



## AGENDA

- A – 1 **Opening**
- (a) Roll Call
  - (b) Declaration of Conflict of Interest
  - (c) In Camera Session
    - (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) Paris District High School Transportation – Courtesy Stop R. Wyszynski
  - (b) Indigenous Student Trustee B. Blancher
- C – 1 **Director’s Report**
- D – 1 **New Business — Action/Decision Items**
- \* (a) Draft Proposed School Year Calendar 2018-19 W. Baker
- D – 2 **New Business — Information Items**
- \* (a) Early Literacy Intervention Report L. Thompson  
L. De Vos
  - \* (b) Employee Assistance Program Annual Report (HR112) S. Sincerbox
  - \* (c) Privacy and Information Management Plan 2018-19 D. Abbey
- E – 1 **Bylaw/Policy/Procedure Consideration — Action/Decision Items**
- \* (a) F5 Advocacy (A) R. Wyszynski
  - \* (b) HR2 Consideration of Non-Unionized Employee Concerns (A) S. Sincerbox
- E – 2 **Procedure Consideration — Information Items**
- \* (a) F102 Purchasing Card Program (I) R. Wyszynski
  - \* (b) F103 Travel and Expense Claims (I) R. Wyszynski
  - \* (c) FT112 Disposal of Surplus Furnishings and Equipment (I) R. Wyszynski
- F – 1 **Other Business**
- G – 1 **Correspondence**
- H – 1 **Adjournment**



## Committee of the Whole Board

Monday, February 12, 2018  
Board Room, Education Centre

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

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Special Education Advisory Committee	February 15, 2018, 6:00 p.m.	Board Room
Pre-Budget Meeting	February 21, 2018, 5:30 p.m.	Board Room
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	February 20, 2018, 9:00 a.m.	Norfolk Room
Compensatory Education Committee	February 22, 2018, 1:00 p.m.	Dogwood Meeting Room Norfolk SSC
Chair's Committee	February 26, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	February 26, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	February 27, 2018, 1:00 p.m.	Board room
Ad Hoc Grand Erie and Six Nations Committee to Review Enrolment Pressures at McKinnon Park	February 28, 2018, 6:00 p.m.	McKinnon Park Secondary
Committee of the Whole Board	March 5, 2018, 7:15 p.m.	Board Room
Native Advisory Committee	March 6, 2018, 9:00 a.m.	Tollgate Technical Skills
Safe and Inclusive School Committee	March 8, 2018, 1:00 p.m.	Board Room
Special Education Advisory Committee	March 8, 2018, 6:00 p.m.	Board Room
Grand Erie Parent Involvement Committee	March 22, 2018, 6:30 p.m.	Dogwood Meeting Room Norfolk SSC
Chair's Committee	March 26, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	March 26, 2018, 7:15 p.m.	Board Room
Audit Committee	March 27, 2018, 4:00 p.m.	Brant Room
Committee of the Whole	April 9, 2018, 7:15 p.m.	Board Room
Special Education Advisory Committee	April 19, 2018, 6:00 p.m.	Board Room
Chair's Committee	April 23, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	April 23, 2018, 7:15 p.m.	Board Room
Student Trustee Senate	April 26, 2018, 10:30 a.m.	Board Room
Compensatory Education Committee	April 26, 2018, 1:00 p.m.	Dogwood Meeting Room Norfolk SSC

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## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education and Secretary  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **Paris District High School Transportation Report**  
DATE: February 12, 2018

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<p><b>Recommended Action:</b> It was moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Paris District High School Transportation Report as information.</p>
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### Background:

A report was presented to the Board of Trustees on January 15, 2018 which provided additional information to concerns brought forward in a delegation to the Board in October 2017 regarding transportation to Paris District High School. The motion on January 15th that “the Grand Erie District School Board continue to apply the transportation eligibility rules as outlined in Board Policy FT6 – Student Transportation” was passed. In order to consider providing transportation for ineligible students to and from Paris District High School (PDHS) for the families of the Hanlon Place subdivision, who are not otherwise eligible due to distance, the Board requested that administration bring back a report on the implications of adding an alternate pickup location for courtesy riders.

### Additional Information:

A possible solution offered by the Board was for Student Transportation Services of Brant Haldimand Norfolk (“STSBHN”) to look into creating a new bus stop for the courtesy riders of the Hanlon Place subdivision at the Dwayne D. Budgell Funeral Home situated on the east side of Rest Acres Road. In addition to decreasing the walk distance to access the courtesy stop, the main goal of the proposed new stop was to eliminate the safety concerns expressed by having PDHS students cross Rest Acres Road, which currently does not have adequate municipally supplied pedestrian infrastructure. Concerns of implementing an alternate pickup stop as suggested include:

- Shifting the burden to cross Rest Acres Road to those residing on the east side of the roadway. A new stop at the funeral home would save the students in Hanlon Place from having to cross Rest Acres Road but could shift that burden to the courtesy riders currently residing on the west side of Rest Acres Road.
- The practice of creating new bus stops for courtesy riders in urban environments was stopped as the service was not being used as it was originally intended. With the implementation of this additional stop location, there will likely be requests that students who reside even closer to PDHS, and who live along the travel path to the school will request a stop in their neighbourhoods, even though they too are ineligible to receive services.
- The precedent that the creation of a stop for ineligible students in an urban environment could have a significant impact with how STSBHN applies consistent policies regarding transportation eligibility.

STSTBHN procedure 002 – Transportation Eligibility, contains language which is intended to provide flexibility for Senior Administration to apply the eligibility policy. Point 1 and 4 under the procedure’s *Other Eligibility Criteria* states “Students may be transported for reasons of safety rather than distance where deemed appropriate by the Manager of Transportation Services according to (030) Hazard Transportation Eligibility” and “Circumstances which fall outside of the above

