthly activity ~~log~~ statements and supporting documentation and comparing to bank master statement.
 - ii) Performing periodic audits of cardholder statements and identifying occurrences of non-conformance of procedures to purchasing card administrator.
 - iii) Charging back cardholder budget account(s) as submitted on log statement.

- iv) Monitoring the use of purchase cards with respect to conformance to this procedures manual and initiating notices for corrective action and/or removal of card. [ML]

10. Operational Procedures

- a) Requesting a new purchasing card:
- i) Employee authorized by principal or service area supervisor to acquire a purchasing card submits the US Bank Visa Application and the Employee Acknowledgment of Responsibilities forms to Purchasing Services.
 - ii) Cardholder is responsible for reading and complying with procedures for proper handling, storing and use of purchasing card.
- b) Reconciliation, Payment & Records:
- i) The purchasing card may be used for single line item purchases up to the maximum dollar spending limit including all taxes. Multiple budget accounts within the cardholder's authority may be used for a single line item.
 - ii) If a transaction is made during the bank's monthly billing cycle, a detailed statement will be mailed directly made available to the cardholder, who would then complete the activity purchase card log sheet, supported by all original receipts, and forward to their manager/supervisor or approval, who will then submit it to the accounting assistant in Business Services.
 - iii) The bank statement is available mailed around the 27th 10th-day of each month. The cardholder should receive this statement by the 15th and is expected to forward the activity Purchasing Card Log sSheet with attached receipts to his/her principal/supervisor within five (5) working days following receipt of bank statement to permit sufficient time for reviewing and approval.
Note: The accounting assistant must submit payment of all purchasing card statements to the bank within a set time frame. It is very important that all cardholders ensure their paperwork is in order and submitted within the required time line to keep within the CRA reporting requirements.
- c) Dispute Process:
- i) If there are discrepancies and/or a need to return goods for credit the cardholder contacts the supplier directly. The cardholder will circle that line item on the bank statement and note that this entry is under investigation, but still should include the transaction on the log sheet. If a return of goods is made, the cardholder must ensure that the credit is made to the purchasing card and not provided in any other manner. (If unable to resolve the matter, the cardholder should contact the card administrator for assistance.)
- d) Telephone, Mail and/or Fax Purchases:
- i) The cardholder selects goods and calls/mailes/faxes the order to the supplier.
 - ii) The cardholder supplies the purchasing card number and expiry date and instructs the supplier to ensure that the package is clearly marked with the cardholder's name and that the detailed receipt, complete with the GST number, is included in the packaging.
 - iii) Upon receipt of good(s) the cardholder inspects all items and files the receipt with the log sheet until the bank statement arrives.
 - iv) Monthly internet or magazine/newspaper subscription charges (that have been approved by the Superintendent of Business) **must** have supporting document attached to the log sheet (ensure when you set up this charge that the company is capable of providing this documentation.)

11. Addressing Non-Compliant Card Usage

- a) Controls are in place to ensure purchasing card usage follows approved procedures. If, through periodic audits, a cardholder is found to have split transactions to circumvent the spending limit and/or the cardholder's log sheet/bank statement is not being

submitted in the time frame prescribed, a Notice of Non-Conformance form explaining the occurrence will be sent to the cardholder and his/her supervisor.

- b) Should a similar occurrence take place within the same school year, the card will be suspended or cancelled by the card administrator.
- c) The following school year, the card holder may reapply for a purchasing card.

12. Transferred, Retired and/or Terminated Cardholders

- a) When a cardholders transfers to another job that does not warrant the use of a purchasing card, or upon retirement or termination, the cardholder will turn over the purchasing card to the principal/supervisor **immediately**.
- b) The card will be cut in half and returned to the Purchasing Services along with a written notice to cancel.
- c) ~~When a cardholder transfers to another site and plans to continue using the card, the cardholder is responsible for forwarding an address change notice to the card administrator so the bank may be notified of change of address.~~

13. Lost or Stolen Card

- a) The cardholder must notify both the bank immediately of any lost or stolen card. The bank will cancel the card and issue a replacement to the cardholder. The bank "Hotline" is 1-800-588-8067.
- b) The cardholder will also notify the card administrator in Purchasing Services.

14. In Summary

- a) The purchasing card is a privilege, not a right. All purchasing cards issued by the Board remain the property of the bank and as such may be cancelled/revoked at any time.
- b) The Purchasing Card User Manual is posted on the [Staff Portal/Business Services/Accounting](#) ~~Board's website and in the Purchasing Services section of First Class, under GEDSB Information Central, along with related forms.~~



**VISA PURCHASING CARD
EMPLOYEE CARD APPLICATION**

Schedule A

Complete ALL information Fields Below Unless Indicated Otherwise

EMPLOYEE INFORMATION							
						(MM-DD-YYYY)	
First Name				Last Name		Birthday	
Embossing		GRAND ERIE DSB					
Your Site Name and Address (NOT YOUR HOME ADDRESS)							
Name				# Address, City & Postal Code			
Accounting Code REQUIRED FIELD							
X	XXXX	XX	XXX	XXX	X	XXX	
Billing Address		349 Erie Avenue, Brantford, ON N3T 4V3					
Email Address		@granderie.ca					
Business Phone:				Extension			
Password (Mother's Maiden Name)							
Monthly Credit Limit:		5,000		Single Transaction Limit		2,500	
COMPANY AUTHORIZATION							
Employee Signature:						Date	
Approving Manager							
Signature						Date	
Print Name & Title							
Plan Administrator							
Signature						Date	
Print Name & Title							

Please obtain your manager's signature before sending to Purchasing Supervisor for Plan Administrator's signature



US BANK VISA PURCHASING CARD EMPLOYEE ACKNOWLEDGEMENT

This form outlines the responsibilities I, _____ have as a card holder of the US Bank Visa Purchasing Card for procurement. My signature indicates that I have read and understand these responsibilities, and I agree to adhere to the policies and procedures established for the program.

