



AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Bylaw 25 - Director's Performance Appraisal G. Anderson
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) 2020-21 Committee Board/Meeting Schedule B. Blancher
 - * (b) Allocation of Educational Assistants L. Thompson
 - * (c) Quality Accommodations Update R. Wyszynski
 - * (d) Delhi District Secondary School – Gymnasium Viability Review R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) MISA Update B. Blancher
 - * (b) Community Planning and Facility Partnerships – Annual Facility Status Report R. Wyszynski
 - * (c) Learner Intervention Tracking for Excellence (LITE) L. Thompson
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) BL3 Nomination and Annual Organizational Meeting (**A**) B. Blancher
 - * (b) BL5 Board and Committee of the Whole Board meetings: Rules of Procedure (**A**) B. Blancher
 - * (c) FT2 New School Construction Projects (**A**) R. Wyszynski
 - * (d) FT3 Naming of Schools (**A**) R. Wyszynski
 - * (e) FT4 Community Use of Schools (**A**) R. Wyszynski
 - * (f) FT9 Transition Committee (**A**) R. Wyszynski
- E - 2 **Procedure Consideration - Information Items**
- * (a) F106 Receipt of Charitable Donations (**I**) R. Wyszynski
 - * (b) HR111 Personal Protective Footwear (**I**) R. Wyszynski
 - * (c) HR119 Progressive Discipline (**I**) S. Sincerbox
 - * (d) P103 Learning Resource Selection (**I**) L. De Vos
 - * (e) P105 Prior Learning Assessment Recognition (PLAR) (**I**) L. Munro
 - * (f) SO113 Extreme Weather Guideline (**I**) R. Wyszynski
- F - 1 **Other Business**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, May 11, 2020
MS Teams Virtual Meeting

G - 1 **Correspondence**

H - 1 **Adjournment**

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

| | | | |
|---|---------------|---------|-----------------------|
| Safe and Inclusive Schools Committee | May 14, 2020 | 1:00 PM | MS Teams Virtual Mtg |
| Privacy and Information Management Committee | May 14, 2020 | 3:00 PM | MS Teams Virtual Mtg |
| Special Education Advisory Committee | May 14, 2020 | 6:00 PM | MS Teams Virtual Mtg |
| Budget Review Meeting | May 20, 2020 | 7:00 PM | MS Teams Virtual Mtg |
| Chairs' Committee | May 25, 2020 | 5:45 PM | MS Teams Virtual Mtg |
| Board Meeting | May 25, 2020 | 7:15 PM | MS Teams Virtual Mtg |
| Student Transportation Services Brant Haldimand Norfolk | May 26, 2020 | 9:00 AM | MS Teams Virtual Mtg |
| Budget Review Meeting | May 27, 2020 | 7:00 PM | MS Teams Virtual Mtg |
| Native Advisory Committee | June 8, 2020 | 1:00 PM | Hagersville Secondary |
| Committee of the Whole | June 8, 2020 | 7:15 PM | Board Room |
| Indigenous Education Advisory Committee | June 18, 2020 | 6:00 PM | Pine Tree Room, JBLC |
| Special Education Advisory Committee | June 18, 2020 | 6:00 PM | Board Room |
| Chairs' Committee | June 22, 2020 | 5:45 PM | Norfolk Room |
| Board Meeting | June 22, 2020 | 7:15 PM | Board Room |
| Audit Committee | June 23, 2020 | 4:00 PM | Board Room |

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Greg Anderson, Board Chair
RE: **Suspension of Bylaw 25 Director's Performance Appraisal**
DATE: May 11, 2020

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| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board suspends Bylaw 25 Director's Performance Appraisal until a new Director is in place.</p> |
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Rationale/Background

On January 13, 2020, Trustees accepted the resignation of Director Blancher for the purposes of retirement effective July 31, 2020.

Due to implications with school and board office closures due to COVID-19 and the fact that the Board chose not to proceed with Director candidate interviews during the closures, Director Blancher agreed to delay her retirement until interviews can be held and a new Director is available to start.

Additional Information

At the March 9, 2020 Committee of the Whole Meeting, the Director's Interim Performance Review was presented to Trustees during the in camera session. During that presentation, a question was asked about whether there will be a final Director's Performance Appraisal review and report since the Director is retiring and past practice has been not to do the final report. It was recommended that the Committee discuss this and come back with a decision.

The Director's Performance Review Committee has been consulted and is recommending that Trustees suspend the requirements in Bylaw 25 until a new Director is in place.

Respectfully submitted,

Greg Anderson
Board Chair



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
 FROM: Brenda Blancher, Director of Education
 RE: **2020-21 Committee of the Whole Board & Regular Board Meeting Schedule**
 DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve the 2020-21 Committee of the Whole Board and Regular Board Meeting Schedule.

Background:

It is customary each year for the Board to approve a schedule for all Committee of the Whole Board and Regular Board meetings for the upcoming year.

Additional Information

1. As outlined in Bylaw 5, Committee of the Whole meetings should be held on the second Monday of each month and Board meetings should be held on the fourth Monday of each month.
2. Thanksgiving is Monday, October 12, 2020 which is the second Monday, therefore October meetings are proposed for the **first and fourth** Monday.
3. Mid-Winter Break is March 15-19, 2021 therefore March meetings are proposed for the **second and fifth** Monday.
4. Victoria Day is Monday, May 24, 2021 which is the fourth Monday, therefore May meetings are proposed for the **second and fifth** Monday.

The attached schedule is based on two meetings per month as per to Bylaw 3 and Bylaw 5.

Communication Plan

Once approved, the schedule will be circulated to the public for information.

Respectfully submitted,

Brenda Blancher
 Director of Education

2020-21 Meeting Schedule

The In Camera session meetings commence at 6:30 p.m.

The Public session meetings commence at 7:15 p.m.

Meetings are located at 349 Erie Avenue

| 2020-21 | |
|------------------------------|--|
| September 14 September 28 | Committee of the Whole Board Regular Board |
| October 05 October 26 | Committee of the Whole Board Regular Board |
| November 09 November 23 | Committee of the Whole Board Regular Board |
| December 07 December 14 | Board Nomination and Organizational Inaugural Board |
| January 11 January 25 | Committee of the Whole Board Regular Board |
| February 08 February 22 | Committee of the Whole Board Regular Board |
| March 08 March 29 | Committee of the Whole Board Regular Board |
| April 12 April 26 | Committee of the Whole Board Regular Board |
| May 10 May 31 | Committee of the Whole Board Regular Board |
| June 14 June 28 | Committee of the Whole Board Regular Board |
| August 30 | Committee of the Whole Board / Regular Board |



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Educational Assistants 2020-21**
DATE: May 11, 2020

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| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the allocation of 301 Educational Assistants, as outlined in the report, pending final budget approval.</p> |
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Background

In Grand Erie, two of the Guiding Principles in Special Education states;

1. Resources are provided to support students to become independent in reaching their educational goals.
2. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Educational Assistants are allocated to schools to support students with exceptional needs in the following areas:

- Medical/Physical – supports physical/medical needs, such as mobility, therapy, medications, use of specialized equipment, personal care.
- Safety/Supervision – supports safety needs, such as supervision to ensure student safety or the safety of others, behaviour/safety plan support and implementation under the direction of the teacher.
- Communication/Autism Spectrum Disorder – supports needs of students with severe communication concerns or diagnosed with Autism Spectrum Disorder, such as supervision to ensure student safety or the safety of others, social/behaviour/life skills program support and implementation under the direction of the teacher.

The goal in Grand Erie is to provide the supports and resources necessary to ensure success for every student. The goal for all students is to support them to develop skills for independence. This includes students with special education needs.

Educational Assistant support is a resource that is provided to schools to support the programs that are in place for students with special education needs that are moving them toward independence. This requires intentional planning for decreased Educational Assistant support, ensuring that the support of this resource is as non-intrusive as possible. Things that are considered when assessing the need for Educational Assistant support at a school:

1. Educational Assistant support is assigned to support schools, not individual students or programs.
2. Educational Assistants are special education supports for a teacher or a classroom. They are not a student's personal assistant.
3. The support of a student by an educational assistant must include an intentional plan to fade their support in order to promote student independence.

4. There is a recognition that a small number of students will require on-going direct support due to pervasive needs.

Unnecessary Educational Assistant support can have a negative impact on students, which can significantly impact their progress and achievement in future grades.

Current Model of Support

There are several ways Educational Assistants provide support to students in Grand Erie.

Self-contained Classroom Educational Assistant

The Educational Assistant is assigned to self-contained classrooms to support programming and integration of students in the classroom. They can support in other classrooms as required when appropriate.

School Assigned Educational Assistant

The Educational Assistant is assigned to schools based on the Needs Assessment.

Occasional Educational Assistant

The Educational Assistant is assigned to the school when someone is absent.

Temporary Educational Assistant

The Educational Assistant is allocated to a school from the Special Education Department for short term support (generally less than two weeks) for a variety of reasons, where student need is generally not complex (implementation of a behaviour plan, transition support. A written application through the Teacher Consultant for Special Education is required to access this support.

Transition Support Educational Assistant

The Educational Assistant is allocated to a school to provide temporary support (between 2-5 weeks) to support the transition of a student with complex needs to the school or to a new program in the school, to provide emergency support during an assessment period while a behaviour/safety plan is being developed, or to implement a comprehensive behaviour or safety plan that requires reinforcement at a significant rate at its inception. Transition Educational Assistants work with school staff to build their capacity while they fade their support so that school staff can assume the responsibility of program implementation for the student. Transition Educational Assistants have been funded through contract extension funding, which was in place for the 2017 to 2019 school years.

Lead Educational Assistant

The Educational Assistant works in a leadership position and is part of the system multidisciplinary team. There are three areas of support that Lead Educational Assistants are assigned to: Complex Behaviour, Direct School support, and Student use of Assistive Technology. The Lead Educational Assistant coaches and supports educational assistants in schools that are working in challenging situations, who have exhausted their bank of strategies and require a new lens on situations, or who request a consult. Lead Educational Assistant support includes sharing and modelling strategies or supporting the implementation of student behaviour/safety plans, preparing materials, gathering resources, and preparing and providing professional development for other educational assistants. Attendance and participation in case conferences and work refusal meetings as a member of the multidisciplinary team is also part of the role of the Lead Educational Assistant.

Educational Assistant Allocation Criteria

The criteria in 2019-20 in Grand Erie for assigning Educational Assistants to schools was:

- 2.0 for each Special Incident Portion (SIP) student
- 2.0 allocated to each Multi-Handicapped, Autism and Strategies classroom
- 1.0 allocated to each self-contained classroom for Mild Intellectual Disability (Transitions, Vocational), Mixed Exceptionalities/On Track (Bridge), and Developmentally Delayed (Lifeskills) classroom

This allocation model will continue in the 2020-21 school year. Once these supports are deployed, we will continue to assign additional Educational Assistants to schools for Students with Pervasive and Extensive Support Requirements as determined through the school-based needs assessment completed with the Teacher Consultant for Special Education. School needs will be continually reassessed to ensure that the focus on student independence and skill acquisition is monitored in relation to the level of support schools are allocated.

| | S.I.P. Total Care 2.0 per student | Mild Intellectual Disability (Transitions/Vocational), Mixed Exceptionality/ On Track (Bridges), Developmental Disability (Lifeskills) 1.0 per class | Multi-Handicap, Autism, Strategies 2.0 per class | Extreme Support Requirements for Physical/ Medical Safety Needs (allocated to schools) | Transition EA's (system support as needs dictate) | Total Allocation | Lead EA's |
|---------|-----------------------------------|--|--|--|---|------------------|-----------|
| 2020-21 | 8 | 42 | 50 | 201 | 0 | 301.0 | 7 |
| 2019-20 | 18 | 40 | 52 | 186 | 7 | 303.0 | 5 |

The criteria for assigning Educational Assistants in the three school years prior to 2019-20 was slightly different and is outlined in the table below. This data is shared purely to show trends in Educational Assistant allocations based on student need.

Educational Assistant Allocations- Trend Data

| | S.I.P. Total Care 2.0 per student | Multi-Handicapped, Developmentally Delayed, Autism, or Strategies Classroom | Mild Intellectual Disability, Mixed Exceptionality, On Track, or Hearing and Language Classroom | Extreme Support Requirements for Physical/Medical Safety Needs | Total Allocation |
|---------|-----------------------------------|---|---|--|------------------|
| 2018-19 | 28 | 88 | 24 | 167 | 307.0 |
| 2017-18 | 20 | 84 | 26 | 173 | 303.0 |
| 2016-17 | 16 | 76 | 26 | 182 | 300.0 |

There continues to be an increase in a variety of pervasive needs displayed by some students that are new to the Kindergarten Program. Due to this pressure, more Educational Assistant support is required for Extreme Support Requirements for Physical/Medical Safety Needs. As a result, Transition Educational Assistant support will be redirected to school-based support. Transition Educational

Assistant support will be completed by Lead Educational Assistants through coaching and modelling and by Occasional Educational Assistant support on an as needed basis.

In the 2020-21 school year we will be expanding the support of our Complex Behaviour Intervention Team. The CBIT supports students that require additional intervention from professional support staff and system level teams to properly assess and develop more comprehensive behaviour/safety plans. The CBIT has been able to successfully support students and staff members in these situations over the past school year. As the focus continues to be on providing supports that are closer to the classroom and building the capacity of teachers so that students can receive programming in their community schools, we anticipate that the CBIT will be called upon more frequently to provide strategies and supports for students who have complex needs.

Additional Information

Grand Erie Teacher Consultants – Special Education have collaborated with school principals, teachers and relevant support staff to review student needs and to consider the number of Educational Assistants to be assigned to each school. The medical/physical needs, safety/supervision needs, as well as the communication/ASD needs of students along with self-contained classroom allocations are included in each School Educational Assistant Needs profile in an effort to better assess the total support requirement of each school. Also included in school projections is the data gathered from meetings between Teacher Consultants – Special Education and local agencies, Lansdowne Children’s Centre and Haldimand-Norfolk Reach, in order to anticipate any additional supports that might be required for Kindergarten and Grade 1-aged students entering the system in Fall 2020.

As we continue to support classroom teachers to implement learning strategies and self-regulation programs that are necessary for some students but good for all students, we will continue to redefine the role of the Educational Assistant to not only provide supervision but to have a greater focus on supporting student skill development and independence. Before an Educational Assistant is assigned to a school to support students, the school will have to demonstrate that there is currently a specific program in the area of evidence-based behaviour intervention, social-emotional learning and/or self-regulation in place. The focus of the role of the Educational Assistant will be to implement these programs under the direction of the classroom teacher.

Budget Implications/Funding Source(s)

Pending approval of the 2020-21 budget.

Next Steps:

The Principal Leader-Special Education and Human Resources will notify schools of their allocations.

Grand Erie Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Success for Every Student and the following statements: we will increase student and staff understanding of effective learning strategies and how to use them; we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Quality Accommodations Committee Report**
DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve a Boundary revision to assign a portion of the Princess Elizabeth Public School catchment area to Bellview Public School effective September 1, 2020.

Background

In 2017, Watson & Associates provided the Grand Erie District School Board detailed enrolment forecasts for the next 10 years to assist the Quality Accommodation Committee in determining areas for possible accommodation reviews in the future. In 2018, the committee received updated demographic information from Watson & Associates which included information from the most recent Census which was based on data collected in 2016. In early 2019, another update containing more detailed enrolment information was presented from Watson & Associates to support the priorities of the Quality Accommodations Committee.

Information is continuously updated using the review areas established by Watson & Associates. During the 2019-20 Quality Accommodation meetings, the committee received updated enrolment, enrolment projections, school capacities, school utilization rates and Facility Condition Index (FCI) statistics. An FCI Score measures the “health” of the physical components of a building by comparing the cost of anticipated renewal needs for the next 5 years against the replacement value of the whole building.

With respect to capital projects, Ministry Capital Funding was approved for additional childcare spaces within the following Grand Erie District School Board Schools:

1. A renovation of a wing of Hagersville Secondary School
2. An addition onto Central Public School

These projects are currently under construction and are expected to be completed by September 2020 (Hagersville SS) and January 2021 (Central PS).

Updates

In South East Norfolk, West Lynn Public School was anticipated to close and Elgin Avenue Public School was to be extensively renovated. However, construction estimates did not align with funding and, in September 2019, the Board sought funding to build a new school via the Ministry’s annual capital submission request process. No update has yet been provided by the Ministry.

In September 2019, two additional capital funding projects were applied for; however, the Board is still waiting for updates from the Ministry to see if any submissions were successful. The other two projects that were submitted were; a new joint-use/partnership elementary school in Brantford West and a new joint-use elementary school in Caledonia to accommodate new residential development growth.

Residential Growth

The latest census data, which compared data between 2001 and 2016 indicated there were a total of 7,732 new occupied dwellings in the board's geographic region which resulted in an average of 515 units per year. There are 28,000 new residential units forecasted to be constructed over the next 12-15 years for an average of 1,848 new units per year (Watson). This growth will be concentrated in South West Brantford, North Brantford (newly acquired lands north of Powerline Road), Paris (Brant County), St. George (Brant County) and in Caledonia (Haldimand County). An increase in enrolment is expected board wide with average growth rate of 1% per year in the elementary panel for the next 5 years. The secondary panel will begin to experience consistent annual increases between 2.5% and 4.0% starting in 2022-2023 should all forecasted development materialize.

Pupil Accommodations Review Guidelines Update

In 2017, the Ministry began a review of the Pupil Accommodation Review Guidelines (PARG). This involved two separate consultations involving several stakeholders including those from the education, municipal and private sectors. The first consultation period occurred in late 2017 while the second occurred in 2018. During this process, a new set of guidelines was drafted, and a template was provided to boards.

The consultation by the Ministry is on-going and Boards have yet to receive a template to work from; as such there continues to be a moratorium on school closures until further notice.

In January 2020 the Quality Accommodations Committee updated priorities and order of its targeted areas for an accommodation review.

Priority 1 - Accommodation Review for Brant/Brantford Secondary schools

The top priority continues to illustrate that a Pupil Accommodation Review of Brant/Brantford Secondary schools is required. (Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School, Pauline Johnson Collegiate & Vocational School, Tollgate Technological Skills Centre and Grand Erie Learning Alternatives). Scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

The lease at the Brantford mall will be terminated effective October 2020. This lease involves part of the GELA programming which will be re-located to Tollgate Technological Skills Center for the 2020-21 school year. Termination of this lease will constitute a significant savings for the board while simultaneously improving the school's utilization rate. Several factors have been considered with the re-location of the GELA program including the availability and proximity of public transit and childcare. A separate working group has been created to facilitate the transition of the GELA program to Tollgate Technological Skills Center.

It was requested that staff review the possibilities of permitting Out of Area students to attend Brantford Collegiate Institute and Vocational School (BCI). As of October 31, 2019, BCI has the capacity to accommodate 122 more students before it reaches full capacity. It is likely that this strategy may prove to be effective as BCI's capacity may increase due to changes in the loading factor for secondary schools beginning in September 2020.

A boundary review between North Park Collegiate and Vocational School and Pauline Johnson Collegiate and Vocational School was also considered but not recommended at this time. Specialty programming is also being considered, although Pauline Johnson already offers a few specialty programs that North Park does not.

Specialized programming continues to be discussed by the committee at length. Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School both currently have successful and highly praised specialized programs.

| School Name | On-The-Ground Capacity | Current 2019/2020 | Year 3 2022/2023 | Year 6 2025/2026 | Current Utilization | Year 3 Utilization | Year 6 Utilization |
|--|------------------------|-------------------|------------------|------------------|---------------------|--------------------|--------------------|
| Brantford Collegiate Institute & Vocational School | 1,260.0 | 1,138 | 1,306 | 1,499 | 90% | 104% | 119% |
| Grand Erie Learning Alternatives | 69.0 | 91 | 115 | 129 | 132% | 166% | 187% |
| North Park Collegiate & Vocational School | 1,386.0 | 1,073 | 1,042 | 1,097 | 77% | 75% | 79% |
| Paris District High School | 948.0 | 849 | 882 | 986 | 90% | 93% | 104% |
| Pauline Johnson Collegiate & Vocational School | 1,374.0 | 798 | 874 | 952 | 58% | 64% | 69% |
| Tollgate Tech Skills Centre | 684.0 | 306 | 320 | 326 | 45% | 47% | 48% |
| Totals | 5,721.0 | 4,255.0 | 4,538.3 | 4,989.7 | 74% | 79% | 87% |

Priority 2 - Accommodation Review for Brantford Central Elementary Schools

Schools to be included in the review are Graham Bell-Victoria Public School, Grandview Public School, James Hillier Public School, Lansdowne-Costain Public School, and Prince Charles Public School. Currently, three schools are operating under 68% and total utilization in this review area is 69%. Projected enrolment is not expected to increase significantly enough to warrant operating five schools in the Brantford central review area.

| School Name | On-The-Ground Capacity | Current 2019/2020 | Year 3 2022/2023 | Year 6 2025/2026 | Current Utilization | Year 3 Utilization | Year 6 Utilization |
|------------------------------------|------------------------|-------------------|------------------|------------------|---------------------|--------------------|--------------------|
| Graham Bell-Victoria Public School | 305.0 | 141 | 146 | 158 | 46% | 48% | 52% |
| Grandview Public School | 334.0 | 181 | 179 | 168 | 54% | 54% | 50% |
| James Hillier Public School | 314.0 | 300 | 275 | 257 | 96% | 88% | 82% |
| Lansdowne-Costain Public School | 328.0 | 265 | 233 | 229 | 81% | 71% | 70% |
| Prince Charles Public School | 300.0 | 202 | 191 | 200 | 67% | 64% | 67% |
| Totals | 1,581.0 | 1,089.0 | 1,024.2 | 1,012.5 | 69% | 65% | 64% |

Priority 3 - Accommodation Review for Brantford North Elementary Schools

Schools to be included in this review are Banbury Heights Public School, Branlyn Community School, Brier Park Public School, Cedarland Public School, Centennial-Grand Woodlands School, Greenbrier Public School and Russell Reid Public School. Although the current utilization is 75.7% and projected to increase moderately to 77% in 6 years, the Board could take this opportunity to create efficiencies to allow for new builds in the area of the newly acquired City of Brantford lands north of Powerline Road.

| School Name | On-The-Ground Capacity | Current 2019/2020 | Year 3 2022/2023 | Year 6 2025/2026 | Current Utilization | Year 3 Utilization | Year 6 Utilization |
|-----------------------------------|------------------------|-------------------|------------------|------------------|---------------------|--------------------|--------------------|
| Banbury Heights School | 469.0 | 377 | 361 | 368 | 80% | 77% | 78% |
| Branlyn Community School | 426.0 | 307 | 310 | 355 | 72% | 73% | 83% |
| Brier Park Public School | 363.0 | 314 | 285 | 281 | 87% | 78% | 78% |
| Cedarland Public School | 348.0 | 289 | 275 | 270 | 83% | 79% | 78% |
| Centennial-Grand Woodlands School | 326.0 | 180 | 190 | 220 | 55% | 58% | 67% |
| Greenbrier Public School | 303.0 | 236 | 240 | 261 | 78% | 79% | 86% |
| Russell Reid Public School | 377.0 | 273 | 264 | 257 | 72% | 70% | 68% |
| Totals | 2,612.0 | 1,976.0 | 1,925.0 | 2,012.0 | 75.7% | 73.7% | 77.0% |

Future Accommodations

Brantford West - Elementary

In September 2017, the Board implemented a holding boundary for all new developments constructed after Wyndfield Phase 5 in the South West Brantford area to accommodate growth. All elementary students from new units built in Wyndfield Phase 6 and beyond will be directed to Ryerson Heights Elementary School and are required to sign a Holding Boundary Form. This will enable the Board to easily transition students to a new planned school on the north side of Shellard Lane. A capital submission was submitted to the Ministry for a new school which included a joint community centre and library with the City of Brantford at this location in 2019. The boundary for Walter Gretzky Elementary School is closed to all new development phases. Enrolment at this school will start to decline as the initial wave of students progresses into secondary. This will allow for the removal of some portables from Walter Gretzky Elementary School within a couple of years.

| School Name | On-The-Ground Capacity | Number of Portables | Current 2019/2020 | Year 3 2022/2023 | Year 6 2025/2026 | Current Utilization | Year 3 Utilization | Year 6 Utilization |
|-----------------------------------|------------------------|---------------------|-------------------|------------------|------------------|---------------------|--------------------|--------------------|
| Agnes G. Hodge Public School | 492.0 | 0.0 | 396 | 419 | 433 | 80% | 85% | 88% |
| Ryerson Heights Elementary School | 593.0 | 3.0 | 645 | 815 | 1,175 | 109% | 137% | 198% |
| Walter Gretzky Elementary | 498.0 | 9.0 | 697 | 607 | 581 | 140% | 122% | 117% |
| Totals | 1,583.0 | 12.0 | 1,738.0 | 1,840.5 | 2,189.3 | 110% | 116% | 138% |

Future Focus – Sub Committee

A sub-committee has been formed to investigate possible solutions to increase enrolment share. Three focus areas have been highlighted so far:

1. Enhance the Grade 9 recruitment strategy
2. Focus on loss areas of the Board
3. Attract non-Grand Erie students to the Board

The sub committee reviewed the Grade 9 recruitment process and offered suggestions to improve enrolment. Some of the strategies discussed focused on encouraging younger grades to attend open houses at their respective secondary schools. A focus on creating a positive relationship between the elementary schools and their secondary school will be a priority. Areas with a significant loss between elementary and secondary include Walter Gretzky Elementary, Ryerson Heights Elementary School, Burford District Elementary School, St. George German Public School and Oakland-Scotland Public School. Several factors, including proximity to the Catholic Board's schools, was a leading answer given in a recent student survey conducted by the Communications and Community Relations Department.

Focusing on the high loss areas with specific school branding, advertising and other options to increase enrolment share will be a strategy that will be employed in September 2020. A plan to increase open house opportunities and include more senior staff in activities will hopefully attract more students to Grand Erie's secondary schools. By providing individualized marketing for each school's Open House; these changes will:

- Empower Communications staff to work with schools to create materials to help promote their school to their feeder school communities (i.e., custom postcards, posters, signs, etc.)
- Allow schools to promote specialized programming, unique courses, events and activities – all with the goal of showcasing the charm and traditions of each secondary school

- Grand Erie will continue to promote all Open Houses via a media release and limited advertising

A recommendation from the Quality Accommodations Committee is to allocate \$1,000 per secondary school (GELA excluded) for a total \$13,000 investment for the 2020-21 school year for initiatives to attract students. Schools could use this funding for communication pieces, displays, food, activities, special guests, etc. Part of the funding could be used for students at each school to create a video to promote the school.

Boundary Review – Brantford South

In response to several development applications coming forward in the area of Bellview Public School and Princess Elizabeth Public School from the City of Brantford, Grand Erie's Planning Department recommends an amendment to the catchment areas for Bellview Public School and Princess Elizabeth Public School. Approving a boundary change now, before any students arrive in these proposed developments, would allow Grand Erie to make changes to the current boundaries without affecting any students and remove any confusion between the two boundaries. The proposed boundaries (illustrated in Appendix A) were created to group the developments together by neighborhood and to minimize the impact on both schools. If no action was taken to modify the boundaries, all new students would be directed to Bellview Public School creating a disparity between the utilizations between the two schools.

Because there are currently no students in the area that would be affected by this change, Senior Administration requests a temporary suspension of Policy FT8 – Boundary Reviews to permit this change without the requirement for referral to a working group for stakeholder feedback and input.