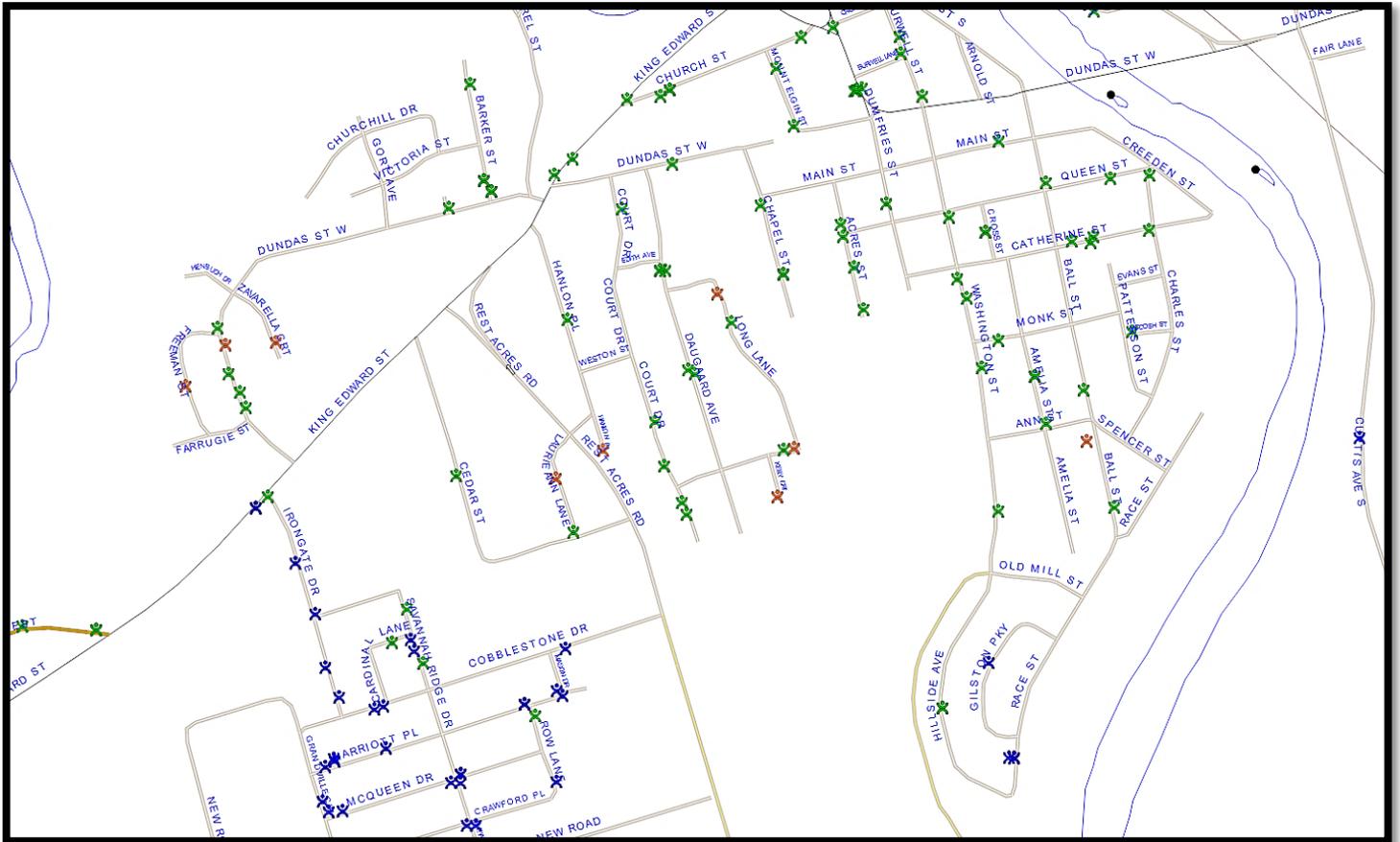
mentioned situations will be handled by the Manager of Transportation Services in combination with the appropriate Operations Committee member". It is felt that the language contained in the current procedure does provide STSBHN staff the flexibility to assess and, if they feel the situation warrants, the mechanism and direction on how to work with the appropriate Board administration to implement transportation services in locations/ situations where distance to the school is not the only factor which needs to be considered. It should also be noted that the request from the Hanlon Place subdivision was reviewed against these parameters and the request for an exception to be implemented was denied at the start of the current school year.

A list of the current walkers, courtesy riders and bussed students, in the south end of Paris Ontario, is located in Appendix A of this report. The image is intended to provide the Board some insight as to the physical location of student relative to the discussion points referred to above.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer

Appendix A – Paris District High school’s Student population by eligibility status



Blue = Bussed Students  
Orange = Courtesy Students  
Green = Walkers





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand District School Board  
FROM: Brenda Blancher, Director of Education & Secretary  
RE: **Indigenous Student Trustee Position**  
DATE: February 12, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the creation of an Indigenous Student Trustee position effective August 1, 2018.</p>
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### Background

At the January 29, 2018 Board Meeting, Trustees passed the following motion:

*THAT the Grand Erie District School Board investigate the possibility of adding an Indigenous Student Trustee to the Grand Erie District School Board.*

### Additional Information

As part of investigating this issue, Senior Administration reviewed the requirements in the Education Act, funding for the position, and Grand Erie Bylaw 29 – Student Trustees.

Ontario Regulation 7/07, section 3 states that, “the board shall have at least one but not more than three student trustees” therefore the addition of an Indigenous Student Trustee is allowable under the Education Act. In addition, funding for three student trustee positions is included in the Ministry Grants for Student Needs (GSN).

If this position is approved, it is proposed that Grand Erie self-identified Indigenous secondary school students elect the Indigenous Student Trustee using a similar process currently in place to elect the current Grand Erie Student Trustees. The Indigenous Education team will be part of the planning and organizing for the election process.

### Next Steps

Based on the information gathered, the implementation of an Indigenous Student Trustee position in Grand Erie is achievable.

If the Board decides to implement the position of a Grand Erie Indigenous Student Trustee, Bylaw 29 – Student Trustees will need to be revised and brought back for Board approval.

### Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Brenda Blancher  
Director of Education & Secretary





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Wayne Baker, Superintendent of Education  
RE: **Draft Proposed School Year Calendars 2018-19**  
DATE: February 12, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the calendars recommended by the School Year Calendar Committee in the report "Draft Proposed School Year Calendars 2018-19".</p>
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### Background

The Grand Erie School Year Calendar Committee met on January 24, 2018, to review and discuss proposed school year calendars – elementary and secondary – that were circulated for consideration by stakeholder groups. Committee members in attendance were: Brian Doyle (Trustee), James Richardson (Trustee), Leicia Kelly (Student Trustee), Bruce Hazelwood (OSSTF), Shawn Martin (ETFO), Nancy D'Aurora (ETFO), Janie Senko-Driedger (Elementary Administrators), Dave Thomas (Secondary Administrators), Shari Wencel (PSSP), Kathy Petz (School Council – Secondary), Heather-Jo Causyn (Recording Secretary) and Wayne Baker (Chair). Also in attendance were Sharon Armstrong (Occasional Secondary) and Kevin Utley (Occasional Elementary).

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

### Additional Information

On December 7, 2017, the Ministry of Education sent a communication to Boards with respect to the development of school year calendars for 2018-19. It stipulated: the school year (September 1 to June 30); the minimum number of school days (194); the minimum number of instructional days (187); the maximum optional Board-designated professional activity days (4); and the maximum allowable number of examination days (10).

In compliance with *Regulation 304, "School Year Calendar, Professional Activity Days"*, three professional activity days must be designated for provincial priorities. For 2018-19, the provincial priorities are: achieving excellence; ensuring equity; promoting well-being; and ensuring public confidence. One PA day must focus on developing and implementing strategies to improve student achievement in numeracy. A second PA day must be devoted to teachers' professional learning related to one of the provincial priorities. A third PA day must be devoted to a topic aligned with the provincial priorities (Note: half of this day will be devoted to occupational health and safety training for elementary teachers and education workers).

Education workers will receive role-specific training during the professional activity days.

Calendar Specifications:

- The school year has been set at 194 days
- Both calendars designate 7 Professional Activity days (3 mandatory Ministry days; 4 optional Board days)
- Both calendars share the same Ministry-designated PA days (September 14, October 2 and April 12)
- The Elementary calendar includes two PA days for report card writing (January 21 & June 7) and 1 for parent interviews (November 16)
- The Secondary calendar is balanced by semester in terms of school days (97) and examination days (5). Semester 1 has 4 PA days; semester 2 has 3 PA days

**Next Steps**

Upon approval by the Trustees, the School Year Calendars will be shared with all stakeholder groups.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



# 2018-19 SCHOOL YEAR CALENDAR

## Elementary

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

**H** School Holiday

The 2018-19 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.

**B** Board Designated Holiday

**P** Professional Activity Day

- Sep. 14/18 • H&S Training/Safe and Inclusive Schools
- Oct. 02/18 • Focus on Numeracy
- Nov. 16/18 • Interviews/Reporting to Parents
- Jan. 21/19 • Student Assessment and Reporting

- Apr. 12/19 • Improve Student Achievement
- Jun. 07/19 • Student Assessment and Reporting
- Jun. 28/19 • Achievement: Reflection and Planning

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# 2018-19 SCHOOL YEAR CALENDAR

## Secondary

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

**H** School Holiday

The 2018-19 School Year Calendar provided a total of 187 Instructional and 7 Professional Development Days.