- ✓ The credit card is intended to facilitate the purchase and payment of materials and services required to conduct Board business. The credit card is to be used only as authorized within Board policy. I cannot use the card for personal purchases.
- ✓ Unauthorized use of the card can be considered misappropriation of Board funds. This could result in immediate and irrevocable forfeiture of the card and/or appropriate recovery and disciplinary action as permitted by law.
- ✓ I understand the card must be surrendered **immediately** upon termination of employment, whether for retirement, voluntary separation, resignation, or dismissal. I may also be requested to surrender the card for reasons not related to my own personal situation, such as reorganization.
- ✓ I will maintain the card with appropriate security whenever I use the card. If the card is lost or stolen, I agree to notify the US Bank and the Card Coordinator immediately.
- ✓ The Purchasing Card is issued in my name. I will not allow any other person to use my card.
- ✓ I understand since the board is responsible for payment, I may be periodically required to comply with internal control procedures designed to protect the organization's assets. This may include being asked to produce the credit card records for audit purposes.
- ✓ I understand I will receive a monthly statement that will report all activity during the last cycle for verification. I will resolve any discrepancies by either contacting the supplier or the Card Coordinator as appropriate. I understand I will be required to obtain a copy of the cash register receipt or packing slip and submit the receipt to the business office for reconciliation with the monthly statement.
- ✓ I understand that all charges will be billed directly and paid directly by the Board. I understand that the US Bank cannot accept payment from me directly.
- ✓ I agree to charge only those purchases consistent with the type of materials and services authorized by management.

Employee Signature: _____ Date _____



VISA® PURCHASING CARD — CARTE VISA® APPROVISIONNEMENT

SCHEDULE A — EMPLOYEE CARD APPLICATION

REQUEST TYPE / TYPE DE DEMANDE

<input checked="" type="checkbox"/> Issue Plastics / Emettre une carte Do Not Issue Plastics / Ne pas émettre de carte	<input checked="" type="checkbox"/> English/Anglais Français/French	Account Number (For Bank Use Only) -Numero de compte (Reservé à la Banque) 4 7 1 5 1 6
Additional Comments/Instructions/Notes/directives additionnelles _____ _____		Iloan (for Bank Use Only/Reservé a la Banque) _____

Complete ALL information Fields Below Unless Indicated Otherwise
 Fournir TOUS les renseignements demandés ci-dessous, sauf indication contraire

EMPLOYEE INFORMATION / DONNEES SUR L'EMPLOYÉ

Birthdate (MM-DD-YYYY) / First Name / Prénom _____ Last Name / Nom _____ Date de naissance (JJ-MM-AAAA) _____

Not to exceed 19 characters in length/ne doit pas excéder dix-neuf caractères

Embossing / Embossage _____
 G R A N D E R I E D S B

Your Site Name and Address (NOT YOUR HOME ADDRESS)

Accounting Code / Code comptable _____
 L E A V E B L A N K

City / Ville _____ Province _____ Postal Code / Code postal _____
 O N

Home Phone / Tél. au domicile _____ Employee No. / No de l'employé(e) _____ Business Phone / Tél. au bureau _____
 L E A V E

Monthly Credit Limit _____ Single Transaction Limit _____ Cash Advance% _____
 Password (Mother's Maiden Name) — Limite de crédit mensuelle _____ Limite par opération _____ % avance de fonds _____
 1 0 0 0 2 5 0 N O N E

UNIT INFORMATION / DONNEES SUR L'UNITE

Corporate Billing Information

Company Number Bank Assigned _____ Division (Numeric) _____ Département (Numeric) _____
 Numéro d'entreprise attribué par la Banque _____ Division (numérique) _____ Service (numérique) _____
 0 0 4 8 9 _____ 0

TBR and DEF Reporting

Unit (Numeric) _____ Unit (Numeric) _____ Unit (Numeric) _____ Unit (Numeric) / Unit (Numeric) _____
 Unité (numérique) _____ Unité (numérique) _____ Unité (numérique) _____ Unité (numérique) / Unité (numérique) _____

COMPANY AUTHORIZATION / AUTORISATION DE L'ENTREPRISE

_____*_____
 Employee Signature _____ Date _____ Approving Manager's Signature _____ Date _____
 Signature de l'employé (e) _____ Signature du directeur autorisé (e) _____

~~New Application, Employee Acknowledgment and Change Request~~ _____ Plan

~~Administrator Signature~~ _____ ~~Date~~

~~form to be created and posted on Portal~~

Schedule B—Employee Acknowledgement



Grand Erie District School Board
ROYAL BANK VISA PURCHASING CARD EMPLOYEE ACKNOWLEDGEMENT

This form outlines the responsibilities I have as a card holder of the Royal Bank Visa Purchasing Card for procurement. My signature indicates that I have read and understand these responsibilities, and I agree to adhere to the policies and procedures established for the program.

- List of 13 items with checkmarks and crossed-out text, detailing responsibilities and terms of use for the purchasing card.