Projections with Boundary Change

| School Name | OTG | Current 2019/ 2020 | Year 2 2021/ 2022 | Year 4 2023/ 2024 | Year 6 2025/ 2026 | Current Utilization | Year 2 Utilization | Year 4 Utilization | Year 6 Utilization |
|----------------------------------|-----|--------------------------|-------------------------|-------------------------|-------------------------|------------------------|-----------------------|-----------------------|-----------------------|
| Bellview Public School | 308 | 221 | 240 | 277 | 282 | 71.8% | 77.9% | 89.9% | 91.6% |
| Princess Elizabeth Public School | 294 | 210 | 207 | 228 | 239 | 71.4% | 70.4% | 77.6% | 81.3% |

Projections without Boundary Change

| School Name | OTG | Current 2019/ 2020 | Year 2 2021/ 2022 | Year 4 2023/ 2024 | Year 6 2025/ 2026 | Current Utilization | Year 2 Utilization | Year 4 Utilization | Year 6 Utilization |
|----------------------------------|-----|--------------------------|-------------------------|-------------------------|-------------------------|------------------------|-----------------------|-----------------------|-----------------------|
| Bellview Public School | 308 | 221 | 245 | 295 | 299 | 71.8% | 79.5% | 95.8% | 97.1% |
| Princess Elizabeth Public School | 294 | 210 | 202 | 210 | 222 | 71.4% | 68.7% | 71.4% | 75.5% |

Next Steps

The Quality Accommodations Committee will continue to review the accommodations presented and will trigger Accommodation Reviews (ARC) as soon as the Ministry removes the moratorium on school closures. Using the latest enrolment projections, Grand Erie's utilization will increase board wide, however when analyzing at the review area level, certain areas within the board continue to show consistent patterns of underutilization while others are experiencing significant growth and accommodation pressures. These challenges will need to be addressed as planned changes to class size ratios will result in lower utilization rates board wide.

| | On-The- Ground Capacity | Current 2019/ 2020 | Year 3 2022/ 2023 | Year 6 2025/ 2026 | Current Utilization | Year 3 Utilization | Year 6 Utilization |
|---|-------------------------------|--------------------------|-------------------------|-------------------------|------------------------|-----------------------|-----------------------|
| Elementary Schools | 21,015.0 | 18,338 | 18,722 | 19,479 | 87% | 89% | 93% |
| Secondary Schools (Total Bodies, Not FTE) | 11,943.0 | 8,368 | 8,967 | 9,414 | 70% | 75% | 79% |
| Totals | 32,958 | 26,706 | 27,689 | 28,893 | 81% | 84% | 88% |

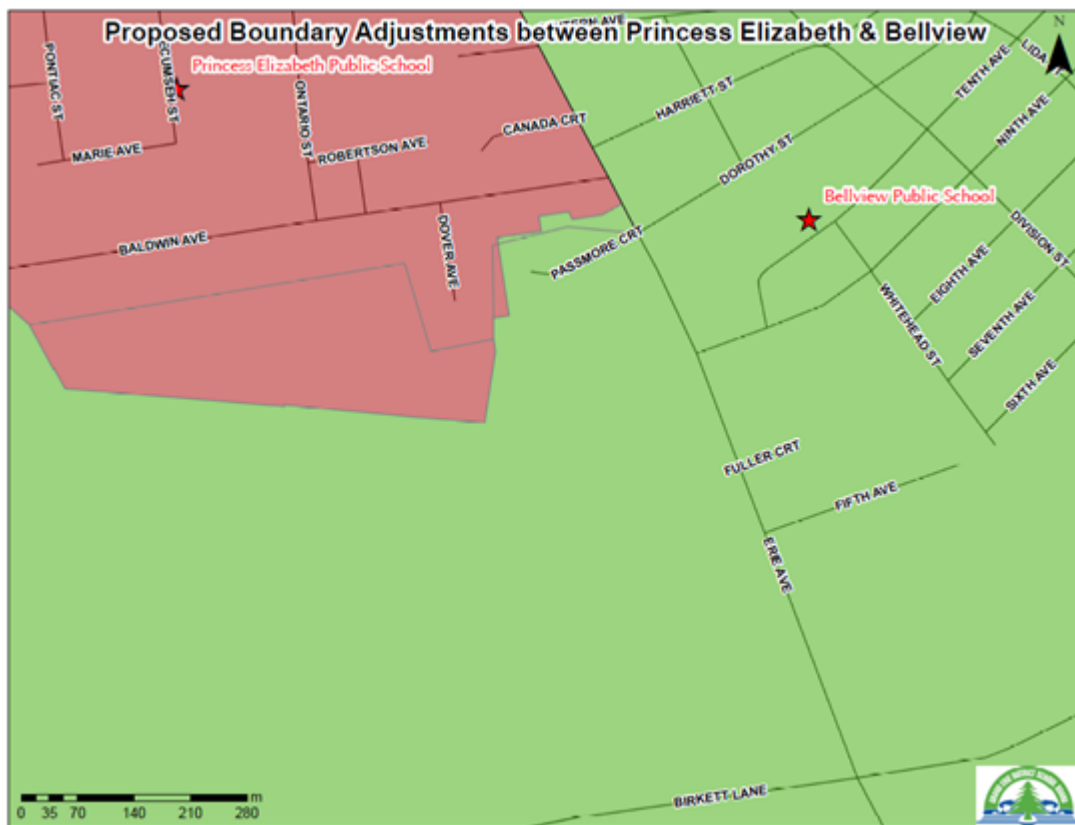
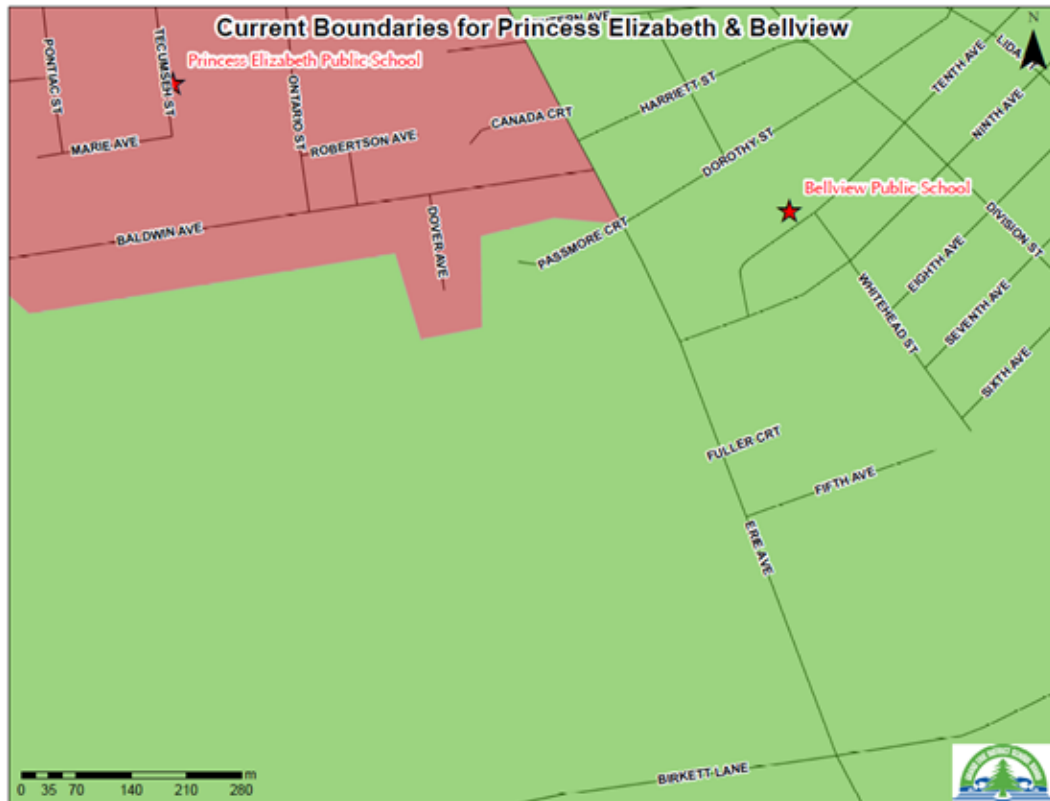
Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Delhi District Secondary School - Gym Viability Review**
DATE: May 11, 2020

| |
|--|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the Fundraising Plan for the Delhi District Secondary School Gymnasium.</p> |
|--|

Background

Delhi District Secondary School (DDSS), is currently home to approximately 521 Grand Erie students and possesses a 95% space utilization rate, one the board's most efficient users of secondary space. However, it is Grand Erie's only secondary school without a double-sized gymnasium. Although the current single court gymnasium has served the student population well over the past fifty years, it no longer offers the required physical space the school and community desires. The current space lacks the physical capacity needed to effectively run the school's daily physical education program. The list of inadequacies/restrictions that the current gym presents are as follows:

- Restrictions on the types of activities that can occur
- Requirement that some classes combine programming, resulting in overcrowded spaces
- Requirement that some activities are conducted in other parts of the school
- Denial of Community Use of School requests to use space, as demand exceeds supply resulting in lost revenue
- Low physical ceiling (not conducive for volleyball)
- Basketball court that is not regulation size
- Insufficient space for activities that require a large space (i.e. badminton or wrestling)
- Inability to host secondary school athletic competitions

In order to enhance the facility to a modern size and standard, a proposal to design and build a secondary, double-sized, gymnasium onto the school is the most practical solution for the school. The proposal would involve the construction of a new, modern, state-of-the-art double gym and would feature a regulation-sized basketball court, two standardized volleyball courts and a fitness room. A preliminary analysis indicates that such an addition would require approximately 9,000 square feet of additional space.

A double gym would be a great asset to a community that has supported the school in a variety of ways over the years. DDSS is located in downtown Delhi, which creates potential opportunities with Norfolk County for the enhancement of municipal recreational programming which is currently constrained in both type of activities offered and number of participants. There are also opportunities available to local residents to build or enhance recreational and physical activity awareness.

The addition of a double gym could provide a facility to offer additional community programming such as youth and adult basketball, volleyball, badminton, and pickle ball leagues. It could also promote the development of athletic-based groups by becoming a home to community rep-level athletic teams. The newly-constructed addition would also entice the development of athletic programs geared towards all individuals from elite athletes and active seniors to students and staff.

The programs that this facility could run will encourage broad-based, active lifestyles that contribute to improved resident health, well-being and personal development.

A new gym facility could also be a magnet for students who may be deciding where to attend high school, creating a potential increase in Grand Erie's market share of students in a period of declining enrolment. An expanded facility can offer more elective programs, increase participation in various clubs, and potentially result in athletic teams becoming more competitive. In addition, a new gymnasium would also free up the current gym which will allow teachers to use this space as an extension of their classroom.

There are also times when various clubs such as Link Crew or Drama, need to use the space simultaneously with teams that practice or when physical-education classes are running. For the school's coaches, a double gym would mean student-friendly practice times, allowing practices to run immediately before or after school. This would eliminate conflict for students who have other obligations in the evening such as part-time jobs; or struggle to find reliable transportation.

Finally, this facility will enable DDSS to host major sporting events such as Central Western Ontario Secondary Schools Association (CWOSSA), which cannot only provide positive publicity for the school but can also generate revenue for both the school and local businesses.

Additional Information

On February 13, 2020, two Grand Erie Trustees, representatives from Senior Administration and DDSS school administration met and presented the above information to provincial (MPP) and federal (MP) political representatives. The meeting summarized the current and proposed facility but also highlighted the missed opportunities that result from not having access to an updated gymnasium. These opportunities include:

- Loss of enhanced programming using appropriate facilities (i.e. Recreational Fitness and Leadership programs)
- Development and operation of a fitness room (Currently equipment is stored and utilized sparingly in a former classroom)
- Potential for stronger course offerings (Special High Skills Major (SHSM) in Healthy and Physical Education (HPE))
- Increased performing arts (Music, Dance, and Drama)
- Increased extra-curricular activities
- Ability to host events (Championships, tournaments, community events, etc.)
- Revenue generation – many groups are denied permits due to lack of space availability

The purpose of the meeting was to highlight the need for expanded space in the school and community, to determine if any appetite for partnerships could be developed and to also enquire about any potential funding sources available to the Grand Erie District School Board that would bring the concept closer to reality.

The Concept

Figure 1 below illustrates the school’s current physical footprint. The school’s current single gymnasium is outlined in yellow, while the current outdoor track is located to the east of the building. The multi-purpose room is outlined in blue. In order to be able to accommodate a 9,000 square foot addition without impacting the existing track and field amenities, many concepts were considered.

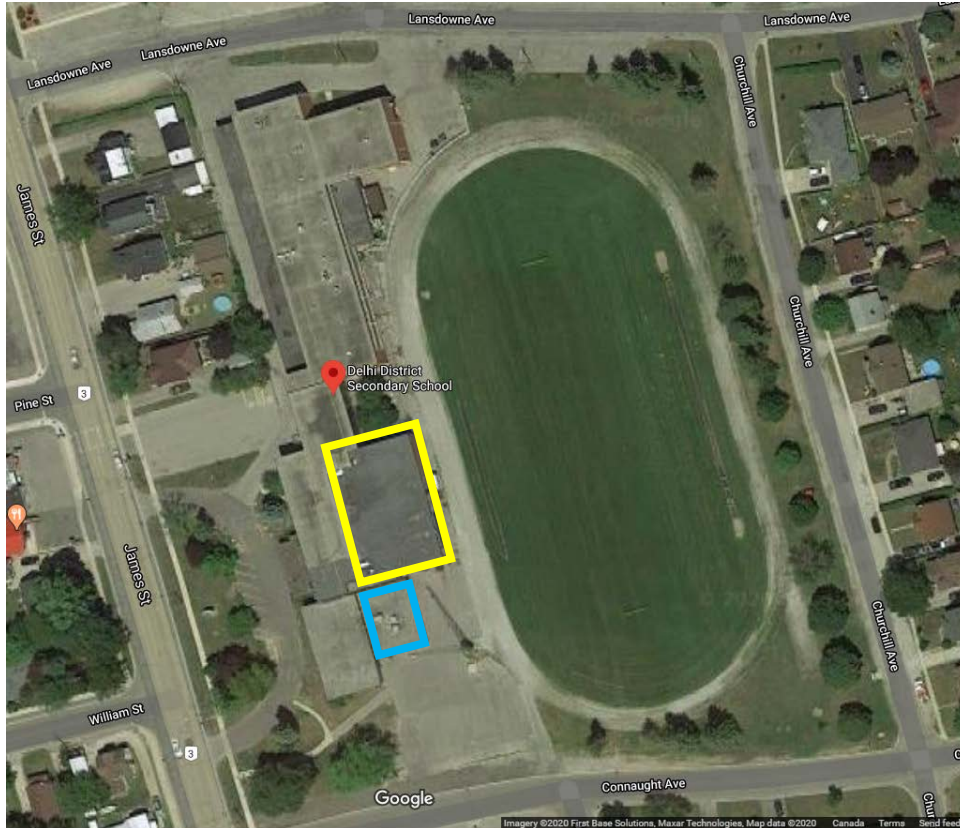


Figure 1: Overlay of DDSS

Figure 2 depicts where the Facilities Department suggests that such an addition could be constructed. The current concept (highlighted in checkered-red) would result in the demolition of the existing multi-purpose space to allow for the construction of the conceptual addition.

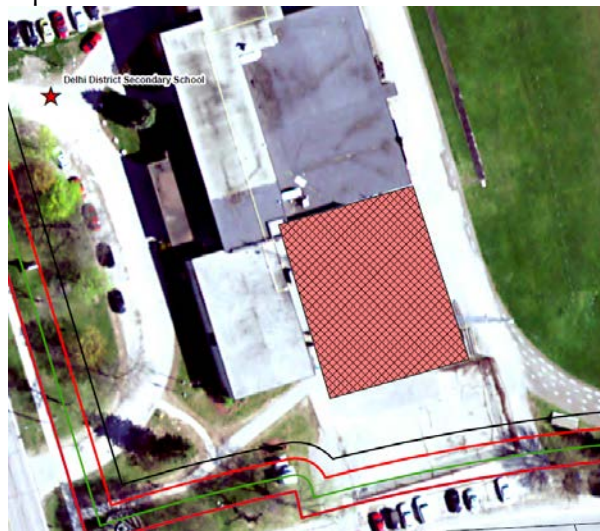


Figure 2: Conceptual Location of New Addition

This concept would be able to house the amenities mentioned above, while still maintain the required setbacks from the roads. Parking would be another challenge that would need to be resolved as such an addition would require more parking spots to be made available. It should be noted that this current design will remove a number of existing parking spots however this layout will not impact the current track and field amenities.

Based on estimated construction-per-square-foot benchmarks in Ontario, a project of this magnitude could cost between \$300 to \$400 per square foot. This would result in an initial project estimate between \$2,700,000 and \$3,600,000 based on 2020 construction estimates and would not include supplementary professional fees such as architectural, project management or consultant costs.

Although a case could be made that the conversion of the multi-purpose room into a gymnasium could be considered eligible for allocating School Renewal funding, it would require Ministry approval and would only support 15% to 25% of the initial estimate (\$405,000 to \$875,000)

Whether or not the Ministry's capital portion is included, the Board, in its reserves, does not possess the \$2,700,000 - \$3,600,000 required to support such an investment. In addition, Grand Erie District School Board will require Ministry approval to proceed with the project. The proposal will not only require a capital fundraising plan, but due to the fact that the gross square footage will be expanded, the Board will need to demonstrate how it will ensure that the operating costs for the expanded space will be financed. Conceptually, this would be accomplished through increased partnerships, increased Community Use of Schools revenue or other financial arrangements where the estimated \$90,000 per year would be generated.

Next Steps

As per Board Policy F3 – Capital Related Fundraising and Community Donations, “The Grand Erie District School Board supports, facilitates and encourages the development of authentic, mutually beneficial relationships between schools and the larger community, including business and non-business sectors, with due sensitivity and regard for the legitimate needs of all parties involved.”

Rafal Wyszynski, Superintendent of Business and Treasurer, Denise Martins, Superintendent of Education with DDSS in her portfolio assessed the requirements of the policy's viability review with Domenic Maniccia, Manager of Facilities and recommend that a fundraising campaign move forward. Stephen Wills, Delhi's Principal, along with three incredibly-motivated DDSS teachers are passionate about the proposed project and are willing to champion a fundraising campaign that will set an initial target of \$2.5 million over an 18-month period beginning September 2020 and concluding March 2022.

As per the Policy F3, item 5.3, Board of Trustees approval is required for all capital projects funded by donations above \$50,000 in a year. The fundraising plan would encompass the following details:

- That the Board opens a separate bank account to hold all fundraised dollars
- That the school raises \$2,500,000 by March 31, 2022
- That 100% of the fundraising is held in the same bank account
- That Trustees are provided an updated on the fundraising in:
 - March 2021
 - September 2021
 - January 2022
 - April 2022

The province recognizes that parents and communities may choose to support their schools through fundraising activities. These activities have the potential to enrich the experience of students, but also help build a broader sense of community outside school hours. Funds can be raised for a

particular school or on a board level – both have the potential to enhance parent engagement and contribute to a student’s educational experience.

A successful \$2,500,000 fundraising campaign would go a long way in bringing a concept closer to reality. A successful search for partnerships, additional funding, Ministry approval and a financially feasible operating structure will all be required to reach the architectural design phase. If the funds are raised and the Board can demonstrate a cost-neutral operation, it could result in the construction of a new gymnasium to commence in the fall of 2022 with construction to last approximately 12-18 months.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
 FROM: Brenda Blancher, Director of Education
 RE: **MISA Update**
 DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the MISA Update as information.

Background

MISA (Managing Information for Student Achievement) was established by the Ministry of Education in 2005 for the purpose of building capacity to use data to improve student achievement by:

1. Improving provincial data quality and setting standards for data integrity; implementing data collection (OnSIS) processes; integrating multiple sources of data for research, analysis & reporting
2. Improving data management practices in school boards, promoting and supporting evidence-informed decision-making, increasing data analysis skills

Funding for this initiative is provided through the Grants for Student Needs (GSNs) and every school board is required to designate one MISA Leader. The MISA Professional Network Centres (PNCs) were de-funded and disbanded in 2019-2020

The Ministry has identified four priority funding areas for MISA:

1. Build and sustain capacity by continuing work on high priority common core activity(s) to achieve/maintain level(s), as set out in the MISA Common Core Capacities Continuum (January 2006).
2. Create more collaboration at the classroom, school, board, and/or network level(s) in activities related to identifying, analysing, implementing, monitoring, and/or evaluating targeted improvement strategies/initiatives.
3. Promote prioritized availability and usability of information for end-users (e.g. teacher, principal, superintendent), while having regard for privacy protection.
4. Data Quality Management (DQM) projects that will improve the timeliness, accuracy and completeness of school board data/information submitted through the Ontario School Information System (OnSIS)

Additional Information

In 2019-2020 Grand Erie's priorities aligned with areas 1 and 2:

Priority 1:

- Ongoing analyses of the "Count Us In" student census
- Specialised training in data management and analyses for System Research Leader

Priority 2:

- System Research Leader continued involvement in the Ontario Data User Group
- Developing training for all administrators in Results Based Accountability with a focus on data literacy and equity. (Session cancelled due to COVID-19, future date TBD)

The MISA Leader will continue to work within Grand Erie on the MISA priorities as set out by the Ministry of Education.

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Community Planning and Facility Partnership – Annual Facility Status Report**
DATE: May 11, 2020

| |
|---|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Community Planning and Facility Partnership Report as information.</p> |
|---|

Background:

As stated in Policy FT11 – Community Planning and Facility Partnership, the Board supports and encourages cooperative and collaborative partnerships for Facility Sharing. The Board is committed to engaging community partners in planning to share facilities to the benefit of the Board, students and the community and to optimize public use of assets owned by the Board. This Annual Status Report identifies facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools and administrative buildings. It should be noted that there could be significant changes to the On-The-Ground (OTG) capacity at schools as the fallout from the Covid-19 Pandemic is still unknown; classes could look much different in September 2020 and beyond. In addition, it is expected that Secondary Classrooms will begin to be loaded at 23 students per class, rather than the current 21. This will increase physical capacity at each secondary school by approximately 10%.

Schools Suitable for Facility Partnerships – Unused space:

For schools to be able to accommodate a partnership, they must meet the following criteria:

- 200 or more excess pupil places are forecast for at least the next five years.
- The facility is at 60% utilization or less.
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available.
- Space is not required for Board programming.
- Separate access is available.
- Student safety is not compromised.
- Accessibility needs of the partner can be accommodated.
- The partners use is permitted by zoning and site use restrictions.
- Any other criteria as determined by the Board.

The tables in the appendix illustrate each school's capacity (as of 2019-20) and projected enrolment for the current, five, ten and fifteen-year time frame. The tables highlight schools that are, or are expected to be, at 60% utilization or less and schools that are, or are expected to have, 200 or more excess pupil places in the same time frame. Historically, Pauline Johnson Collegiate & Vocational School has met the 200 excess pupils and 60% utilization criteria; however, since the facility was located in an area identified for an accommodation review within the next five years, it was not advertised as space that can accommodate a partnership. However, with the unknowns regarding school closures, there has been consideration to fill space if the right partnership were to materialize.

Elgin Avenue PS qualifies for the capacity percentage and the surplus spaces, but the school is unsuitable for new partnerships until a decision from the Ministry regarding the most recent Capital submission is received.

Tollgate Technological Secondary School will be undergoing significant renovations in the summer of 2020 to accommodate Adult Education programming commencing in September 2020. This will not only reduce the unused space in the school but will also create savings for the Board as the current lease that houses the program expires in October 2020.

The following schools appear to meet the above criteria with both 60% or less utilization and 200 or more excess pupil places for at least the next five years. The year in which they met the criteria is listed in parentheses.

- Cayuga Secondary School (2016, 2017, 2018, 2019)
- Dunnville Secondary School (2016, 2017, 2018, 2019)
- Hagersville Secondary School (2016, 2017, 2018, 2019)
- Pauline Johnson Collegiate & Vocational School (2019)
- Tollgate Technological Secondary School (2017, 2018, 2019)

Schools Suitable for Facility Partnerships – New Construction:

Current approved capital projects and projects planned for the future should consider the opportunity for co-building with community partners to optimize the benefits to the public.

Both Hagersville SS and Central PS are currently under construction to incorporate childcare centres into their buildings. They are both expected to be open by September 2020 and January 2021 respectively.

As mentioned above, the planned re-development of Elgin Avenue PS included a significant portion of space dedicated to childcare and an Early ON center. This project is awaiting Ministry approval.

Planned growth schools in Southwest Brantford and Caledonia continue to be considered for co-building opportunities. The planning for a school in Southwest Brantford (Shellard Lane) includes co-building with the City of Brantford and the Brantford Public Library Board to construct a school, a community centre and a public library in one building with shared access to adjacent sports fields. The proposed newly constructed school would include a 4-room childcare centre which will accommodate 64 licenced childcare spaces. There will be 1, infant, 1 toddler, 1 preschool room and 1 family age room constructed. This childcare centre is not replacing an existing center and thus, will create new childcare spaces.

Another Capital Priority submission was sent to the Ministry of Education regarding a co-build in Caledonia. The scope of the project was a submission with the Brant Haldimand Norfolk Catholic DSB to establish a joint elementary school in the McClung Road development in Caledonia. The proposed joint-use school would include a 3-room childcare centre which will accommodate 49 licenced childcare spaces. There will be 1, infant, 1 toddler and 1 preschool room constructed. This childcare centre is also not replacing an existing center and thus, will create new childcare spaces.

Both Capital Submissions are awaiting final decisions from the Ministry.

Surplus Space for Lease:

There has been limited success since 2016 to attract and retain tenants in our buildings due to several factors such as costs to tenants, availability of permits, transportation logistics and leasehold expenditures. Although the board did secure two tenants over this period, the anticipated volume of

partnerships never materialized. The surplus space is still advertised on Board website, but rarely is any interest generated.

The Accommodation Review was completed more than five years ago and once the pupil accommodation guidelines are released, the Board will need to consider what additional steps can be taken to reduce the quantity of unutilized space in the coming years especially as class sizes are expected to increase from 22:1 to 23:1 for the upcoming school year.

Communication with Community:

As per Board Policy FT11, we invited community partners, including those listed in Ontario Regulation 444/98, to a meeting to share information on September 19, 2019. Representatives from the community and municipal planning departments attended the meeting to review the current spaces available, the barriers to entry and exchanged information related to upcoming short-term and long-term plans for each organization. Grand Erie was represented by Rafal Wyszynski and Michelle Le Dressay and another meeting date in the fall of 2020 will be planned to discuss future partnerships.

We shared the following information with the group:

- current partnerships and criteria for future suitability
- the Board’s space availability for partnerships by region and school
- the Board’s long-term accommodation forecast and key population/demographic statistics
- the recommendations from the Quality Accommodations Committee
- the Board’s plans for future accommodation reviews
- the Board’s plans to address growth from residential development
- Opportunities for co-builds – how and when to connect with Grand Erie
- Ministry strategy and vision for partnerships

The session ended with a round-table discussion on physical needs and data sharing.