**E** Examination Day

**B** Board Designated Holiday

**P** Professional Activity Day

- Sep. 14/18 • Improving Student Achievement
- Oct. 02/18 • Improving Student Achievement
- Nov. 16/18 • Focus on Numeracy
- Jan. 31/19 • Reporting/Program Planning

- Feb. 01/19 • Reporting/Program Planning
- Apr. 12/19 • Improving Student Achievement
- Jun. 28/19 • Staff Professional Development

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## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Linda De Vos, Superintendent of Education  
Liana Thompson, Superintendent of Education  
RE: **Early Literacy Interventions**  
DATE: February 12, 2018

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Early Literacy Interventions report as information.</p>
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### Background

Elementary and Special Education Program Support Staff have gathered data on the types of early literacy intervention tools used in Grand Erie schools in the 2017-18 school year. There are a wide range of early literacy intervention tools being used in schools and currently there are no system standards to support or guide the selection of these tools for school administrators. A need for early literacy intervention programs has been demonstrated by the regular request from schools for guidance on what tool(s) to purchase.

### Outcome Goals:

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

### Additional Information

The Elementary Program Coordinator and the Special Education Coordinator gathered initial data on existing early literacy intervention programs being implemented in Grand Erie schools.

Levelled Literacy Intervention (LLI) - the data showed the number of students who participated and whether or not they had progressed one or more levels in their reading. 17 schools had reported on a complete cycle of LLI while 13 reported on a partial completion cycle.

Raz Kids –the data showed that there were 264 teacher licenses purchased across Grand Erie.  
Strong Start – the data showed 56 schools and 429 students (ranging from SK to grade 4) participated in this program. Although it is a 10-week program, data is included from schools who completed a minimum of 8 weeks. The program involved 314 volunteers.

Empower - the data showed 21 elementary schools and 159 students participating and reading progress according to number of lessons completed. Some schools showed full completion while others reported an incomplete data set.

Lexia – this online program had been piloted at one elementary school for the past two years. Pilot data showed reading progress for students completing the recommended hours of intervention versus those who did not meet the recommended intervention timelines.

The Program Coordinators then gathered further data on early literacy interventions, including anecdotal and qualitative data.

Empower - met with the trainer for Empower for background information on the program, who summarized program pedagogy and goals and implementation strategies. Barrier to implementation fidelity that she has observed in Grand Erie were discussed – the program is delivered by Learning Resource Teachers who have a significant workload and varied role in Grand Erie schools which impacts their ability to meet the time requirements for implementation. Also, the Empower Program can only be facilitated by an Empower trained teacher which has staffing implications around teacher absences and leaves.

Using this information, a survey was created about teacher strategies for early intervention that was distributed to and completed by grade 1-3 classroom teachers and Learning Resource Teachers.

66 primary classroom teachers completed the survey which asked about literacy intervention tools and strategies currently being used in their classrooms, the effectiveness of these programs, and obstacles to the implementation of these programs in their classrooms. Data gathered;

- Showed almost all teachers use the Diagnostic Reading Assessment (DRA) to gather baseline reading level data and to assess the impact of the literacy intervention tool
- Identified access to early literacy programs and access to training as a barrier to implementation
- Showed that technology based interventions (i.e. Raz Kids, Reading A-Z) were referred to more often than levelled books or targeted instruction
- Management of student behaviour, time constraints, and difficulty enlisting the support of volunteers are believed to interfere with implementation of effective literacy intervention

42 learning resource teachers completed the survey which asked about literacy intervention tools and strategies that they see classroom teachers using in classrooms, their own use of these programs with primary students, and about current levels of training using LLI and Empower. Data gathered;

- Showed Strong Start, LLI, and Empower are the three tools most frequently used/facilitated by Learning Resource Teachers
- Obstacles to their effective delivery of the intervention program include supporting student behaviours, being Teacher in Charge for the school when the principal is absent, and scheduling conflicts

A Literacy Intervention Review Team was struck to look at the existing data and to determine the next best steps. A variety of staff were asked to join the Review Committee, including program coordinators, principals and vice-principals, an instructional coach, an English Language Learner itinerant teacher, a special education teacher consultant, a special education system Learning Resource Teacher, a speech language pathologist, a primary teacher, and a self-contained classroom teacher. The Committee met to discuss early literacy interventions and review the data gathered to this point. The Committee determined that;

- Kindergarten Language and Literacy in the Classroom (KLLIC) is identified as a valued program, however there is a lack of data on the consistency of current use in Grand Erie schools and on the effectiveness of the tool with students. There has not been training on KLLIC for a number of years.
- Class Act, a phonological awareness kit supported by the speech and language department that is a follow-up to KLLIC and is administered to students in grade 1, is identified as a valued program, but also lack data on the consistency of current use in Grand Erie schools. It was noted that ELL teachers use Class Act. There has not been training on Class Act in a number of years.
- Strong Start, a volunteer run intervention program focusing on either letters and sounds or word building for students up to grade 2 and currently being offered at 58 Grand Erie elementary schools, is identified as a valuable program. Some school struggle to find volunteers to run the program, which leads to inequities of program implementation across schools. Learning Resource Teachers identify that the recruitment and coordination of volunteers is a large draw on their time.
- Raz Kids, an online literacy program where students listen to or read stories and complete simple quizzes to check comprehension, is purchased regularly (264 staff licenses purchased this school year, which create 9500 student accounts). A benefit of Raz Kids is that students can access the program at home which can promote parental engagement. The committee discussed that students can appear to progress through the levels but the progress doesn't necessarily transfer to skill attainment. Teachers can generate reports showing overall class activity, time spent on the site, comprehension skills, and progress in levels, but it was not clear if teachers knew how to generate these reports or use the data to inform program planning for students.
- Reading A-Z, a collection of levelled reading materials that teachers can download and print, is not an intervention program, but many staff view it as one. 60 staff licenses were purchased this school year. There is no qualitative data that can be collected from the program but we could seek out perceptual data from teachers.
- Levelled Literacy Intervention (LLI), a tool used primarily with primary students that focuses on decoding skills and phonological awareness but can include a writing component and a home connection, was originally purchased in Grand Erie for schools identified as compensatory, but over the past several years has been purchased by schools if they have identified a need. Effective selection of student participants and grouping of students is key to the success of the intervention. The pacing of the program makes it difficult to use with special education students – they do not demonstrate the same level of growth. The current method for gathering data on the effectiveness of LLI only measures “growth by 1 level” or “more than one level”. More specific growth measures are required to determine overall effectiveness of the program in Grand Erie. Also, schools are not administering LLI according to timeline fidelity, which has led to gaps in student progress.
- Empower, a program that teaches 5 key reading strategies in one hour per day for 110 lessons, is used primarily with students who did not demonstrate sufficient reading progress through their participation in LLI. Because the Empower facilitator must be trained by the program developer, Sick Kid's Hospital, it is only administered by Learning Resource Teachers who have received training in the implementation of the Empower program. Data gathered shows strong progress in reading levels but we also have gaps in student progress due to the inability to administer the program according to the recommended timelines.

- Lexia, an online decoding and comprehension intervention tool, is used with students at any grade level and any ability. Because it is completed individually on the computer by all students, there is no stigma for those who might be struggling. It ensures that students have mastered one skill before allowing them to move on and continually reviews skills as they progress. Administration fidelity requires students to spend a minimum of 20 minutes three times per week using the program. The key to student success is following the recommended implementation timelines and the teacher use of the data generated by Lexia to inform guided reading instruction that is targeted to student need. Students can also access Lexia at home. Although Lexia is being used in a limited number of Grand Erie schools, requests to purchase this tool are increasing.