Employee Signature _____ Date _____

Employee Name _____
(please print)

SCHEDULE C PURCHASING CARD LOG SHEET

GRAND — ERIE DISTRICT SCHOOL BOARD					Purchasing Card Log Sheet		Statement Date: Prepared by: Reviewed by:		
Cardholder Name: _____					Location: _____				
Purchase Date	Supplier	Purchase Detail	G.S.T.	Total Charge	Budget Account	#	Cost Centre-XXX		
					XXXXXXXXXXXX				
Totals									
GST Rebate									

SCHEDULE D—PURCHASING CARD REQUEST



PURCHASE CARD CHANGE REQUEST

COMPANY NAME ON CARD: GRAND ERIE DSB

CARDHOLDER IDENTIFICATION

FIRST & LAST NAME (As appearing on the card)	WORK TELEPHONE
CARD NUMBER	EXPIRY DATE (mm/yr)

SECTION A - CANCELLATION OF CARD ONLY (Cut card in half and return to your Principal/Supervisor)

Reason:

SECTION B - CHANGE OF CARD SPENDING LIMITS/COMMODITY BLOCKS

Single Transaction from \$ _____ to \$ _____

Monthly from \$ _____ to \$ _____

If this is a temporary request for a specific need, please enter Date of Event: _____

Does this request require removal of commodity blocks? Check all that apply:

Travel Other - Please Specify _____

Hotel Reservation

SECTION C - CHANGE OF CARDHOLDER'S ADDRESS

NEW SCHOOL/DEPARTMENT NAME	EFFECTIVE DATE (dd/mm/yy)	
ADDRESS		
CITY	POSTAL CODE	NEW TELEPHONE

SECTION D - PRINCIPAL/SUPERVISOR AUTHORIZATION

SUPERVISOR'S NAME	TELEPHONE
SUPERVISOR'S SIGNATURE	DATE (dd/mm/yy)

FOR ACCOUNTING USE ONLY

SECTION E - CARD ADMINISTRATOR INFORMATION

CARD ADMINISTRATOR'S NAME	
SIGNATURE	DATE (dd/mm/yy)



NOTICE OF NON-CONFORMANCE OF PURCHASING CARD PROCEDURES

TO: _____ (Name)
FROM: _____ John Moore, Card Administrator, Purchasing Services
DATE: _____
COPY TO: _____ (Principal/Supervisor)

~~This Notice is being sent to you because your purchasing card use has not been compliant with approved procedures. One or more of the following infractions has been identified and this Notice is to inform you that the next occurrence will result in your purchasing card being either suspended or cancelled with the bank. Conditions for replacement will be subject to review.~~

~~_____ Log Sheet and/or supporting receipt(s) have not been submitted to Business Services in the required time frame — 30 calendar days from receipt of bank statement.~~

~~_____ Card transactions have been split to circumvent spending limits.~~

~~_____ Card has been used to purchase furniture and/or capital equipment.~~

~~_____ Other: _____~~

~~Please acknowledge that you have received and read this Notice by signing below and returning to Purchasing Services within ten (10) business days.~~

Comments: _____

Cardholder Signature: _____

Cardholder Signature: _____
(Please print)



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Travel and Expense Claims (F103)**
DATE: March 7, 2022

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure Travel and Expense Claims (F103) to all appropriate stakeholders for comments to be received by April 28, 2022.</p>
--

Background

Procedure Travel and Expense Claims (F103) was approved by the Board in February 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

F103

Travel and Expense Claims

Board Received: February 26, 2018

Review Date: March 2022

Accountability:

1. ~~Frequency of Reports~~ As needed
2. ~~Criteria for Success~~ All travel and expense claims are compliant with this procedure.

Principle:

Expenditures for travel and expenses must be reasonable and transparent with appropriate accountability and reporting mechanisms based on system-wide policies.

This procedure establishes criteria and procedures for the reimbursement of expenses incurred by all staff members while performing duties on behalf of the Board. The expenses should be necessary and reasonable. Where specified, prior approval of a supervisor or the Board is required before the expense is incurred if it is to be eligible for reimbursement. The Grand Erie District School Board assumes no obligation to reimburse expenses that are not in compliance with this procedure.

Guiding Principles Procedures:

1. ~~Employees~~The board will be reimbursed ~~employees~~ for expenditures submitted on the Travel Expense Claim Form subject to the following parameters:

1.1 Allowance for Use of Personal Automobile

- i. Individuals will be reimbursed for the use of their personal automobile at the rate approved by the board provided:
 - a) It is the most convenient method of travel;
 - b) The travel is for authorized board business;
 - c) The individual carries a minimum of \$1M public liability and property damage insurance coverage;
 - d) Whenever possible, two or more individuals traveling to the same destination use one vehicle.
- ii. The allowance paid for the use of a personal automobile is deemed to cover all costs of operation including insurance, depreciation, gas, oil, repairs etc.
- iii. The daily cost of travel from home to the employee's primary worksite is personal use and it not reimbursed by the board. This includes work at night, weekends, or during summer break. Employees will only be reimbursed travel costs in excess of this daily round trip commute for business related activities. ~~The cost of travel from home to the worksite is considered to be personal use and is not reimbursed by the Board. This includes work at night or weekends. The Board will, however, pay for any incremental mileage incurred in conducting business outside of the employee's home to work travel.~~
- iv. The site that each permanent employee regularly reports to is that employee's primary location.
- v. In accordance with the Guidelines for Working Remotely, if staff are working from home and required to travel for business related activities, the daily round trip deduction from home to the primary location will still be expected to be

~~made. When an employee is required to report for work (except for system professional development) at a location other than their primary location, travel expense is eligible for mileage in excess of the distance from the employee's home to their primary location.~~

- ~~i. When an employee is returning home at the end of the day from a location other than their primary location, travel expense is eligible for mileage in excess of the distance from the employee's primary location to their home.~~
- vi. Travel expense is allowable for required travel between sites only when the employee's assigned position comprises one location. Travel expense is not allowable for travel between sites when an employee applies for and obtains more than one part-time position in different locations.
- vii. The approval of the supervisor is required before claims will be processed.
- viii. Electronic versions of the travel expense claim form are acceptable provided that they originate from the person responsible for authorizing the claim. ~~Photocopies and faxes are not acceptable and will be returned.~~
- ix. Travel for system professional development activities or for elective attendance at Board-sponsored training workshops is not covered.
- x. Travel for clerical staff to the post office, bank etc. and travel for teachers to support school teams and field studies is to be charged to school budget accounts.
- xi. Travel to conferences and workshops is to be charged to professional development budgets. Conference expense claim forms should be used to report this travel.
- xii. Travel claims will not be processed in advance.
- ~~xiii.~~ xiii. Custodial project crew will be reimbursed for travel expense between the first site visited each day and their primary support centre that is in excess of 20 kilometers; plus, travel expense between the last site visited each day and their primary support centre that is in excess of 20 kilometers; plus, all travel required between sites.