Grand Erie Multi-Year Plan:

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

| Grand Erie District School Board | | | | | | | | | | |
|---|------------------------|--------------|--------------|--------------|----------------------|-------------|-------------|----------------|-------------|--------------|
| Elementary School Enrolment and Utilization | | | | | | | | | | |
| | | Enrolment | | | Capacity Utilization | | | Surplus Spaces | | |
| | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Brant North Elementary | | | | | | | | | | |
| Cobblestone Elementary School | 536 | 520 | 626 | 702 | 97% | 117% | 131% | 16 | (90) | (166) |
| Glen Morris Central Public School | 222 | 166 | 166 | 173 | 75% | 75% | 78% | 56 | 56 | 49 |
| North Ward School | 504 | 419 | 417 | 401 | 83% | 83% | 80% | 85 | 87 | 103 |
| Paris Central Public School | 259 | 220 | 334 | 394 | 85% | 129% | 152% | 39 | (75) | (135) |
| St George-German Public School | 479 | 408 | 503 | 627 | 85% | 105% | 131% | 71 | (24) | (148) |
| Total | 2,000 | 1,733 | 2,046 | 2,297 | 87% | 102% | 115% | 267 | (46) | (297) |
| Brant South Elementary | | | | | | | | | | |
| Burford District Elementary School | 541 | 484 | 454 | 451 | 89% | 84% | 83% | 57 | 87 | 90 |
| Mount Pleasant School | 236 | 212 | 207 | 191 | 90% | 88% | 81% | 24 | 29 | 45 |
| Oakland-Scotland Public School | 225 | 170 | 153 | 131 | 76% | 68% | 58% | 55 | 72 | 94 |
| Total | 1,002 | 866 | 814 | 773 | 86% | 81% | 77% | 136 | 188 | 229 |
| Brantford Central Elementary | | | | | | | | | | |
| Ecole Dufferin | 380 | 370 | 321 | 329 | 97% | 84% | 87% | 10 | 59 | 51 |
| Graham Bell-Victoria Public School | 305 | 141 | 153 | 157 | 46% | 50% | 51% | 164 | 152 | 148 |
| Grandview Public School | 334 | 181 | 164 | 198 | 54% | 49% | 59% | 153 | 170 | 136 |
| James Hillier Public School | 314 | 300 | 262 | 261 | 96% | 83% | 83% | 14 | 52 | 53 |
| Lansdowne-Costain Public School | 328 | 265 | 228 | 230 | 81% | 70% | 70% | 63 | 100 | 98 |
| Prince Charles Public School | 300 | 202 | 194 | 218 | 67% | 65% | 73% | 98 | 106 | 82 |
| Total | 1,961 | 1,459 | 1,321 | 1,393 | 74% | 67% | 71% | 502 | 640 | 568 |
| Brantford East Elementary | | | | | | | | | | |
| Central Public School | 190 | 211 | 223 | 237 | 111% | 118% | 125% | (21) | (33) | (47) |
| Echo Place School | 213 | 162 | 185 | 207 | 76% | 87% | 97% | 51 | 28 | 6 |
| King George School | 412 | 292 | 258 | 248 | 71% | 63% | 60% | 120 | 154 | 164 |
| Major Ballachey Public School | 400 | 317 | 348 | 344 | 79% | 87% | 86% | 83 | 52 | 56 |
| Onondaga-Brant Public School | 190 | 221 | 214 | 240 | 116% | 112% | 126% | (31) | (24) | (50) |
| Woodman-Cainsville School | 236 | 344 | 386 | 440 | 146% | 163% | 186% | (108) | (150) | (204) |
| Total | 1,641 | 1,547 | 1,614 | 1,716 | 94% | 98% | 105% | 94 | 27 | (75) |
| Brantford North Elementary | | | | | | | | | | |
| Banbury Heights School | 469 | 361 | 361 | 358 | 77% | 77% | 76% | 108 | 108 | 111 |
| Branlyn Community School | 426 | 310 | 318 | 421 | 73% | 75% | 99% | 116 | 108 | 5 |
| Brier Park Public School | 363 | 285 | 283 | 275 | 78% | 78% | 76% | 78 | 80 | 88 |
| Cedarland Public School | 348 | 275 | 273 | 269 | 79% | 78% | 77% | 73 | 75 | 79 |
| Centennial-Grand Woodlands School | 326 | 190 | 200 | 259 | 58% | 61% | 79% | 136 | 126 | 67 |
| Ecole Confederation | 547 | 554 | 542 | 529 | 101% | 99% | 97% | (7) | 5 | 18 |
| Greenbrier Public School | 303 | 240 | 248 | 274 | 79% | 82% | 90% | 63 | 55 | 29 |
| Russell Reid Public School | 377 | 264 | 263 | 265 | 70% | 70% | 70% | 113 | 114 | 112 |
| Total | 3,159 | 2,479 | 2,487 | 2,650 | 78% | 79% | 84% | 680 | 672 | 509 |

| Brantford South Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
|--|-------------------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|
| Bellview Public School | 308 | 234 | 232 | 274 | 76% | 75% | 89% | 74 | 76 | 34 |
| Princess Elizabeth Public School | 294 | 209 | 210 | 250 | 71% | 71% | 85% | 85 | 84 | 44 |
| Total | 602 | 443 | 442 | 524 | 74% | 73% | 87% | 159 | 160 | 78 |
| Brantford West Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Agnes G. Hodge Public School | 492 | 396 | 422 | 459 | 80% | 86% | 93% | 96 | 70 | 33 |
| Ryerson Heights Elementary School | 593 | 645 | 962 | 1529 | 109% | 162% | 258% | (52) | (369) | (936) |
| Walter Gretzky Elementary | 498 | 697 | 603 | 578 | 140% | 121% | 116% | (199) | (105) | (80) |
| Total | 1,583 | 1,738 | 1,987 | 2,566 | 110% | 126% | 162% | (155) | (404) | (983) |
| Haldimand East Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Mapleview Elementary School | 421 | 386 | 380 | 393 | 92% | 90% | 93% | 35 | 41 | 28 |
| Thompson Creek Elementary School | 539 | 515 | 542 | 553 | 96% | 101% | 103% | 24 | (3) | (14) |
| Total | 960 | 901 | 922 | 946 | 94% | 96% | 99% | 59 | 38 | 14 |
| Haldimand North Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Caledonia Centennial Public School | 366 | 426 | 720 | 907 | 116% | 197% | 248% | (60) | (354) | (541) |
| Oneida Central Public School | 213 | 250 | 230 | 215 | 117% | 108% | 101% | (37) | (17) | (2) |
| River Heights School | 668 | 608 | 649 | 623 | 91% | 97% | 93% | 60 | 19 | 45 |
| Total | 1,247 | 1,284 | 1,599 | 1,745 | 103% | 128% | 140% | (37) | (352) | (498) |
| Haldimand South Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| J L Mitchener Public School | 420 | 333 | 349 | 372 | 79% | 83% | 89% | 87 | 71 | 48 |
| Rainham Central School | 297 | 233 | 232 | 249 | 78% | 78% | 84% | 64 | 65 | 48 |
| Seneca Central Public School | 164 | 153 | 137 | 143 | 93% | 83% | 87% | 11 | 27 | 21 |
| Total | 881 | 719 | 718 | 764 | 82% | 81% | 87% | 162 | 163 | 117 |
| Haldimand West Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Hagersville Elementary School | 338 | 252 | 313 | 380 | 75% | 93% | 112% | 86 | 25 | (42) |
| Jarvis Public School | 400 | 337 | 379 | 360 | 84% | 95% | 90% | 63 | 21 | 40 |
| Walpole North Elementary School | 236 | 253 | 265 | 267 | 107% | 112% | 113% | (17) | (29) | (31) |
| Total | 974 | 842 | 957 | 1007 | 86% | 98% | 103% | 132 | 17 | (33) |
| Norfolk Central-East Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Elgin Avenue Public School | 469 | 221 | 242 | 252 | 47% | 52% | 54% | 248 | 227 | 217 |
| Lakewood Elementary School | 705 | 556 | 595 | 602 | 79% | 84% | 85% | 149 | 110 | 103 |
| Lynndale Heights Public School | 465 | 436 | 423 | 419 | 94% | 91% | 90% | 29 | 42 | 46 |
| Walsh Public School | 421 | 416 | 391 | 364 | 99% | 93% | 86% | 5 | 30 | 57 |
| West Lynn Public School | 337 | 261 | 277 | 269 | 88% | 88% | 88% | 76 | 60 | 68 |
| Total | 2,397 | 1,890 | 1,927 | 1,906 | 79% | 98% | 96% | 507 | 470 | 491 |

| Norfolk North West Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
|---|------------------------|---------------|---------------|---------------|------------|-------------|-------------|--------------|--------------|--------------|
| Bloomsburg Public School | 268 | 201 | 207 | 203 | 75% | 77% | 76% | 67 | 61 | 65 |
| Boston Public School | 233 | 190 | 163 | 150 | 82% | 70% | 64% | 43 | 70 | 83 |
| Delhi Public School | 412 | 422 | 414 | 405 | 102% | 101% | 98% | (10) | (2) | 7 |
| Teeterville Public School | 272 | 215 | 193 | 177 | 79% | 71% | 65% | 57 | 79 | 95 |
| Waterford Public School | 285 | 377 | 377 | 383 | 132% | 132% | 134% | (92) | (92) | (98) |
| Total | 1,470 | 1,405 | 1,353 | 1,318 | 96% | 92% | 90% | 65 | 117 | 152 |
| | | | | | | | | | | |
| Norfolk South Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Courtland Public School | 294 | 224 | 196 | 178 | 76% | 67% | 61% | 70 | 98 | 116 |
| Houghton Public School | 305 | 341 | 296 | 286 | 112% | 97% | 94% | (36) | 9 | 19 |
| Langton School | 245 | 187 | 169 | 171 | 76% | 69% | 70% | 58 | 76 | 74 |
| Port Rowan Public School | 294 | 224 | 199 | 195 | 76% | 68% | 66% | 70 | 95 | 99 |
| Total | 1,138 | 976 | 860 | 830 | 86% | 76% | 73% | 162 | 278 | 308 |
| | | | | | | | | | | |
| Summary All Elementary | On-The-Ground Capacity | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 |
| Total Brant County Elementary | 3,002 | 2,599 | 2,860 | 3,070 | 87% | 95% | 102% | 403 | 142 | (68) |
| Total City of Brantford Elementary | 8,946 | 7,666 | 7,851 | 8,849 | 86% | 88% | 99% | 1,280 | 1,095 | 97 |
| Total Haldimand County Elementary | 4,062 | 3,746 | 4,196 | 4,462 | 92% | 103% | 110% | 316 | (134) | (400) |
| Total Norfolk County Elementary | 5,005 | 4,271 | 4,140 | 4,054 | 85% | 83% | 81% | 734 | 865 | 951 |
| Total Elementary | 21,015 | 18,282 | 19,047 | 20,435 | 87% | 91% | 97% | 2,733 | 1,968 | 580 |

| Grand Erie District School Board | | | | | | | | | | | |
|---|------------------------|--------------|--------------|--------------|----------------------|------------|------------|----------------|--------------|--------------|--|
| Secondary School Enrolment and Utilization | | | | | | | | | | | |
| | On-The-Ground Capacity | Enrolment | | | Capacity Utilization | | | Surplus Spaces | | | |
| | | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | Oct 2019 | 2023/2024 | 2028/2029 | |
| Brantford/Brant Secondary | | | | | | | | | | | |
| Brantford Collegiate Institute & Vocational School | 1260 | 1138 | 1365 | 1495 | 90% | 108% | 119% | 122 | (105) | (235) | |
| Grand Erie Learning Alternatives | 168 | 91 | 112 | 119 | 54% | 67% | 71% | 77 | 56 | 49 | |
| North Park Collegiate & Vocational School | 1386 | 1073 | 1059 | 1059 | 77% | 76% | 76% | 313 | 327 | 327 | |
| Paris District High School | 948 | 849 | 914 | 1048 | 90% | 96% | 111% | 99 | 34 | (100) | |
| Pauline Johnson Collegiate & Vocational School | 1374 | 798 | 940 | 1038 | 58% | 68% | 76% | 576 | 434 | 336 | |
| Tollgate Tech Skills Centre | 684 | 306 | 319 | 328 | 45% | 47% | 48% | 378 | 365 | 356 | |
| Total | 5,820 | 4,255 | 4,709 | 5,087 | 73% | 81% | 87% | 1,565 | 1,111 | 733 | |
| Haldimand Secondary | | | | | | | | | | | |
| Cayuga Secondary School | 927 | 505 | 702 | 803 | 54% | 76% | 87% | 422 | 225 | 124 | |
| Dunnville Secondary School | 978 | 368 | 363 | 395 | 38% | 37% | 40% | 610 | 615 | 583 | |
| Hagersville Secondary School | 822 | 424 | 357 | 481 | 52% | 43% | 59% | 398 | 465 | 341 | |
| McKinnon Park Secondary School | 558 | 712 | 774 | 757 | 128% | 139% | 136% | (154) | (216) | (199) | |
| Total | 3,285 | 2,009 | 2,196 | 2,436 | 61% | 67% | 74% | 1,276 | 1,089 | 849 | |
| Norfolk Secondary | | | | | | | | | | | |
| Delhi District Secondary School | 546 | 543 | 504 | 507 | 99% | 92% | 93% | 3 | 42 | 39 | |
| Simcoe Composite School | 1083 | 657 | 805 | 870 | 61% | 74% | 80% | 426 | 278 | 213 | |
| Valley Heights Secondary School | 702 | 449 | 506 | 471 | 64% | 72% | 67% | 253 | 196 | 231 | |
| Waterford District High School | 606 | 455 | 393 | 412 | 75% | 65% | 68% | 151 | 213 | 194 | |
| Total | 2,937 | 2,104 | 2,208 | 2,260 | 72% | 75% | 77% | 833 | 729 | 677 | |
| Summary All Secondary | | | | | | | | | | | |
| Total City of Brantford & Brant County Secondary | 5,820 | 4,255 | 4,709 | 5,087 | 73% | 81% | 87% | 1,565 | 1,111 | 733 | |
| Total Haldimand County Secondary | 3,285 | 2,009 | 2,196 | 2,436 | 61% | 67% | 74% | 1,276 | 1,089 | 849 | |
| Total Norfolk County Secondary | 2,937 | 2,104 | 2,208 | 2,260 | 72% | 75% | 77% | 833 | 729 | 677 | |
| Total Secondary | 12,042 | 8,368 | 9,113 | 9,783 | 69% | 76% | 81% | 3,674 | 2,929 | 2,259 | |



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Liana Thompson, Superintendent of Education
 RE: **Learner Intervention Tracking for Excellence (LITE)**
 DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive “Learner Intervention Tracking for Excellence (LITE)” as information.

Background

Grand Erie partners with Cardinal Software Systems Inc. to implement the Learner Intervention Tracking for Excellence (LITE) electronic software system. The LITE platform is used in many areas in special education and is also used by the student success department.

LITE allows system support staff to process paperwork for consent forms, assessments, Identification, Placement and Review Committee paperwork, and Supervised Alternative Learning paperwork. Data can be extracted from the LITE platform at the school or the system level depending on purpose or need.

Additional Information

Below is an overview of data collected in various LITE modules currently being used in Grand Erie. In previous years, data for the first six months of the current year was shared. This year the report includes full year data only.

Individual Education Plan Writer (IEP Writer)

Individual Education Plans are created in LITE. Alternate Report Cards and Transition Plans are also part of the IEP Writer module.

- 2014-15 → 5,079 active IEPs
- 2015-16 → 5,192 active IEPs
- 2016-17 → 5,257 active IEPs
- 2017-18 → 5,284 active IEPs
- 2018-19 → 5,078 active IEPs

| Year Total IEPs | Total IEPs | Identified | Non-Identified |
|-----------------|------------|------------|----------------|
| 2014-15 | 5,079 | 2,269 | 2,810 |
| 2015-16 | 5,192 | 2,253 | 2,939 |
| 2016-17 | 5,257 | 2,167 | 3,090 |
| 2017-18 | 5,284 | 2,326 | 2,958 |
| 2018-19 | 5,078 | 2,141 | 2,937 |

Interventions - Professional Support Services Personnel (PSSP) Referral Data

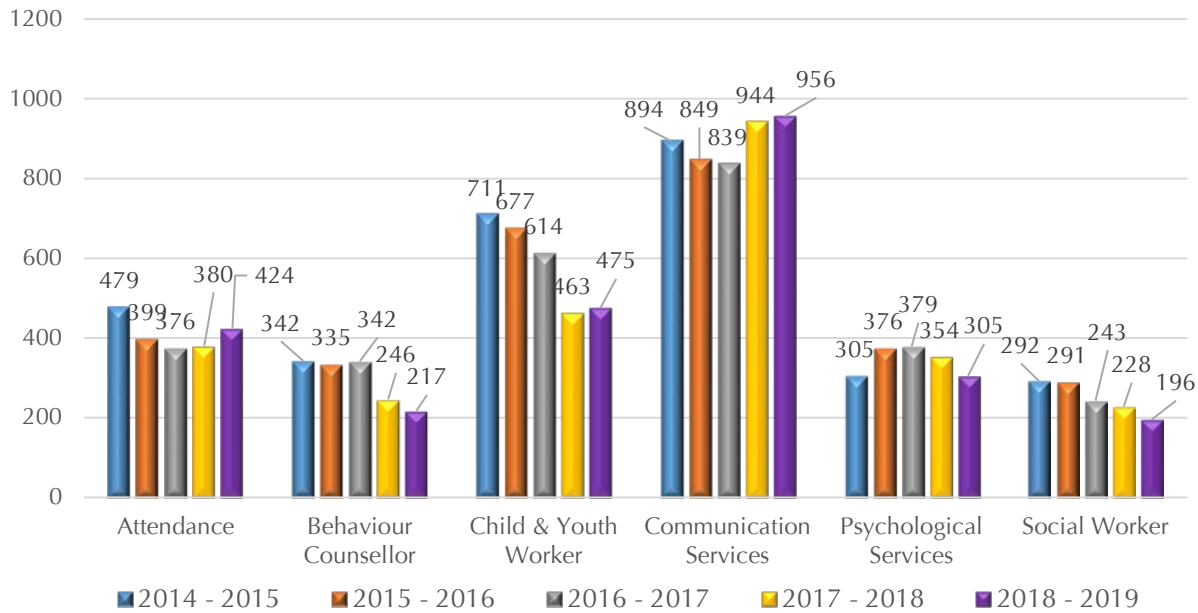
Total Number of Referrals and Total Number of Students by Discipline

| 2014-15 | | | | | | |
|----------------|----------------------|----------------------|------------------------|------------------------|---------------|-------|
| Attendance | Behaviour Counsellor | Child & Youth Worker | Communication Services | Psychological Services | Social Worker | Total |
| # of Referrals | | | | | | |
| 2018 | 387 | 919 | 928 | 340 | 577 | 5169 |
| # of Students | | | | | | |
| 1389 | 371 | 895 | 910 | 336 | 558 | 4459 |
| 2015-16 | | | | | | |
| Attendance | Behaviour Counsellor | Child & Youth Worker | Communication Services | Psychological Services | Social Worker | Total |
| # of Referrals | | | | | | |
| 1817 | 386 | 881 | 876 | 441 | 587 | 4988 |
| # of Students | | | | | | |
| 1174 | 379 | 868 | 860 | 424 | 580 | 4285 |
| 2016-17 | | | | | | |
| Attendance | Behaviour Counsellor | Child & Youth Worker | Communication Services | Psychological Services | Social Worker | Total |
| # of Referrals | | | | | | |
| 1948 | 371 | 836 | 862 | 444 | 545 | 5006 |
| # of Students | | | | | | |
| 1225 | 367 | 823 | 861 | 431 | 538 | 4245 |
| 2017-18 | | | | | | |
| Attendance | Behaviour Counsellor | Child & Youth Worker | Communication Services | Psychological Services | Social Worker | Total |
| # of Referrals | | | | | | |
| 2050 | 272 | 678 | 959 | 397 | 512 | 4869 |
| # of Students | | | | | | |
| 1297 | 263 | 669 | 959 | 386 | 510 | 4086 |
| 2018-19 | | | | | | |
| Attendance | Behaviour Counsellor | Child & Youth Worker | Communication Services | Psychological Services | Social Worker | Total |
| # of Referrals | | | | | | |
| 2166 | 247 | 693 | 994 | 351 | 568 | 5019 |
| # of Students | | | | | | |
| 1412 | 237 | 683 | 984 | 347 | 533 | 4196 |

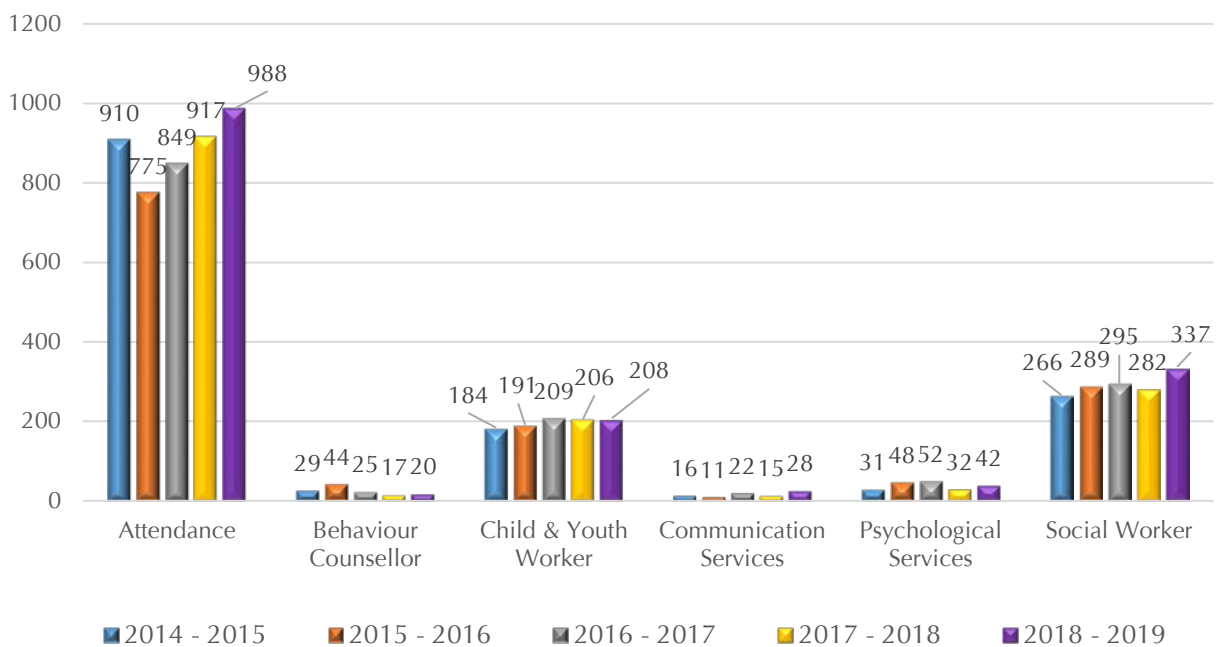
There were 134 Individual Class Referrals to CYWs for Social/Emotional Learning Workshops.

Total Number of Referrals for Elementary and Secondary Schools

Elementary Referrals - # of Students



Secondary Referrals - # of Students



Cumulative student profiles

- 2016-17 3972 student profiles
- 2017-18 5507 student profiles
- 2018-19 3571 student profiles

The discrepancy in the number of student profiles created from 2017-18 to 2018-19 is due to LITE platform users creating multiple copies of a student profile in 2017-18. This was remedied in 2018-19.

Meeting Management (MMM Module)

- 2014-15 → 2,275 IPRCs
- 2015-16 → 2,255 IPRCs
- 2016-17 → 2,189 IPRCs
- 2017-18 → 2,222 IPRCs
- 2018-19 → 2141 IPRCs

The number of IPRC meetings includes both school based and area or system level IPRC meetings.

Supervised Alternative Learning (SAL Module)

- 319 SAL Plans were submitted in 2016-17
- 117 SAL Plans were submitted in 2017-18
- 115 SAL Plans were submitted in 2018-19

Student Support and Transportation Plans (SSTP Module)

Student Support Plans (both school based and transportation) ensure that the primary medical concerns of particular students are recorded including triggers and signs of medical concern and the communication protocol and action required if a health related incident should occur.

- 2016-17 443 Support Plans were created, 327 Support Plans School, 116 Support Plans Transportation
- 2017-18 500 Support Plans were created, 391 Support Plans School, 109 Support Plans Transportation
- 2018-19 789 Support Plans were created, 651 Support Plans School, 138 Support Plans Transportation

The Medical Plan Module replaced the Student Support and Transportation Plans in September 2019.

- 2019-March 13, 2020 1,307 Medical and Personal Care Plans were created

Special Education Export (SPEX Module)

Special Education Classrooms 2019-20

| Elementary Self-Contained Classrooms | | Secondary Self-Contained Classrooms | |
|--|--------|--|--------|
| Type of Class | Number | Type of Class | Number |
| Multi-Handicap | 2 | Multi-Handicap | 3 |
| Strategies (Behaviour) | 6 | On Track | 3 |
| Developmental Disability | 7 | Developmental Disability | 11 |
| Gifted | 2 | Mixed Exceptionality, Partially Integrated | 5 |
| Mild Intellectual Disability | 3 | Autism | 4 |
| Mixed Exceptionality, Partially Integrated | 2 | Mild Intellectual Disability | 9 |
| Autism | 11 | | |

Student Dashboard

The Student Dashboard pulls info from all modules within LITE to give a full student profile with direct links to everything in LITE.

Special Education Referrals

Special Education referrals are submitted to access support from system teaching staff and Lead Educational Assistants. Referrals can be for individual student support or classroom-based support.

- 2017 – 2018 1084 referrals
- 2018 – 2019 1082 referrals

Spec Ed (no IEP) Report

This report that lists the students with a Spec Ed Services record but who have no IEP. This data is required for OnSIS reporting.

Behaviour/Safety Plan

A Be/Safe Plan is an individualized plan that is implemented by staff in situations where prevention and intervention strategies are required. A Behaviour Plan can include a Safety Plan for crisis-response when current strategies have been unsuccessful in preventing behaviours that present an immediate risk of injury to staff and/or students. The Safety Plan details specific actions for staff to minimize or prevent injury.

- 2018-19 618 Behaviour/Safety Plans were created

New in LITE 2019-20

This year the visual platform of LITE has been updated to make it easier to read and navigate. Common groups of IEPs can be created so that bulk printing can occur. Bulk printing can also occur with MedPlans and Be/Safe plans. A Class Summary Report has been added to the Dashboard, so classroom teachers have the ability to see a list of students in each of their classes, where special education data for each student is summarized. Learning Resource Teachers and school administrators can also use this report to generate school-wide data. The Transition Plan module was updated to make specific field mandatory to complete. The ability to track modified day is also included in the Transition Plan module. In the second term of 2018-19 schools began entering information about existing SEA equipment into a new field on the IEP to begin developing an electronic inventory. This year, clerical staff have been comparing this school data to central records and SEA equipment in storage, updating data in the electronic inventory for accuracy. This electronic inventory of SEA equipment is used for facilitating transfers and reassignment of equipment. Central clerical staff have completed LITE training on the SEA module and are now entering information directly into LITE as equipment is ordered so that the inventory is automatically updated, and ministry reports can be generated directly from LITE. Continuation of training for central clerical staff to facilitate the implementation of the next components in the SEA Module will continue in the 2020-21 School Year.

Grand Erie Multi-Year Plan

This report supports the Technology indicator of Success for Every Student and the following statement: we will optimize our data systems to ensure that information is accurate, reliable and easily accessible.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 3 Nomination and Annual Organizational Meeting**
DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Bylaw 3 Nomination and Annual Organizational Meeting.**

Background

Bylaw 3 Nomination and Annual Organizational Meeting. was received on May 30, 2016 and has been identified for review.

No comments were received. The Bylaw is attached for Trustee consideration.

Next Steps

Bylaw 3 Nomination and Annual Organizational Meeting will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



Nomination and Annual Organizational Meeting

Board Received: _____ Review Date: _____

1. Time and Place

Each year at the regular November meeting of the Board, the Board shall, by resolution, set the date, time and place for the nomination meeting to organize the Board for the following year.

2. Election Returns

Every fourth year, the Director of Education and Secretary of the Board shall call the trustees to order and, shall proceed to read the returns of the municipal elections.

3. Nominating Meeting

The nominating meeting will be chaired by the Director of Education and Secretary of the Board. The Nominating Committee, composed of all Board members, shall meet prior to the Annual Organizational Meeting of the Board to prepare a slate of nominees for the positions of:

- a) Board Chair
- b) Board Vice-Chair
- c) Chair of the Committee of the Whole
- d) Vice-Chair of the Committee of the Whole
- e) OPSBA Director and Voting Delegate
- f) OPSBA Alternate Director and Alternate Voting Delegate

The Director of Education and Secretary of the Board as Chair of the Annual Organizational Meeting will present the Nominating Committee's Report and ask for nominations from the floor. If any other nominees are received, an election shall take place for the position involved, following the procedure set out in 4(c).

If no other nominees are received, the chair shall request a vote on the slate of nominees, as presented by the Nominating Committee.

4. Election of the Slate of Nominees

a) Appointment of Scrutineers

The director of education will nominate two superintendents to the board to be approved to act as scrutineers.

b) Nominations

Nominations will be made verbally from the floor and a seconder is not required.

c) Election Procedures

In the event of two or more nominees for an eligible position, a ballot shall be distributed to each trustee. If this ballot results in a clear majority (over 50% of those present), the trustee is declared elected for the position. If no trustee has a clear majority, the person receiving the lowest number of votes is dropped and the balloting continues on the remaining names on this same plan, until one individual receives a clear majority.

In the event of an equality of votes between the final two candidates for a position, the position shall be determined by lot through the drawing of straws. The candidate that draws the long straw will be appointed to the position.

The Director of Education and Secretary of the Board as Chair of the Annual Organizational Meeting will present the Nominating Committee's Report and ask for nominations from the floor. If any other nominees are received, an election shall take place for the position involved, following the procedure set out in 4(c).

If no other nominees are received, the chair shall request a vote on the slate of nominees, as presented by the Nominating Committee.

5. The Striking Committee

- a) Immediately following the elections, the Board Chair shall assume the chair to facilitate the organization of a Striking Committee.
- b) The Striking Committee shall consist of the Board Chair, the Vice-Chair and four trustees. Within the four-year term, each trustee shall serve at least once on the Striking Committee.
- c) Each year trustees shall be determined by draw, to serve on the Striking Committee.
- d) The Board Chair shall automatically be Chair of the Striking Committee.
- e) The Striking Committee shall meet immediately following adjournment of the organizational meeting to nominate representation on the statutory and standing committees and to consider the appointment of Board representatives to such other organizations who extend to the Board the privilege of appointing one or more representatives.
- f) The Chair of the Striking Committee shall present its report at the Inaugural Meeting of the Board.
- g) The Striking Committee will serve for a year, at the call of the Chair.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure**
DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure.**

Background

Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure was received on May 30, 2016 and has been identified for review.

Based on the comments received, draft revisions to the Bylaw have been made for Trustee consideration.

Comments Received

1. Comment: 3 a iii – remove all
Response: revision made
2. Comment: 3 a xiii – remove No 2
Response: revision made
3. Comment: 5c – should there be a requirement to publicly advertise a special meeting?
Response: added
4. Comment: various his/her, s/he and himself/herself need to be updated
Response: revisions made
5. Comment: 8 – do we need a statement that quorum is not lost due to declarations of conflict of interest?
Response: added
6. Comment: 11 d iv – update to current requirements – reference to bylaw 28
Response: updated to reflect Bylaw 28
7. Comment: 13 g – add at the end ‘after the matter has been completely dealt with’
Response: revision made
8. Comment: 15 b – since this involves a bylaw a motion to go past 10 pm require 2/3 majority
Response: revision made

Next Steps

Bylaw 5 Board and Committee of the Whole Board Meetings: Rules of Procedure will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL5

| |
|---|
| <h2>Board and Committee of the Whole Board Meetings Rules of Procedure</h2> |
|---|

Board Received: _____ Review Date: _____

1) **Time and Date for Regular Board Meetings**

Regular meetings of the Board should be held on the fourth Monday of each month, with the exception of July and December, commencing at 6:30 p.m. Trustees will convene, if necessary, an In Camera session as a committee at 6:30 p.m. followed by an Open session commencing at 7:15 p.m. Committee of the Whole Board and Regular Board meeting dates will be set annually by board resolution. There will be two meetings scheduled in December, the first Monday shall consist of a Nomination meeting at ~~6:30~~6:30 p.m. and an Organizational meeting held immediately following. The second Monday of December will be the Board Inaugural meeting and the regular board meeting for the month.