After reviewing the data, the committee generated the characteristics of an effective literacy program:

- Must be delivered in a classroom or carry over to classroom instruction
- Demonstrates evidence based success
- Must be matched to student profile
- Incorporates diagnostic, pre, and post assessment to monitor growth
- Is cost effective
- Is available to all students that require it
- Includes all reading skills: phonics, vocabulary, fluency, comprehension
- Engages students

Board considerations for effective literacy intervention implementation:

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

#### Cost and Training Requirements

Intervention Tool/Program	Grade(s)	Cost	Training/Implementation Requirements
Kindergarten Language and Literacy in the Classroom (KLLIC)	kindergarten	Kit – \$3,000 per kit + manpower to assemble for hard copy version \$200-250 per kit for Smart Board version Training – 0, as delivered by Grand Erie Speech Language Pathologists	Speech Language Pathologist or Communicative Disorders Assistant must train classroom staff, therefore time loss for Speech Language Pathologists and Communicative Disorders Assistants to complete assessments.
Class Act	Grade 1	Kit – \$300 in materials costs plus 3-5 hours in SLP manpower to assemble a kit Training – 0, as delivered by Grand Erie SLPs	It is helpful to have a Speech Language Pathologist or Communicative Disorders Assistant review the program with staff, but it is not required to be able to use the kit.

Intervention Tool/Program	Grade(s)	Cost	Training/Implementation Requirements
			Training workshops could be delivered in 30-60 minutes
Strong Start	Kindergarten – Grade 2	Kit – \$200 per school per year. The cost is heavily subsidized by the Strong Start Program through donations and sponsorships. Training - 0	Strong Start is implemented by volunteers who are trained. There must be a staff member who is trained as a coordinator in Strong Start at the school. Students are withdrawn from the classroom based on the volunteer's schedule which sometimes conflict with regular literacy programming.
Raz Kids	Kindergarten to Grade 8	License - \$79.95 US per year.	None. This license allows 36 students access to online leveled books to read, listen to or take a quiz.
Reading A-Z	Kindergarten to Grade 8	License - \$89.95 US per teacher per year	None. This license is a teacher resource that provides access to hundreds of leveled books.
Levelled Literacy Intervention (LLI)	Grade 1 to Grade 12 (Our Schools have a variety of the Kindergarten to Grade 4 Kits.)	Kits – From \$5,000 to \$7,000 Training - Approx. \$11,000 for 40 teachers who are new to the Program. (That includes the cost of 40 supply teachers. Having the trainer come is about \$4,000 per day.)	Teachers or LRT's are not required to be trained to run the program, but the feedback is that attending training significantly improves the delivery of the program, for both staff and students. Although it can be difficult, staff members can share one kit. It is recommended that an LLI group meets once a day for 30 minutes, but the program is still effective if run for 20-minute sessions 3 times a week. LLI is delivered to a small group of students.
Empower	Grades 2-5	Kit - \$2,500 Training -\$2,400/staff member	Staff must be trained by Empower trainers. A kit can only be used by one staff member. Staff must dedicate 1 hour per day to program implementation. Empower is delivered to a small group of students.
Lexia	Grades Pre-K - 5	Cost fluctuates depending upon number of licenses purchased. Sample quotes:	Cost quotes include a professional development package: a Lexia mentor for the board and 4 PD sessions.

Intervention Tool/Program	Grade(s)	Cost	Training/Implementation Requirements
		\$646,590.00 USD for a one-year license for 17,553 student licenses \$452,406.00 USD for hybrid package: 19 unlimited site licenses (ie. for comp ed schools) and 1,012 individual student licenses to be used at other schools Allows for school and home access	As Grand Erie staff become familiar with the program, they can take over some of the training requirements.
Sound Bites	Kindergarten-Grade 1	Kit - \$15.00 per kit. No Training	None. This is a key ring with games and activities to increase students' phonemic awareness.

There are identified gaps in data that must be answered before being able to make recommendations moving forward.

1. KLLIC and Class Act

- which schools have access to program materials
- who is using it if they do have access
- where are the training gaps

Speech-Language Pathologists surveyed their schools and determined:

- 39 schools have KLLIC paper materials or the smart-board version
- to implement KLLIC system wide, another 20 schools require kits
- Training to implement KLLIC system wide would require a significant investment in time from the Speech and Language Department
- 50 schools have Class Act English kits and 4 have French kits
- to implement Class Act system wide, another 7-10 schools would need kits.
- Training to implement Class Act requires 30-60 minutes.
- Training has not occurred for a number of years.
- There are a wide range of staff members are trained as Class Act program facilitators: classroom teachers, LRTs, EAs, DECEs, as well as volunteers

The speech language pathologists recommend consideration of a newer program called Sound Bites which was developed by Hamilton-Wentworth District School Board. It focuses on phonological awareness and has no specific requirements for the involvement of a speech language pathologist. It is not really an intervention program but a collection of effective games and activities to instruct in a primary classroom.

- Raz Kids – The Elementary Program Coordinator administrates Raz Kids in Grand Erie. Upon reviewing the data collected, could see that 33 of the purchased teacher licenses had not yet activated any student accounts. This led to questions about effective use of this resource. A request for reports from all 264 teacher licenses for Raz Kids was sent to schools to establish

the level of use. Preliminary results indicate that while a significant sum of money is allocated to purchase this resource, there is concern that it is not being implemented effectively which leads to little impact on improvement in literacy skills.

- Levelled Literacy Intervention (LLI) – Because the program was initially purchased for schools identified as compensatory but has since been purchased by other schools at their discretion, data was gathered about system-wide use. A Microsoft Forms survey was sent to all administrators asking about access to kits, staff training, and school usage.

#### Next Steps

- Once all Raz Kids reports have been returned, the Elementary Program Coordinator can complete an analysis of the usage and effectiveness of Raz Kids as an intervention.
- Once all LLI Surveys have been completed, we will be able to determine extensiveness of usage and access to materials which will help us to determine which schools to collect further more detailed student data from.
- Reconvene Literacy Intervention Review Committee to review new data and to make recommendations
- Elementary Program and Special Education will continue to work together to: support schools with implementation; coordinate our student selection process; clarify and communicate messaging around the structure and implementation of delivery; to ensure that that integrity and fidelity of the early literacy intervention programs can be maintained in our schools in Grand Erie District School Board

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

Respectfully submitted,

Linda De Vos  
Liana Thompson  
Superintendents of Education





# GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
 FROM: Scott Sincerbox, Superintendent of Education (Human Resources)  
 RE: **Employee Assistance Program Report – 2016-17 School Year**  
 DATE: February 12, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive the Employee Assistance Program Report, 2016-17, as information.

## 1.0 Rationale/Background

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

## 2.0 Additional Information

### 2.1 Employee Assistance Program Visits

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

### 2.2 Utilization of the Program and Statistical Summary

Budget for 2016-2017                      \$39,500.00  
 Total expenditure for 2016-2017    \$54,100.30  
 Utilization of the budget                137%

Year	EAP Appointments Subsidized by Board	EAP Appointments Paid by Employee
2016-2017	638	133
2015-2016	535	40
2014-2015	494	85
2013-2014	472	89
2012-2013	428	39.5
2011-2012	480	74.75

There was an increase in the number of sessions billed to the Board, as well as an increase in the number of sessions paid wholly by the employee. Sessions are paid wholly by the employee only after they have utilized the four GEDSB subsidized sessions provided, per school year.

As per the chart below, the number of appointments increased by 196 last school year. There was also an increase of 47 in the number of employees accessing the EAP.

Year	Number of Employees Utilizing EAP	Number of Appointments
2016-2017	246	771
2015-2016	199	575
2014-2015	210	579
2013-2014	175	534
2012-2013	179	467.5
2011-2012	177	554.75

The following reflects the percent of permanent employees accessing the EAP and the average number of Board-paid visits per employee over the past six years.