~~xiii.~~ xiv. ~~Some itinerate staff do not have primary locations, as such individuals in this group are only eligible to claim mileage between their starting and ending location in a given day as there is no home to primary location deduction.~~

1.2 Other Expenses Incurred on Board Business (i.e. Professional Development or Conferences)

- i. These claims include but are not limited to, actual out-of-pocket expenses for:
 - a) Courses, conferences or workshop charges;
 - b) Hotel room charges for accommodation in a standard room – no additional reimbursement will be made for suites, executive floors or concierge;
 - c) Meals, if not included in registration;
 - d) Tips and gratuities;
 - e) Business telephone calls;
 - f) Taxi and/or Uber receipts;
 - g) Supervisor approved car rental when a car rental is more economical than the use of a personal vehicle and related mileage;

- h) Public transportation at the lowest fare practicable;
 - i) Necessary parking fees; and
 - j) Other business expenses (i.e., fax, internet, 407 ETR).
- ii. The following will not be reimbursed:
- a) Recreational costs (i.e. video rentals, mini-bar charges, fitness facility charges);
 - b) Movies;
 - c) Alcoholic drinks or Cannabis products;
 - d) Charges incurred by a spouse;
 - e) Parking or traffic tickets; and
 - ~~f)~~ Auto expenses (reimbursed by per kilometer charge).
 - ~~f)g)~~ Any purchases restricted by supervisor.
- iii. Meals
- a) Reasonable and appropriate meal expenses will be reimbursed if the expenditure is incurred when the employee is on board business. In all cases, original itemized receipts for the meal must be submitted. Credit card slips or hotel statements with meal charges are not sufficient backup for the expense and do not meet audit requirements.
 - b) Reimbursements for meals (plus exchange rate) ~~is~~ are subject to the following limits:
 - For Breakfast - ~~\$10.00~~ \$12.00
 - For Lunch - ~~\$17.00~~ \$23.00
 - For Dinner - ~~\$28.00~~ \$40.00
 - Total for one day not to exceed ~~\$55.00~~ \$75.00 (This is not a per diem rate)
Tips and taxes are included in the daily totals.
 - c) For a full day of meal claims (breakfast, lunch and dinner), individuals have the discretion to allocate the daily total among the meals.
 - ~~d)~~ Reimbursement of meal costs must not include reimbursement for any alcoholic beverages.
 - ~~e)~~ Reimbursement of meal costs will not be permitted where the meal is included as part of a workshop or conference. Exceptions, such as dietary restrictions, may be considered by the employee's supervisor.

1.3 Reporting

- i. All claims for approved expenses should be made on the Travel Expense Claim Form or Conference Expense Claim Form which are available on the staff portal.
~~—~~ Travel and Expense Claims can be submitted electronically by the supervisor of the claimant via email to reimbursements@granderie.ca. All receipts and necessary documentation must be attached with submission.
- ~~ii.~~ Once the Employee Mileage Application is rolled out, this application will be the only acceptable way to claim mileage reimbursement.
- ~~iii.~~ When submitting a statement of expense, the purpose of the trip must be stated in the space provided.
- ~~iii.~~ iv. Mileage claims between board locations must align with the Grand Erie District School Board mileage grid found on the staff portal. Claims for travel outside board locations must include a Google map (shortest distance). If using the Employee Mileage Application, the system will automate this step.
- ~~iv.~~ v. Claimants must sign the form and attach all original invoices/receipts showing the detail of the expense. Photocopies of receipts or eCredit/debit card slips are not acceptable as they do not provide sufficient detail to authorize payment or meet audit requirements. An acceptable receipt will show what was purchased, a tax breakdown, the vendors HST number, name and address of how it was paid

for (i.e.: cash, Visa, debit etc.). A receipt that only shows the amount paid by credit will not be accepted.

- vi. Expense claims ~~must~~ ~~should~~ be submitted within three (3) months of the date of travel or expenditure, with the exception of travel occurring between June and August, which at least quarterly and no more frequently than monthly. Claims cannot span more than one school year. Claims must be submitted by the due-date as outlined in the year-end instructions sent to all staff September 30 for all expenses incurred up to August 31st each year.
- vii. Due to budget management, mileage claims cannot span more than one school year.
- viii. Due to CRA guideline, mileage claims must not span two calendar years.
- ~~v~~ix. Any claim that is submitted after the dates outlined above, will not be reimbursed.
- ~~vi~~x. Expense forms will be reviewed and authorized by the principal (for school staff members) or supervisor prior to their submission to Business Services for processing. Expense forms for the Director will be reviewed and authorized by the Chair of the Board.
- ~~vii~~xi. The principal or supervisor authorizing the claim is providing their approval as the person knowledgeable about the activity and the one who acknowledges that the expenditure complies with this procedure.
- ~~viii~~xii. Final approval will be that of Business Services (Superintendent of Business, Manager of Business Services or designate). This approval is the final check that the claim complies with this procedure. Payment will be processed only after this final checking has been done.
- ~~ix~~xiii. Travel and Expense Claims can now be submitted electronically by the supervisor of the claimant via email to reimbursements@granderie.ca —all receipts and necessary documentation must be attached with submission.

1.4 All amounts reimbursed are subject to the budget restrictions set annually by the board.



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Disposal of Surplus Furnishings and Equipment (FT112)**
DATE: March 7, 2022

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Procedure Disposal of Surplus Furnishings and Equipment (FT112)** to all appropriate stakeholders for comments to be received by **April 28, 2022**.