2) **Time and Date for Committee of the Whole Board Meeting**

Committee of the Whole Board should meet on the second Mondays of each month, as set out in board resolution, commencing for In Camera at 6:30 p.m., if necessary, followed by an Open session commencing at 7:15 p.m.

3) **Terms of Reference**

a) **Committee of the Whole Board**

- i) receive information reports from staff;
- ii) make recommendations based on information reports;
- ~~iii) — review all Board by laws, policies and procedures;~~
- ~~iv)iii)~~ make recommendations to the Board regarding bylaws, policies and procedures.
- ~~v)iv)~~ receive and consider reports arising from statutory, ad hoc, and other committees;
- ~~vi)v)~~ determine whether a need exists for the establishment of special and/or ad hoc committees to study specific areas within the system, and recommend to the Board regarding each committee's terms of reference;
- ~~vii)vi)~~ through staff reports, operating plan updates and presentations, review program plans and delivery;
- ~~viii)vii)~~ through the Director, receive reports and/or recommendations from the supervisory officers concerning the extension or modification of both academic and business services provided within the system;
- ~~ix)viii)~~ through the Director, receive and consider requests submitted by employee groups, outside agencies, individuals, etc.;
- ~~x)ix)~~ consider and recommend a course of action regarding matters referred to the Committee by the Board;
- ~~xi)x)~~ review and establish the Board's annual operating budget;
- ~~xii)xi)~~ make recommendations to the Board concerning educational, financial, personnel, and property matters.

~~xiii~~xii) All employee final stage grievances will be heard by the Director. A quarterly report of all grievances will be provided to the Board at the Committee of the Whole ~~No. 2~~ meeting during the In Camera session.

4) In Camera

- a) Issues shall be discussed in camera in accordance with the definitions set out in the Education Act. Confidential in camera agenda and minutes shall be maintained through the Director and Secretary of the Board.
- b) In camera agendas and agenda items will be posted for Trustees in advance of the meeting. In camera agenda items will be distributed at the meeting and designated items (on dark green paper) will be returned at the conclusion of the meeting. Trustees are entrusted with keeping all in camera documents secure.
- c) Once in camera deliberations have been completed, the Committee shall rise and report all approved recommendations from in camera. All recommendations from in camera shall be reported in a manner that protects and respects confidential and personal information.

5) Special Meetings

- a) A special meeting of the Board may be called by the Chair or Vice-Chair in the absence of the Chair, at any time on ~~his/her~~their own responsibility.
- b) When the Chair will not comply with a request to convene a special meeting, a majority of the Board may call a special meeting by a written, signed requisition delivered to the Chair and the Secretary of the Board. The notice calling such special meeting shall contain a copy of the signed requisition, as well as a statement of business for which the meeting is called. No other business may legally be transacted.
- c) Notice: Trustees shall be notified of a special meeting a minimum of twenty-four hours prior to the meeting date, when possible.
- e)d) The special meeting will also be advertised publicly.

6) Taking the Chair for Board or Committee Meetings

- a) At the hour of meeting, the Chair or the Vice-Chair shall take the chair. The Vice-Chair may take the chair for at least two regular meetings.
- b) The Board Chair or Committee Chair will consider opportunities for a Committee Vice-Chair to chair an in camera and/or an open session meeting.

7) Absence of the Chair

- a) **Meeting Called to Order:** Should the Chair and Vice-Chair not be in attendance after the hour appointed, they shall be considered absent and the Secretary of the Board shall call the meeting to order.
- b) **Chair Chosen:** The Board shall nominate an Acting Chair to preside for the one meeting only, or until either the Chair or Vice-Chair arrives; in which case the ~~Chair~~ chair shall be vacated in ~~their~~his/her favour.
- c) **Arrival of Chair:** Should the chair be vacated in favour of the Vice-Chair and the Chair arrives later, it is the option of the elected Chair whether another change should be made in the presiding officer.
- d) **Authority of Acting Chair:** The Acting Chair shall have the same authority in presiding as would the Chair or the Vice-Chair and shall vote on all questions.

8) **Quorum**

- a) Definition: In accordance with the provisions of the Education Act, the presence of a majority of all the members constituting the Board is necessary to form a quorum.
- ~~b)~~ b) Recess for Lack of Quorum: When a quorum is lost the meeting may be recessed while a quorum is sought.
- ~~b)c)~~ c) Quorum is not lost due to declarations of conflict of interest.
- ~~e)d)~~ d) Adjournment for Lack of Quorum: Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be inserted into the records of the Board.

9) **Access to Meetings**

In accordance with the provisions of the Education Act and subject to Subsection 9 (a), meetings of the Board and of a Committee of the Board, including a Committee of the Whole Board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public, except for improper conduct.

- a) Closing of Certain Meetings: A meeting of a Committee of the Board, including a Committee of the Whole Board, may be closed to the public when the subject matter under consideration involves:
 - i) the security of the property of the Board;
 - ii) the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board, or a pupil or ~~their~~her/his parent or guardian;
 - iii) the acquisition or disposal of a school site;
 - iv) discussions and decisions in respect of negotiations with employees of the Board;
 - v) litigation affecting the Board;
- ~~v)b)~~ b) Improper Conduct: The presiding officer may expel or exclude from any meeting any person who has engaged in improper conduct at a meeting.

10) **Questions of Order**

The rules of order and procedures contained in this By-Law shall be observed in all proceedings of the Board and Committees thereof, except where otherwise provided by Statute. The rules and customs as set out in Roberts Rules of Order shall govern, so far as is applicable, in all cases not provided for in this By-Law.

The Chair shall preserve order and decorum and decide upon all questions of order, subject to an appeal to the Board, and shall state the rule applicable to the case, if required.

11) **Voting**

- a) ***Vote of Chair.*** The Chair shall vote with the other members of the Board upon all questions, except as provided in Subsection 11(c).
- b) ***Equality of Votes.*** Any question on which there is a tie, the vote item will be defeated.
- c) ***Vote by all Members.*** When a question is put, every member present shall vote, unless the Board excuses ~~him/her~~them or except as provided in Subsection 11(d).
- d) ***Disclosure of Interest.*** In accordance with the Act respecting Conflict of Interest of Members of Municipal Councils and Local Boards, where a member of the Board, on ~~his/her~~their own behalf or while acting for, by, with, or through another, has any pecuniary interest, direct, ~~or~~ indirect, or deemed in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the trustee.:

- ~~i) in any contract or proposed contract with the Board shall, prior to any consideration of the matter at the meeting, disclose the interest and the general nature related to the interest;~~
- ~~ii) in any contract or proposed contract that is reasonably likely to be affected by a decision of the Board shall not take part in the discussion of, or vote on any question in respect of the matter; and;~~
- ~~iii) in any other matter in which the Board is concerned, and is present at a meeting, including a committee or other meeting of the Board at which the contract, proposed contract, or other matter is the subject of consideration, s/he shall, as soon as practicable after the commencement of the meeting, disclose his/her interest and shall not take part in the consideration or discussion of or vote on any question with respect to the contract, proposed contract or other matter, or attempt in any way to influence the voting on any such question, shall not attempt in any way before, during or after the meeting to influence the voting on any such question;~~
- ~~iv) where the meeting is in private session (in camera), in addition to complying with the requirements listed above, the trustee will leave the meeting or the part of the meeting during which the matter is under consideration and the fact that the trustee has left the meeting will be recorded in the minutes;~~
- ~~v) at the next meeting that is open to the public, the declaration of conflict of interest shall be recorded in the minutes but not the general nature of that interest;~~
- ~~vi) at a meeting at which a trustee discloses a conflict of interest, or as soon as possible afterwards, the trustee shall file a written statement of the conflict of interest and its general nature with the Secretary of the Board (see Bylaw 28 – Trustee Code of Conduct, Appendix B);~~
- ~~iii)vii) All written statements of conflict of interest shall be maintained in a Declaration of Interest Registry on granderie.ca for four years.~~
- ~~iv) every disclosure of interest under Subsection 11 (d) shall be recorded in the minutes of the meeting by the Recording Secretary.~~
- e) **Calling the Question:** When the Chair is calling the question, no member shall walk out.
- f) **Recorded Votes:** Any member may call for a recorded vote in which case the names of those who vote for and those who vote against shall be entered in the minutes.

12) Resolutions

- a) **Presentation and Withdrawal:** After a resolution has been presented, it shall be deemed to be in the possession of the Board, but it may be withdrawn at any time. Such leave to withdraw shall be granted upon an affirmative vote of two-thirds of the members present.
- b) **Resolution under Consideration:** When any resolution is under consideration, no motion shall be received other than to adjourn, to lay on the table the previous question, to postpone, to refer or to amend. Such motions shall have precedence in the order named, the first and fourth of which shall be without debate and the third shall be debatable only as to time and place.
- c) **Division of Question:** When the question under consideration contains distinct propositions, the vote upon each proposition shall be taken separately upon the request of any member.
- d) **Amendments:** The previous question (i.e. demand for vote on present motion) until it is decided, shall preclude all amendments of the main question and shall be put, without debate, in the following words: “Shall this question be put now?” If this

motion is resolved in the affirmative, the original question shall be put forth without any amendment or debate.

All amendments shall be put in reverse order in which they are moved, except in filling blanks, where the longest time and the largest sum shall be put first. Every amendment shall be decided upon or withdrawn before the main question is put to vote.

- e) ***Speaking after Question is called:*** No member shall speak to the question after it is finally called by the Chair, or shall any other motion be made until after the result is declared. The decision of the Chair as to whether the question has finally been put shall be conclusive.
- f) ***Motion Contrary to Rules:*** Whenever the Chair is of the opinion that a motion offered to the Board is contrary to the rules and privileges thereof, ~~s/he~~~~they~~ shall so inform the member immediately, before putting the question thereon, and quote the rule of authority applicable to the case, without comment.

13) Debates and/or Discussions at Board and Committee of the Whole Meetings

- a) ***Motion Necessary for Discussion:*** Except where the Board is sitting in Committee of the Whole, there shall be no discussion on a matter until a motion has been made.
- b) ***Address to Chair:*** A member, previous to ~~his/her~~~~their~~ speaking on any question or motion, shall address the Chair. Subject matter of a member's remarks must be confined to the question in debate, avoiding discourteous remarks.
- c) ***Chair Names Speaker:*** Should two or more members rise at the same time, the Chair shall name the member who is to speak.
- d) ***Interruptions:***
 - i) ***Interruptions Only on Point of Order:*** No member while speaking shall be interrupted by another, except on a point of order or for the purpose of explanation. The member so interrupting shall confine ~~himself/herself~~~~them self~~ strictly to the point of order or the explanation.
 - ii) ***No Passing Between Chair and Member Speaking:*** When a member is speaking, no other member shall pass between ~~him/her~~~~them~~ and the Chair, nor hold discourse which shall interrupt ~~him/her~~~~them~~.
 - iii) ***Call to Order:*** The Chair, or any member through the Chair, may call a member to order while speaking, whereupon the debate shall be suspended and the member shall not speak until the point of order shall be determined, unless to appeal the decision of the Chair. All such appeals shall be decided without debate.
- e) ***Speaking to the Question:*** At Committee of the Whole Board meetings, members may speak again once the first-time speakers list is completed. At Board meeting, no member, other than the one proposing a question or motion (who shall be permitted to reply), shall speak more than once without leave of the Board, except in explanation of a material part of ~~his/her~~~~their~~ remarks which may have been misconceived, but then ~~s/he is~~~~they are~~ not to introduce new matter.
 - i) ***Time Limit:*** No member shall speak more than five minutes on the same question without leave of the Board.
- f) ***Reading of the Question during Debate:*** It is the right of a Board member to require the reading of the question or motion under discussion for ~~his/her~~~~their~~ information at any period of the debate, providing the member speaking shall not be interrupted.
- g) ***Leaving the Chair for Debate:*** If the Chair desires to leave the chair for the purpose of taking part in the debate or for any other purpose, they shall call the Vice-Chair or

one of the members of the Board to fill their place until they resume the chair after the matter has been completely dealt with.

14) **Re-introduction of a Question**

Any question which has been decided by the Board shall not be re-introduced in the same calendar year, except by a vote of two-thirds of the members present.

15) **Adjournment**

- a) **Motion.** A motion to adjourn shall always be in order, but if defeated, no second motion to the same effect shall be made until some business shall intervene.
- b) **Time.** The Board or a Committee of the Whole Board shall not remain in session later than 10:00 p.m. without a motion, approved by a 2/3 majority. to temporarily suspend this By-Law.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: R. Wyszynski, Superintendent of Business & Treasurer
RE: **FT2 New School Construction Projects**
DATE: May 11, 2020

| |
|--|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT2 New School Construction Projects.</p> |
|--|

Background

Policy FT2 New School Construction Projects was circulated to all appropriate stakeholders for comments to be received by April 1, 2020.

Comments Received

1. Comment: #3 - Construction manager, will this item still come to the board if the cost is above the threshold of consultants in policy F6
Response: Yes, "The Board shall approve the final selection of Architect or Professional Services". However, for clarity, F6 speaks to consulting services; where the Broader Public Sector Procurement Directive defines "Consultant" as a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.
2. Comment: #6 – the project committee should be kept in place until the project is complete
Response: This is not required; Major Construction updates are provided to the Board every two month for updates.
3. Comment: #7 – Scope – is this not covered and approved by the Board in procedure #1
Response: The preliminary scope referred to in #1 speaks to general requirements such as FTE and square footage. The design scope referred to in #7 is more detailed.
4. Comment: #8a – suggest developing recommendations "to the Board" with respect...
Response: Amended.
5. Comment: #11a – Why the change from project committee to Sr admin for additional elements – the committee should be able to make any suggestion they like, should it be suggestions from the project committee, with recommendations from sr admin to the Board, if suggestions are feasible for a variety of reasons. Using the term Sr Admin while later in the document use term exec council – suggest using one term
Response: Revised to "Executive Council"
6. Comment: #13 – should it state the Board "approves" not shall approve
Response: No, all other instances in policy say "shall approve".

7. Comment: #15 – the board must employ 2 different cost consultants (also in #9 as a class c or d assessment) Does the province require both these assessments and is the cost of these included in the tender

Response: These costs are outside of the tendered construction bids. They are considered “professional services” costs. The Board can use one cost consultant, to provide a less-detailed preliminary costing and then utilize a different consultant prior to tender a gather more detailed, and usually more accurate, construction cost estimates. The Ministry only requires a pre-tender cost consultant report on certain projects (all new builds and additions where cost is greater than \$3m or OTG is increased by 50%)

8. Comment: 23 – should be 11c

Response: Amended.

9. Comment: 26 – Should add a reference to transition committee – FT9 #2

Response: Amended to include reference.

10. Comment: Why is there no reference to secondary design guidelines?

Response: We have not implemented secondary design guidelines as Grand Erie District School Board has not built a secondary school in two decades.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



New School Construction Projects

Board Received: _____

Review Date: _____

Policy Statement

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

Accountability

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

Procedures

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

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

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

17. The final project budget, design, scope and recommended tender/contract award will be presented to the Committee of the Whole and subsequently, the Board for approval as the final project contract amount. This amount will be the basis for a Stipulated Sum Contract or a Guaranteed Maximum Price Contract as may be appropriate.
18. If the tendered amount for the capital project is higher than the pre-tender project approval granted above, the Board will be required to identify the source of funding to offset the higher costs and will need to seek additional Ministry approval for the higher amount before the contract can be awarded. The Board may also recommend not to award the project and proceed to change the design of the school and re-tender.
19. Transition matters will be managed by a Transition Committee in accordance with policy FT9.
20. Executive Council shall consider inclusion of funding to allow for planning time for the incoming principal. The amount of planning time will be recommended by Executive Council for inclusion in the project budget presented for Board approval.
21. The Board shall approve a name for the new school as outlined in Policy FT3 - Naming of Schools Policy.
22. The Superintendent of Business shall initiate planning for a “sod turning” ceremony.
23. The Superintendent of Business shall provide a progress report to the Board on a bi-monthly basis for the duration of the project. The report shall include budgeted and actual costs to date, details of project progress and schedule for completion. This report will also describe the funding strategy that will be applied should the forecasted expenditures for a project exceed the budget established in section [4011-c](#).
24. Project updates shall be posted on the Board’s website.
25. The Superintendent of Business shall report to the Board upon substantial completion of the project, which shall include a budgeted and actual cost comparison.
26. The Grand Erie District School Board, in consultation with the Principal/Superintendent of the school and the Manager of Communications and Community Relations will organize an official opening ceremony, [as referenced in FT9: Transition Committees](#), upon completion of the project.

Related Resources:

[Policy F6 Purchasing](#)

[Policy FT9 Transition Committees](#)

Ministry Capital Approval Process Chart

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

Appendix B



SCHOOL DESIGN GUIDELINES ELEMENTARY

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

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

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

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

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

1.0 General Areas

1.1 Main Entrance (Exterior)

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

1.2 Main Entrance (Interior)

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

1.3 Corridors

- Provide sufficient width for needs
- Coat Hooks / boot rack – proper height to accommodate students
- Drinking Fountains with Bottle Filling Stations
- Security Cameras
- Wall outlet locations
- Electronic Display Boards
- Locate Tack Boards to meet Fire Code requirements

- 1.4 **Washrooms**
 - Fixture count to current code requirements
 - Location to accommodate classrooms
 - Urinal height
 - Privacy partition between urinals
 - Barrier Free Access to designated accessible washrooms
 - No doors on main washrooms. Ensure there is no line of sight from corridor
 - Install wash fountains
 - Floor drains
 - Electrical outlets
 - Accessories conforming to Health Unit requirements and Board Standards
- 1.5 **Stairs**
 - Accessible stair tread/nosing and visibility strips
 - Provide natural light
 - PA Speakers
 - Outlets to accommodate cleaning equipment
 - Provide space for Evacuation chairs at top landing
- 1.6 **Lifts & Elevators**
 - Central location
 - PA Speaker to Office
 - Telephone connection to ULC (Underwriters Laboratory of Canada) approved monitoring service
 - Signage to provide operating instructions including braille
- 1.7 **Storage Rooms**
 - Book Storage
 - Teaching Supplies
 - Audio- Visual Equipment
- 2.0 **Administration Area**
 - 2.1 **Main Office / Reception**
 - View of Main Entrance
 - Size to accommodate students, staff and community
 - Electrical, telephone and Data outlets
 - Main station for PA and CCTV systems
 - **Counter to meet AODA standards**
 - 2.2 **Principal's Office**
 - View of Front Entrance & Main Office
 - Electrical, telephone & Data outlets
 - 2.3 **Vice Principal's Office**
 - Same as principal's office
 - 2.4 **Meeting Room**
 - To accommodate large meeting table for up to eight people and provide dimmable lighting and areas for presentations
 - This can be a separate room or Principal's Office can be sized to accommodate

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

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

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

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

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

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

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

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

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

- 4.0 **Learning Spaces**
 - 4.1 **Typical Classroom**
 - Size: 700 to 800 square feet
 - Natural daylight equal to minimum 10% gross floor area
 - Accessories:
 - 80 square feet of white board and/or black board
 - 100 square feet of tack board
 - Millwork under white boards and/or black boards
 - One large lockable teacher storage cupboard
 - Millwork with counter space, and cabinets along top and bottom
 - Rough in for Smart Board and LCD Projector
 - Electrical and Data outlets
 - Intercom

4.2 Kindergarten

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

4.3 Special Education

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

4.4 Snoezelen Room

- Designed by Special Education consultants when required

4.5 Information Technology

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

4.6 Library

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

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

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

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

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

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

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

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

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

 - 6.6 **Communication Room / Tower**
 - Tower location (if required) would be determined by other authorities
 - Communication Room to be adjacent to tower

7.0 Site**7.1 Site Features**

- Separation for bus drop-off, parent drop-off, visitor parking and staff parking
- Special needs parking areas in excess of bylaw requirements
- Garbage /recycling enclosure
- Bicycle Storage
- Signage
- Lighting
- Site furniture
- Paved play area adjacent to school (approximately 65 square feet per student)
- Future portables area including underground conduits to a sub-grade box for future use.
- Creative Playgrounds:
 - o location only (not provided by Board)
- Landscape:
 - o Low maintenance
 - o Shade
- Playground Equipment:
 - o two Basketball Standards
 - o one set of Soccer Goal Posts

8.0 Amenities / Finishes**8.1 Flooring Material**

- Corridors: Hard Surface
- Washrooms: Hard Surface
- Library: Hard Surface
- Offices: Hard Surface
- Classrooms: Hard Surface
- Kindergarten: Hard Surface
- Work Rooms: Hard Surface
- Gymnasium: Appropriate Sports Flooring
- Operations Rooms: Sealed Concrete

8.2 Paint

- Containing Low-Emitting Volatile Organic Compounds (VOCs)
- Use recycled

8.3 Ceilings

- 2-foot x 2-foot acoustic tile in Corridors, Library, and Main Office
- Paint other areas where structure is exposed, unless required to cover mechanical equipment

8.4 Air Conditioning

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

8.5 Window Coverings

- Blackout Drapes
- Sliding tack boards

9.0 Portable Classrooms

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

10.0 Portapaks

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

11.0 Relocatable Classroom Modules (RCMs)

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT3 Naming of Schools**
DATE: May 11, 2020

| |
|---|
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT3 Naming of Schools. |
|---|

Background

Policy FT3 Naming of Schools was circulated to all appropriate stakeholders for comments to be received by April 1, 2020.

Comments Received

1. Comment: 4 – suggest adding a reference to the policy number FT9 after transition committee
Response: Amended to include reference.
2. Comment: Can language be included to demonstrate caution towards using an individual's name as a school name?
Response: Yes, suggested language has been added.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Naming of Schools

Board Received: _____ Review Date: _____

Policy Statement:

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

Accountability:

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

Procedures:

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

Naming of New Schools:

- 1. When a name for a school is required, the Board will solicit suggestions from the school's community and all stakeholder groups via the normal methods of internal and external communications; i.e. requests in the media, internally to staff, to federations and union leaders, School Councils, Student Councils and the school community whose school is to be named. The call for community and stakeholder suggestions will typically commence in September or October of the year preceding the opening of the new school.
- 2. In considering the naming of schools, the following may apply:
 - a. name of street on which school is located;
 - b. name of district which school serves;
 - c. historical name applied to area in which school is located;
 - d. historical events;
 - e. geographic connections;
 - f. recognition of an individual for outstanding and enduring contribution to the Grand Erie educational community.
- 3. Public solicitation will take not less than 60 days from the call for suggestions.
- 4. The existing Transition Committee, established through Policy FT9, shall consider suggestions received and make a recommendation to the Board through the Family of Schools Superintendent. The recommendation must include three unranked names that provide an inspiration to students and promote a positive image of the Grand Erie District School Board. The report will include rationale for the three names chosen.
- 4. When an individual's name is being recommended to the Board of Trustees as a possible school name, the name selected will be researched and scrutinized. If the recommendation includes an individual's name, the individual or a representative of the individual whose name is being recommended will be contacted to ensure their agreement to having their name submitted for Board consideration.

5.

5.6. The Board may select one of the names recommended by the Transition Committee. The Board reserves the right to make the final determination, notwithstanding the recommendation from the Transition Committee.

Renaming of Existing Schools:

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

Related Resources:

5. [Policy FT9 – Transition Committees](#)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT4 Community Use of Schools**
DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve **Policy FT4 Community Use of Schools.**

Background

Policy FT4 Community Use of Schools was circulated to all appropriate stakeholders for comments to be received by April 1, 2020.

Comments Received

1. Comment: Permit Types – 4h(ii) Non-Profit Youth and Other Type 1-A – add to the first sentence “and the cost of custodial services”. Their donation should be greater than the total cost of using the facility not just the rental fee. Appendix 1A has no amounts listed for rental spaces for this permit type. The above change and any other made to this policy should be reflected in the handbook as well.
Response: Agreed changes added.
2. Comment: Changes in Handbook FT4 Appendix A – Custodial Fees if applicable should be 100% of actual costs across all Permit Types.
Response: Not all permit types are required to pay the 100% costs of the custodial. The fees received by the Ministry offset the costs for some permit types. I.e. Not for Profit Youth are subsidized by 75%, requiring them to pay 25% of the custodial fees.
3. Comment: 5i – How is this shared with persons who enter the school under a CUS permit? Should this statement be that the CUS permit holder shares this with all persons invited to their event? Or should it be combined with j so that it is clearer
Response: Amended.
4. Comment: 6d – should ‘Board’ be removed
Response: Amended.
5. Comment: 6p – is this too restrictive? If an approved permit holder needs to reschedule due to a snow day or other issue – power outage, and a date is available
Response: Our practice is that for extenuating circumstance we try to expedite a short notice request but want it to be clear that in normal business if a permit is entered less than two weeks it will be denied.
6. Comment: 7e – need to explain exactly what non-instructional period are. i.e. are both/either weekends of March break considered non instructional?
Response: Will add to the definitions.

7. Comment: 7l – does the Board have a blanket statement that nuts are not permitted? SO30 states Board is peanut/nut aware
Response: SO30 states that GEDSB facilities are nut-aware and also “not to be brought to school”. 7l is clear that GEDSB does not permit products that contain nuts in its facilities which aligns with SO30.
8. Comment: 8g – Any fee schedule changes should come to the Board
Response: Agreed.
9. Comment: 8h – internal permits – should this be referred to as they are in #4 – Type 4?
Response: Amended.
10. Comment: 9c – transferable between different groups, or between dates in extenuating circumstances
Response: Nontransferable for any reason, no change. If a permit needs an additional date, permit holders can add this to the existing permit. I.e. Inclement weather cancellation, permit holder extends the length of the permit.
11. Comment: Handbook - Page 6 – since there are only 2 alt contacts for rentals should the 2 be added to this chart?
Response: Procedure #7 speaks to how users can locate the contact information for each site.
12. Comment: Handbook – remove Fairview - What about GELA Rawdon street, Confederation, Rainham, Elgin and Walsh
Response: Amended.
13. Comment: Handbook - If there are schools not available to be rented should this also be stated to avoid confusion
Response: The only school that is not listed as it is not available is GELA. No change. In the permit system, schools that are not available it is identified that it is not available for CUS.
14. Comment: Handbook - #12a – should the word No be added to the subject heading
Response: Amended.
15. Comment: Handbook - 12ci – statement about nuts, should include peanuts, this is not the same statement as in the policy 7l
Response: Amended.
16. Comment: Handbook - 12cii – include library/learning commons?
Response: Amended.
17. Comment: Handbook - 12d – does there need to be a reference to PJ and NPC fields and their availability to be rented in this section
Response: Additional language will be added: Some fields are booked and operated through another agreement, please refer to the online booking system for specific school field availability.
18. Comment: Appendix B – is this included for reference to all approved permits, is that why we have the information again in the policy?
Response: Correct, this is provided to all approved permits.

19. Comment: #8 – this is not the same as 12ciii

Response: Appendix has been modified to align with wording in handbook.

20. Comment: #9 – add library?

Response: Amended to include libraries/learning commons.

21. Comment: #10 The language has to be the same in all areas of the policy and handbook

Response: Agreed will align with Policy. Language does not differ but Handbook offers additional information.

22. Comment: Smoking – need to add vaping

Response: Amended.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Community Use of Schools

Board Received: _____

Review Date: _____

1. Policy Statement

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

2. Accountability

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

3. Guiding Principles

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

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

4. Definitions

a. Community Users

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

b. Community Use Event

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

c. Community Use Permit

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

d. Applicant

The Applicant is the person who ~~creates a~~ ~~submits the~~ Community Use of School ~~account~~ Application.

e. Permit Holder

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

f. Event Supervisor

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

g. Historical Bookings

Booking from any permit type that have been booking with the Grand Erie District School Board for five or more consecutive years in the same facility and time.

h. Non-Instructional Periods

Times where school is not operating including Christmas, March/Summer Breaks, P.A. Days, Board designated holidays and statutory holiday weekends. Non-instructional periods include the weekends leading up to and after the school holidays.