Year	Employee FTE on Oct. 31, 2016	% of Employees Accessing Service	Average No. Board-Paid Visits per Employee
2016-2017	2806	8.8%	2.59
2015-2016	2837	7.0%	2.69
2014-2015	2861	6.1%	2.35
2013-2014	2827	6.2%	2.69
2012-2013	2791	6.4%	2.39
2011-2012	2777	6.3%	2.71

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

Year	EFTO-Elementary Teachers	ETFO – ECEs	OSSTF – Secondary Teachers	OSSTF – PSSP	CUPE – Clerical	CUPE – Facility Services	CUPE – EAs	Non Union
2016-2017	110	0	62	16	11	5	27	15
2015-2016	74	2	61	10	12	7	25	8
2014-2015	82	0	65	7	20	8	21	7
2013-2014	69	0	50	11	7	12	19	7
2012-2013	71	0	47	10	10	4	11	9
2011-2012	90	0	52	3	9	7	5	11

### 2.3 Presenting Problems

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

### 2.4 Committee Activities

Copies of the revised EAP brochure were distributed in February, 2018, to all elementary and secondary schools, Student Support Centres, the Education Centre, Facility Services, Careerlink and the Transportation Department.

### 2.5 EAP Participant Survey

Twenty-eight (28) Participant Surveys were received, representing a 9.5% response rate. Overall, comments were positive. Twelve (12) respondents indicated that they learned of the EAP through the brochure, twelve (12) indicated co-worker, three (3) indicated supervisor and four (4) indicated other.

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education (Human Resources)





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: David Abbey, Superintendent of Education  
RE: **Privacy and Information Management Plan 2018-19**  
DATE: February 12, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Privacy Information Management Plan, 2018-19 as information .

### Background

The Grand Erie District School Board in June of 2017 contracted Privatech to conduct an audit of the Board's Privacy and Information Management practices. Privatech's report was presented to trustees in September 2017. The objective of the audit was to identify areas of privacy/security risk concerning the collection, use, disclosure, access to, storage and retention of personal information. It included an assessment of:

- I. Personal Information collection and practices and record sets;
- II. Uses and disclosure of personal information for defined purposes;
- III. Safeguarding personal information in paper and electronic format;
- IV. Access to information in Grand Erie's custody or control;
- V. Retention practices concerning paper and electronic records; and
- VI. Privacy related documentation

The findings were broken down into the following six areas:

- I. Privacy Office
- II. FOI and Records Management
- III. Human Resources
- IV. Business Services
- V. Information Technology
- VI. Schools

The recommendations of the audit identified 36 Risk Descriptions. The Risk Descriptions were rated as either effective or on a continuum of low to high risks. Of these 36 Risk Descriptions, 12 were identified as effective, meaning no need for attention, and 24 were identified as in the low to high range of risk.

A review by the Privacy and Information Management Committee identified 10 of the low to high-risk items that are either in the process of being addressed and completed by June 2018 (Appendix A). For the remainder of the items in the low to high risk, a plan has been developed to address these over the next three years (Appendix B).

**Additional Information**

The items that we are able to complete by June of 2018 are very straightforward and have little need for special knowledge or expertise around privacy and information management. However, the feeling of the Privacy and Information Committee and Senior Admin is that to adequately address the remaining 14 low to high risk items there is a need to contract the assistance a privacy specialist. Such a person requires a good understanding of legal compliance framework for privacy and access to information. The individual would be responsible for overseeing personal information across the school board, raising privacy awareness among staff, providing insight and direction on privacy complaints and breaches, as well as refreshing documentation (policies, procedures, forms) as needed.

Without a dedicated person, the school board could face unnecessary risk and suffer reputational, and/or financial damage that results from lack of accountability for privacy management. A dedicated privacy specialist is an item that seriously needs consideration in the next round of budget deliberations.

**Next Steps:**

Completion of items in Appendix A will continue for the remainder of the year and the items in Appendix B communicated through the Privacy and Information Management Committee. A detailed budget report supporting options for hiring a Privacy specialist will be presented to trustees for consideration in the 2018 19 budget talks.

Respectfully submitted,

David Abbey  
Superintendent of Education

### Appendix A – Privacy and Information Audit Items Completed or In Progress with Year End Completion

Action	Responsible	Update	Completion
<b>Human Resources</b>			
Records Management And Security (11)	S. Bell	<ul style="list-style-type: none"> <li>• Swipe code installed and Access assigned for Human Resources Staff. When document management system is implemented, further refinement and tracking of document access will be in place.</li> </ul>	Jan 2018
MFIPPA Language on Website and HR Forms (14)	S. Bell	<ul style="list-style-type: none"> <li>• On advice of Legal Counsel statement to be placed on website to cover privacy advisement</li> </ul>	June 2018
<b>Business Services</b>			
Secure tax Receipts & Donations(17)	C. Smith	<ul style="list-style-type: none"> <li>• Documents secured in locked cabinets</li> <li>• Proper process for storage reviewed with staff.</li> </ul>	Jan 2018
Risk Management of T4 Emails (18)	C. Smith	<ul style="list-style-type: none"> <li>• Proper process documented and reviewed with staff</li> </ul>	Feb 2018
<b>Information Technology</b>			
Password Enforced Screen Savers (22)	J. Ecklund	<ul style="list-style-type: none"> <li>• Researched ability to turn on</li> <li>• Need to identify time (eg. 10 min) before screen lock.</li> <li>• Seeking direction from Senior Admin.</li> <li>• Communication to system of change</li> </ul>	Summer 2018
Server Backup Process Upgrade (23)	J. Ecklund	<ul style="list-style-type: none"> <li>• Currently have encrypted backups occurring over high speed network</li> <li>• Will be further enhanced with completion of the Disaster Recovery site</li> </ul>	Fall 2017
BYOD Policy (24)	J. Ecklund D. Abbey	<ul style="list-style-type: none"> <li>• Covered in policy SO27 Acceptable use of Information Technology. Currently out for comment.</li> </ul>	March 2018
Information Security Policy (25)	J. Ecklund	<ul style="list-style-type: none"> <li>• Included in AM37B Information Technology Services – Infrastructure and Support</li> </ul>	Sept 2017
<b>Schools</b>			
Secured School Servers (32)	J. Ecklund	<ul style="list-style-type: none"> <li>• In process of migrating all school servers to secure central server at TRC. This eliminates the need to secure on-site servers.</li> </ul>	June 2018
Principal Interview Notes (33)	S. Bell	<ul style="list-style-type: none"> <li>• HR110 section 4b requires secure storage of Interview materials</li> <li>• Reminders to school administrators are ongoing.</li> <li>• Need ongoing checks and audits of schools in this area.</li> </ul>	Sept 2017  Annual reminder to Admin and managers