Background

Procedure Disposal of Surplus Furnishings and Equipment (FT112) was approved by the Board in February 2018 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

FT112

Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment

Board Received: February 26, 2018

Review Date: March 2022

Accountability

1. ~~Frequency of Reports~~ — ~~As needed~~
2. ~~Criteria for Success~~ — ~~Surplus Furnishings and Equipment are redirected and/or disposed of in a timely fashion~~
 - ~~Reduced storage of obsolete furnishings and equipment in vacant schools~~
 - ~~Reduction of human and other resources to sort, move and store surplus furnishings and equipment~~

Guiding Principles/Procedures:

The Grand Erie District School Board will do its utmost to provide quality furnishings and equipment to schools. To achieve this, consideration to the value of any surplus item will be given, followed by striking a balance between the time and effort required to sell something, the control of the goods during the process and the eventual revenue that may be realized. When furnishings and/or equipment are no longer useable or obsolete, the Board will consider environmentally friendly practices to dispose of the items.

1. School/Site Closure

- a) The Transition Team, as per ~~FT9~~ Transition Committees (FT9), including affected administrators, staff and supervisors shall identify furniture and equipment which may be required by relocated students and staff. Retrieval or delivery of these goods must be arranged through central services staff within six (6) weeks following the facility closure.
- b) Items not required by relocated students and staff will be displayed by central services staff at the closed facility for a specified time period not to exceed 48 hours to permit administrators and staff from other facilities an opportunity to select and tag items on a “first come-first served” basis. Notice of the available furniture and/or equipment will be provided to all school administrators ~~by email~~ at least seven days prior to the period for viewing.
- c) All selected items will be assessed by central services staff from Facility Services, ITS Services and Purchasing Services to ensure compatibility with building systems, regulations and site or facility restrictions before they are released or delivered. Items which cannot be modified to meet compatibility standards will not be moved or permitted in the new location.
- d) Pictures and descriptions of all available items will be placed on the internal staff portal by the Transition Team for interested schools to view and request.
- e) Flags will be properly removed/disposed of according to Federal regulations.
- f) Commemorative material will be placed at the facility of the relocated students and staff whenever appropriate. Material which has historical significance will be stored in the Board's archives for safekeeping or delivered to the appropriate agency. Archive volunteers will be asked to assess items for appropriateness for inclusion in the Board archives.
- g) Furnishings and equipment not identified in the above steps for student/staff use or archival storage will be disposed of by central services staff using one of the methods listed in Item 3.

2. Upgraded Furnishings or Equipment

- a) Surplus equipment arising from a school's purchase of upgraded items will be disposed of by ~~central services staff~~ Business Services staff who will work with school or support staff to make the following determinations:
 - 1. the item's value
 - 2. appropriateness for continued use of the surplus item at another location within system
 - 3. appropriateness for sale of the surplus item to public or use as a 'trade in' to suppliers
 - 4. appropriateness for disposal of the surplus item
- b) Where one or more of the Board's schools wishes to obtain a surplus item of another school, each interested school will be required to make their interest known and the principals involved will work out where the surplus items will go. Should the school principals not be able to reach consensus on the distribution, the superintendent for the family of schools will make the final determination.
- c) Pictures and descriptions of all available items will be placed on the internal staff portal by the central services or school for interested schools to view and request
- d) Receiving schools will be required to pay for the cost of private movers on items that are too heavy or bulky for facility staff to move and may sustain the costs of upgrades to their facility to accommodate the item, e.g., electrical, plumbing, etc.
- e) All furnishings and equipment declared surplus to any school must go through this process

3. Surplus Items Not Required ~~b~~By System

- ~~a) Surplus~~ Items with capital value or general usefulness
- a) will be disposed of through o~~Online~~ a~~Auctions~~ as managed by Grand Erie ~~District School Board~~staff or a third party as available:
 - i. External purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied.
 - ii. Board approved auctioneer online site (external purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied)
- b) Community Open House where items will be offered for little or no cost (external purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied)
- c) Where items are sold to an external purchaser, proceeds from the sale of surplus equipment, less an administrative fee of \$25.00, will be deposited to the selling school's general account. Where the surplus items result from a school closure, the proceeds will be directed to the consolidated school(s) in proportion to the students transferred.
- d) External purchasers are responsible for obtaining independent qualified professional advice or services, e.g., electrical, plumbing, etc.
- e) Salvage operator will be contracted to dispose of any leftover items.

4. Disposal of E-Waste

- a) Electronic waste includes but is not limited to: printers, computer towers, monitors, computer accessories (i.e. keyboards, mouse) projectors, laptops, cameras, televisions, stereo equipment, VCRs/DVD players, etc.
- ~~a)b)~~ Collection of e-waste will be centrally managed through Facility Services' Work Order System. Schools with damaged or obsolete electronic waste should complete a work order to have it picked up and brought to ~~Facility Services~~the TRC for recycling/disposal.
- ~~b)a)~~ ~~Electronic waste includes but is not limited to: printers, computer towers, monitors, computer accessories (i.e. keyboards, mouse) projectors, laptops, cameras, televisions, stereo equipment, VCRs/DVD players, etc.~~
- c) Where school events plan to fundraise through the collection of E-Waste, principals must seek prior approval from the Manager of ~~IT Services~~Facility Services prior to commencing such a fundraiser. ~~[MD1][WR2]~~

- d) ~~Appliances are not accepted within this program.~~ This procedure does not cover appliances. Site administrators are responsible for the proper disposal of appliances but can reach out to Facility Services for guidance.