~~h.~~i. Permit Types

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

i) JUFA & Affiliates-Type 1

Joint Use of Facility Agreement partners or Non-profit, volunteer organization approved for affiliation by a municipal recreation authority (where applicable) for the purpose of offering recreational and/or cultural programs on behalf of the municipality available to all residents of the local community. This does not include tournament events.

ii) Non-Profit Youth and Other-Type 1-A

The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that are designed and operated to advance the academic success and healthy lifestyles of youth in the community. I.e. Cubs, Scouts, Brownies or groups donating to GEDSB in the amount greater than the fee charged for the use of the facility and custodial cost. School Alumni Activities sanctioned by the school administrator. ~~Not for profit youth groups or groups that are donating to the Grand Erie District School Board in an amount that is greater than the fee charged for the use of the facility. This also includes School Alumni sanctioned by the school administrator, Cubs, Scouts, Brownies and other Non-Profit Youth groups not affiliated with a Municipality.~~ Not for Profit Groups will be required to show proof of status or provide an affidavit letter indicating that the organization is a not for profit organization.

iii) Non-Profit, Non-Youth-Type 1-B

The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that serve the local neighborhood or community, but are not explicitly designed and operated to advance the academic success and healthy lifestyles of the children in the school and where zero or nominal admission or participation fees are charged. Not for Profit organizations that are not specifically for youth. I.e. Red Cross, St. John's Ambulance, Approved Health Unit Activities, short term use by municipal emergency services. Groups that are providing community services but are adult focussed. Examples are Red Cross, St. John's Ambulance, Health Units and short term use by municipal emergency services.

iv) Non-Profit (Other)-Type 2

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

v) Commercial/Private User-Type 3

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

vi) Grand Erie District School Board/School Use-Type 4

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

vii) Non-Profit Priority Schools-Type 5

Not for profit youth related Community Groups, Not for profit Children's Recreation Providers (not including tournaments or special events) as defined by the Ministry of Education. The permit type is dependent on funding received by the Ministry of Education. If funding is paused or retracted, permits will be processed following the other permit types.

viii) Reciprocal Groups-Permit Type 6

Non-Profit Childcare, EarlyOn Child and Family programs and Before and After School Children's Recreation Providers as outlined by an agreement. These do (not includeing tournaments or special events or spaces not outlined in their agreement.)

5. Responsibilities

- a. School Principals or designates are required to submit a permit for any activity after school hours or for any larger event during the instructional day but beyond regular school events.
- b. The Board is responsible to inform the Permit Holder or Event Supervisor of any scheduling changes and administer any applicable refund.
- c. Community Users, Permit Holders and/or Event Supervisors are solely responsible for personal injury and/or damage, loss or theft of clothing and equipment, of anyone attending a Community Use Event anywhere on Board property, including all grounds and parking lots.
- d. The Permit Holder or Event Supervisor is liable for all damages and injuries due to their Community Use activity.
- e. The Permit Holder, Event Supervisor agree to indemnify and save harmless the Board from any action or claim being brought against it as a result of the use of the school facilities by the community user.

- f. Community Users are not covered under the Board's liability insurance policy.
- g. All Community Use of Schools permits shall provide or purchase a valid liability insurance certificate with their Application.
- h. The Permit Holder or Event Supervisor shall be responsible for the security and safety of Board facilities while they are using the facility.
- i. All persons admitted to the Board facility for a Community use event agree to abide by all policies and procedures of the Board.
- j. All Community Users must adhere to the Board's Codes of Conduct and demonstrate respectful behaviour at all times. The permit Holder and/or Event Supervisor is responsible for conduct, supervision and the preservation of order for the scheduled event.
- k. Violation to the Community Use Permit or misconduct by Community Users and /or Permit Holders may result in immediate cancellation of the Community Use Permit.
- l. Permit Holders or Event Supervisors are responsible to inform the Board of any scheduling changes at least three business days prior to the date of the Event.

6. Procedures

- a. Community Use of Schools staff is responsible for approving the use of school facilities for activities taking place on non-school days or after 6:00 p.m. on school days, subject to availability.
- b. The Principal is responsible for approving the use of school facilities for school related activities which take place on school days between 8:00 a.m. and 6:00 p.m.
- c. Schools within the jurisdiction of the Grand Erie District School Board shall be given priority for the use of school facilities on non-school days or after 6:00 p.m. on school days.
- d. School ~~Board~~ administrators must submit permit requests for use on non-school days or after 6:00pm and changes must be completed with no less than five days' notice. If bookings are submitted after June 30, Principals must make every effort to avoid times where there is an approved permit.
- e. School administrator must respond to internal permit discussions within three (3) business days so that the time frame of processing permits can be met.
- e.f. The Superintendent of Business and Treasurer reserves the right to waive rental fees, provided there is no extra expense to the Board.
- f.g. Historical users may be given the opportunity to renew the facilities and times they have reserved in the past, providing the Board does not require the space/time for its own purposes.
- g.h. When two or more community use events request the same time and space, preference for accommodation will be given to the sport that is in season over the sport that is off season.
- h.i. Bookings are based on the following Priority:
 - Grand Erie District School Board
 - Historical Groups
 - Municipal Direct Programs governed through Joint Use of Facilities Agreements
 - Affiliated Groups identified through Joint Use of Facilities Agreements
 - Others
- i.j. Child Care programs, EarlyOn Child and Family Centres and Before and After School Program Providers, will require contract approval or a lease agreement as determined by Senior Administration in addition to approval by the school principal.

j.k. Schools as Election Polling Stations:

The Board will co-operate in providing the necessary accommodation for polling booths for municipal, provincial, and federal elections, and in accordance with applicable legislation. All permits or agreements governing the use of board facilities as election polling stations will be required to comply with Board's procedures.

k.l. Parent Groups, Home and School Associations, Alumni Associations:

Groups and associations wishing to host a school-sanctioned event, must have the consent of the school principal and request the Principal to submit the application in the school name on behalf of the organization. Applications for events by groups and associations who do not apply through the Principal will not be considered a school-sanctioned event and will be subject to the usual rental and service charges of the board and required insurance.

l.m. The Ontario Smoke Free Act for public places prohibits Smoking/Vaping on Board Property and applies 365 days per year and 24 hours per day. Community Use permit holder and event supervisors must ensure that patrons move off of Board property 20 meters for smoking/vaping purposes, not just outside the building.**m.n. Depending on the size and nature of the event, supplementary security and/or custodial services may be required, the cost of which will be the responsibility of the permit holder applicant.****n.o. All events must have sufficient adult supervision, one of whom has been appointed and/or designated by the Permit Holder.****o.p. Permission for the community use of school facilities is granted solely at the discretion of the Board.****p.q. Permits submitted less than two weeks from the booking date will be denied.****7. Film Production Company Requests:**

a. All requests for use of facilities for film purposes are to be referred to the Community Use of School and Partnership Officer.

b. All activities on Board property must be of a lawful nature and in keeping with the Board's values.

c. Film Production Company requests will be required to complete a Film Application Form and provide additional information as part of the approval process.

d. Requests will fall outside of the Priority of placement sequencing as

i) No previously approved CUS permit will be cancelled owing to a film request, however

ii) Film permits are provided multiple exemptions not afforded to other permit types.

e. Film Production Company Requests will not be approved to film during the school week.

f. Requests are subject to the satisfactory completion and signing of a Board Licensing Agreement signed by the Superintendent of Business and signing authority for the film production company.

7.8. Restrictions and Limitations

a. The Grand Erie District School Board does not permit overnight bookings as a Community Use Event. For Grand Erie Use, permit requests for overnight bookings will only be approved for events that are not requesting to provide sleeping accommodations.

b. Bookings are initially limited to two bookings per week per rental facility to ensure that all rental groups have an opportunity to book space. Additional bookings can be submitted after September 15.

- c. Permits will be cancelled when buildings are closed because of inclement weather, strike, or other cause beyond the control of the Board. Unless the permit holder is governed by an agreement/lease that permits access when a facility is closed.
- d. Groups which might reasonably be expected to have their own accommodation will be limited to one year's use. i.e. Church Services
- e. Use of facilities during Non-Instructional periods is only through special agreement with the board.
- f. Libraries/Learning Commons and classrooms may be used only for activities that are not physical, meetings conducted by approved groups and are subject to final approval of school administrator.
- g. Priority Schools: The intention of this funding is to make specific community programs more accessible to certain groups by reducing the operating cost to agencies.
- h. Alcohol Events: Community Use Events planning to serve alcohol must adhere to the Board's Alcohol Event requirements that include, detailed event plan, Special Occasion Permit, procured Party Alcohol Liability insurance, designated driver program, signage that warns of drinking and driving and no smoking/vaping on Board property, certified smart servers and a minimum of two (2) police officers.
- i. Schools where the water is supplied by a well must be tested daily by a qualified Grand Erie District School Board staff member on any day that children under 18 years of age will be present in the building. Affiliates and Reciprocal groups may enter into agreement with, and training for water flushing from the Board.
- j. High risk activities and or machines (e.g. fireworks or pitching machines) that may cause injury to people or may damage school property are not permitted in any school.
- k. The use of any school equipment by the permit holder is solely at the discretion of the school Principal.
- l. Grand Erie District School Board does not permit products that contain nuts in its facilities. Community Users shall avoid bringing into a school facility any product posted in a school as an allergy hazard.
- m. Grand Erie District School Board does not permit food in the gymnasium/library/learning commons however permit holder applicants can apply for use of the cafeteria or classrooms to serve food.
- n. Service animals and guide dogs are permitted for persons with a disability that require assistance and must keep the animal with them at all times as defined by the Animal Welfare Act. Grand Erie District School Board has the right to inquire about the animal and ask for documentation to confirm the persons requirement.
- n.o. Field Use: Field use is subject to the conditions of the field, nature of the frequency of the activities and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored. In general, field use permits will be approved after May 1st of each year or until the field's conditions are appropriate

8.9. Fees

- a. Service charges to community user groups are subsidized under the Community Use of Schools Grant provided by the Ministry of Education.
- b. The rate of subsidy will be determined annually based on the grant provided to the Board.

- c. Overtime rates paid to board staff who assist with Community Use of Schools will be adjusted according to contractual obligations the Board has negotiated with its staff.
- d. Priority Schools are designated by the Ministry of Education and are made available at no cost to those organizations who qualify under the definitions set out by the Ministry for the duration of the funding.
- e. For schools who have water supplied by a well and require testing daily, a charge for this service will be levied to groups requesting non-school day use of board buildings.
- f. Education Services-Service charges will be levied to recover costs for the use of school facilities by other education services, such as universities and colleges.
- g. The Fee Schedule outlining all fees to be paid, shall be established by the Board and may be adjusted annually or sooner if contractual obligations are required. Fees will be adjusted annually based on Board expenses and the cost recovery model.
- h. Type 4 Internal Permits, including school fundraising and alumni events scheduled on weekends will be charged for any custodial costs when there is not a custodian already scheduled. Exceptions may be considered for teams/groups preparing for a higher level of competition/event.

9.10. Cancellation of a Permit

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

10.11. Insurance

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

12. Adjudication

- a. In the event a user group wishes to formally dispute any terms or conditions or the application of any terms or conditions when applying to the rental of school facilities, an Appeal may be made to the Grand Erie District School Board by following the Community Use of Schools Appeal process outlined in the handbook.

COMMUNITY USE OF SCHOOLS HANDBOOK



Grand Erie District School Board

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1. Introduction

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

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

2. The Community Use of School Program

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

3. Definitions:

a. Community Users

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

b. Community Use Event

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

c. Community Use Permit

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

d. Applicant

The Applicant is the person who ~~creates submits~~ at the Community Use of School account Application.

e. Permit Holder

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

f. Event Supervisor

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

g. Historical Bookings

Booking from any permit type that have been booking with the Grand Erie DSB for five or more consecutive years in the same facility and time.

h. Non-Instructional Periods

Times where school is not operating including Christmas, March/Summer Breaks, P.A. Days, Board designated holidays and statutory holiday weekends. Non-instructional periods include the weekends leading up to and after the school holidays.

4. Eligible Users and Permit Types

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

a. Affiliates-Type 1

Joint Use of Facilities agreement partners or Non-profit, volunteer organization approved for affiliation by a municipal Recreation Authority (where applicable) for the purpose of offeringmaking recreational and/or cultural programs on behalf of municipality available to all residents of the local community. This does not include tournament events.

b. Non-Profit Youth and Other-Type 1-A

The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that are designed and operated to advance the academic success and healthy lifestyles of youth in the community. I.e. Cubs, Scouts, Brownies or groups donating to GEDSB in the amount greater than the fee charged for the use of the facility and custodial cost. School Alumni Activities sanctioned by the school administrator. ~~Not for profit youth groups or groups that are donating to the Grand Erie DSB in an amount that is greater than the fee charged for the use of the facility. This also includes School Alumni sanctioned by the school administrator, Cubs, Scouts, Brownies and other Non-Profit Youth groups not affiliated with a Municipality.~~ Not for Profit Groups will be required to show proof of status or provide an affidavit letter indicating that the organization is a not for profit organization

c. Non-Profit, Non-Youth-Type 1-B

The non-profit entities or other public agencies that use the school facilities whose primary purpose is to provide programs and/or services that serve the local neighborhood or community, but are not explicitly designed and operated to advance the academic success and healthy lifestyles of the children in the school and where zero or nominal admission or participation fees are charged. Not for Profit organizations that are not specifically for youth. I.e. Red Cross, St. John's Ambulance, Approved health Unit Activities, short term use by municipal emergency services. ~~Groups that are providing a community services but are adult focussed. Examples are Red Cross, St. John's Ambulance, Health Units and short term use by municipal emergency services.~~

d. Non-Profit (Other)-Type 2

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

e. Commercial/Private User-Type 3

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

- f. **Grand Erie DSB/School Use-Type 4**
Student and staff events sanctioned by the school administrator, school Clubs and School Council Meetings, Administrative or other staff meetings and sports teams.
- g. **Non-Profit Priority Schools-Type 5**
Not for profit youth related Community Groups, Not for profit Children's Recreation Providers (not including tournaments) as defined by the Ministry of Education. This permit type is dependent on funding received by the Ministry of Education. If funding is paused or retracted, permits will be processed following the other permit types.
- h. **Reciprocal Groups-Permit Type 6**
Non-Profit Childcare, EarlyOn Child and Family programs and Before and After School Children's Recreation Providers as outlined by an agreement. These do not includeing tournaments or special events or spaces not outlined in their agreement.

5. Permit Holder's Responsibilities

- a. School Principals or designates are required to submit a permit for any activity after school hours or for any larger event during the instructional ay but beyond regular school events.
- b. The Board is responsible to inform the Permit Holder or Event Supervisor of any scheduling changes and administer any applicable refund.
- c. Community Users, Permit Holders and/or Event Supervisors are solely responsible for personal injury and/or damage, loss or theft of clothing and equipment, of anyone attending a Community Use Event anywhere on Board property, including all grounds and parking lots.
- d. The Permit Holder or Event Supervisor is liable for all damages and injuries due to their Community Use activity.
- e. The Permit Holder, Event Supervisor and /or affiliated organization agree to indemnify and save harmless the Board from any action or claim being brought against it as a result of the use of the school facilities by the community user.
- f. Community Users are not covered under the Board's liability insurance policy.
- g. All Community Use of Schools permits shall provide or purchase a valid liability insurance certificate with their Application.
- h. The Permit Holder or Event Supervisor shall be responsible for the security and safety of Board facilities while they are using the facility.
- i. All persons admitted to the Board facility for a Community use event agree to abide by all policies and procedures of the Board.
- j. The permit holderapplicant is responsible for the enforcement of all fire regulations and must ensure that no obstructions are placed in corridors or in front of fire exits.
- k. All Community Users must adhere to the Board's Codes of Conduct and demonstrate respectful behaviour at all times. The permit Holder and /or Event Supervisor is responsible for conduct, supervision and the preservation of order for the scheduled event.
- l. Violation to the Community Use Permit or misconduct by Community Users and /or Permit Holders may result in immediate cancellation of the Community Use Permit.
- m. Permit Holders or Event Supervisor are responsible to inform the Board of any scheduling changes at least three business days prior to the day of Event.
- n. Vehicle parking is permitted only in designated parking areas.

- o. Signs or decorations may not be attached to walls or elsewhere without prior arrangement with and approval from the Community Use of Schools Permit Clerk.

6. Damage to School Property

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

7. Available Facilities

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

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

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

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

W Indicates the school's water is supplied by a well which must be tested daily by a qualified Grand Erie DSB staff member.

a. **Priority Schools**

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

- i) Priority Schools (PS) are identified in the Available Facility Chart on page (76).

b. **Dates and times of Availability**

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

c. **School Availability**

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

8. Booking a Facility

a. The Community Use of Schools website

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

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

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

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

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

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

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

h. Bookings are based on the following Priority:

- Grand Erie DSB
- Historical Groups
- Municipal Direct Programs governed through Joint Use of Facilities Agreements
- Affiliated Groups identified through Joint Use of Facilities Agreements
- Others

9. Key booking dates:

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

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

c. For new Community Use ~~Events, for~~ bookings commencing in September, permit applications may be received any time after July 1, of each year.

- d. For new bookings throughout the school year, applications must be submitted not less than two (2) weeks prior to the permit start date.

10. Supervision and Security

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

11. Emergency Procedures

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

a. Fire Safety

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

b. Critical Injuries

Critical injury means an injury of a serious nature that:

- i. places life in jeopardy or
- ii. produces unconsciousness or
- iii. results in substantial loss of blood or
- iv. involves the fracture of a leg, arm or ankle or more than one finger or more than one toe (or
- v. involves the amputation of a leg, arm, hand, foot or ankle or more than one finger or more than one toe (or
- vi. consists of burns to a major portion of the body or
- vii. causes the loss of sight in an eye

Reporting a Critical Injury:

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

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

12. Film Production Company Requests:

- a. School and Partnership Officer.
- b. All activities on Board property must be of a lawful nature and in keeping with the Board's values.
- c. Film Production Company requests will be required to complete a Film Application Form and provide additional information as part of the approval process.
- d. Requests will fall outside of the Priority of placement sequencing as
 - i. No previously approved CUS permit will be cancelled owing to a film request, however
 - ii. Film permits are provided multiple exemptions not afforded other permits types.
- e. Film Production Company Requests will not be approved to film during the school week.
- f. Requests are subject to the satisfactory completion and signing of a Board Licensing Agreement signed by the Superintendent of Business and signing authority for the film production company.

12.13. Permit Holder's Restrictions and Limitations

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

- a. No Smoking/Vaping on Grand Erie DSB property
The Ontario Smoke Free Act for public places prohibits Smoking / Vaping on Grand Erie District School Board property is not permitted and applies 24 hours per day, 365 days per year. Permit holders and event supervisors must ensure that Community Users move off Board property 20 meters for smoking and vaping purposes, not just outside the building.
- b. Alcohol Usage on Grand Erie DSB property
 - i) For Community Use Events where alcohol will be served, Permit Applications must identify this through the Community Use of Schools booking system and have a detailed event plan.
 - ii) Community Use Events serving alcohol must have a Special Occasion Liquor License Permit and public liability insurance that includes alcohol liability such as Party Alcohol Liability (P.A.L).
 - iii) The use of a designated driver program and promoted to Community Users is recommended.
 - iv) Posters warning of the dangers of driving after drinking and no smoking/vaping are to predominantly display at the event.
 - v) The Permit Holder makes use of qualified Smart Servers as required by the Liquor Control Board.
 - vi) A minimum of two (2) police officers are in attendance for the duration of the event. The Board reserves the right to waive this clause at its own discretion for certain events, permission may only be granted by the Superintendent of Business or designate.
- c. Food and Drink in Schools
 - i) Grand Erie District School Board does not permit products that contain nuts in its facilities. Community Users shall avoid bringing into a school facility any product posted in a school as an allergy hazard.
 - ii) No food or flavored drink is to be taken into the gymnasiums, ~~or~~ auditorium or Library/Learning Commons. Permits requiring food or drink can apply for use of the cafeteria or classroom.

- iii) Where catering services are required and applicable, the permit holder must make private arrangements with the approved Food Services Company at the site who is under contract with the Board the first right of refusal for the catering contract.
- iv) If food is sold, the CUS Permit holder may have to apply for applicable municipal licences. Costs for this licence would be the responsibility of the permit holder.

d. **Equipment Usage**

The use of any school equipment is solely at the discretion of the school Principal. If a Community Users require the use of equipment, Applicants may identify this through the online booking system. The set-up of the equipment is the responsibility of the Permit Holder, under the supervision of a Board representative, unless other arrangements have been made ahead of time. Additional costs may apply.

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

e. **Field Use**

Field use is subject to the conditions of the field, [nature of the frequency of the activities](#) and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored. In general, field use permits will be approved after May 1st of each year or until the field's conditions are appropriate.

[Some fields are booked and operated through another agreement, please refer to the online booking system for specific school field availability.](#)

f. **Schools Supplied by Well Water**

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

g. **Restricted Activities**

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

h. **Restricted Areas**

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

i. **Inclement Weather and snow removal**

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

- ii) CUS permits will be cancelled when schools are closed due to inclement weather. Check the Grand Erie District School Board website for up to date information on closures. www.granderie.ca
- iii) Snow removal of the parking lot is the sole responsibility of the Grand Erie District School Board.
- iv) Service animals and guide dogs are permitted for persons with a disability that require assistance and must keep the animal with them at all times as defined by the Animal Welfare Act. Grand Erie District School Board has the right to inquire about the animal and ask for documentation to confirm the persons requirement.

~~13.14.~~ 14.14. Community Use of School Fees

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

~~14.15.~~ 14.15. Cancellation of a Permit

- a. Grand Erie District School Board Cancellations:
Community Use of Schools may cancel a permit if the permit holder has not been abiding by the limitations and restrictions outlined in the Policy, Community Use of Schools FT4 or the information outlined in the handbook.
- b. Permit Holder Cancellations:
A Permit Holder may cancel a Community Use event without cost (except for the non-refundable Permit Application Fee and insurance fees if purchased) provided that written notice (email accepted) and a phone confirmation be provided to the of the Community Use of Schools Clerk or designate at least three business days prior to the date of the event.

- i) If a Permit Holder does not ~~give~~ provide adequate time (minimum three business days) for the Board to cancel, Community Use Permit incurred costs (e.g. custodial overtime, rental fees, technicians ~~and~~ permit administration fees) may be charged.
- c. Permits are non-transferable.
- d. The Board reserves the right to revoke a Permit at any time.

~~15.16.~~ 16.16. Insurance Requirements

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

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

~~16.17.~~ 16.17. Access, Keys and Doors

- a. Obtaining a Key Access Card
 - i) The Grand Erie District School Board recognizes that certain groups and events requesting use of school facilities are identified as low risk. Responsible permit holders who require access when custodial staff are not present, may be approved for electronic access cards and an access code for the period stated on their permit.
 - ii) Permit holders who are approved for electronic access are required to come to the Grand Erie District School Board, Facilities Services building at 349 Erie Ave., Brantford and will be required to complete a form and provide a refundable deposit of \$20.00/key. The signatory is responsible for opening and closing the school and for ensuring adequate security is in place during the permit times. The permit holder may be required to be trained to preform water flushing activities.
 - iii) The Board reserves the right to refuse future request for electronic access if sufficient security is not provided, if the building is left unsecured, if damage to or theft of Board property occurs. Future permits will require the permit holder to obtain security service at the permit holder's expense.
 - iv) Electronic Access Cards and access codes must be returned to the Board's Facility Services following the event. Permit holders who do not return their electronic access cards and access codes within one (1) month will lose their deposit.
- b. Community Users may be held responsible for all costs incurred by the accidental triggering of an alarm or security system.
- c. Facility Access
Permits Holders where a custodian is present:
 - i) Permit holders/event supervisor will receive electronic confirmation of approved permits which must be printed or have an electronic copy presented to gain access to the premises. The custodian will open the door for permit holders approximately 15 minutes prior to the start time of the permit. The permit holder must assign someone to be

responsible for letting Community Users into the facility. The doors must remain locked and are not to be propped open.

Permits holders who have an Electronic Access Key:

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

18. Adjudication

In the event a user group wishes to formally dispute any terms or conditions or the application of any terms or conditions applying to the rental of school facilities an Appeal may be made to the Grand Erie District School Board Community Use of Schools

Examples of Appeals:

Denied Permit Appeals – Appeals in which an Appellant is appealing:

- Denial of request for use of facilities outside approved rental periods, or,
- Denial of request for use of spaces not approved for community use, or,
- Denial of request for use of a school for a non-approved rental activity.

Exemption Appeals – Appeals in which an Appellant is requesting exemption of an administrative procedure governing the use of school facilities, such as:

- Request for reversal of incurred no-show fees charged to their account, or,
- Request for exemption from applicable rental or custodial fees

Special Circumstances Appeals – Appeals in which an Appellant is requesting special consideration for use of a school facility, such as:

- Request for use of a school for a funeral service, or,
- Request for re-classification of a rental permit from community use to school/board use (example: Noelle's Gift), or,
- Request for use of a school facility for sleeping accommodation.

a. Appeal Review Process:

To submit an appeal the following steps are to be completed:

- i. The permit holder must complete and submit to their permit a completed appeal form that includes the following information:
 - Permit number, name of organization, appellants name,
 - Appellants daytime phone number and email address,
 - The basis of the dispute,
 - Acknowledgement that decisions made by the appeal committee are final,

- Acknowledgement that the appellant will receive decision of the appeal via email
- ii. The Appellant receives notification in the permit discussion that the appeal form has been received. The appeal form is forwarded to the CUS and Partnership Officer.
- iii. Appeal reviewed by the CUS Office
- iv. Overview compiled by CUS Office including; past practices relevant to the Appeal, Operating Procedures relevant to the Appeal, if applicable comparative analysis of other Ontario School Boards Operating Procedures relevant to the Appeal subject
- v. Appeal and Overview forwarded to CUS and Partnerships Officer for review
- vi. For Denied and Exemption Permit Appeals, CUS and Partnerships Officer reviews and makes decision
- vii. For Special Circumstances appeals, the CUS and Partnerships Officer along with the Superintendent of Business and Treasurer reviews the appeal form and makes a decision.
- viii. The Appellant receives notice of Determination of the Appeal via email and, as advised during the Appeal Submission Process, is advised that all Appeal decisions are final.

17.19. Contacts

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

Appendix A: CUS Rate Schedule

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

| Permit Type | Type-1 Affiliated Groups | Type 1-A Non-Profit Youth and Other | Type 1-B Non-Profit, Non-Youth | Type 2 Non-Profit (Other) | Type 3 Commercial/ Private User | Type 4 GEDSB/ School Use | Type 5 Non-Profit (Priority Schools)* | Type 6 Reciprocal Groups |
|--|--------------------------------|--|--|--|--|--------------------------------|--|--------------------------------|
| Hourly Space and Rental Fees (Effective September 1, 2020 to June 30, 2021) | | | | | | | | |
| Classroom | \$ - | \$ - | \$ 4.00 | \$ 8.00 | \$ 16.00 | \$ - | \$ - | \$ - |
| Cafeteria (No Kitchen Use) | \$ - | \$ - | \$ 14.00 | \$ 25.00 | \$ 50.00 | \$ - | \$ - | \$ - |
| Library/Learning Commons (Elem) | \$ - | \$ - | \$ 9.00 | \$ 15.00 | \$ 30.00 | \$ - | \$ - | \$ - |
| Library/Learning Commons (Sec) | \$ - | \$ - | \$ 12.50 | \$ 22.00 | \$ 40.00 | \$ - | \$ - | \$ - |
| Single Gym/Auditorium | \$ - | \$ - | \$ 10.50 | \$ 20.00 | \$ 40.00 | \$ - | \$ - | \$ - |
| Stage (Elementary) | \$ - | \$ - | \$ 12.50 | \$ 25.00 | \$ 50.00 | \$ - | \$ - | \$ - |
| Stage (Secondary) | \$ - | \$ - | \$ 17.50 | \$ 35.00 | \$ 70.00 | \$ - | \$ - | \$ - |
| Double Gym | \$ - | \$ - | \$ 16.00 | \$ 32.00 | \$ 60.00 | \$ - | \$ - | \$ - |
| Triple Gym | \$ - | \$ - | \$ 22.00 | \$ 44.00 | \$ 80.00 | \$ - | \$ - | \$ - |
| Track and/or Field | \$ - | \$ - | \$ 4.00 | \$ 8.00 | \$ 16.00 | \$ - | \$ - | \$ - |
| Hourly Custodial Fees (Effective September 1, 2020 to June 30, 2021) | | | | | | | | |
| Minimum Charge : 2.5 Hours (Cost confirmed within permit) | | | | | | | | |
| Custodial Fees - % of Actual Costs | 100% | 25% | 25% | 50% | 100% | 0% | 0% | 0% |
| Saturday to 6pm - Hourly Rate | \$ 39.00 | \$ 9.75 | \$ 9.75 | \$ 19.50 | \$ 39.00 | \$ - | \$ - | \$ - |
| Sunday / Sat. after 6pm - Hourly Rate | \$ 52.00 | \$ 13.00 | \$ 13.00 | \$ 26.00 | \$ 52.00 | \$ - | \$ - | \$ - |
| Permit Application Fee | \$ - | \$25.00 to a maximum of \$100 per year | \$25.00 to a maximum of \$100 per year | \$25.00 to a maximum of \$100 per year | \$25.00 to a maximum of \$100 per year | \$ - | \$ - | \$ - |
| All fees are subject to HST | | | | | | | | |
| *Fees subject to the limits of Ministry of Education Priority School Funding. | | | | | | | | |

Appendix B: Community Use of Schools Conditions

Access

Grand Erie DSB schools will be given priority use of the use school facilities. Generally, schools are available for CUS on school days after 6pm and on weekends. Excluding statutory holidays and holiday weekends.

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

Special Non-School Days

Generally, CUS is unavailable for Statutory holidays, Professional Development Days, Christmas Break, March Break or Summer Break. CUS may be available in a limited capacity to ensure the continuity of some programming (e.g. childcare centres, before and after school programming and Joint Use of Facility programming). Permission for CUS during these times is strictly at the discretion of the Board.