Appendix B - Action Plan to Address Privacy Audit Recommendations

Action	Responsibility	Expected Outcomes	Measurement	Date/Timeline
<b>PRIVACY OFFICE</b> Action: <ul style="list-style-type: none"> <li>Dedicated Privacy Officer/Position/Staff (1)</li> <li>Develop Privacy Breach Response (2)</li> <li>New employee training (3)</li> <li>Privacy Enhancing Initiatives (4)</li> </ul>	<ul style="list-style-type: none"> <li>Dave Abbey</li> <li>Lisa Howells</li> <li>Privacy Position</li> <li>Dave Abbey</li> <li>Privacy position</li> <li>Privacy Position</li> </ul>	<ul style="list-style-type: none"> <li>Develop a plan and budget line to support the hiring or training of staff privacy position</li> <li>Item conditional on approval by board in 2018 19 budget</li> <li>Develop written documentation for Privacy Breach</li> <li>Develop and implement confidentiality agreement to new hires</li> <li>Create a privacy training plan for new hires</li> <li>Develop and implement confidentiality agreement for all staff</li> <li>Privacy and data security reminders and awareness initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Budget item to support hire of new person</li> <li>Developed job description and tasks</li> <li>Documentation and process communicated to Board</li> <li>By AM</li> <li>New hires training supports developed and implemented for new hires</li> <li>Sign off by staff electronically occurs on an annual cycle</li> <li>Regular newsletter or other publications used to raise staff awareness of Privacy obligations</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2018 Budget deliberations</li> <li>Hire for fall of 2018</li> <li>Fall 2018</li> <li>January 2019</li> <li>Spring 2018</li> <li>Starting late fall</li> </ul>
<b>FOI RECORDS MANAGEMENT</b> Action: <ul style="list-style-type: none"> <li>Records Retention Schedule (7)</li> </ul>	<ul style="list-style-type: none"> <li>Lisa Howells</li> <li>Privacy Position</li> </ul>	<ul style="list-style-type: none"> <li>Identify key records in need of retention guidelines for schools.</li> <li>Provide and communicate where schools can access retention guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Various record groups identified and a clear schedule is documents for records retention in line with appropriate standards</li> <li>Standards are posted for reference on the Staff portal</li> <li>Practices in board align with record retention guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2018</li> <li>documentation posted on staff portal as developed</li> </ul>
<b>HUMAN RESOURCES</b> Action: <ul style="list-style-type: none"> <li>Move to HR Paperless records</li> <li>Records Management</li> </ul>	<ul style="list-style-type: none"> <li>Sharon Bell &amp; John Ecklund</li> <li>Sharon Bell</li> </ul>	<ul style="list-style-type: none"> <li>Create an RFP for a paperless records management system</li> <li>Convert active employee record to digital records</li> <li>Item conditional on approval by board in 2018 19 budget</li> <li>Identify HR access, workflow, forms, and key documents</li> <li>Reorganize paper based document storage</li> </ul>	<ul style="list-style-type: none"> <li>Software and Hardware purchased</li> <li>Training and conversion of all active employee records</li> <li>Workflows for HR continue to be identified and evolve for active employees</li> <li>Other paper-based records (inactive employees) are</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2018</li> <li>Spring Summer 2019</li> <li>Spring 2019</li> </ul>

Action	Responsibility	Expected Outcomes	Measurement	Date/Timeline
<p><b>BUSINESS SERVICES</b></p> <p>Action:</p> <ul style="list-style-type: none"> <li>Move to paperless records and practices *</li> </ul>	<ul style="list-style-type: none"> <li>Cindy Smith</li> </ul>	<ul style="list-style-type: none"> <li>Identify workflows that can go paperless and create efficiencies in department</li> </ul>	<ul style="list-style-type: none"> <li>archived electronically or in paper as deemed appropriate.</li> <li>Work begins with IT to develop areas where business practices can go paperless</li> <li>Priority to areas of privacy concern</li> </ul>	<ul style="list-style-type: none"> <li>2018 19 School Year</li> </ul>
<p><b>INFORMATION TECHNOLOGY</b></p> <p>Action:</p> <ul style="list-style-type: none"> <li>Data Map of Applications (20)</li> <li>Encryption of GEDSB Laptops (21)</li> <li>Staff informed on how to store e-records (26)</li> <li>Baseline developed for contractual privacy with Vendors (27)</li> <li>Two factor Authentication for Virtual Private Network (VPN) access (28)</li> </ul>	<ul style="list-style-type: none"> <li>John Ecklund Privacy Position</li> </ul>	<ul style="list-style-type: none"> <li>Identify and record what data is contained in various IT systems and who has access</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary map developed of what IT applications contain demographic and personal information.</li> <li>Define repository, rights of access, and security roles with input from Privacy position.</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2018</li> <li>Fall 2018</li> </ul>
	<ul style="list-style-type: none"> <li>John Ecklund Privacy Position</li> </ul>	<ul style="list-style-type: none"> <li>Identify which users that should have additional security installed on devices</li> <li>Install encryption on identified users devices</li> </ul>	<ul style="list-style-type: none"> <li>Senior Administration</li> <li>All LRT's and Special Education staff</li> <li>Determine with consultation with Privacy position any other encryption required (School Admin?)</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2017 (Complete)</li> <li>Spring 2018</li> <li>Fall 2018</li> </ul>
	<ul style="list-style-type: none"> <li>John Ecklund Privacy Position</li> </ul>	<ul style="list-style-type: none"> <li>Migration of files from S, H, and T: drives to O365</li> <li>Update to AM37B on proper storage of e-records</li> <li>Communication of information to relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>With exception of servers in high schools for media courses and in few schools that bandwidth is not available all files will be stored on central servers or on Onedrive</li> <li>Education of users in information types, where it should be stored and retention will be part of privacy enhancing initiatives conducted by privacy position (4)</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2018</li> <li>Spring 2019</li> </ul>
	<ul style="list-style-type: none"> <li>John Ecklund Privacy Position or Board Legal Consult</li> </ul>	<ul style="list-style-type: none"> <li>A standard statement on all purchasing contracts that ensures privacy compliance of the vendor and product involved.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement in consultation with IT, Privacy position and Business services.</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2018</li> </ul>

Action	Responsibility	Expected Outcomes	Measurement	Date/Timeline
SCHOOLS. Action: <ul style="list-style-type: none"> <li>Internal checks of privacy practices in schools.</li> </ul>	<ul style="list-style-type: none"> <li>John Ecklund</li> <li>Dave Abbey</li> <li>Privacy Position</li> </ul>	<ul style="list-style-type: none"> <li>Identify VPN's that are needed in the institution</li> <li>Identify alternative ways to access applications without using VPN's</li> <li>Develop a cycle of review of in school practices (15-20 schools/year)</li> <li>Visits to schools</li> </ul>	<ul style="list-style-type: none"> <li>No VPN's in institution being used.</li> <li>Retention policies being followed</li> <li>Documents (e.g Interview notes) properly stored and secured</li> <li>Findings reported to Privacy Information Management Cttee</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2018</li> <li>School Year 2018 19</li> </ul>

\*Not from Privacy Audit

Year 2	Year 3
Privacy Office <ul style="list-style-type: none"> <li>New Employee Training</li> <li>FOI Records and Management</li> <li>Records Retention Schedule</li> <li>Human Resources</li> <li>Move to HR Paperless records (10)</li> <li>HR Audit (12)</li> <li>HR Passwords and Security (13)</li> <li>Business Services</li> <li>Implementation of Business Paperless workflows* Information Technology</li> <li>Data Map of applications (20)</li> <li>Schools</li> <li>Internal checks of Privacy practices in schools</li> </ul>	Privacy Office <ul style="list-style-type: none"> <li>New Employee Training</li> <li>FOI Records and Management</li> <li>Records Retention Schedule</li> <li>Human Resources</li> <li>Move to HR Paperless records (10)</li> <li>HR Audit (12)</li> <li>Business Services</li> <li>Implementation of Business Paperless workflows* Information Technology</li> <li>Data Map of applications (20)</li> <li>Schools</li> <li>Internal checks of Privacy practices in schools</li> </ul>



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F5 - Advocacy**  
DATE: February 12, 2018

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<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve <b>Policy F5 - Advocacy.</b>
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### Background

Policy F5 – Advocacy was circulated to all appropriate stakeholders for comments to be received by January 12, 2018.

### Comments Received

1. Comment: Procedures – in addition but not limited to all levels of Govern (i.e.: Health, Justice, Social Services)  
**Response:** Amended as per comment #2 below.
2. Comment: Policy statement - Should it be expanded either by adding with "all levels of" government or by adding government "and educational partners"  
**Response:** Amended.
3. Comment: Procedures - 2nd paragraph suggest:  
As an advocate.... the board follows these guidelines  
**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.

### Communication Plan

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



**Advocacy**

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

**Policy Statement**

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

**Accountability:**

1. Frequency of Reports – As needed
2. Criteria for Success – Relationships with government officials enhanced  
– Board’s position will be communicated

**Procedures:**

The key objective of the Grand Erie District School Board’s advocacy is to develop effective two-way communications with all levels of government to support the Board’s mission of Success for Every Student.