References:

- Transition Committees (FT9)



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education and Secretary of the Board
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Reporting of Wrongdoing (F7)**
DATE: March 7, 2022

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

Background

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

Comments Received

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

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



POLICY

F7

Reporting of Wrongdoing

Board Received: _____

Review Date: _____

Policy Statement:

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

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

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

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

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

Definitions

1. WRONGDOING

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

It also includes but is not limited to:

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

2. REPRISAL

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

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

Reference:

- Reporting of Wrongdoing (F107)

February 18, 2022

The Honourable Stephen Lecce
Minister of Education
5th floor, 438 University Ave
Toronto, Ontario
M7A 2A5

Dear Minister Lecce,

On January 12, 2022, you announced the changes to the provincial protocols for COVID-19 within Ontario schools. With the full re-opening of schools mid-January, the Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) is concerned about the impact of these changes on the students we represent.

Children belong in inclusive schools and classrooms. These schools must always be safe. Most children with a disability experience a cluster of health and developmental problems. Research indicates that children with 'learning disabilities' are more vulnerable to illness from COVID-19 (Williamson EJ et al., 2021). Down's syndrome individuals are at higher risk of severe outcomes from COVID-19 (Emes D., 2021).

Parents and guardians are often the main caregiver, and many do not have the support systems available if they were to become ill. Resources are severely impacted during waves, but in particular during the current one due to Omicron's transmissibility.

Consultation and Transparency

- There was no consultation prior to changing established reporting protocols. Parents and guardians relied on these to make informed decisions for COVID-19.
- Reporting when absenteeism at a school is 30% or more does not provide a reliable indicator for COVID-19 cases in a school. The newly available online information from the Ministry of Education for percentage of absenteeism in Ontario schools also does not provide reliable information. There are many reasons for absenteeism, and what constitutes absenteeism among school Boards may vary. For example, a child will not be marked absent so long as they switch to online, even if they have symptoms of COVID-19.

Parents and guardians need timely and accurate information to make informed decisions for the safety of their vulnerable children. We believe it is imperative to re-establish COVID-19 case and contact management systems, as well as previous protocols in accordance with applicable privacy laws that allowed for sharing of positive cases in schools.

Health and Safety Measures and Transparency

Keeping schools open and safe has been identified as a priority by your government. We do applaud you for implementing infection control prevention measures to try to address the airborne component COVID-19. We remain concerned to hear some measures are not yet fully implemented. All the while some measures are being reduced or eliminated. It is unclear what data is being used by your Ministry to substantiate this (e.g.):

- Eliminating the reporting of COVID-19 cases as mentioned and eliminating the closure of classrooms and schools based on COVID-19 spread. These fail to recognize the high-risk issues that impact students with special needs - children who do not or cannot wear masks, contact time and being within 2 metres of a COVID positive case within a class distancing rules cannot

consistently be met due to class sizes and space restrictions), and student limitations with using hand sanitizer or washing hands.

- Not all classrooms have stand-alone HEPA filter units (or equivalent) to reduce COVID-19 in the air (Lindsley WG et al., 2021) leading to an inequitable situation. Further, there is no continuous quality monitoring of ventilation in place such as the practice of using CO2 detectors for proxy of COVID-19 and allow for real time response (Prather, Poppendieck and Rosenthal, 2021).
- N-95 supply to staff should not be limited to require their re-use when supply almost 2 years later into this pandemic is no longer an issue. Re-use does not consider infection control practice standards such as prevention of cross-contamination during donning and doffing.
- Respirators are preferred and older students should have access to N95 masks. 3-ply masks provided to schools are optional, but this is a minimum standard (Government of Canada, 2022). Further research identifies that N95 followed by medical masks are superior for risk reduction (Andrejko et al., 2022). Medical masks are being provided by some School Boards to children as it is cost prohibitive to the most vulnerable families and the Ministry needs to reconsider what they are providing to schools.
- Antigen tests and PCR self-collection test kits are provided by schools to students but only once symptomatic. There is a significant segment of our community that is disadvantaged and cannot purchase such tests. It is unclear why these are not offered before a student attends school or why priority testing is not offered at testing centres in an effort to keep schools open and safe.

All this makes it unclear to parents just how safe schools are when there are no transparent, adequate measures provided to gauge the level of COVID-19 spread in schools. Parents and guardians of vulnerable children require meaningful measures to make informed decisions whether to send their child to school. The risk-benefits must be determined by the family unit.

Proactive, continuous quality improvements must continue to be utilized to keep schools and our children safe particularly in light of Ontarian's being told to learn to live with COVID-19. This duty of care for safety requires implementing practices based on research and the tracking of transparent and appropriate indicators in order to make adjustments and re-adjustments to enhance safety during this ongoing pandemic and future waves. Parents require this for informed decisions. Appropriate data collection and reporting is an expected standard of our schools and education researchers. We expect the Ministry and elected officials to uphold the same standard.

The safety and well-being of all students is paramount while preserving inclusion. Vulnerable students are simply at greater risk and families need to be better informed. We thank you in advance for your immediate consideration and look forward to a prompt response.

Sincerely,



Bruno Iannicca, SEAC Chair, Dufferin-Peel Catholic District School Board (DPCDSB) Trustee Mississauga Ward 7	Dely Farrace, SEAC Vice Chair, DPCDSB SEAC Association Representative for Brampton Caledon Community Living
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cc: DPCDSB Trustees
MPPs of Dufferin-Peel
Chairs of Special Education Advisory Committees

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February 2, 2022

The Honourable Stephen Lecce, Minister of Education
Ministry of Education
315 Front Street West, 14th Floor
Toronto, ON, M7A 0B8

Dear Minister Lecce,

At its meeting on January 17, 2022, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write to you to urge the Ministry of Education (Ministry) to pause the EQAO testing for this school year.

Many students are experiencing increased anxiety, depression and/or mental health concerns due to the impact of the pandemic and the methods of delivery in education over the last two years. These mental health issues are felt deeply by our WRDSB families, all of whom are coping with the stresses of the pandemic as best they can.