Insurance

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

CUS Permit Holder's Responsibilities / Restrictions

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

10. Grand Erie District School Board does not permit products that contain nuts in its facilities. Community User shall avoid bringing into a school facility any products posted in a school as an allergy hazard.~~No nut products or identified student allergens are to be brought into any school.~~
11. Clean, rubber soled, non-skid and non-marking shoes must be worn during all athletic functions held in school gymnasiums.
12. Field use is subject to the conditions of the field, nature of the frequency of the activities and may be impacted by the weather and soil conditions. Start dates for field use may be disrupted or prohibited until the field conditions are restored.
13. Floor hockey is not allowed in any of our Facilities.
14. Permit holders are not permitted to store furniture, equipment or materials in any facility without prior approval from School Administration indoor practice or whiffle balls must be used for indoor baseball practice.

Smoking/Vaping on Grand Erie DSB School Property

The Ontario Smoke Free Act for public places prohibits ~~s~~Smoking/~~y~~Vaping on Board Property policy applies 24 hours a day. Permit holders and event supervisors must ensure that participants move 20 metres off Board property for smoking/vaping purposes, not just outside the building.

Emergency Procedures

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

Damage to School Property

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

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

Equipment Usage

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

Alcohol

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

- a) the use of a designated driver program has been encouraged;
- b) posters, warning of the dangers of driving after drinking, will be prominently displayed at the event;
- c) posters indicating that there will be no smoking/vaping on Board property are displayed;

- d) the permit holder make use of "qualified smart servers" as required by the Liquor Control Board;
- e) public liability insurance is in place prior to the event that includes alcohol liability such as P.A.L.; and
- f) a minimum of two police officers are in attendance for the duration of the event. NOTE: The board reserves the right to waive this clause at its own discretion for certain events.

Doors

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT9 Transition Committee**
DATE: May 11, 2020

| |
|--|
| Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT9 Transition Committee. |
|--|

Background

Policy FT9 Transition Committee was circulated to all appropriate stakeholders for comments to be received by May 1, 2020.

Comments Received

There were no comments received.

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Transition Committees

Board Received: _____

Review Date: _____

Policy Statement

The Grand Erie District School Board believes that community input is essential to the successful completion of school reorganization and construction projects. To this end, a Transition Committee will be struck for all new schools, school additions in excess of 100 pupil spaces where students are moved from one school to another and when schools are being re-organized as the result of a school closure.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Community input is received
– Community input is reflected in project

Procedures

1. The Transition Committee will be comprised as follows:
 - Principal(s) of the school(s) involved in a transition,
 - One Trustee,
 - The Superintendent of Education responsible for the school(s) - *Chair of the Committee*,
 - The Superintendent of Business or designate
 - One School Council Representatives from the school(s) involved in a transition
 - One teacher from each school involved in the transition
 - A secondary school student (where appropriate)
 - Additional members as the Chair of the Committee or the committee deems appropriate
2. The Transition Committee reviews information and provides input to the Principal and the Superintendents with regard to transition matters. The committee will:
 - Consider and review program (including special education) delivery within the context of the project;
 - Determine the disposition of furniture and equipment in accordance with Procedure FT112-Disposal of Surplus Furniture and Equipment;
 - Provide input and advice regarding the transition process as students prepare to change schools;
 - Provide advice with regard to appropriate closing/opening ceremonies;
 - In the case of new school or consolidation of schools, conduct a school naming process in accordance with Board Policy FT3, if directed by the Board.
3. Board administration will seek approval of the Board to strike a Transition Committee when the Board approves:
 - The closure of a school;
 - A new school or an addition resulting in an increase in capacity of more than 100 students where students are moved from one school to another that is within six months of opening. (See Policies FT1 and FT2.)
4. The Superintendent of Education on the Transition Committee will prepare a report for the Board outlining the activities of the committee.
5. The Board will disband the committee following receipt of the report set out in 4 above.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F106 Receipt of Charitable Donations**
DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure F106 Receipt of Charitable Donations** as information.

Background

Procedure **F106 Receipt of Charitable Donations** was circulated to all appropriate stakeholders for comments to be received by April 1, 2020.

Comments Received

1. Comment: 1b – need reference to FT9 and FT112
Response: Amended
2. Comment: 1f – should parent group be changed to school council?
Response: Yes, amended.
3. Comment: 3 – 11th bullet – remove administrative
Response: Revised.
4. Comment: Related Resources: SO1 remove policy, SO4 current title Distribution of Materials in Schools
Response: Amended.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

F106

Receipt of Charitable Donations

Board Received: _____

Review Date: _____

Accountability

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

Procedures

1. General Guidelines
 - a. Donors must have a legal right to the property or goods they are offering to a school or the Board.
 - b. Any donation shall, if accepted, become the property of the Board and will remain in the facility of origin to which it was donated. In the event of closure of the facility, the Board will determine the final disposition. Refer to both Policy FT9: Transition Committees and FT112: Disposal of Surplus Damaged or Obsolete Furnishings and Equipment for additional information.
 - c. All donations will meet or exceed the Board's applicable standards for use in educational settings.
 - d. The Board reserves the right to refuse any donations.
 - e. For donations of property, donors must complete an application form and will work with Board or school staff personnel that are willing to accept the donation (Appendix A).
 - f. The school Principal will inform the ~~community/parent group~~ school council of any donations accepted by the Board on behalf of the school.
 - g. Items of nominal value may be accepted by the school to support school programs – examples of such items include gently used books, toys, games etc. Such items would not require the completion of Appendix A.
2. Delivery of Donated Items
 - a. The donor is responsible to arrange for the delivery of the item(s) with the appropriate staff who will take receipt of the designated goods at the school or other designated Board location.
3. Donations will be considered for the following:
 - Appliances;
 - Artwork, Artefacts, Paintings;
 - Automobiles and Automotive Parts;
 - Books & Magazines;
 - Fitness and Exercise Equipment;
 - Furniture and Classroom Equipment;
 - Greenhouse or Gardening Equipment;
 - Health Care or Medical Equipment;
 - Lab or other Science Equipment;
 - Musical Instruments;
 - Playground Equipment (see Grand Erie DSB ~~Administrative~~ Procedure FT105);
 - Shop Equipment and Tools;
 - Sports Equipment; and
 - Toys & Games.

4. Donations made by /Cheque or through the School Cash On-line Donation Module
 - a. Cheques - Cheques must be made payable to Grand Erie District School Board – and forwarded to Business Services for deposit. The donor's name, address, phone number, donation amount and directions for the distribution of donation proceeds must also be provided.
 - b. School Cash On-line – safe and secure donation module which allows donors to direct funds to the school of their choice.
 - c. Cash will not be accepted for donations. Donations must be converted into a cheque or bank draft.

5. Donations of New or Used Appliances, Equipment or Furnishings
 - a. Donations of used electrical or mechanical equipment must be inspected by an approved inspection provider and be accompanied by proof of worthiness before being accepted by the Board.
 - b. Items donated must bear proof of CSA or ULC, where applicable, meet current Canadian safety standards and must be in good condition.
 - c. Donations of used upholstered furniture (Couches, chairs, bean bag chairs etc.) will not be accepted.
 - d. Donation of used furniture must be of a condition and type that falls within the board standards for purchasing.

6. Donations of Vehicles
 - a. Donors must provide Grand Erie District School Board with an informal "assessment of value" from a qualified third party. This "assessment of value" must assign a fair market value (FMV) to the vehicle. Examples of a qualified third party are Used Car Dealers, Auto Repair Shops and/or Scrap Yards. The "assessment of value" document must provide contact information for the person/organization providing the appraisal. FMV must not exceed the Red Book Value of the automobile and if the FMV is not deemed reasonable by Business Services staff, the donor will be asked to provide three (3) "assessment of values".
 - b. Donors must complete and sign the 'vehicle permit portion' of the ownership – and provide the signed original to the Grand Erie District School Board official taking delivery of the donated vehicle.
 - c. Donors must complete the Grand Erie District School Board's Donated Appliance, Equipment and Furnishings Form (Appendix A).
 - d. Donors must deliver the vehicle to the pre-arranged location and remove the licence plates.
 - e. It is the donor's responsibility to take the plates and the 'plate permit portion' of the ownership to the licensing office to cancel the plates.

7. Donations of Consumable Supplies
 - a. Products which may be considered for acceptance by the Board must be of a quality consistent with current standards for school use.
 - b. Quantities of donated supplies shall not exceed what can be used and safely stored during one school year.
 - c. Products which may fall under Workplace Hazardous Materials Information System (WHMIS) regulation require current, valid Safety Data Sheet (SDS) documentation and proper WHMIS labelling, e.g., artistic supplies, paint, solvents, etc.

8. Donations of Landscaping Supplies
 - a. Donations of flowers, plants, trees, shrubs shall be of healthy stock and suitable for the location and terrain.
 - b. Facility Services staff must be consulted before final approval for acceptance.

9. Donations of Computers

- a. Computers, audio-visual equipment and peripheral equipment will not be accepted by a school or the Board without the concurrence of the Manager of Information Technology Services

10. Charitable Donation Receipts

- a. Donation receipts will be issued upon request, and in accordance with Canada Revenue Agency guidelines for monetary donations greater than \$20 and non-monetary donations valued at greater than \$250.00.
- b. The fair market value of non-monetary donations must be determined by a third-party valuation at the donor's expense.
- c. In the case of non-monetary donations, only the value of the goods donated and not the applicable taxes will be receipted.
- d. Eligible donations must be made voluntarily and the donor must receive no benefit in return, whether directly or indirectly, which also includes benefits to a family member of the donor.
- e. Receipts will be issued only for donations that benefit the student body in general. Donations cannot be directed to a specific individual or family. For example, in the event of a parent donation, parents will receive a charitable tax receipt when the donation is towards a "general school" fund, however a tax receipts will not be issued to cover the cost of an individual student's trip.
- f. Donations of services are acceptable if the provider of the services is paid directly by the school/board and that provider then makes a voluntary donation to the Board. The donation cannot be a condition of contracting the provider's services.
- g. For a business donating from their inventory, receipts will be issued at the retail value.
- h. Donations of gift certificates will only be receipted when the donation is made by someone independent of the honouring business.
- i. Donations received by loose collection, i.e. where a donor cannot be identified as having made a donation will not be receipted.
- j. Receipts will not be issued for any portion of the purchase of lottery tickets or amounts paid for the admission to school concerts, dinners and similar fund-raising functions. Receipts will also not be issued for donations made by staff for use in their personal classrooms or for use in staff/class meetings or parties.

Related Resources:

- [F3 Capital Related Fundraising and Community Donations](#)
- [FT9 Transition Committees](#)
- [FT105 Playground Equipment](#)
- [FT112 Disposal of Surplus Damaged or Obsolete Furnishings and Equipment](#)
- SO1 Fund [R](#)aising [P](#)olicy
- SO4 [A](#)dvertising and [M](#)aterial [D](#)istribution [o](#)f [M](#)aterials in Schools
- SO8 Community Partnerships
- ~~[FT105 Playground Equipment](#)~~

Donated Appliances, Equipment and Furnishings

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

School Name _____ Date of Application _____

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



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **HR111 Personal Protective Footwear**
DATE: May 11, 2020

| |
|--|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR111 Personal Protective Footwear as information.</p> |
|--|

Background

Procedure HR111 Personal Protective Footwear was circulated to all appropriate stakeholders for comments to be received by May 1, 2020.

Comments Received

1. Comment: Page 2 Section 4 – last bullet – should say: Custodial Personnel: CAN/CSA-Z194-14(R2019) Standard Class II toe Protection, sole puncture protection (Green tag).
Remove “Steel sole puncture protection is not required”.
Response: Amended.
2. Comment: throughout document on page 2: standard number has been updated CAN/CSAZ19514(R2019)
Response: Amended.
3. Comment: #4 note re EA’s – instead of the word ‘shop’ should the same language be used as above regarding tech and food tech classrooms
Response: Amended.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

HR111

| |
|-------------------------------------|
| Personal Protective Footwear |
|-------------------------------------|

Board Received: _____

Review Date: _____

Accountability

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

Purpose

To reduce the potential of foot injury, risk of slipping and to ensure compliance with the Occupational Health and Safety Act and regulations and adherence to applicable codes and standards. To provide guidance for the selection of proper footwear.

Background

The Grand Erie District School Board is committed to preventing occupational illness and injury to staff by implementing and maintaining a safe and healthy working and learning environment.

All individuals in danger of foot injury and risk of slipping, while performing a task associated with work shall wear foot protection appropriate in the circumstances.

Procedures

1. Board Responsibilities

As required under the Occupational Health and Safety Act the Board shall ensure that:

- Personal protective footwear is used as required and appropriate for the circumstances.
- Protective footwear is maintained in good condition.
- The areas that require protective footwear have appropriate warning signage.

2. Managers/Supervisors Responsibilities

- Managers/Supervisors will ensure that employees they supervise who are working under conditions, as set out in section 4 ,5 and 6 of this procedure, wear the required protective footwear.

3. Employee Responsibilities

- Wear the protective footwear as prescribed when exposed to a hazardous condition and in a manner recommended by the manufacturer.
- Maintain the protective footwear in suitable condition. Safety footwear with cracked uppers, worn-through toe covering or smoothly worn soles are not suitable.
- Ensure warning signage is posted and students are aware of and kept clear of hazardous conditions.

4. Prescribed Protective Footwear for Employees

The following protective footwear shall be worn by the identified occupation groups during working hours while exposed to hazardous conditions. Exceptions to the following must be approved by the administrator or supervisor in consultation with the Health and Safety Officer, based on individual circumstances and risk assessment. Such approval shall be communicated to the individual in writing.

- Maintenance Personnel: [CAN/CSAZ19514\(R2019\)](#)~~CAN/CSA Z195-14~~ Standard: Class I toe protection, sole puncture protection, electrical shock resistance and leather uppers covering the ankles (Green triangle and OHM tag).
- Secondary Practical Technology Classroom Teachers while performing hands on activities in Technology Classrooms (Construction, Transportation, Welding, Woodworking, Automotive and Manufacturing): [CAN/CSAZ19514\(R2019\)](#)~~CAN/CSA Z195-14~~ Standard – Class I toe protection, sole puncture protection, electrical shock resistant (Green triangle and OHM tag).

Experiential Learning Teachers who supervise student placements and are visiting work sites where protective footwear is required: [CAN/CSAZ19514\(R2019\)](#)~~CAN/CSA Z195-14~~ Standard – Class I toe protection, sole puncture protection, electrical shock resistant (Green triangle and OHM tag).

Food Tech classrooms: [CAN/CSAZ19514\(R2019\)](#) ~~CAN/CSA Z195-14~~ Standard – Class II toe protection, skid resistant impact absorbing soles (Yellow tag). Steel sole puncture protection is not required.

Note: Educational Assistants that are required to attend in a ~~shop~~Technology eClassroom settings (Construction, Transportation, Welding, Woodworking, Automotive, Manufacturing and Food Tech) are required to wear the same protective footwear.

- IT and Media Technicians when doing hardware installations or moving equipment: [CAN/CSAZ19514\(R2019\)](#)~~CAN/CSA Z195-14~~ Standard: Class I toe protection, sole puncture protection, electrical shock resistant (Green triangle and OHM tag).
- Custodial Personnel: ~~CAN/CSA Z195-14 Standard: Class II toe protection, skid resistant impact absorbing soles (Yellow tag)~~ [CAN/CSA-Z194-14\(R2019\) Standard Class II toe Protection, sole puncture protection \(Green tag\)](#). ~~Steel sole puncture protection is not required.~~

5. Winter Operations

- During winter operations custodial personnel will wear a winter traction aid while outside, over their appropriate footwear to provide extra slip resistance in ice and snow conditions.
- School staff will wear appropriate winter footwear while outside on yard duty or during outdoor school activities suitable for ice and snow conditions. Winter traction aids will be available at every Elementary School for staff use while outside on yard duty, to wear over their appropriate footwear to provide extra slip resistance.

6. Special Custodial Activities

- During activities that involve the use of floor wax stripper, custodial staff will wear floor gripping aids over their appropriate protective footwear to provide additional slip resistance.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR119 Progressive Discipline**
DATE: May 11, 2020

| |
|--|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR119 Progressive Discipline as information.</p> |
|--|

Background

Procedure HR119 Progressive Discipline was circulated to all appropriate stakeholders for comments to be received by May 1, 2020.

Comments Received

1. Comment: Procedures #2 – last line does line up with last line on page 4
Note that the type of employee conduct that initiated a letter to counsel an employee and/or to clarify expectations may warrant administering discipline in the further – vs Offences for which no discipline was imposed cannot be used for the purpose
Response: wording considered; changes made
2. Comment: Samples letters – remove “Mr.”
Response: wording considered; changes made
3. Comment: 7n – does this belong in this area? Could it be rolled into the opening statement of the section?
Response: no changes made
4. Comment: 8 a iii) – him/her to them
Response: wording considered; changes made
5. Comment: Page 6 – last bullet – “drafts of all...” is already stated in 8 a viii
Response: wording considered; changes made
6. Comment: 8 b – title – should this be “Written” warning?
Response: wording considered; changes made
7. Comment: 8 b iv – him/her
Response: wording considered; changes made
8. Comment: 8 b vii – think this is out of place and belongs after the bullets immediately below
Response: wording considered; changes made
9. Comment: Page 9 last bullet – “drafts of all...” is already dated in 8 b ix
Response: wording considered; changes made

10. Comment: 8 c – suspensions – “if a principal/supervisor recommends” should this be is recommending?
Response: no changes made
11. Comment: Return to work from suspension – 1 – 3rd bullet – “with union representative present” – thought involving union representation was optional?
Response: no changes made
12. Comment: 8 d – add “/supervisor” after principal
Response: wording considered; changes made
13. Comment: Appendix A – update to the current version of PPM 128
Response: changes made
14. Comment: Appendix B - #4 – last bullet – Minimum of two years, should this be broader in scope, need to ensure the issue is completely over in – is language needed about files after principal/supervisor retirement?
Response: no changes made
15. Comment: Does this procedure need language about when a third party is required to be involved in factfinding?
Response: no changes made
16. Comment: On the first page, part 2 'Letter to Counsel an Employee...Clarify Expectations', the word 'is' in the first sentence is unnecessary. Specifically: This is an option...available to principals/supervisors ~~is~~ to clarify expectations...
Response: wording considered; changes made
17. Comment: The last sentence of the same section 2 on the first page requires clarification. The concern is that even though an employee has been counselled, and/or expectations have been clarified, the employee may still face discipline in the future. What would be the point of counselling and/or clarifying expectations if, within the same concerning situation, the employee may face discipline?
Suggested wording: 'Note that if an employee continues the type of conduct that initiated a letter to counsel an employee and/or to clarify expectations, such conduct may warrant administering discipline in the future'
Response: wording considered; changes made

Additional Information

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

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



Progressive Discipline

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Inappropriate staff behaviour is corrected

Procedures

The Grand Erie District School Board recognizes that its employees carry out their responsibilities in a co-operative and professional manner. However, there may be occasions when an employee's behaviour is inappropriate. When necessary, this progressive discipline procedure can assist principals/supervisors to respond effectively and consistently to assist the employee to correct the behaviour.

1. Definition

Progressive discipline is a series of increasingly serious steps, ranging from a verbal warning up to, and including, termination of employment that a principal/supervisor may impose as a consequence of and in order to correct, unacceptable behaviour or conduct.

2. Letter to Counsel an Employee and/or to Clarify Expectations

This ~~is an~~ option ~~that~~ is **not** considered part of the discipline process but is available to principals/supervisors ~~is~~ to clarify expectations in order to correct some behaviour or activity. In the case of a relatively minor infraction (i.e. infrequent lateness, incident of poor judgement), this option can be utilized prior to initiating progressive discipline, in order to attempt to correct inappropriate behaviour. The principal/supervisor is required to meet with the employee in order to discuss the concerns, to outline expectations for appropriate behaviour and to give the employee an opportunity to respond. Since this discussion is non-disciplinary in nature, there is no requirement to provide 24 hours' notice of the meeting. The meeting may take place as required. The employee is to be advised that they are welcome to have union representation at this meeting, if they wish. The discussion at the meeting is later confirmed in writing and the letter is then placed in the employee's personnel file in Human Resources Services. All letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee. A sample letter follows on the next page. Note that the type of employee conduct that initiated a letter to counsel ~~an employee~~ and/or to clarify expectations may warrant administering discipline in the future.

(on School Letterhead)

Sample Letter to Counsel an Employee and/or Clarify Expectations
(Non-disciplinary)

Date

Name
School/Address

Dear Name:

This letter confirms information discussed in our meeting held on <date>, regarding the fact that you have been late on two recent occasions. In addition to you and me, your Federation representative, <name>, and ~~Mr.~~<vp name>, vice-principal of the school, were in attendance.

The meeting was held to discuss the fact that you were late arriving at school on two occasions last week – May 14 and May 17, 20__.

In accordance with the Board’s Procedure HR103 – Duties and Expectations of Teachers and *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

In our meeting, you indicated that you were prepared to ensure that you arrived on time in the future.

This letter clarifying expectations is non-disciplinary in nature and will be placed in your personnel file in Human Resources Services.

Yours truly,

<name>
Principal

cc Human Resources File

3. Evaluation vs Discipline

Most often, an important distinction can be made between cases of evaluation (competency) and discipline (behaviour - usually referring to specific incidents where rules and commonly understood expectations of the Board are not followed).

Administrators, managers and supervisors are responsible for evaluating the performance of their staff. Performance appraisals speak to the issues of competency and capability. The recourse available for performance-related matters is as outlined in the Board's performance appraisal documents for staff. However, principals/supervisors should contact their Superintendent and, in consultation with the Superintendent of Education (Human Resources), or designate, may exercise discretion, in some circumstances, to discipline employees for performance-related concerns using this Procedure.

If there has been a breach of rules or a pattern of inappropriate behaviour or an inappropriate incident, the proper course of action is 'progressive discipline', or dismissal in serious cases of misconduct. Refer to the Ministry of Education Policy and Program Memorandum No. 128 (Appendix A) and the Ontario College of Teachers Standards of Practice and Ethical Standards (www.oct.ca). Examples of such conduct may include, but are not limited to: neglect of duty, missing timelines, non-compliance with Acts and/or Regulations, insubordination, safety violations, unprofessional behaviour/actions to others, etc. Any disciplinary action taken will be in accordance with the provisions of the applicable collective agreement. Principals/supervisors must be able to demonstrate 'just cause' in imposing discipline.

4. Purpose

Progressive discipline is an important management responsibility. It is a serious action and one which has a direct impact on staff morale and the workplace. Discipline (except for dismissal) is designed to allow employees to correct, improve or change their conduct before serious discipline or termination is required. Ideally it will result in an employee fulfilling expected job duties. In some situations, when inappropriate behaviour is corrected quickly and fairly, it often serves to deter others from similar behaviour. By clearly communicating expectations, the Board can accomplish its objective of maintaining consistent behaviour and an effective workforce across the school system.

5. Additional Information

It is essential to treat the employee with respect and dignity when conducting progressive discipline. The following actions are expected when working with an employee who has exhibited inappropriate behaviour that requires discipline:

- a. the employee is informed of the issues/concerns in a confidential manner
- b. clarification is provided regarding expectations
- c. guidelines, examples and/or corrective plans are provided
- d. employee is reminded of their right to have union representation
- e. 24 hours notice of meetings is provided
- f. relevant documentation is put in the employee's personnel file

Progressive discipline ensures that there is a record of the discipline process that may ultimately support a dismissal for just cause, if necessary. There are only a few situations in employment law that may constitute just cause for dismissal without the accompanying need for progressive discipline. These situations are very fact specific. In all cases, the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate, must be informed immediately.

As agents of the Board, principals/supervisors are required to respond appropriately to unacceptable behaviour in a timely and consistent manner.

6. Conducting an Investigation

Whenever allegations of inappropriate behaviour arise, including issues of criminal conduct, principals/supervisors have an obligation to carry out a complete investigation before considering any disciplinary action. Principals/supervisors should proceed as follows:

- a. Act on the allegation and investigate in a timely fashion.
- b. Refer to Appendix B for guidelines to be used when conducting an investigation - interviewing witnesses, preparing for the interview, conducting the interview, taking notes and reaching a conclusion.
- c. Consult with the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate, prior to conducting the investigation and prior to making any decision as to the outcome of the investigation.
- d. If the Children's Aid Society and/or Police is involved, it is essential that the investigation, consultation and coordination of the investigation occur in collaboration with the appropriate Superintendent to ensure that appropriate protocols are followed.

There may be circumstances which require the re-assignment of the employee during the investigation process. Such re-assignment pending the investigation is not disciplinary in nature. This should only be done through the support of the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

7. Factors to Consider

The following factors are to be considered when determining the action to be taken:

- a. Was the occurrence an isolated incident?
- b. Is this a first time as opposed to a repeated occurrence?
- c. Was the employee's action provoked?
- d. Was the employee aware of the standard or rule that was broken?
- e. Were students and/or other staff affected?
- f. Was student and/or staff safety compromised?
- g. Does the employee have documented health problems that may have affected the behaviour?
- h. Is the employee's past record good?
- i. Did the employee apologize or otherwise express regret?
- j. Are there any compassionate grounds, such as family problems?
- k. Were drugs/alcohol involved?
- l. Has management imposed progressive discipline in the past?
- m. Did management obtain the employee's explanation?
- n. Did management follow discipline provisions contained in the collective agreement?
- o. What is the employee's length of service?
- p. Does the employee have rehabilitative potential?

When the record of the employee is being used to justify the more severe steps of progressive discipline, there must be material contained in the employee's personnel file in Human Resources, such as written reprimands and/or notices of prior disciplinary action. The employee must be aware of the information on file and must have been informed of the disciplinary action. Offences for which no discipline was imposed cannot be used for this purpose.

8. Steps of Progressive Discipline

Although each case must be assessed individually to determine the frequency, severity and/or nature of the issue/concern and the stage at which the discipline will be initiated, the required steps of progressive discipline are described below. Where a beginning point or next step is in question, the principal/supervisor, their Superintendent and the Superintendent of Education (Human Resources), or designate, in collaboration, will determine direction. Nothing in this document precludes a principal/supervisor from informal verbal reminders as part of daily supervision duties. Refer to Appendix C for a flowchart of the progressive discipline process.

a. Verbal Warning

In the case of a relatively minor infraction, employees should be given a verbal warning. This discussion occurs between the principal/supervisor and the employee as soon as possible after the infraction and subsequent investigation have occurred. The principal/supervisor should proceed as follows:

- i. Provide the employee with the opportunity to have union representation and provide 24 hours notice of any meeting that may involve possible disciplinary action.
- ii. Provide the employee with a brief outline of the nature of the meeting (i.e. to discuss a parental complaint). It is strongly recommended however, the principal/supervisor does not engage in a discussion regarding the content of the meeting itself.
- iii. The principal/supervisor must have another administrator, Superintendent or Human Resources personnel accompany ~~him/her~~ them to ~~at~~ the meeting.
- iv. The meeting serves as a basis for discussion, clarification and validation of the concerns and/or expectations. Because new information may be presented at the meeting, it is important that a verbal warning not be given until the conclusion of the meeting, if necessary, and that the letter (written confirmation in writing) not be drafted until after the meeting has occurred. At the conclusion of the meeting, if the principal/supervisor is considering disciplinary action, the employee must be informed of this and that written confirmation will be forthcoming.
- v. At the meeting, the principal/supervisor must be very clear regarding the nature of the concern, why the behaviour is a concern, what the expectations are with regard to behaviour and issue the discipline in the form of a verbal warning.
- vi. All notes taken during the meeting must be stored in a secure location only accessible by the principal/supervisor.
- vii. The principal/supervisor must consult with their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, in order that consistency can be maintained.
- viii. If a verbal warning is given at the conclusion of the meeting, or further disciplinary action is to be taken, the principal/supervisor must prepare the letter immediately following the meeting using the sample letter format on the following page. Drafts of all completed letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.
- ix. After the meeting, and once all the facts are known, a letter is prepared using the following format. A sample letter is on the following page.

Introduction

- confirmation of the meeting date/time and who attended
- identification of the event or behaviour (i.e. date/time/place)

Body of Letter

- the nature/seriousness of the concern
- why the behaviour is a concern
- reference to any related prior recorded disciplinary action
- what the expectations are with regard to behaviour (quote related Acts, Regulations, etc.)

Conclusion

- that this behaviour warrants discipline in the form of a verbal warning
- warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”
- Copy the letter to the “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.
 - ~~Drafts of all letters must be reviewed by the Superintendent responsible for Human Resources, or designate, prior to release to the employee.~~

Depending on the nature of the infraction, an employee may receive more than one verbal warning for the same type of behaviour. This determination is made in consultation with the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

(print on letterhead)

SAMPLE LETTER OF DISCIPLINE
(confirmation of verbal warning)

Date

<Name>
<School/Address>

Dear <Name>:

This letter confirms information we discussed in our meeting held on <date>, regarding your late arrival to work. This discussion occurred in the presence of your Federation representative, <name>, and ~~Mr.~~<vp name>, vice-principal of the school.