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

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

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Scott Sincerbox, Superintendent of Education (Human Relations)  
RE: **HR2 – Consideration of Non-Unionized Employee Concerns**  
DATE: February 12, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve **Policy H2 – Consideration of Non-Unionized Employee Concerns**.

### Background

Policy HR2 – Consideration of Employee Concerns was circulated to all appropriate stakeholders for comments to be received by January 12, 2018.

### Comments Received

1. Comment: Policy Statement – related to the collective agreement and/or working conditions; not every employee issue is dealt with through a grievance, fairly often dealt with through relationships

**Response:** This policy is exclusively for non-unionized employees. Necessary changes have been made to reflect this.

2. Comment: In the following paragraph, under *Policy Statement*, I'd ask the Board to consider the following amendments indicated *in red*:

Notwithstanding the foregoing, an employee or group of employees who are members of a bargaining unit shall have concerns related to their collective agreement handled pursuant to the *appropriate* collective agreement (i.e. Grievance/arbitration process or negotiations), *and/or through agreements made by mutual consent between the respective Board and employee/bargaining group representatives*.

The rationale for this proposal is that I find that most employee concerns are handled outside the need to rely on the grievance/arbitration process or formal negotiations. Most of what I do is discuss the issues with the appropriate administrator (either school or senior admin), or HR representative, and we come to a mutual agreement without the need for a formal grievance. I would like the Board policy to include current practice, and to reflect that a more cooperative working relationship to problem solving exists. The current wording would make the reader think that the only way we deal with concerns is to file a grievance or wait until local bargaining occurs.

**Response:** This policy is exclusively for non-unionized employees. Necessary changes have been made to reflect this.

3. Comment: #4 Outlined in bylaw 11 and bylaw 18 (change from “or”)

**Response:** Change was made.

**Additional Information**

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

**Communication Plan**

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

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education (Human Resources)



**Consideration of Non-Unionized Employee Concerns**

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

**Policy Statement:**

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

Notwithstanding the foregoing, an employee or group of employees who are members of a bargaining unit shall have concerns ~~related to their collective agreement handled pursuant to the collective agreement (i.e. Grievance/arbitration process or negotiations).~~ handled by a representative of their bargaining unit.

**Accountability**

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

**Procedures**

Briefs or presentations (~~not related to collective bargaining issues~~) by non-unionized employees or employee groups may be presented to the Board or a Committee of the Board, subject to the guidelines provided below.

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





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F102 Purchasing Card Program**  
DATE: February 12, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure F102 – Purchasing Card Program**  
as information.

### Background

Procedure F102 – Purchasing Card Program was circulated to all appropriate stakeholders for comments to be received by January 12, 2018.

### Comments Received

1. Comment: 2 c i. Include in 2c  
**Response:** Amended.
2. Comment: 2e suggest removing reference to procedure F107 (should be combined with F6 when it is next up for review)  
**Response:** Consideration noted, but should include both policies as they both exist.
3. Comment: 4c Who determines if a card is suspended?  
**Response:** Amended to include authorized individuals.
4. Comment: 5c is this strong enough? Remove administrative  
**Response:** Yes, it is strong enough. Amended to remove the word “administrative”
5. Comment: 5e What happens to P cards when a person goes on leave?  
**Response:** The card is deactivated on a case-by-case basis (length and nature of leave)
6. Comment: Will the manual be updated to reflect these changes?  
**Response:** As soon as the policy changes are approved, the purchasing department will review the changes and make amendments to the policy as required.

### Additional Information

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

### Communication Plan

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer



**Purchasing Card Program**

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

**Purpose**

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

**Accountability:**

- 1. Frequency of Reports – As needed
- 3. Criteria for Success – Communicate procedures to all cardholders
  - Timely reporting of transactions
  - Cardholder responsibility monitored

**Procedures:**

**1. Introduction**

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

**2. Purchasing Card Program Standards**

- a) Each purchasing card will have a single transaction and monthly accumulated spending limit.
- b) Spending limits will be set according to level of authority and nature of cardholder responsibility.
- c) Purchasing cards will be set with a standard commodity blocking that prohibits use for cash advances and at LCBO/Beer Stores. As such, commodity blocks will not be removed for cash advances and LCBO/Beer Stores under any circumstances.
- d) Requests for a temporary increase of spending limits for cardholders must be completed by the respective Supervisor and approved by the Superintendent of Business or designate, using the appropriate form (Purchasing Card Manual, page 10, Schedule D.)

- e) All cardholder purchase transactions must comply with Purchasing Policy F6 and Procedure F107. Cardholders may not use their purchasing card to:
  - i. Bypass an existing tendered contract or existing purchasing procedure
  - ii. Purchase furniture or capital equipment
  - iii. Split purchases into two (2) or more transactions to bypass approved limits
  - iv. Make personal purchases
  - v. Permit another staff person to use their card
  - vi. Purchase gift certificates
  - vii. Place an order for a cellular phone or PDA
  - viii. Purchase software without prior clearance from ITS (Information Technology Services)
  - ix. Purchase alcoholic beverages (Board policy prohibits reimbursement for alcoholic purchases)
  - x. Pay recurring expenditures such as internet charges, magazine subscriptions or other recurring charges.

### 3. Responsibility of the Card Administrator

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

### 4. Responsibility of Cardholder

- a) Cardholders will be held liable for any misuse of their card, or willful disregard of purchasing card policy or procedures.
- b) Cardholders may only use their card for expenses incurred in relation to their duties and responsibilities.
- c) Cardholders are required to collect and submit detailed receipts for all transactions to their principal/supervisor by the required cut-off date as established by Business Services. Failure to comply may result in the suspension of the card by the Manager of Business Services or the Superintendent of Business.
- d) Hospitality expense claims must follow all procedures in F101. The expenditures must be accompanied with names of individuals entertained and their role. Purpose of the hospitality is to be clearly stated on the receipt.

## 5. Monitoring Card Usage

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

### Related Resources

*F6 – Purchasing*

*F107 - Purchasing*



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F103 Travel and Expense Claims**  
DATE: February 12, 2018

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure F103 – Travel and Expense Claims**  
as information.

### Background

Procedure F103 – Travel and Expense Claims was circulated to all appropriate stakeholders for comments to be received by January 12, 2018.

### Comments Received

1. Comment: Will AM 14 be rescinded after this updated procedures is in place?  
**Response:** No, AM 14 is required to set the mileage reimbursements rates, which can change annually.
2. Comment: remove “administrative” in a few places  
**Response:** Amended.
3. Comment: 1.1 i c Are employees required to prove insurance coverage? If so, how is this tracked/collected/retained?  
**Response:** We do not necessarily require this; it is more of a provisional point. It could never be held to compliance as insurance could lapse at any time. It would be similar in requiring a driver’s license. It is assumed the staff member carries valid license and insurance as required by the Ministry of Transportation of Ontario to operate a vehicle.
4. Comment: 1.2 iii a. Remove word actual  
**Response:** Amended.
5. Comment: 1.3 iii Spell out Grand Erie  
**Response:** Amended.
6. Comment: 1.3. v Should no span more than one school year. Should this be cannot?  
**Response:** Amended.
7. Comment: 1.3 ix Who can submit to reimbursements?  
**Response:** Amended to include the supervisor approving the reimbursement.

8. Comment: 1.1 ix Photocopies and faxes are not eligible for reimbursements, but 1.3 ix allows email attachments. Is there a difference?