The administration of the EQAO tests in 2022 is a responsibility for teachers and administrators at a time when education staff are already burdened with adjusting to the impact of the pandemic on their mental and physical health as well as tailoring their professional teaching and administrative methods to address learning loss and being responsive to shifts in modes of learning.

It is known that the pandemic has disproportionately affected marginalized students and families. As noted by research, “since EQAO testing was introduced in Ontario schools, the achievement gap has not been drastically reduced and instead has intensified for certain identities particularly impacting Indigenous, racialized, English Language Learners, recent immigrants, and students from lower socio-economic backgrounds” (Eizadirad, 2020, p. 27). Additionally, EQAO testing pre-pandemic created misconceptions about the ‘quality’ of schools and had contributed to a cycle where “schools often located in higher socio-economic communities maintain a valued status being labelled as offering ‘high quality’ education” (Eizadirad, 2020, p. 27). Any data collected in 2022 through EQAO, will be skewed due to the disproportionate impacts of the pandemic.

Several teachers and principals in research note that, “Kids feel a lot of stress about [EQAO tests]. Even though they’re not going to be punished for it, they feel a lot of stress and anxiety about writing it” (Hargreaves, 2020, p. 413). Standardized testing has been found to “perpetuate *ill-being*”, and can “undermine innovation and curriculum personalization” (Hargreaves, 2020, p. 415).

At this time, schools continue to evaluate students using a variety of methods and report this information through communications with families, ongoing assessment and formal report cards. These represent sufficient forms of data to understand learners and their needs.

While EQAO is only done in specific grades, it can also impact staff across the school and board by, for example, occupying EA support at a time when we are facing critical shortages, adding work to



Waterloo Region District School Board

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Administration and Administrative Assistants and adding to the workload of mental health support staff such as CYWs, Guidance Counsellors and Social Workers.

The Ministry of Education has supported boards in adopting a trauma informed approach with the understanding that this supports student achievement and well-being. Holding EQAO for Elementary students right now is not trauma informed and adds a layer of stress on top of what many students, families and staff have to address with the multiple waves of Covid. A pause on EQAO testing will support student and staff well-being, provide a sense of relief and provide some burden reduction during these unstable times.

Minister Lecce, we ask for your consideration of this request, as it will provide an additional level of safety, protect the health and safety of students, staff and their families in the WRDSB and throughout Ontario. This will provide an additional layer of support to staff and students and meet the province's goal of ensuring students are being supported with in-person learning through a very challenging time.

Sincerely,

A handwritten signature in cursive script that reads "Scott Piatkowski".

Scott Piatkowski
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC:
Ontario Public School Boards' Association
Chairs, Ontario Public School Boards
MPP Amy Fee
MPP Catherine Fife
MPP Michael Harris
MPP Belinda Karahalios
MPP Laura Mae Lindo



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February 2, 2022

The Honourable Stephen Lecce, Minister of Education
Dr. Kieran Moore, Chief Medical Officer of Health
Dr. Hsiu-Li Wang, Commissioner & Medical Officer of Health

Dear Dr. Moore, Dr. Wang and Minister Lecce,

At its January 17, 2022, Committee of the Whole Meeting of the Waterloo Region District School Board (WRDSB), the Board of Trustees approved the following motion:

That the WRDSB Trustees request that the Chair write letters to the CMOH (Chief Medical Officer of Health), the local MOH (Medical Officer of Health) and the MOE (Minister of Education) requesting the following:

- 1) Student and staff access to PCR testing in cases of high risk exposure and suspected COVID-19;**
- 2) Support and implementation of a “Test to Return” strategy following COVID-19 illness and exposure, supported by an adequate rapid antigen test supply;**
- 3) Continued funding and adequate supplies of rapid antigen tests for all students and staff;**
- 4) Funding for ventilation upgrades, beyond portable HEPA units and continued CVRIS funding to ensure a long-term commitment to student and staff health;**
- 5) Full reimbursement of all school board pandemic-related costs, above and beyond COVID-19 related funding already provided by the Ministry of Education.**

As we continue to navigate the pandemic, we ask for your full support of these measures that prioritize the health, safety and well-being of our students, staff and families both now and into the future.

Sincerely,

A handwritten signature in black ink that reads "Scott Piatkowski".

Scott Piatkowski
Chairperson of the Board of Trustees



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Waterloo Region District School Board

CC:

Ontario Public School Boards' Association

Ontario Public School Boards

MPP Amy Fee

MPP Catherine Fife

MPP Michael Harris

MPP Belinda Karahalios

MPP Laura Mae Lindo



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

February 25, 2022

VIA EMAIL: specialeducation@ontario.ca

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Lecce,

Re: Comments with respect to PPM No. 81

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight parent associations, who represent thousands of families in Durham Region.

We would like to first express our support with regards to the goal of providing evidence-based health, rehabilitation and other community-based clinical services in school settings to ensure timely and equitable services that allow students to fully participate in all aspects of school life. However, we want to stress the importance that the appropriate time and care needs to be taken to ensure that any move to school-based health, rehabilitation and other clinical services is done right. For families and students who depend on these services, ensuring that any transition made is made seamlessly, with no break in service provision for their children is of utmost importance.

Timelines and consultation process

We are concerned with the limited timeframe allowed for input in the consultation process. Given the important nature of the services reflected in PPM No. 81 the tight timeframe limits the ability of schools, SEACs, services providers and families' to provide meaningful consultation. We would request that the Ministry extend the timeline for providing input in the consultation process to ensure that stakeholders have an opportunity to provide fulsome submissions to ensure that the implementation of PPM No. 81 meets its objectives and causes no unintentional harm to those it seeks to support.