The meeting was held to discuss your late arrival to school on February 6. This was after we had met and discussed your late arrival on two previous occasions in October and December, 20__ when your students were unsupervised awaiting your arrival. Your continued lateness is unacceptable and this behaviour must be corrected.

As I have indicated to you, your late arrival does not allow for you to receive your students in a professional and appropriate manner. In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

This behaviour is of concern and serious enough to warrant discipline. This letter is confirmation of a verbal warning given to you in the meeting and will be placed in your personnel file in Human Resources Services. Future incidents of this nature may lead to further discipline, up to and including dismissal.

Yours truly,

<name>
Principal

cc Human Resources File

b. **Written Warning**

If the behaviour does not improve, or if an employee commits another, or more serious infraction, the principal/supervisor must meet with the employee and issue a formal written warning. The principal/ supervisor should proceed as follows:

- i. Contact their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, prior to the meeting, in order that consistency can be maintained.
- ii. Provide the employee with the opportunity to have union representation and provide 24 hours notice of any meeting that may involve possible disciplinary action.
- iii. Provide the employee with a brief outline of the nature of the meeting (i.e. to discuss a parental complaint). It is strongly recommended however, the principal/supervisor does not engage in a discussion regarding the content of the meeting itself.
- iv. The principal/supervisor must have another administrator, Superintendent or Human Resources personnel accompany ~~him/her~~ them to ~~at~~ the meeting.
- v. The meeting serves as a basis for discussion, clarification and validation of the concerns and/or expectations. Because new information may be presented at the meeting, it is important that the disciplinary letter not be drafted until after the meeting has occurred. At the conclusion of the meeting, if the principal/supervisor is considering disciplinary action, the employee must be informed of this and that a letter of confirmation will be forthcoming.
- ~~vi.~~ At the meeting, the principal/supervisor must be very clear regarding:
 - the nature and seriousness of the concern
 - reference to the date(s) on which previous discussion(s) occurred regarding the same behaviour and that adequate improvement has not occurred
 - why the behaviour is a concern
 - what the expectations are with regard to behaviour
 - improvement is required and the time frame involved
- ~~vi.~~ • further disciplinary action will be taken if improvement does not occur
- vii. Notes taken during the meeting must be stored in a secure location and only accessible by the principal/supervisor.
 - ~~the nature and seriousness of the concern~~
 - ~~reference to the date(s) on which previous discussion(s) occurred regarding the same behaviour and that adequate improvement has not occurred~~
 - ~~why the behaviour is a concern~~
 - ~~what the expectations are with regard to behaviour~~
 - ~~improvement is required and the time frame involved~~
 - ~~further disciplinary action will be taken if improvement does not occur~~
- viii. Following the meeting, the principal/supervisor must involve their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, in order that consistency can be maintained.
- ix. If a disciplinary warning is given at the conclusion of the meeting, or further disciplinary action is to be taken, the principal/supervisor must prepare the letter immediately following the meeting using the sample letter format on the following page as a guide. Drafts of all completed letters must be provided to the Superintendent of Education (Human Resources), or designate, prior to release to the employee.
- x. After the meeting, and once all the facts are known, a letter is prepared using the following format. A sample letter is on the following page.

Introduction

- confirmation of the meeting date/time and who attended
- identification of the event or behaviour (i.e. date/time/place)

Body of Letter

- the nature/seriousness of the concern
- why the behaviour is a concern
- reference to any related prior recorded disciplinary action
- what the expectations are with regard to behaviour (quote related Acts, Regulations, etc.)

Conclusion

- that this behaviour warrants discipline in the form of a written warning
- warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”
- Copy the letter to the “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.
- ~~Drafts of all letters must be reviewed by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.~~

Depending on the nature of the infraction, an employee may receive more than one written warning for the same type of behaviour. This determination is made in consultation with the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

(print on letterhead)

SAMPLE LETTER OF DISCIPLINE

(written warning)

Date

<Name>

<School/Address>

Dear <Name>:

This letter confirms information we discussed in our meeting held on <date>, regarding your continual lateness. This discussion occurred in the presence of your Federation representative, <name>, and ~~Mr.~~<vp name>, vice-principal of the school.

The meeting was held to discuss your late arrival to school last week on March 28. As you will recall, at a meeting a month earlier, on February 6, you were disciplined and informed that your continual lateness was unacceptable and that continuation of such behaviour would result in further disciplinary action. Despite this prior recorded verbal warning, you have continued to report to work late.

As I have indicated to you, your late arrival does not allow for you to receive your students in a professional and appropriate manner. In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers and *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

Since you have not changed your behaviour, this letter will serve as a formal written warning that will be placed in your personnel file in Human Resources Services. Future incidents of this nature may lead to further discipline, up to and including dismissal.

Yours truly,

<name>

Principal

cc Human Resources File

c. **Suspension**

With the exception of significant inappropriate behaviour infractions, suspensions are normally only given after the verbal and written warnings have failed to produce the necessary change in behaviour within a reasonable period of time. The suspension is to be without pay. If a principal/supervisor recommends suspension of an employee, they must contact their Superintendent and the Superintendent of Education (Human Resources), or designate, prior to proceeding.

The principal/supervisor should proceed as follows:

- i. A meeting with the employee would occur in accordance with Procedure 8b) i-vii.
- ii. Consult with the Superintendent of Education (Human Resources), or designate, regarding the preparation of a letter confirming the suspension of an employee.
- iii. Prepare the letter as soon as possible following the meeting.
- iv. The letter must include:
 - confirmation of the meeting date/time and who attended
 - identification of the event or behaviour (i.e. date/time/place)
 - reference to all related prior recorded disciplinary action
 - that this behaviour warrants discipline in the form of a suspension
 - date(s) of the suspension; date of return to work
 - conditions of return to work, if any
 - warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”

Copy the letter to “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.

Drafts of all letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.

Depending on the nature of the infraction, an employee may receive more than one suspension for the same type of behaviour. This determination is made in consultation with their Superintendent and the Superintendent of Education (Human Resources), or designate.

Return to Work from Suspension

When a suspended employee returns to work, the principal/supervisor will continue to supervise the employee’s behaviour and record concerns and achievements. By paying close attention, and with consistent communication, it is necessary to determine if the employee is meeting the outlined expectations or whether further corrective action will be necessary.

- i. If further problems do arise, the principal/supervisor will:
 - immediately discuss them with the employee and document them properly
 - make suggestions regarding improvements
 - show this documentation to the employee (with the union representative present) to demonstrate the nature of the difficulties as well as the continuing concerns.
- ii. It is recommended that the principal/supervisor work with the employee to develop a Behavioural Improvement Plan, where appropriate, with clear expectations for behavioural change and a realistic timeline. Refer to Appendix D for a template to assist with the creation of a Plan.
- iii. A Behavioural Improvement Plan should include:
 - an opportunity for employee input and consultation
 - an outline of the behavioural expectations

- available resources
- clear timelines and rationale
- schedule of specific date(s) for follow-up meeting(s)
- statement that if further issues arise before that date, the situation will be reviewed and necessary steps taken at that time
- signature of the employee receiving the plan
- the plan will be retained in the employee's personnel file

d. Final Written Warning

This step must be conducted in partnership and with the direction of the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate.

This final written warning reiterates the steps which have been taken to assist the employee and what they must achieve in order to avoid further discipline. The employee should be advised that failure to achieve these requirements will result in their immediate dismissal for cause. The letter is delivered to the employee by the principal/~~supervisor at a meeting. The employee is entitled to union representation.~~

e. Termination

If the progressive discipline process has not been successful in correcting the behaviour of an employee, the principal/supervisor may recommend to their Superintendent that the employee be terminated. In turn, the Superintendent shall inform the Superintendent of Education (Human Resources), or designate, of this recommendation immediately.

The termination of an employee must be considered very carefully. If the termination is with cause, a review must occur to ensure that all the necessary steps were taken and that the employee was given time to improve. Legal counsel may be consulted to assist with this review. It is important that the process reflects that:

- i. the employee knew what was expected
- ii. the employee was informed verbally and in writing of the concerns/issues
- iii. specific examples, guidelines and corrective plans were provided to assist the employee
- iv. the employee did not sufficiently remedy the problem(s)
- v. the employee received a final warning that their employment was at risk
- vi. the employee ignored or continued to fail to meet job requirements
- vii. the termination is justified

Ministry of Education
Policy and Program Memorandum No. 128

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, ~~for example~~, race, ancestry, place of origin, colour, ethnic origin, citizenship, ~~creed, religion, gender, sex~~, sexual orientation, ~~gender identity, gender expression~~, age, ~~marital status, family status~~, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of this memorandum; and
- Not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- Engage in bullying behaviours, including cyber bullying;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol or cannabis to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearm;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or be under the influence of, ~~or provide others with~~ alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) ~~or~~ and illegal drugs;
- Provide others with alcohol, illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Roles and Responsibilities

Grand Erie District School Board

School Boards provide direction to their schools to promote student achievement and well-being and to ensure ~~opportunity, academic excellence, and~~ accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- ~~review these policies regularly with students, staff, parents, volunteers, and the community;~~
- ~~seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;~~
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers other school staff members, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- seek input from school councils as well as from the board's parent involvement committee, Special Education Advisory Committee and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire, the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive and accepting~~develop and maintain academic excellence in a safe~~ learning ~~and teaching~~ environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being ~~academic excellence~~ in a safe, inclusive and accepting ~~teaching and~~ learning environment;
- holding everyone under their authority accountable for ~~his or her~~ their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

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

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, staff, parents, volunteers, and ~~the~~ other members of the school community;

- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when ~~a~~ students:

- comes to school prepared, on time, and ready to learn;
- shows respect for ~~themselves~~ ~~himself or herself~~, ~~and~~ for others, and for those in positions of authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for ~~his or her~~ their own actions;

Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents fulfil their role when they:

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

Community Partners and the Police

Through outreach, existing partnerships ~~already in place~~ may be enhanced and new partnerships with community based service providers agencies and members of the community (e.g., Aboriginal Elders, Senators, Knowledge keepers) may also be created. Community based service providers agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community based service providers agencies and ~~of~~ formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on ~~the~~ Provincial Model for a Local Police/School Board protocol, 2015, ~~that was~~ developed by the Ministry of Community Safety and Correctional Services and the Solicitor General ~~and~~ the Ministry of Education.

School Codes of Conduct

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

Communication of Code of Conduct

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

- ~~• A copy of the Board's Code of Conduct will be posted on the Board's web site;~~
- ~~• A copy of the Board's Code of Conduct will be given to each staff member and to any new staff members hired after the date of this Policy, upon hiring;~~
- ~~• Schools will send home with each student, at the outset of each school year, a copy of the School's Code of Conduct;~~
- ~~• Every school volunteer will be given a copy of the School's Code of Conduct or directed to view the Board's Code of Conduct on its website;~~
- ~~• All schools will develop programs within their schools, in consultation with administration, which promote and support respect, civility, responsible citizenship and safety and which brings the School's Code of Conduct to the attention of students; and~~
- ~~• Any contractor who provides services to the Board will be provided with a copy of the Board's Code of Conduct.~~

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

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

Grand Erie District School Board

Guidelines on How to Conduct an Interview

1. Interviewing Witnesses:

- remain impartial and non-accusatory; the same investigator should interview all witnesses
- if possible, obtain information from witnesses such as parents, students, other administrators, teachers, non-teaching support staff, co-workers or any other individuals relevant to the investigation
- obtain as much information as possible
- encourage witnesses to speak freely
- ask witnesses to provide a written summary
- school investigations are independent from other agencies (i.e. police, CAS)

2. Preparing for the Interview:

- schedule interviews to minimize disruptions
- setting for interviews should be private
- prioritize interviews based on most involved to least involved
- ensure any special needs or supports are accommodated

3. Conducting the Interview:

- at the beginning of the interview, clarify the purpose of the interview and explain the process
- prepare questions (who, what, where, when, why) in advance of the interview; probe where necessary to be thorough
- avoid leading questions; ask open-ended, non-judgmental questions
- determine whether it is a first-hand account
- determine any history or events that may have precipitated the current event
- ask who witnessed the incident
- determine any mitigating factors
- indicate that an additional follow-up interview may be required, if applicable
- inform those present at the meeting that it is important to maintain confidentiality

4. Taking Notes:

- notes must be dated and should indicate the source of information and the name of the recorder
- keep language clear; avoid opinions and/or jargon
- set out events in chronological order
- complete in neat, professional manner as notes may become evidence in an arbitration
- all notes taken must be stored in a secure location for a minimum of two years and only accessible by the principal/supervisor

5. Reaching a Conclusion:

- seek assistance from your Superintendent and the Superintendent of Education (Human Resources) or designate.
- make a decision about the investigation (you may need to remove the employee from their worksite with pay pending further investigation). Each case must be assessed individually to determine the severity and the stage at which the discipline will be initiated.
- make sure a complete and thorough investigation has been conducted.
- be certain who has the authority to consequence the action.

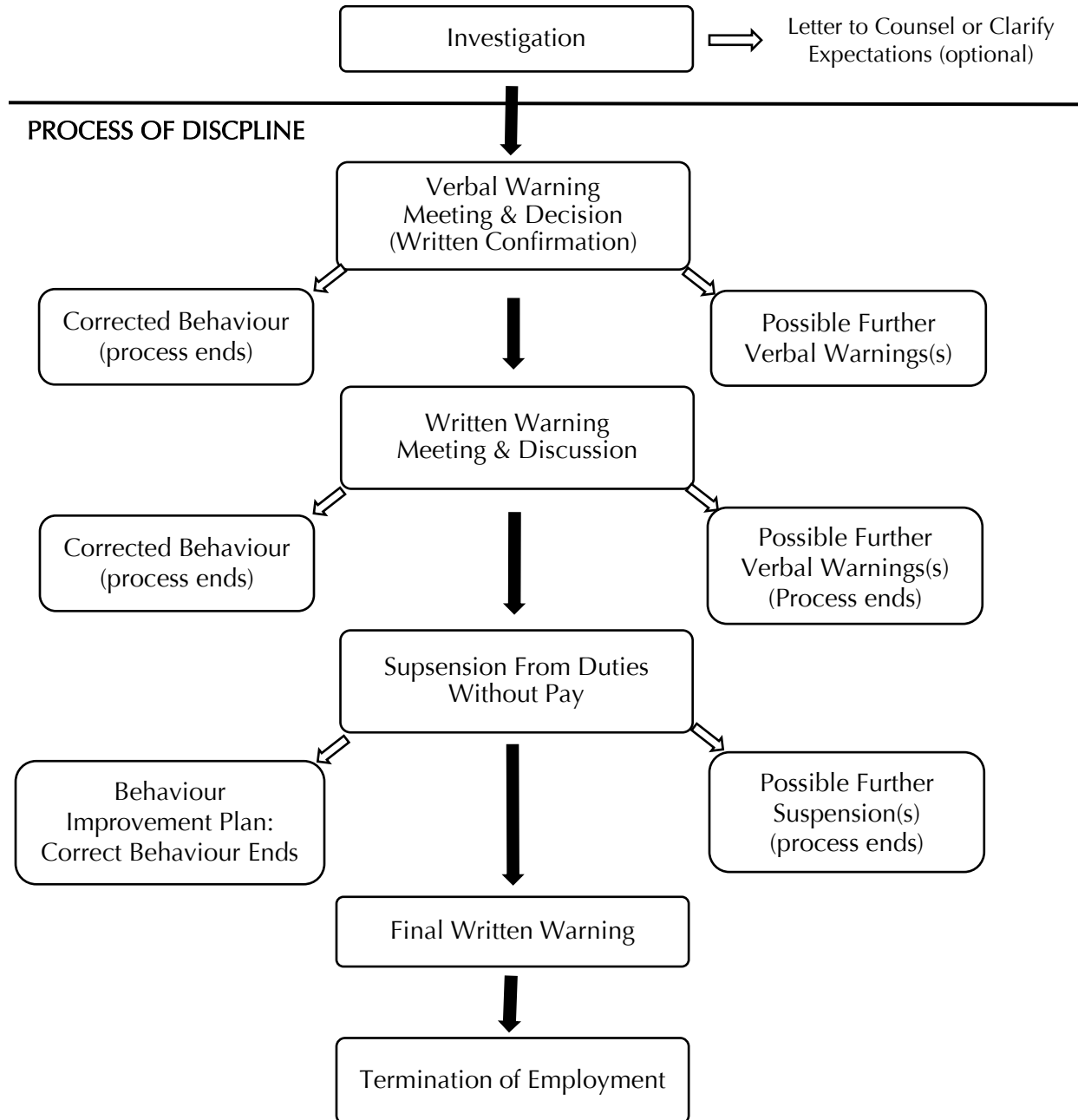
Grand Erie District School Board – Progressive Discipline Procedure

Supervision

Observation

Walk Through

Discussions & Suggestion



Grand Erie District School Board
Behavioural Improvement Plan

| | | | |
|---|--|-------|--|
| Employee's Name: | | | |
| Provide employee an opportunity for input and consultation regarding improvement (i.e. their suggestions for strategies and/or professional development): | | | |
| Outline the expectations regarding future behaviour: | | | |
| Timelines to accomplish the above: | | | |
| Rationale (i.e. why there is a need for improvement): | | | |
| Dates of follow-up meetings: | | | |
| Note that, should further issues arise before the date of a future meeting, the situation can, or will, be reviewed and necessary steps taken at that time. | | | |
| Employee's Signature: | | Date: | |
| Principal/Supervisor's Signature: | | Date: | |

cc: Human Resources File



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **P103 Learning Resource Selection**
DATE: May 11, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure P103 Learning Resource Selection**
as information.

Background

Procedure P103 Learning Resource Selection was circulated to all appropriate stakeholders for comments to be received by April 1, 2020.

Comments Received

1. Comment: 5d. There is no page 2 of appendix
Response: Amended

2. Comment: Do we need to have a process to identify books that may be distressful for some students, and a system for deciding which books these are
Response: The process is as outlined in P103 Learning Resource Selection

Additional Information

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

Next Steps

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

Respectfully submitted,

Linda De Vos
Superintendent of Education



Learning Resource Selection

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Program enhances curriculum.
 - Materials 'Trillium List' approved
 - Resources meet criteria of the Board.

Procedures

1. Definitions

- a. For the purposes of these procedures, the term "learning resources" refers to any print or non-print material other than textbooks, whether purchased, borrowed, locally produced or downloaded, with instructional content or function that is used for formal or informal teaching and/or learning purposes.
- b. For the purposes of these procedures, the term textbook refers to those documents that have been listed on the Ministry of Education's *Trillium List*. *The Trillium List* has established criteria for selection of materials suitable for classroom use. Any item not referred to on the Ministry's *Trillium List* is subject to the principles laid out in this policy for determining suitability as a Learning Resource. Whenever new classroom materials or textbooks are purchased schools must look first to the *Trillium List* for already approved materials.

2. Principles for Selection of Learning Resources

The Grand Erie District School Board affirms that it is the responsibility of its professional staff to:

- Select resources that will support and enrich the curriculum. Such resources shall: stimulate intellectual growth, and are culturally responsive to ensure a critical appreciation for literary, aesthetic, philosophic and community values, and take into consideration the wide range of interests, abilities and maturity levels of students;
- Select a variety of resources in a variety of formats so that students will have the opportunity to develop, with their teachers' guidance, the practice of critical analysis and the ability to make informed judgements in their daily lives;
- Select resources that contribute to the students' growing understanding and appreciation of their culture and other cultures so that they can live compassionately with all people in our society;
- Provide resources that contribute to the students' understanding and appreciation for media and social media that help develop critical thinking/analysis and viewing skills and provide the opportunity to make informed judgements about media.

While initial resource selection falls within the scope of these procedures, the transitory nature of these resources requires caution. Resources are a dynamic form of information. A resource may be recommended for use, but responsibility for continual monitoring for suitability rests with the teacher.

While the primary focus of these procedures is on learning resources rather than on human resources, it is recognized that many people are brought into our schools to enrich the teaching and learning experiences of students. This practice is encouraged and the general principles for

selection which follow can be used to determine the appropriateness of the many outside human resources available to supplement the programs of the schools.

3. Responsibility for Selection of Learning Resources

- a. Responsibility for selection of learning resources shall reside with the professional system staff employed by the Grand Erie District School Board.
- b. The responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the school's principal in consultation with the system professional staff.

4. Criteria for Selection of Learning Resources

- a. In selecting learning resources, teachers and principals will determine curriculum needs and evaluate the learning resources available and the quality of existing resources to meet those needs. In this process of evaluation, teachers will make a professional judgement of the actual resources and it is recommended that they consult with program support staff to support their evaluations.
- b. Selection is a continuous process which should include the maintenance of resources which are still suitable and the removal of resources which are no longer appropriate.
- c. Learning resources shall support and be consistent with the educational goals of the Ministry of Education and the Board. They should reflect the stated needs aims and objectives of individual school improvement plans and support the overall curriculum expectations for specific courses and programs for which they are being considered.
- d. The criteria outlined below apply to all learning resources. Although not ALL learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources (see appendix A for details)
 1. Appropriateness to Program/Ontario Curriculum
 2. Suitability for Students
 3. Equity and Inclusiveness
 4. Canadian Content and Publication
 5. Quality of Visual and Physical Format
 6. Cost and Durability
 7. Accessible in Multiple Formats

5. Procedure for Challenge of a Learning Resource

In the event that a parent/guardian or other petitioner wishes to challenge the appropriateness of a particular resource:

- a. The teacher and/or principal should explain to the petitioner the board's selection procedure, the reasons the resource is included, and how the resource is intended to be used.
- b. The teacher and/or principal and petitioner will determine whether an alternate selection can be substituted to suit this student's needs.
- c. If the petitioner is not satisfied, the principal will request that the concern be expressed in writing using the Request for Formal Reconsideration of a Learning Resource form (Appendix B). This form will be returned to the administrator for discussion.
- d. If, after meeting with the principal to discuss the request, the petitioner is not satisfied, the principal will request that the petitioner sign page one and complete page two of the Request for Formal Reconsideration of a Learning Resource form. The administrator will then consult with the Family of School Superintendent.

If a resolution cannot be achieved through Family of School Superintendent consultation, the issue will be referred to a Learning Resource Review Committee which will be chaired by the appropriate Superintendent with program responsibilities. The committee chair will

bring together a team consisting of a Principal Leader and Teacher Consultant. The committee chair will consult with Education Officers or Student Achievement Officers from the Ministry of Education, as necessary. The Review Committee will endeavor to meet in a timely fashion and will share their decision with the Family of Schools Superintendent and the Principal involved. The Family of Schools Superintendent will share the decision with the parent/guardian.



Criteria for Assessing Learning Resources

General Criteria

The criteria outlined below apply to all learning resources. Although not ALL learning resources will meet ALL of the criteria listed below, it is expected that staff members will exercise their professional expertise, judgement, and sensitivity to apply the criteria when choosing resources.

1. Appropriateness to Program/Ontario Curriculum
2. Suitability for Students
3. Equity and Inclusiveness
4. Canadian Content and Publication
5. Quality of Visual and Physical Format
6. Cost and Durability
7. Accessible in Multiple Formats

Specific Criteria

The criteria listed below expand on the seven general criteria above by highlighting key points to be considered in such areas as gender; race, religion, and culture; values; and Canadian content. The use of these specific criteria reflects Policy SO14 Equity and Inclusive Education.

1. Appropriateness to Program
 - Does the material support the curriculum as outlined in Ministry, Board, and school documents?
 - Does the material support specific kinds of programs or modifications, e.g., Special Education, ESL/ELD (English as a Second Language/English Literacy Development), enrichment, remediation, upgrading?
 - Is the material appropriate for the grade?
2. Suitability for Students
 - Will the resource enrich the learning experiences of students?
 - Will the resource sustain the interest of students?
 - Will the resource be appropriate to the maturity and experience of students?
 - Will the resource be current, relevant and reflective of students' lives?
 - Will the resource be appropriate for learning styles and skills of the intended audience?
3. Equity and Inclusiveness

Recognizing that bias exists in all learning materials:

 - Are people of a variety of races, religions, genders, cultures, sexual orientations, classes, abilities, and age represented?
 - Are Indigenous peoples and a range of their issues and experiences represented?
 - Does the material depict individuals and groups in a range of social, economic, and political environments?
 - Does the resource address issues from a variety of perspectives?
 - Can the examples of stereotyping and discrimination (including language, visuals, omissions, or distorted perspectives) be used by the teacher for anti-discriminatory educational purposes?
 - If the material contains controversial issues, can they be addressed in ways that are educationally appropriate to students and programs respecting culture, religion and community of origin?

4. Canadian Content
 - Does the material present a broadly-based perspective of Canada within a global framework?
 - Does the material present Indigenous Canadians in contemporary contexts where appropriate?
 - Does the material present Canada and its people within a multicultural context?
 - Is the material written or edited by a Canadian author?
 - Is the material edited, printed, or bound in Canada?

5. Quality of Visual and Physical Format
 - Is the material well-organized and presented clearly and logically?
 - Is the format of illustrations, graphics, pictures, photographs, and artwork of a high quality?

6. Cost and Durability
 - Is the cost of the material justified for its use?
 - Is the resource durable?

7. **Accessible in Multiple Formats**
 - Is the learning resource available in print and electronic versions?
 - Is the format acceptable and accessible for individuals with identified disabilities as per AODA?



Request for Formal Reconsideration of a Learning Resource

Title of Learning Resource: _____
 Producer (if applicable) _____
 Author (if applicable) _____
 Distributor (if applicable) _____
 Publisher (if applicable) _____
 Grade / Course _____
 Request Initiated by: _____ Telephone: _____
 Home School _____ Date: _____

Are you raising the concern as an individual or as a group member? Individual Group

Please identify group _____

Have you completely viewed or read the material? Yes No

Is the material compulsory for the child? Yes No

What specifically is the cause for concern?

What parts of the material are acceptable to you?

What would be a satisfactory solution? Why?

If a resolution is not achieved following a meeting with the Principal, please sign the bottom of this form, complete page [two of this form](#), and return it to the Principal who will forward it to the Family of Schools Superintendent.

Petitioner Signature _____ Date: _____

I acknowledge receipt of this concern.

Principal Signature: _____ Date: _____



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **P105 Prior Learning Assessment Recognition (PLAR)**
DATE: May 11, 2020

| |
|---|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure P105 Prior Learning Assessment Recognition (PLAR) as information.</p> |
|---|

Background

Procedure **P105 Prior Learning Assessment Recognition (PLAR)** was circulated to all appropriate stakeholders for comments to be received by April 1, 2020.

Comments Received

1. Comment: 1.4. Why removal of PLAR information from school course calendars, it is an option for getting a credit
Response: Including PLAR information on school course calendars has be reinstated to the procedure
2. Comment: 2.1c Would it be clearer to add 'at any school' to this statement
Response: Amended
3. Comment: 2.1h. Should it be 'may' be granted, not 'will'?
Response: If the criteria is met, as outlined at the beginning of the paragraph, the credit will be granted.
4. Comment: 2.1 l and m. Should these points be reversed?
Response: Amended to reflect a reversal of these points.
5. Comment: 4.0 a. Can this sentence be made clearer?
Response: Amended for greater clarity.
6. Comment: Page 5. This should be marked as appendix A
Response: Amended to be marked as Appendix A.
7. Comment: Is this appendix only for day school students? Why would a day student be required to submit their transcript and IEP?
Response: This appendix is applicable for any student who is challenging a credit. The appendix has been modified to state, "as applicable" for each of these criteria.

Additional Information

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

Next Steps

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

Respectfully submitted,

Lisa Munro
Superintendent of Education



Prior Learning Assessment Recognition (PLAR)

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Students receive credits through PLAR process

Purpose

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside of secondary school.

PLAR procedure is informed by Ministry policy and guidelines. PPM 129 (2001) outlines the requirements for day school students; PPM 132 (2003) provides direction to school boards regarding how mature students earn PLAR credits.

1.0 Procedures

- 1.1 In order to ensure consistency in the process and to facilitate delivery, the Grand Erie District School Board will deliver PLAR through a model managed by its system PLAR Committee. The committee shall be comprised of:
 - Principal of Grand Erie Learning Alternatives (Chair);
 - Program Coordinator – Secondary;
 - Teacher Consultant – Secondary;
 - Department Head of Guidance (Guidance Heads' Chair);
 - Adult Education Guidance Counsellor;
 - Superintendent of Education who is responsible for Secondary Program (or designate)
- 1.2 There are two PLAR procedures dependent upon whether the applicant seeking the recognition for previously acquired knowledge and skills is classified as a mature student or a student enrolled in a Grand Erie District School Board secondary school.
- 1.3 PPM 132 (2003) defines a mature student as, "...a student who is at least eighteen years of age (i.e., an adult) on or before December 31 of the school year in which [they] return to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD."
- 1.4 PLAR information for day school and mature students is [included in each Secondary School Course calendar and](#) on the Grand Erie District School Board website.