**Response:** This is only for travel and expense claims, and in most scenarios the attachments are PDFs or Google Maps or scanned parking tickets. Meals and other reimbursements will need to provide original receipts as per 1.3.iv

**Additional Information**

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

**Communication Plan**

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer



**Travel and Expense Claims**

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

**Accountability:**

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

**Principle:**

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

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

**Procedures:**

- 1. The board will reimburse employees for expenditures submitted on the Travel Expense Claim Form subject to the following parameters:

**1.1. Allowance for Use of Personal Automobile**

- i. Individuals will be reimbursed for the use of their personal automobile at the rate approved by the board provided:
  - a) It is the most convenient method of travel;
  - b) The travel is for authorized board business;
  - c) The individual carries a minimum of \$1M public liability and property damage insurance coverage;
  - d) Whenever possible, two or more individuals traveling to the same destination use one vehicle.
- ii. The allowance paid for the use of a personal automobile is deemed to cover all costs of operation including insurance, depreciation, gas, oil, repairs etc.
- iii. The cost of travel from home to the worksite is considered to be personal use and is not reimbursed by the Board. This includes work at night or weekends. The Board will, however, pay for any incremental mileage incurred in conducting business outside of the employee’s home-to-work travel.
- iv. The site that each permanent employee regularly reports to is that employee’s primary location.

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

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

- i. These claims include but are not limited to, actual out-of-pocket expenses for:
  - a) Courses, conferences or workshop charges;
  - b) Hotel room charges for accommodation in a standard room – no additional reimbursement will be made for suites, executive floors or concierge;
  - c) Meals, if not included in registration;
  - d) Tips and gratuities;
  - e) Business telephone calls;
  - f) Taxi and/or Uber receipts;
  - g) Supervisor approved car rental when a car rental is more economical than the use of a personal vehicle and related mileage;
  - h) Public transportation at the lowest fare practicable;
  - i) Necessary parking fees; and
  - j) Other business expenses (i.e. fax, internet, 407 ETR).

- ii. The following will not be reimbursed:
  - a) Recreational costs (i.e. video rentals, mini-bar charges, fitness facility charges);
  - b) Movies;
  - c) Alcoholic drinks;
  - d) Charges incurred by a spouse;
  - e) Parking or traffic tickets; and
  - f) Auto expenses (reimbursed by per kilometer charge).
- iii. Meals
  - a) Reasonable and appropriate meal expenses will be reimbursed if the expenditure is incurred when the employee is on board business.
  - b) Reimbursement for meals (plus exchange rate) is subject to the following limits;
    - For Breakfast - \$10.00
    - For Lunch - \$17.00
    - For Dinner -\$28.00
    - Total for one day not to exceed \$55.00
  - c) For a full day of meal claims (breakfast, lunch and dinner), individuals have the discretion to allocate the daily total among the meals.
  - d) Reimbursement of meal costs must not include reimbursement for any alcoholic beverages.

### 1.3. Reporting

- i. All claims for approved expenses should be made on the Travel Expense Claim Form or Conference Expense Claim Form which are available on the staff portal.
- ii. When submitting a statement of expense, the purpose of the trip must be stated in the space provided.
- iii. Mileage claims between board locations must align with the **Grand Erie District School Board** mileage grid found on the staff portal. Claims for travel outside board locations must include a Google map (shortest distance).
- iv. Claimants must sign the form and attach all original receipts showing the detail of the expense. Photocopies of receipts or credit/debit card slips are not acceptable as they do not provide sufficient detail to authorize payment or meet audit requirements.
- v. Expense claims should be submitted at least quarterly and no more frequently than monthly. Claims **cannot** span more than one school year. Claims must be submitted by the due-date as outlined in the year-end instructions September 30 for all expenses incurred up to August 31<sup>st</sup> each year. Due to CRA guideline, mileage claims must not span two calendar years.
- vi. Expense forms will be reviewed and authorized by the principal (for school staff members) or supervisor prior to their submission to Business Services for processing. Expense forms for the Director will be reviewed and authorized by the Chair of the Board.
- vii. The principal or supervisor authorizing the claim is providing their approval as the person knowledgeable about the activity and the one who acknowledges that the expenditure complies with this procedure.
- viii. Final approval will be that of Business Services (Superintendent of Business, Manager of Business Services or designate). This approval is the final check that the claim complies with this procedure. Payment will be processed only after this final checking has been done.

- ix. Travel and Expense Claims can now be submitted electronically by the supervisor of the claimant via email to [reimbursements@granderie.ca](mailto:reimbursements@granderie.ca) – all receipts and necessary documentation must be attached with submission.

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **FT112 Disposal of Surplus Equipment and Furniture**  
DATE: February 12, 2018

**Recommended Action:** Moved by \_\_\_\_\_, Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure FT112 – Disposal of Surplus Equipment and Furniture** as information.

### Background

Procedure FT112 – Disposal of Surplus Equipment and Furniture was circulated to all appropriate stakeholders for comments to be received by January 12, 2018.

### Comments Received

1. Comment: E-waste – school have electronic waste fundraisers. Should this be covered in FT112.  
**Response:** Amended to include a paragraph about fundraising.
2. Comment: Procedures - 1a Add FT9 after transition team  
**Response:** Amended.
3. Comment: Procedures - 1b and d seem to say different things about the same items.  
**Response:** 1b deals with items within the 48-hour window, while 1d refers to items beyond the 48 window.
4. Comment: Procedures - 1f. Second sentence. Suggest adding something like “that archive volunteers will be asked to visit the site and assess items for appropriateness for inclusion in the Board archives”  
**Response:** Amended.
5. Comment: Suggest 2 c and f be included in Section 3 – 2g be deleted as it is in section 3  
**Response:** Amended.
6. Comment: 3 a write out Grand Erie  
**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.

### Communication Plan

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer



**Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment**

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

**Accountability:**

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

**Procedures:**

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

**1. SCHOOL/SITE CLOSURE**

- a) The Transition Team, as per FT9 Transition Committees, including affected administrators, staff and supervisors shall identify furniture and equipment which may be required by relocated students and staff. Retrieval or delivery of these goods must be arranged through central services staff within six (6) weeks following the facility closure.
- b) Items not required by relocated students and staff will be displayed by central services staff at the closed facility for a specified time period not to exceed 48 hours to permit administrators and staff from other facilities an opportunity to select and tag items on a “first come-first served” basis. Notice of the available furniture and/or equipment will be provided to all school administrators by email at least seven days prior to the period for viewing.
- c) All selected items will be assessed by central services staff from Facility Services, ITS Services and Purchasing Services to ensure compatibility with building systems, regulations and site or facility restrictions before they are released or delivered. Items which cannot be modified to meet compatibility standards will not be moved or permitted in the new location.
- d) Pictures and descriptions of all available items will be placed on the internal staff portal by the Transition Team for interested schools to view and request.
- e) Flags will be properly removed/disposed of according to Federal regulations.

- f) Commemorative material will be placed at the facility of the relocated students and staff whenever appropriate. Material which has historical significance will be stored in the Board's archives for safekeeping or delivered to the appropriate agency. Archive volunteers will be asked to assess items for appropriateness for inclusion in the Board archives.
- g) Furnishings and equipment not identified in the above steps for student/staff.
- h) If use or archival storage will be disposed of by central services staff using one of the methods listed in Item 3.

## 2. UPGRADED FURNISHINGS OR EQUIPMENT

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

## 3. SURPLUS ITEMS NOT REQUIRED BY SYSTEM

- a) Items with capital value or general usefulness
  - a. Online Auctions managed by Grand Erie District School Board or a third party as available:
    - i. External purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied.
    - ii. Board approved auctioneer online site (external purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied)
  - b) Community Open House where items will be offered for little or no cost (external purchasers are advised that all items are sold "as is, where is" with no warranty expressed or implied)
  - c) Where items are sold to an external purchaser, proceeds from the sale of surplus equipment, less an administrative fee of \$25.00 will be deposited to the selling school's general account. Where the surplus items result from a school closure, the proceeds will be directed to the consolidated school(s) in proportion to the students transferred.

- d) External purchasers are responsible for obtaining independent qualified professional advice or services, e.g., electrical, plumbing, etc.
- e) Salvage operator will be contracted to dispose of any leftover items.

#### 4. DISPOSAL OF E-WASTE

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