Timelines for implementation

We are very concerned with the expectation that full implementation would be achieved by September 2022. Time needs to be provided for the proper consultation to occur to allow proper implementation of PPM No. 81. Some of the many examples of concerns would be:

1. Differentiated access that creates inequity in services and supports impacting children, youth and families.



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2. Shortages and waitlist of community health supports to provide supports in schools occurring while the board is having difficulty in addressing current support needs within the schools.
3. The impacts related to shift of school-based rehabilitative services to Children's Treatment Centres has not been fully evaluated and shared publicly.
4. Proposed changes would result in significant increase to private and community, both regulated and currently unregulated (e.g., IBI), providers having access inside school spaces.
5. Current and continuing lack of funded space in schools and type of space required by the variety of professional health services to be provided by both district, private and community providers.
6. Delegation of health care acts to school board staff.
7. Time to develop MOUs with the various service providers which detail responsibilities and how services providers will engage students within the schools, etc.
8. Prevalent medical conditions such as diabetes, seizures disorders, anaphylaxis, etc. does not appear to be referenced or captured under the revised PPM 81.
9. Clarity and planning specific to workplace and related liability protections for service professionals and school districts.

There is also concern regarding case management of all providers to meet the goal of seamless services for the student between home and schools. Some of these concerns are, but not limited to, the supervision of students using remote care providers; needs for after-hours services; appropriate access to physical space that is respectful of the student and provider's services; needs in buildings at or need capacity.

When considering the above and the physical, social and emotional safety of the students who are accessing services needs to be carefully thought out. At all times, consideration must be taken to ensure that the confidentiality and dignity of students is respected during the transition periods where services provided will take them away from peers and then have them return.

These are just a few of the many considerations that must be considered before community-based service providers can be brought into a school.

We would submit that a central consultation working group with key partners and people with lived experience could be put in place by September 2022 to develop a solid and seamless plan for this transition by September of 2023. The ability to have full implementation of PPM No. 81 by September 2022, raises serious concerns that implementation of PPM 81 can be done well and without detrimental effects to students and families.

Inclusion/exclusion of services

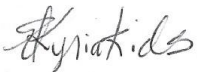
On a cursory review of PPM No. 81, we note that DHH Infant hearing program goes from 0-6 years of age, but has not been mentioned in the integration of services. We are concerned that other services may also have been overlooked.

Roles of families

Some services rely on the caregiver/family of the student to be present. How would this be managed within this service provision model? We note that PPM No. 81 mentions consultation but is silent on implementation.

In conclusion, while we commend the goals of PPM No. 81, we are concerned about the timeline for consultation and implementation. The implementation of this PPM should not be done in haste. It requires careful planning and development of an implementation process to ensure any transition happens seamlessly and without any service disruption to students and their families. We strongly suggest that the Ministry of Education reconsider the expectation that School Boards have PPM 81 fully implemented by September 2022, and consult with key partners and persons with lived experience to develop a framework and implementation plan for PPM 81, that is in the best interest and support of students.

Sincerely,



Eva Kyriakides

SEAC Chair

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees



The Children's Safety Village of Brant
407 Elgin Street, Brantford ON N3S 7P5
www.CSVBrant.ca
519-720-6950
Charitable #: 862146123 RR0001

GEDSB Trustees
349 Erie Ave
Brantford ON
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February 14, 2022

Received by email on
February 24, 2022

Dear Trustees,

As we hopefully approach a time when students can once again benefit from field trips to the Children's Safety Village of Brant, we are looking to secure supportive funding from a variety of sources. As with all charities, fund raising is likely to be a challenge as we emerge from the disruptions of the past 2 years. The purchase of the property by Six Nations Polytechnic and their assurance that we can stay where we are until at least September 2025 has helped to provide some welcome stability to our situation.

With funding from some of our regular supporters (Brantford Police and Fire), charitable foundations, individuals and government COVID grants we have been able to maintain our facility while minimizing costs during this time. As you are no doubt aware, 17-year-old plumbing and HVAC systems inevitably require repairs and replacements. Our two staff members have not been working at the Safety Village since March 2020 and are eager to return to the enthusiasm that the children bring with them every day.

During the past two years, Brantford Police, Brant County OPP and more recently Brantford Fire have been using our facility to prepare and provide various forms of online safety instruction to the elementary schools. Brant County Fire continues to be a strong supporter as well. The instructors are eager for the return of in-person experiential learning at the CSV that is so effective for the students.

The Children's Safety Village has always been focused on equity and inclusion so that the benefits are available to all students, should their teachers decide to attend. We have been recognized as a facility designed to be handicapped accessible both on the ground and with equipment such as specialized bikes.

We recognize that inclusion may become challenged for some as the cost and availability of buses becomes an increasing area of concern. Once businesses have recovered some stability, our intent is to approach potential donors to establish a fund to subsidize a percentage (eg. 50%) of the busing charges for those who are unable to meet the increased costs. Depending on the success of this effort and demand for assistance, we suspect that the compensatory schools would be the logical place to focus on initially.

In discussions with our Police instructor and other educators, we are considering updating our practices with the Internet Safety Program by having students bring their own devices so they learn on familiar equipment, using our mini-iPads as back up for those where their own device is not an option.

When the schools are able to resume trips to the Safety Village, we will be prepared to meet the Provincial and School Board protocols for in-person learning, including HEPA air filter machines for each classroom if required.

Since opening in September 2005 to March 2020, there have been over 95,000 elementary student-visits to CSV Brant plus thousands more to our public educational events such as Halloween in the Village and the Easter Egg Hunt. The benefits of hands-on injury preventing and life saving safety lessons that children, and adults, receive at the Safety Village make this a worthwhile investment in our community.

For several years before COVID, both the GEDSB and BHCNDSB generously provided supportive funding of \$10,000 per school year. On behalf of the CSV Brant Board of Directors, I am requesting that consideration be given to resuming this support in your next budget.

Sincerely,

Leo Vos

Leo Vos, DDS

President

vos97@rogers.com

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