2.0 PLAR For Day School Students

2.1 PLAR Challenge Procedures for Day School Students:

- a. Grand Erie's PLAR procedure is informed by Ministry of Education Policy/Program Memorandum 129 (2001);
- b. Students are eligible to challenge for PLAR when they are enrolled in a regular day school program in a secondary school within the Grand Erie District School Board;
- c. Only courses developed from a provincial curriculum policy document and offered by a Grand Erie secondary school ~~the Grand Erie District School Board~~ can be challenged;
- d. The challenge process is an evaluation process and shall not be used as a way for students to improve their mark for a course for which they have already earned a credit, nor as a way to obtain credit for any course they have previously failed;
- e. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. (Ontario Secondary Schools, 1999) The term discipline refers to the subject area covered by any one curriculum policy document;
- f. Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (Ontario Secondary Schools, 1999);
- g. Student and parent/guardian (if the student is under the age of 18) will meet with the home school Principal and the PLAR Committee Chair before the first week of October;
- h. Student supplies reasonable evidence and criteria through the application package (See Appendix A) and submits to home school Principal for approval to proceed by the end of October in the school year the PLAR credit will be granted;
- i. Based on the receipt of reasonable evidence that the student is likely to be successful, the Principal recommends that the student proceed to Phase 1 and forwards the application package to the system PLAR Committee Chair. In cases where there is a disagreement with the decision of the Principal about whether or not the student should challenge for credit, the parent/guardian or adult student may ask the Superintendent of Education, who is responsible for their school, to review the matter;
- j. Upon approval, the System PLAR Committee co-ordinates the administration of individual PLAR assessments;
- k. PLAR challenges are delivered in three phases:
 - Phase 1 consists of a knowledge exam based on Ministry of Education guidelines (November/December);
 - Phase 2 is an independent assignment which demonstrates prior learning related to the curriculum (January – March);
 - Phase 3 is a summative performance/demonstration (April).
- ~~l.a. The System PLAR Committee will report all results to the home school Principal, who will grant the credit if applicant is successful, and will file all documentation in the student's Ontario Student Record (May);~~
- l. The System PLAR Committee will communicate results to all students throughout the process;
- ~~—The System PLAR Committee will report all results to the home school Principal, who will grant the credit if applicant is successful, and will file all documentation in the student's Ontario Student Record (May);~~
- m.
- n. The System PLAR Committee will maintain Board-wide statistics of challenges completed;
- o. Alternate timelines could be considered at the discretion of the Committee.

3.0 PLAR Procedures for Mature Students

- a. Grand Erie's PLAR Procedure for Mature Students is informed by the Ministry of Education's Policy/Program Memorandum 132 (2003): 'The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students' (p. 2-3)
- b. Grand Erie Learning Alternatives (GELA) is the facilitator of this process
- c. To begin the PLAR process, mature students must contact the Principal of GELA (or designate) at 519-753-6079
- d. Mature students will be required to successfully complete an individual assessment in English, mathematics, science, Canadian history, and Canadian geography in order to earn the equivalency credits required to bring their total grade 9 and 10 credits up to a maximum of 16;
- e. Based on prior learning, employment, and experience, mature students may apply for up to 10 credits in Grade 11 and 12 courses. There is no maximum on the number of credits that may be obtained in any one discipline (Ontario Secondary Schools, 1999);
- f. For equivalency and challenge credits to fulfill diploma requirements, mature students must earn a minimum of 4 senior credits, including Grade 12 English (if Grade 12 English was not previously earned) by taking the necessary courses.

4.0 Exceptions to the PLAR Challenge Process for Day School and Mature Students

Students cannot be granted credits through the challenge process for any of the following courses:

- a. a course ~~where in any subject if~~ a credit has already been granted ~~for a course~~ in that subject in a later grade either as a single credit or as part of a block equivalency;
- b. a course for which credit has already been granted or for which there is a significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit an academic course if the student has already earned a credit for the applied course at the same grade level and vice versa);
- c. a transfer course;
- d. a locally developed course;
- e. a co-operative education course;
- f. a course in English as a second language (ESL), English Literacy Development (ELD), or Anglais pour debutantes (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grade 9 to 12 under OSS (e.g., the documents for English language or the documents for French-language schools) or from the curriculum guidelines for English/Anglais for Grades 9 to 12/OACs under OSIS;
- g. a course in French as a second language (FSL), Actualization linguistique en francais (ALF), or Perfectionnement du francais (PDF), if the student has one or more credits in Francais from the curriculum policy document for Francais for Grades 9 to 12 under OSS or the curriculum guidelines for Francais for Grades 9 to 12/OACs under OSIS.

5.0 Literacy Credential

A mature student must also satisfy the diploma requirement with regard to the successful completion of the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course if expectations have been met to register in the course.

6.0 Community Involvement

The Principal will determine the number of hours of community involvement activities that a mature student will have to complete to earn their OSSD under OSS diploma requirements.



Prior Learning Assessment and Recognition (PLAR)

Appendix A

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school Principal/Guidance Counsellor.

| | | | | |
|--------------------------------|-----------|----------------|------------------|-------------|
| Student's First Name | Last Name | | Student ID (OEN) | |
| Address | | Apartment/Unit | City | Postal Code |
| Name of Parent/Guardian | | | Telephone | |
| Date of Birth (year/month/day) | Gender | School | | |

Important to Note:

- A student is eligible to challenge courses that have NOT been attempted or completed.
- Only courses developed from a provincial curriculum policy document and offered by the Grand Erie District School Board can be challenged.
- Course codes are available on the Ministry of Education website or at the school guidance office.

| Course Title | Course Type | Grade/Level | Course Code |
|--------------|-------------|-------------|-------------|
| | | | |

Required Documentation - Submit this documentation to your school:

- Ontario Student Transcript, if applicable
- Individual Education Plan, if applicable

Supporting Documentation - Submit this documentation to your school:

Check a minimum of three of the following that you will be submitting along with the required documentation as evidence that you are qualified to challenge for credit in this course:

- letter(s) or recommendation from teacher(s) familiar with the course expectations
- letter(s) or recommendation from member(s) of the community
- a portfolio of relevant work
- proof of successful relevant experience in a supervised setting
- proof of independent learning in a relevant area
- a videotape, audiotape, or CD-ROM with samples of relevant work
- proof of relevant prior learning from another educational jurisdiction
- proof of successful completion of courses identified as prerequisites for this course
- Other (please specify)

Filed with Guidance Dept or Continuing Education
Retention: CY + 1 year (CY = current school year)

Student Paragraph

Write a paragraph of 100 - 200 words stating why you want to challenge for credit for this course. Be sure to include the following: (you may attach a separate sheet of paper to your application).

- ways in which the course credit will help you to fulfill your educational goals
- your special interests and skills related to this course

Filed with Guidance Dept or Continuing Education
Retention: CY + 1 year (CY = current school year)

Student Declaration:

I certify that the information given on this application form and all supporting documentation submitted is correct, complete, and current. I am aware that passing marks for Grade 10 courses and passing/failing marks for Grades 11 and 12 courses will appear on my Ontario Student Transcript. I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70% of the final mark, and other types of assessment worth 30% of the final mark. I am aware that my skills and knowledge will be evaluated against the overall and specific expectations for the course. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 - 12, with no more than two in any one discipline.

(Complete the information and print two copies of the completed application. Submit a signed copy with your required and supporting documentation to the school Principal/Guidance Counsellor. Keep the second copy as your record).

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Student Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Principal/Guidance Counsellor Signature _____ **Date** _____

Office Use Only

| | | |
|------------------------------|----------------------------------|-----------------------------|
| Application Package Reviewed | | |
| Application Received Date | Date Challenge Process Completed | |
| DOCUMENTATION COMPLETE | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| APPLICATION APPROVED | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Filed with Guidance Dept or Continuing Education
Retention: CY + 1 year (CY = current school year)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **SO113 Extreme Weather Guidelines**
DATE: May 11, 2020

| |
|--|
| <p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO113 Extreme Weather Guidelines as information.</p> |
|--|

Background

Procedure SO113 Extreme Weather Guidelines was circulated to all appropriate stakeholders for comments to be received by May 1, 2020.

Comments Received

1. Comment: Is section one required since it is included in more detail in appendix a and b?
Response: Yes, it is required.
2. Comment: #3 subsection 3 & 5 refer to worker, should this be expanded to include students?
Response: Subsection 3 - added a line related to age appropriate information being provided to students.
Subsection 5- added an item specific to students outside.
3. Comment: Page 3 workers responsibilities - #1 and #13 – can be made into one
Response: Amended.
4. Comment: Page 3 workers responsibilities - #6 and #11 – can be made into one
Response: Amended and removed #11 due to duplication.
5. Comment: 4.1 -2nd para – reference should be Appendix C not B
Response: Amended.
6. Comment: 4.2 – 3rd para – immediate entry on arrival – should language around the 15-minute requirement for staff attendance be included here?
Response: No change is required as school staff need to be there to let them in whether that is an administrator, teaching staff, or clerical.

Additional Information

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

Next Steps

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Extreme Weather

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – safety issues addressed
– clear guidelines and communication for schools and Board buildings

Purpose

The purpose of this document is to provide steps to be used by administrators and employees when extreme weather conditions (hot/cold) may produce health implications.

This procedure ensures compliance with Ministry of Labour Health and Safety Regulations and Ministry of Education to create a safe environment in all Grand Erie Buildings. This includes ensuring schools are safe for students, workers and visitors.

Application

This procedure applies to all school board staff, students and visitors.

1. Definitions

- (a) Heat cramps: A heat-induced condition characterized by painful cramps in the arms, legs or stomach which can occur at work or later at home. This condition can be a warning of other more serious heat-induced illnesses.
- (b) Heat exhaustion: A heat-induced condition characterized by sweating, cool-moist skin, body temperature over 38°C, weak pulse, abnormal or low blood pressure.
- (c) Heat rash: A heat-induced condition characterized by a red, bumpy rash with severe itching.
- (d) Heat stress: Heat stress refers to an increase in the body's core temperature. This could be related to a variety of factors, including; high temperature, humidity, radiant heat and activity level. If a person is experiencing heat stress then serious heat-related illnesses can occur, including; heat rash, heat cramps, heat exhaustion, or heat stroke.
- (e) Heat stroke: A heat-induced condition characterized by high body temperature (41°C) and any one of the following;
 - weakness
 - confusion
 - emotional upset and strange behavior
 - hot, dry, red skin
 - elevated pulse
 - headaches and dizziness

Note: In the later stages, a person may experience loss of consciousness and possibly convulsions. Heat stroke is a medical emergency. If not recognized and addressed, this condition can result in serious illness or even death.
- (f) Humidex: The term "humidex" is short for humidity index. Humidex is an equivalent scale intended for the public to express the combined effects of warm temperatures and humidity. Environment Canada uses humidex ratings to inform the general public when conditions of heat and humidity are possibly uncomfortable. See Appendix B Table 1.
- (g) Wind chill factor is a measure of the combined chilling effect of wind and temperature. The advantage of wind chill factor over other measured methods is that it represents a real rate

of cooling. For example, the combination of a specific temperature and wind speed can be related to how fast exposed flesh will freeze. See Appendix C Table 2 Wind Chill Calculation Chart.

2. Hot Weather Action Plan

This plan will be put in place when there is an elevated risk of dealing with excessively hot and humid weather (usually between May 1 and September 30)

The plan will be initiated when all of the following conditions occur:

- When heat waves/warnings are triggered in our Region: 2+ consecutive days reaching daytime maximum temperatures of 31°C or higher and an evening minimum temperature of 20°C
- When the humidex reaches or exceeds 35°C.
- When there is a smog alert combined with higher temperatures; and
- When there is an Environment Canada Humidex advisory in regard to ambient air temperatures exceeding 30°C and a humidex rating which exceeds 40°C.

Note: During excessively hot/humid days, it is recommended to consume potable water on a regular basis to stay hydrated. Supervisors are responsible to ensure that potable water (ex: drinking fountains, bottle filling stations, tap water, etc.) is available for consumption as required.

3. Controls and Reactive Measures

When there is a potential for exposure to excessively high temperatures which may cause heat stress- related illnesses, control measures must be taken to control exposure to excessive heat in the workplace.

Note: First aid or medical attention including emergency response may be required to treat heat stress related medical incidents.

Administrator/Supervisor's Actions:

1. Monitor of environmental conditions (including humidex) and the possibility of heat stress related illness, especially during the first week of elevated temperatures while individuals are acclimatizing.
2. Ensure that trained First Aid providers are available to respond to heat related illnesses throughout periods during which heat stress related illness is likely to occur.
3. Communicate heat stress related information and recommendations to all workers. Provide information on heat stress and staying cool and hydrated to students that is age appropriate.
4. The administrator shall make announcements throughout the day reminding staff and students of hydration needs.
5. A cool location should be made available in the building to allow workers to cool down during break and lunch times.
- ~~5-6.~~ Consideration should be given for outdoor activities with students like recess etc. to encourage the use of shaded areas and limiting physical activity to stay cool.
- ~~6-7.~~ Ensure staff are trained to recognize signs and symptoms of heat stress, along with the causes, treatment and preventative action (refer to Appendix A). A "buddy system" can be used where staff monitors each other for signs of heat stress since people may not notice their own symptoms.
- ~~7-8.~~ Modify activities that involve physical exertion, exposure to sun and hot environments (rest periods, hydration, activity location change, and greater vigilance for heat stress symptoms should be considered).

- ~~8.9.~~ Review schedules for individuals exposed to high temperature conditions (such as grounds staff and during summer clean) and increase the frequency and or length of rest breaks when possible.
- ~~9.10.~~ Schedule strenuous jobs to be done during cooler times of the day.
- ~~10.11.~~ Investigate and follow-up on any high temperature related incidents which are reported or observed.
- ~~11.12.~~ Encourage staff to open windows to allow air to circulate where effective and applicable.
- ~~12.13.~~ Promote the use school purchased portable fans to assist in circulating air.
- ~~13.14.~~ Use blinds, curtains, or reflective coatings on windows to reduce direct sunlight.
- ~~14.15.~~ Relocate staff and students when necessary to a cooler location (e.g. third floor class moved to the first floor, cafeteria, library or outdoors).
- ~~15.16.~~ Encourage parents/guardians to remind children about safe play in hot weather at all opportunities. Appendix E contains key messages for parents/guardians that can be sent home with children.

Worker Responsibilities:

1. Wear loose fitting clothing that is light in weight, and covers the head to prevent exposure to direct sunlight when outdoors in the summer months. ~~L~~ light colour clothing is better than dark, in hot weather.
2. Wear clothing made of fabrics that wick sweat away from the skin and allow sweat to evaporate, in hot weather.
3. Staff should dress appropriately for cold weather months, (layers, proper winter footwear, coat, hat and mitts for outside work).
4. Staff should alter time of day for physically demanding tasks and/or reduce pace of work.
5. Alter type of physical activities for students.
6. Staff and students should eat lightly and drink plenty of liquids to replace fluid loss due to heat. The Ontario Ministry of Labour recommends drinking a cup of water every 20 minutes in extreme heat. Fluids include water or fruit juice, not caffeinated drinks.
7. Wear sunscreen with an SPF of 15 or higher whenever working outdoors; other protective measures are a hat and sunglasses.
8. Use available fans to help increase circulation.
9. Open interior doors and perimeter windows to increase the exchange of fresh air (when exterior temperatures are cooler)
10. Turn off or limit the use of heat generating equipment and appliances if safe and practical to do so
- ~~11. Stay hydrated by drinking enough potable water~~
- ~~12.11.~~ Be conscious of medications side effects and avoid beverages which contain sugars and caffeine as this may contribute to dehydration
- ~~13. Wear light coloured clothing (preferably a long sleeve shirt and pants) and cover the head to prevent exposure to direct sunlight when outdoors in the summer months.~~

Note: Additional controls to prevent exposure to high temperatures may be required for vulnerable individuals such as workers and students with special needs or medical conditions.

Personal Risk Factors Affecting Heat Tolerance

There are several factors that can affect an individual's level of heat tolerance and his/her ability to work in hot environments. These factors include but are not limited to:

- Diseases such as cardiovascular, multiple sclerosis, diabetes, etc.
- Physical conditions such as pregnancy, reduced level of fitness, and age.
- Use of therapeutic drugs and medications (e.g. Blood pressure medications, diuretics, etc.)

It is important for individuals to seek advice from their personal physician if they are feeling the effects of heat and to identify any restrictions related to working in hot conditions. Staff should provide information about specific heat related restrictions to their supervisor. Appendix E contains key messages for parents/guardians related to hot weather that can be sent home with children. See Appendix F Heat Stress Awareness Tool.

4. Cold Weather Conditions

4.1 Outdoor Temperature

Low temperatures, especially combined with strong winds, can lead to frost nip and frost bite and in extreme cases, hypothermia (Refer to Appendix B-C Table 1 for a list of cold related signs and symptoms and preventative measures that can be taken).

Wind chill factor is a measure of the combined chilling effect of wind and temperature. The advantage of wind chill factor over other measured methods is that it represents a real rate of cooling. For example, the combination of a specific temperature and wind speed can be related to how fast exposed flesh will freeze. See Appendix B Table 2 Wind Chill Calculation Chart.

4.2 Cold Weather and Outdoor Play

Time spent outdoors is an integral part of the school day. Children need fresh air and exercise and time spent outside affords students an opportunity to break free from the structure of the classroom.

With the Canadian climate, time spent outside could mean anything from applying sunscreen to donning extra mittens and a hat, depending on the season. In the winter, it is important children come to school prepared for the cold. Boots, mittens or gloves and hats should be worn to school and it's a good idea for parents/guardians to provide extra mittens, socks, etc. in the event they are needed.

When the temperature or wind chill reaches -20°C (twenty degrees below zero, Celsius), students will be granted immediate entry to school upon arrival, and students will remain indoors during nutrition breaks. When temperature thresholds are in effect, students are required to keep their outdoor coats/jackets with them throughout the instructional day, in case of a need to evacuate the school.

When the temperature or wind chill reaches -15°C (fifteen degrees below zero, Celsius), Principals must consider reducing the amount of time students will be exposed. Consideration of other factors before sending children outside includes:

- condition of playground (ice, snow, etc.)
- location of the school (perhaps the building or trees block the wind on the playground)
- the age of the students
- the adequacy of student clothing

School Staff should encourage parents/guardians to dress children appropriately at all opportunities. Appendix D contains key messages for parents/guardians related to cold weather that can be sent home with children.

APPENDIX A

Ministry of Labour, Health and Safety Guidelines for Treatment and Prevention of Hot Weather-Related Hazards

| | Cause | Symptoms | Treatment | Prevention |
|------------------------|--|--|--|---|
| Heat Rash | Hot humid environment; plugged sweat glands. | Red bumpy rash with severe itching. | Change into dry clothes and move to a cool area. Rinse skin with cool water. | Wash regularly to keep skin clean and dry. |
| Sunburn | Too much exposure to the sun. | Red, painful, or blistering and peeling skin | If the skin blisters, seek medical aid. Use skin lotions (avoid topical anesthetics) and work in the shade. | Work in the shade; cover skin with clothing; apply skin lotions with a sun protection factor of at least 15. People with fair skin should be cautious. |
| Heat Cramps | Heavy sweating drains a person's body of salt, which cannot be replaced by just drinking water. | Painful cramps in arms, legs or stomach, which occur suddenly at work or later at home. Heat cramps are serious because they can be a warning of other more dangerous heat induced illnesses. | Move to a cool area; loosen clothing and drink cool salted water (1 tsp. Salt per gallon of water) or commercial fluid replacement beverage. If the cramps are severe or don't go away, seek medical aid. | Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke. |
| Fainting | Fluid loss and inadequate water intake. | Sudden fainting after at least two hours of work; cool moist skin; weak pulse. | GET MEDICAL ATTENTION. Assess need for CPR. Move to a cool area; loosen clothing; make person lie down; and if the person is conscious, offer sips of cool water. Fainting may also be due to other illnesses. | Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke. |
| Heat Exhaustion | Fluid loss and inadequate salt and water intake causes a person's body's cooling system to start to break down. | Heavy sweating; cool moist skin; body temperature over 38°C; weak pulse; normal or low blood pressure; person is tired and weak and has nausea and vomiting; is very thirsty; or is panting or breathing rapidly; vision may be blurred. | GET MEDICAL AID. This condition can lead to heat stroke, which can kill. Move the person to a cool shaded area; loosen or remove excess clothing; provide cool water to drink; fan and spray with cool water. | Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot the symptoms that often precede heat stroke. |
| Heat Stroke | If a person's body has used up all its water and salt reserves, it will stop sweating. This can cause body temperature to rise. Heat stroke may develop suddenly or may follow from heat exhaustion. | High body temperature (over 41°C) and any one of the following: the person is weak, confused, upset or acting strangely; has hot, dry, red skin; a fast pulse; headache or dizziness. In later stages, a person may pass out and have convulsions. | CALL AMBULANCE. This condition can kill a person quickly. Remove excess clothing; fan and spray the person with cool water; offer sips of cool water if the person is conscious. | Reduce activity levels and/or heat exposure. Drink fluids regularly. Workers should check on each other to help spot symptoms that often precede heat stroke. |

APPENDIX B

Table 1: Humidex Reading and Degree of Discomfort

| TEMPERATURE RANGE INCLUDING HUMIDEX | DEGREES OF COMFORT | |
|-------------------------------------|--|--|
| 19-24 | Comfortable | A temperature range in which most individuals are comfortable |
| 26-34 | Some discomfort | Some individuals may experience discomfort |
| 35-44 | Great discomfort | Most individuals will experience high levels of discomfort (initiate hot weather action plan and avoid exertion) |
| 45 and above | HEALTH RELATED ILLNESS LIKELY TO OCCUR | |

APPENDIX C

Table 1: Environment Canada Wind Chill Hazards and Prevention

| Wind Chill | Description | Health Concern | What to Do |
|------------|--|--|--|
| 0 to -9 | Low | <ul style="list-style-type: none"> Slight increase in discomfort | <ul style="list-style-type: none"> Dress warmly, with the outside temperature in mind. |
| -10 to -27 | Low | <ul style="list-style-type: none"> Uncomfortable Risk of hypothermia if outside for long periods without adequate protection | <ul style="list-style-type: none"> Dress in layers of warm clothing, with an outer layer that is wind resistant. Wear a hat, mittens and scarf. Keep active |
| -28 to -39 | Increasing risk: exposed skin can freeze in 10 to 30 minutes | <ul style="list-style-type: none"> Check face and extremities (fingers, toes, ears and nose) for numbness or whiteness Risk of hypothermia if outside for long periods without adequate protection | <ul style="list-style-type: none"> Dress in layers of warm clothing, with an outer layer that is wind resistant. Cover exposed skin: wear a hat, mittens and a scarf, neck tube or facemask. Keep active. |
| -40 to -47 | High risk: exposed skin can freeze in 5 to 10 minutes | <ul style="list-style-type: none"> Check face and extremities frequently for numbness or whiteness (frostbite) Risk of hypothermia if outside for long periods without adequate protection | <ul style="list-style-type: none"> Dress in layers of warm clothing, with an outer layer that is wind resistant. Cover exposed skin: wear a hat, mittens and a scarf, neck tube or facemask. Keep active. |

Table 2: Environment Canada Wind Chill – Minutes to Frostbite

The following are approximate values

| Temperature (°C) | -15 | -20 | -25 | -30 | -35 | -40 | -45 | -50 |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Wind (km/h) | | | | | | | | |
| 10 | * | * | 22 | 15 | 10 | 8 | 7 | 2 |
| 20 | * | 30 | 14 | 10 | 5 | 4 | 3 | 2 |
| 30 | * | 18 | 11 | 8 | 5 | 2 | 2 | 1 |
| 40 | 42 | 14 | 9 | 5 | 5 | 2 | 2 | 1 |
| 50 | 27 | 12 | 8 | 5 | 2 | 2 | 2 | 1 |
| 60 | 22 | 10 | 7 | 5 | 2 | 2 | 2 | 1 |
| 70 | 18 | 9 | 5 | 4 | 2 | 2 | 2 | 1 |
| 80 | 16 | 8 | 5 | 4 | 2 | 2 | 2 | 1 |

* = Frostbite unlikely

The wind speed, in km/h, is at the standard anemometer height of 10 metres (as reported in weather observations).

Legend:

Frostbite possible in 2 minutes or less

2

Frostbite possible in 3 to 5 minutes

5

Frostbite possible in 6 to 10 minutes

10

Suggested Parent/Guardian Guidelines for Cold Weather

Winter can be a wonderful time for play. Participating in winter sports will help keep the whole family healthy, but injuries can spoil the fun. Here's how to keep kids safe during winter play.

Clothing for outdoor play:

All winter activities require warm, dry clothing. To prevent frostbite, children should be dressed in warm clothes, including:

- a hat (warm, close-fitting, and covering ear lobes; not a 'fashion' hat or baseball cap),
- mittens (gloves do not keep hands warm as effectively as mittens),
- loose layers (an absorbent synthetic fabric next to skin, a warmer middle layer, and a water resistant/repellent outer layer),
- socks A single pair of socks, either wool or a wool blend (with silk or polypropylene) is better than cotton which offers no insulation when wet. Avoid extra thick socks as they can cause cold feet by restricting blood flow and air circulation around the toes.
- boots Be sure boots are dry and not too tight.

Children should get out of wet clothes and shoes as quickly as possible as they are the biggest factors in frostbite.

Jackets should be zipped up. To avoid strangulation during play, use tube-shaped neck warmers instead of scarves. If scarves must be used, tuck them into jackets. Remove drawstrings on hoods and jackets because they are also a safety hazard; better yet, buy clothes without drawstrings.

Safe weather for outdoor play:

Children must play indoors if the temperature falls below -20C, regardless of the wind chill factor.

Children must play indoors, regardless of the temperature, if the following occurs:

- The wind chill factor is reported as -20 C or greater (This is the temperature at which exposed skin freezes in a few minutes)

Adopted from guidelines published by The Hospital for Sick Children, University of Toronto.

APPENDIX E

Suggested Parent/Guardian Guidelines for Hot Weather

Summer can be a wonderful time of year, but it also brings warmer weather and humidity. Here's how to keep kids safe during the summer months.

- Wear loose fitting clothing that is light in weight; light colour clothing is better than dark.
- Wear clothing made of fabrics that wick sweat away from the skin and allow sweat to evaporate.
- When outside wear a bucket hat with a wide brim
- Students should eat light meals and drink plenty of liquids to replace fluid loss due to heat.
- Encourage students to bring refillable water bottles to school that they can keep with them both outside and while in class.
- Allow students to make frequent trips to the water filling stations to ensure they have water with them

Safe activities for outdoor play:

- Alter types of physical activities for students so they are not overexerting themselves in the hot weather
- Encourage kids to find shady spots to take a break when outside
- Ensure students remain hydrated when outside
- Encourage kids to wear sunscreen when outside SPF 30 or higher

Classroom activities:

Environmental Controls such as the following can be used to help make a more comfortable environment in the warm weather

- Open windows and doors to allow air to circulate where effective and applicable.
- Use school purchased portable fans to assist in circulating air.
- Use blinds, curtains, or reflective coatings on windows to reduce direct sunlight.

Relocate staff and students when necessary to a cooler location (e.g. third floor class moved to the first floor, cafeteria)

Heat Stress Awareness Tool

HEAT STRESS AWARENESS TOOL

Workplace Temperature
Humidity (%)

80+
70-79
60-69
50-59
40-49

Cut out wedge.

How to find the temperature & humidity:

- Check a workplace thermometer & hygrometer
- If working outside, listen to broadcast reports or visit www.weatheroffice.ec.gc.ca

Heat stress action chart

Conditions/actions listed below apply to **unacclimatized workers**. Never ignore symptoms. Refer to *Heat Stress Awareness Guide* for extra clothing and/or radiant heat conditions.

| HUMIDEX | ACTION RECOMMENDED |
|--------------------------|--|
| LOW 30-37 | <ul style="list-style-type: none"> • Post heat stress alerts • Drink water |
| MEDIUM 38-39 | <ul style="list-style-type: none"> • Reduce physical activity (e.g., slower pace, more breaks) • Drink a cup of water every 20-30 minutes |
| MODERATE 40-41 | <ul style="list-style-type: none"> • Further reduce physical activity • Drink a cup of water every 15-20 minutes |
| HIGH 42-44 | <ul style="list-style-type: none"> • Severely curtail physical activity • Ensure sufficient rest/recovery time • Drink a cup of water every 10-15 minutes |
| EXTREME 45+ | <ul style="list-style-type: none"> • Hazardous to continue physical activity |

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HEAT STRESS AWARENESS TOOL

HEAT STRESS

RECOGNIZE THE SYMPTOMS... weakness, fatigue, & dizziness

How to use this tool:

1. Measure workplace temperature & humidity.
2. Turn the wheel to display the workplace temperature. Then, find the humidity value on the left axis.
3. Refer to the colour on the instruction chart for recommended action.
4. Refer to the *Heat Stress Awareness Guide* for more detailed information.

Once cutting and folding is complete, insert wheel so that the coloured side shows through the cut-out wedge.

Insert fastener at small black dot below the wedge to hold together, and rotate wheel.

Cut along vertical edges.

Fold on dotted line.

